

# Moruya Public School

## Annual Report



2017



2628

## Introduction

The Annual Report for **2018** is provided to the community of Moruya Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

I would like to thank the students, staff and community members for their support and efforts throughout 2017 and congratulate the students on their many academic achievements (learning progress) and the staff on their dedication and commitment to student learning and care. Of course, our wonderful parent and community members have made great contributions through the P&C and its sub-committees including the Canteen, Uniform Shop, Ethics Coordinator and teachers and Kitchen Garden committee. The wider community have contributed significantly through our Up & Running tutors, Breakfast Club coordinator and team and the Scripture Coordinator and teachers, my thanks to them all. The school has great community support and it is one of many reasons why it is a pleasure working at Moruya PS. I trust we will continue to work together for the continuous improvement to the school operations and program for the benefit of our students and community.

Peter Johnson

Principal

## School contact details

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# School background

## School vision statement

Moruya Public School believes every student is unique and has an important place in their community. Every student will develop the skills to be a life-long learner with confident personal and social skills to enjoy life within society. This vision reflects the Melbourne Declaration on Educational Goals for Young Australians 2008.

## School context

Moruya Public School has a proud and long tradition (138 years) of public education in the Eurobodalla. The site was a central school until the high school was built in 1970. In addition to its historical significance Moruya Public School promotes high academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive primary education that includes strong creative and citizenship building opportunities. We establish high expectations for our students and offer them the opportunity, encouragement and support required to lay the foundation of learning for life. Teachers plan, program and deliver curriculum within a quality teaching framework. The school is proud of its excellent reputation for the quality and safety of this learning environment. It is an inclusive public school of some 340 students and 30 members of staff. The school has a significant enrolment of Indigenous students, three special education classes for students with additional and complex learning needs. Students with additional needs are also supported across our other K-6 classes. The school promotes academic excellence for talented students and extra-curricular activities in sport and the performing arts. The school is part of the Eurobodalla Learning Community of public schools that supports excellence and opportunities in learning for students and staff and their community and the value of public education.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domains of Learning, Teaching, and Leading the school executive believe the school generally achieves at "Delivering" for the majority of the domain areas for the framework and "Sustaining and Growing" for some areas. These higher achieving areas (Sustaining and Growing) include; Well-Being; Curriculum and Learning; Professional Development; Leadership; and Management Practices and Processes. The school does provide opportunities for community members to provide feedback on school practices and have systems in place for parent consultation and engagement. The need to encourage all staff to seek a leadership role in the school resulted in identifying relief staff for 2018 for an executive position and other coordinating roles. The school also works closely with external agencies to support and extend student well-being. The school will further promote "Collaborative Practice" between teachers, so that more consistent and specific feedback about lesson strategies are supported in every classroom

One of the highlights of the year was the community art exhibition "Art in the Making". This was collaborated with local artists, parents and staff and students resulting in an exhibition of class art works for sale at an auction in term 3. It was highly successful, with students and staff benefiting from the artists expertise and celebrating the display at the exhibition. The school thanks the P&C, local artists and all the community members who assisted with the exhibition.

Tracking and reviewing student learning data is a feature of school practices with staff collecting twice annually student progress using PLAN and school assessment tools. In addition, reading comprehension, "Number Frenzy" and "Sentence a Day" assessments are also being collated and used to guide teaching/learning. An extension/enrichment teacher for 2018 will additionally support learning from years 2-6. Student progress and learning needs are regularly supported through the learning and support team operation that closely monitors the learning needs through the years. "Student voice" is promoted and recognised through the SRC which demonstrate strong student participation and ownership of their local school by organising special days such as "Multicultural" day and other events for all students K-6.

Another highlight of community collaboration (including student participation and leadership) that reflects the strong student and community well-being practices of the school, is the "Mud-Cubby" project. In partnership with the P&C,

SRC and Ability Links, the school received a grant for capital works to provide educational experiences in the playground for our students in support classes as well as mainstream. The grant provided four sub-projects that involved student and parent consultation about their design and construction; musical play centre, car-track area, log-obstacle course and Mud-Cubby structure. All community members were involved in the design and construction that will be concluded before the end of term 1 2018 for the official opening.

The school acknowledges student achievement through its level reward system which is being enhanced in 2018 through PBL implementation, that celebrates student learning and effort through a variety of rewards. To improve the learning culture, the school is seeking in 2018 to increase student responsibility for their own learning and their own aspirational desires or goals by students explaining what they know and what they need to learn next. This should improve their academic performance as it requires the class teacher's feedback to be timely and clearly communicated. The school's performance in the higher bands of year 3 and 5 Naplan results improved in 2017 and the value-added student growth also showed an improvement. A clear indication the school is heading in the right direction. The school strategic teams will be re-organised and given time to monitor the progress and effectiveness of the plan during 2018.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Excellence in individual learning, inclusivity and welfare

### Purpose

A strong focus on excellence in individual learning, inclusivity and welfare will enable the provision of quality teaching and engaging learning to shape responsible, caring and productive citizens.

### Overall summary of progress

80% of staff believe that students are more confident and engaged in their learning as identified in the "Tell Them From Me" (TTFM) survey (an improvement from 75% in 2016). Suspension data shows a significant reduction from 50 to 12 in the first semester. School values are displayed on signage and in communication to the community. Positive behaviour for learning expectations and strategies and Mental Health information are published in school newsletters and on the school website. Individual Education Plans, Behaviour Plans and Personal Learning Plans have been developed in consultation with parents and caregivers. Staff, students and parents/carers understand the school's behaviour expectations and procedures.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff survey score showing that staff believe students become fully engaged in class activities to increase from 7.8 to above 8 as identified in the "Tell Them From Me" (TTFM) survey.		8.0 score achieved – a good improvement reaching the desired target of 8.
Student survey score showing that students are interested and motivated to increase from 65% to 78%		66% achieved which is a reduction from last year and below the three-year target.
Attendance rates (all students to end of term 3) increased to 93.5% for 2015–17 compared to 93% of 2012–14.		By end of term 4 attendance was at 91.7% slightly up on previous years and the annual average was 92.3% compared to 91.3% in 2016. A pleasing improvement.
Indigenous absences to reflect 19% of all absences 2015–17 compared to 22% for 2012–14.		Indigenous absences reduced, close to school average of 91.07%. At the end of 2017 it was 80.06%. Aboriginal student attendance still disproportionate at 26.4%.
Reduce average yearly suspension rate to 30 for 2015–17 compared to 45 for		Suspensions significantly reduced from 48 for 2016 to 12 for 2017 for the first semester.
Establish reward system for high attendance – 100% each term.		Class reward system established for high attendance in all grades.

### Next Steps

In 2018 the school will fully implement Positive Behaviour for Learning (PBL), that is the class lessons teaching the appropriate behaviours for all common areas in the school. The full implementation of Positive Behaviour for Learning will include a further review of positive and negative consequences as well as an evaluation of acknowledgements (rewards). All staff will be trained in this program while a smaller team of staff coordinates the implementation across all year levels K–6. Regular communication will continue with the whole school community about Positive Behaviour for Learning through information published on the website and in the newsletter. Catering to individual students needs, for both support and enrichment, will continue through the creation of individual learning plans and differentiated class programs. This will assist with developing confidence within students as well as student engagement.

## Strategic Direction 2

Quality Learning for All.

### Purpose

A clear focus on staff and student leadership to increase our capacity to deliver excellent outcomes for all students.

### Overall summary of progress

The continual improvement of the quality of staff professional learning and their goals is an on-going process that has seen benefits through the increasing collegial support and conversations between staff that is evidenced based and observable. The feedback and coaching between staff who are collaborating is very strong. The collection of student assessment and its analysis is informing classroom practice better and the generation of targeted personalised learning plans. In addition to this, staff are continually receiving training in current best practices in education as well as the implementation of new curriculum. The embedding of the first 6 modules of the "How To Learn" course into programming and class routines has been pleasing. Students are talking about resilience and the "learning pit" struggles and other key aspects of learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have professional learning plans that are framed by the professional standards and promoted through coaching, resulting in greater numbers of staff being accredited at higher levels.		All staff achieved current required accreditation, including maintenance and one still in process of completing high accomplished.
Focus on Learning survey identifies staff believe professional learning and classroom practice are supported by the school/leadership to a score of 7.2.		The survey showed staff score of 6.9, which is an increase from 6.5 but short of the desired target.
Parent survey score showing that parents believe student learning is supported to increase from 7.6 to above 8 as identified in the Focus on Learning survey.		The parent survey score was 7.8 which is an increase from 7.6 but short of the target.
100% of staff use formative assessment to inform teaching practice.		All staff completed assessment schedule including formative and summative assessments.

### Next Steps

In 2018 one focus will be to increase teacher ownership of class and school data. This in turn will drive analysis and the designing of specific learning experiences to provide differentiated learning achievement for every student. The school is targeting student achievement in the middle to high area to increase performance especially for those students who may not be reaching their full-potential. A teacher will be employed to target a program in literacy and numeracy and STEM to extend student achievement in this area.

### Strategic Direction 3

Strong Community Partnerships.

#### Purpose

The development of strategic partnerships with our wider community to support accountability, continual improvement and excellent outcomes for all.

#### Overall summary of progress

Strong community participation and leadership was well demonstrated in the "Art in the Making" program in term 3. P&C, community artists, staff and students collaborated to display a wonderful exhibition in the community hall. Parent and community consultation process is well established with key stakeholders advising the school through electronic feedback, community forums, P&C meetings and phone contact. Staff have taken up leadership roles in the area of bands, creative arts and SRC coordinator. The Kids Matter team oversaw the implementation of the fruit program, buddy bench seat and music in the playground initiatives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
From 2015–2017 the TTFM Parent Survey indicates a score of 8 or above in relation to the schools ability to make parents and the community feel welcome.		In 2017, the parent welcome score was 8.0, achieving the school target
Increase the number of staff taking on leadership roles to above 85%		The staff leadership roles were at 80% of the staff, an increase on previous years but short of target.
An increase of 5% per year of the number of staff taking on leadership roles.		The increase this year went from 60% to 75%, but is expected to be higher next year.
Regular AECG meetings that establish a community website with MGoals for Indigenous students.		Regular AEC meetings occur monthly but a local AECG association has not been established.
Staff as leaders in Eurobodalla Learning Community (ELC), Kitchen Garden and AECG.		Staff continue to be involved in the Eurobodalla Learning Community with 2 as leaders of events and one as teacher in-charge. Leadership is quite strong at PSSA with two staff on the executive and leading major events.
Students in active leadership initiatives including: Year 6 Leaders, PK, Peer Support, House Captains, SRC, PBL		All year 6 students were trained in Peer Support, Playground Keepers and given most leadership positions as House Captains, SRC or the Student Leadership Team. All the roles were fulfilled satisfactorily by the students
Long-term stability and operation of the Kitchen Garden program.	\$20000	The Kitchen Garden program was again funded by school funds which are now embedded annually beyond 2018.

#### Next Steps

During 2018 the school will continue to implement the Kids Matter program. Staff will receive additional training and the first of the Kids Matter projects will be completed. In addition to this raising whole school awareness about the need for strong positive mental health practices will be a focus. Support within the school for student well-being will also remain a priority. Another shared initiative in 2018, is the implementation of the "GOT IT" (Getting On Track In Time) program with

NSW Health. This will provide additional support for the school and families. Forming and maintaining strong partnerships with key stakeholders will remain a focus to ensure that within the school there is a positive and supportive community who work together to support student learning.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$12000	Funding support accessed by 75% parents. Residual funds allocated to SLSO support.
<b>Low level adjustment for disability</b>	\$35000	Funding expended for the year and targeted to student learning needs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$30675	The QTSS funds provided additional student support by referrals from the LaSTs and LST. There was a significant reduction in student well-being issues K-6 in 2017.
<b>Socio-economic background</b>	\$199000	Support for teaching and learning and student welfare provided all year-reduced suspension and student incident rate. Financial assistance given to families for camps, uniform and school performances and swimming entry-access and equity provided for families in need. The additional class teacher agreed to by P&C and community resulted from consultative process. The additional class teacher provided more options for student placement to suit additional learning needs-parents and community pleased with class options. Mathematics targeted SLSO program continues to boost student achievement each year.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	198	196	189	182
Girls	168	172	175	154

There has been a gradual reduction in student numbers since before 2013. The boys have always out-numbered the girls across the school.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.3	91.9	91.9	93
1	91.7	92.6	91.1	92.6
2	93.2	91.9	92.8	92.6
3	94.6	92.3	89.8	93.5
4	90.8	92.8	92	92.5
5	91	89.7	91.7	91.9
6	92.7	90.8	89.9	90.6
All Years	92.6	91.7	91.3	92.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Since 2013, the attendance pattern has declined across the years. In 2016/17 a number of attendance programs were trialled to improve student attendance including class promotion program, school incentives and learning and engagement support through additional staff which has led to an improvement in overall attendance. Attendance improvement will continue to remain a target in 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.64
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.02
Other Positions	0

\*Full Time Equivalent

There are two Aboriginal teachers and an Aboriginal Education Officer as well as two Aboriginal relief SLSOs employed.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

All staff have participated in professional learning activities, including: cooperative programming and planning using data; behaviour management; and History syllabus; Staff have worked in teams to plan, program, teach and assess together to ensure consistent teacher judgment and practices. Staff have been supported with professional learning plans and buddies to provide quality learning programs and peer observation. Kids Matter and technology use in the classroom were also a training program. The average expenditure per teacher was \$2286. The total professional learning expenditure was \$50307. The school development days included the following training programs: Term 1 Child Protection Update; Health Care Plans Preparation and Anaphylaxis training; use of Sentral database; PBL training; Staff and

Responsibilities and school organisation. Term 2 – How To Learn training program at Pambula. Term 3 included a day on History teaching and attendance plans and Code of Conduct. Term 4 – More modules of the How to Learn course.

There are currently no new scheme teachers working towards accreditation. All staff are at accomplished standard with one staff member seeking highly accomplished teacher standard.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>259,572</b>
Global funds	163,686
Tied funds	249,640
School & community sources	23,989
Interest	2,272
Trust receipts	14,998
Canteen	0
Total Receipts	454,585
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	40,860
Excursions	12,159
Extracurricular dissections	15,114
Library	3,886
Training & Development	0
Tied Funds Payments	143,854
Short Term Relief	67,747
Administration & Office	27,347
Canteen Payments	0
Utilities	20,803
Maintenance	10,321
Trust Payments	5,827
Capital Programs	0
Total Payments	347,919
<b>Balance carried forward</b>	<b>366,238</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	998,250
Appropriation	882,395
Sale of Goods and Services	0
Grants and Contributions	114,954
Gain and Loss	0
Other Revenue	0
Investment Income	900
<b>Expenses</b>	-663,130
Recurrent Expenses	-663,130
Employee Related	-472,562
Operating Expenses	-190,567
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	335,120
<b>Balance Carried Forward</b>	335,120

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school consults with its community annually on proposed budget expenditure and makes adjustments according to its targets and directions. Team leaders have budgets to meet and expenditure must be managed appropriately.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,289,666
Base Per Capita	58,126
Base Location	11,940
Other Base	2,219,600
<b>Equity Total</b>	449,056
Equity Aboriginal	92,941
Equity Socio economic	199,921
Equity Language	2,466
Equity Disability	153,728
<b>Targeted Total</b>	631,191
<b>Other Total</b>	213,168
<b>Grand Total</b>	3,583,081

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

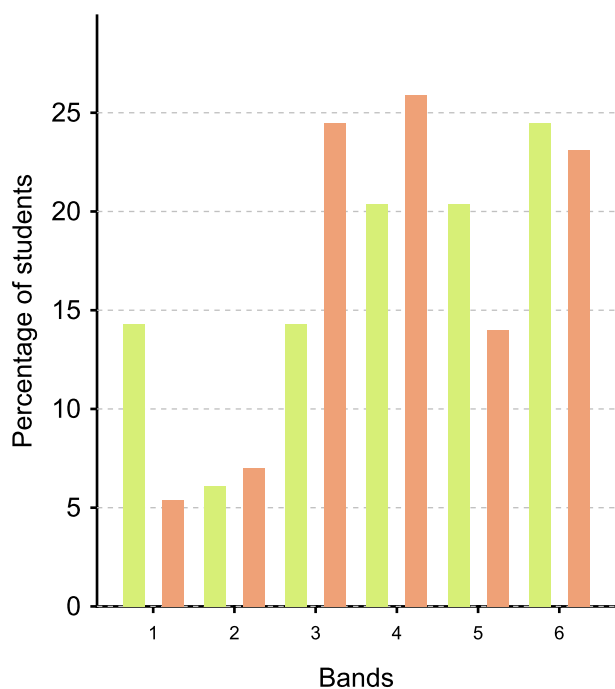
### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

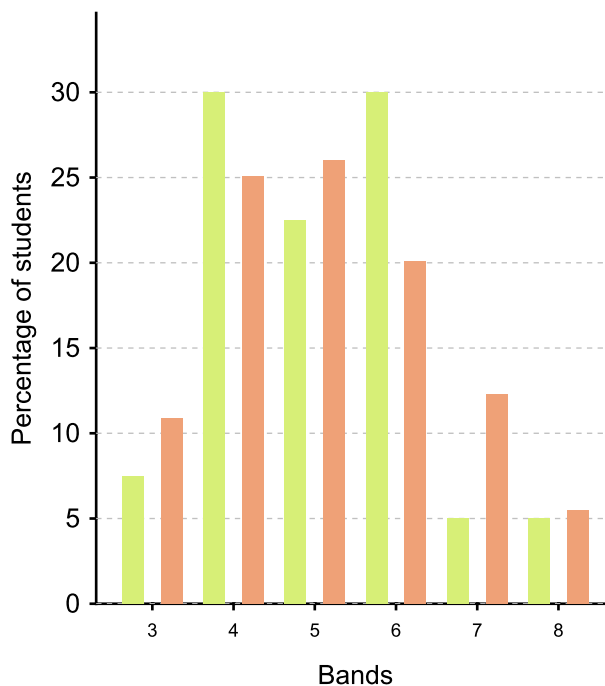
The average scaled score growth for Moruya PS students in year 5 was greater than the state's in all areas in literacy. For example, in Reading 84 compared to 78 points growth.

The year 3 and 5 trend data was significantly better in Reading and an improvement in year 5 Spelling and Grammar trend data. There were 45% of year 3 students in the top two bands in Grammar, a significant improvement from 2016, There were 36% of year 3 students in Spelling and 41% in Reading, more significant improvements. In 2017, there were less students in year 5 and 7 that were in the bottom two bands in 2016 and more students in the top two bands.

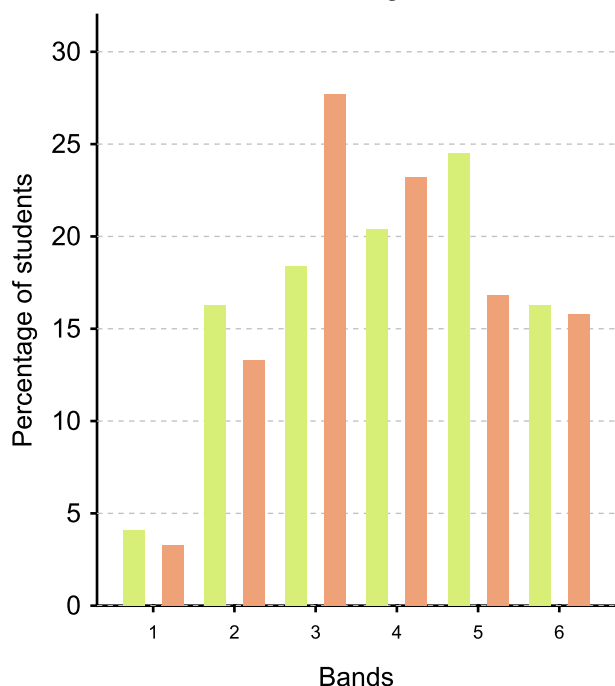
**Percentage in bands:**  
Year 3 Grammar & Punctuation



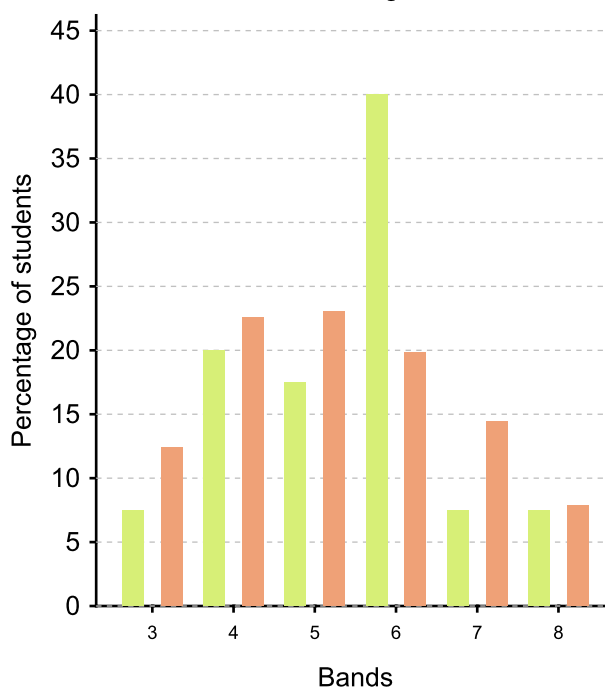
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Reading

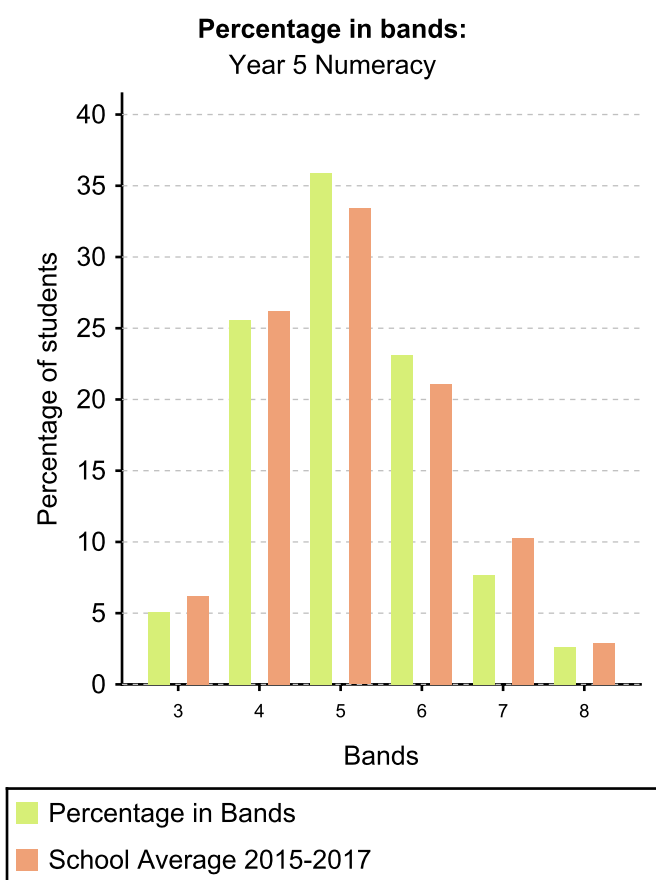
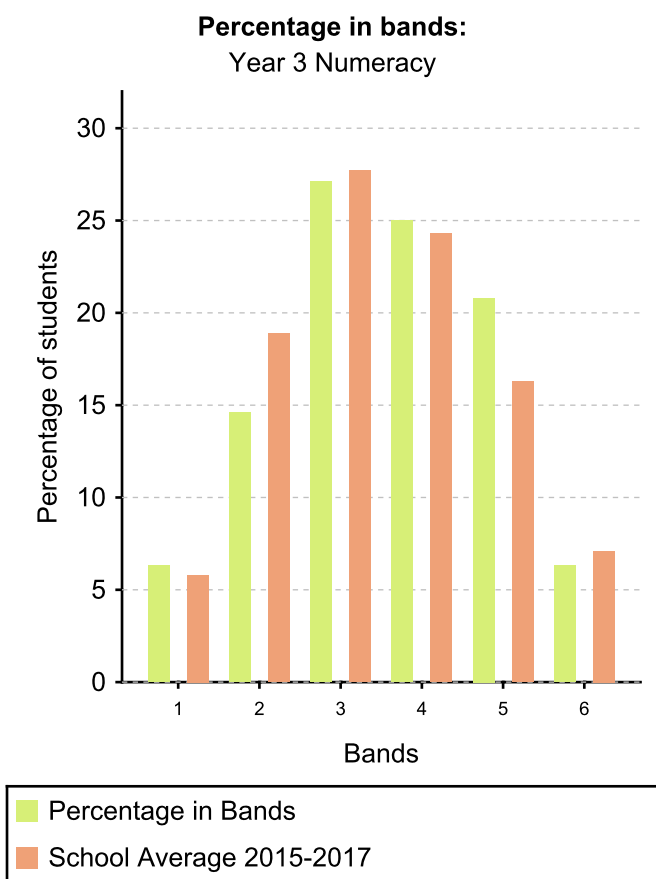


**Percentage in bands:**  
Year 5 Reading



Numeracy results in Naplan for year 5 continue to be disappointing. The average scaled score growth is lower than the state's in Numeracy and Number areas. However the trend data is showing an improvement for year 5 Numeracy and Number compared to 2016 and for year 3, results were also better in the Measurement strand. Compared to 2016, there were more students in the top bands than previously in year 3 Numeracy and

Number. Numeracy will continue to be targeted for additional support in 2018.



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data...

In accordance with the *Premier's Priorities: Improving education results*, the school results show 40.8% of year 3 students in top two bands of reading compared with previous year of 27%. In Numeracy, 27.1% were in the top two bands compared with 21.5% in 2016. In year 5 Numeracy, there was a decrease of 4.6% of students in the top two bands and 9.6% decrease in the top two bands for Reading. However, in year 7, there was an increase of 7% in the top two bands for Reading but a decrease of 6% in Numeracy.

*In the area of – Improving Aboriginal education outcomes* for students in the top two bands, one student achieved the top bands in Numeracy in year 3 and one in Reading, where previously there were none.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below from the "Tell Them From Me" survey.

In 2017; According to the parent survey the school is very welcoming, more than ever before, with a score of:

Parents Feel Welcome 8.0 (7.4 in 2016)

I feel welcome when I visit the school. 9.4 (7.9 in 2016)

I can easily speak with my child's teachers. 8.7 (7.7 in 2016)

I am well informed about school activities. 8.1 (7.4 in 2016)

Teachers listen to concerns I have. 8.7 (7.1 in 2016)

I can easily speak with the school principal. 8.46 (6.8 in 2016)

Written information from the school is in clear, plain language. 8.3 (7.6 in 2016)

Parent activities are scheduled at times when I can attend. 6.4 (6.6 in 2016)

The school's administrative staff are helpful when I have a question or problem. 7.5 (8.5 in 2016)

The survey also shows an increase in parent perception that student learning needs are supported well at school:

School Supports Learning 8.3 (6.7 in 2016);

Teachers have high expectations for my child to succeed. 7.5 (6.3 in 2016)

Teachers show an interest in my child's learning. 8.4 (7.1 in 2016)

My child is encouraged to do his or her best work. 8.6 (7.3 in 2016)

Teachers take account of my child's needs, abilities, and interests. 7.8 (6.6 in 2016)

Teachers expect homework to be done on time. 5.9 (6.3 in 2016), a reduction from last year.

Teachers expect my child to work hard. 7.4 (7.1 in 2016)

In 2017, the staff believe their collaboration (teamwork) has improved according to the survey results below:

I work with other teachers in developing crosscurricular or common learning opportunities – 8.0 (8.2 in 2016)

Teachers have given me helpful feedback about my teaching. – 6.8 (6.8 in 2016)

I talk with other teachers about strategies that increase student engagement. – 8.4 (8.2 in 2016)

The staff believe the leadership in the school could be more supportive:

School leaders have helped me establish challenging and visible learning goals for students. – 6.8 (5.9 in 2016)

School leaders have helped me create new learning opportunities for students. – 6.8 (6.6 in 2016)

School leaders have provided me with useful feedback about my teaching. – 6.4 (5.9 in 2016)

In 2017, the students survey shows: Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 90% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%. Students are interested and motivated in their learning.

- 66% (75% in 2016) of students in this school were interested and motivated. The NSW Govt norm for these years is 78%. This is a reduction on last year's result of 75%.

## Policy requirements

### Aboriginal education

The school has a population of 56 students who were identified as Aboriginal or Torres Strait Islander descent. This represents 19% of the school population. The Aboriginal Education programs are well supported by an Aboriginal Education Committee and school based initiatives such as the Maths in Context units of work and community excursions that involve family, students and community members. The staff is committed to the implementation of the Aboriginal

Education Policy. Aboriginal students have a Personal Learning Plan that is designed to reflect the student's strengths, interests, cultural and community/family connections and learning goals. Families were invited to school to meet with staff to collaboratively plan for their child. Staff were released from class to meet with families. This was a successful experience with positive feedback from the community but still less than 75% attending. Personal Learning Plans will be formulated again in 2018 and will be recorded in the Sentral database so that all staff have easy access to the information given by families and students.

The Cultural program established last year, only ran for four weeks this year due to the loss of the program teacher.

NAIDOC week was held at the beginning of Term 3 and reflected the theme "Our Languages Matter." The program included: a community pizza lunch held in our kitchen garden; formal assembly with a special guest speaker; an award to an indigenous student to recognise academic achievement; class/student written/creative response to the theme. A pavement chalk art competition was held at Riverside park and respected community members judged the works and the local newspaper was invited. An Indigenous hall of fame award was presented to Shane Davison for his contribution to Moruya Public School and the "Deadly" student award went to Brendon Young. It was decided by the AEC to continue with a program in 2018 that engages all our students and to hold the celebrations at the end of Term 2 to allow for term projects and planning reflective of the theme.

Regular AEC meetings are held each month at the school involving Aboriginal parents, community members and staff. The committee looks for ways to improve and increase participation and new families are always warmly welcomed. Continuing programs for 2018 include: Aboriginal learning support officer; Personal Learning Plans; Excursions in the local community; Employment opportunities for Aboriginal & Torres Strait Islander SLSOs.

Student achievement in Naplan for year 3 reading from 2015–17 (total of 22 students) showed the school achieved higher than the state in bands 4–6 with 50% of students compared to the state with 44%. The student achievement is increasing. In year 5, the reading result was an improvement on previous aggregate years with the school having 19% in the top three bands compared to the state with 32.5%. The school's assessment data confirms the need to continue to work hard to narrow the gap with only 17% of Aboriginal students (in years 3–6) achieving at or above grade expectations for writing as well as 13% only at or above in place value knowledge. The school will continue to support Indigenous students at school by providing targeted programs in the areas of literacy and numeracy. School data and national data will be used to guide and inform the school on the progress of the targets for indigenous students and therefore target the teaching and learning cycle.

### Multicultural and anti-racism education

The school promotes cultural awareness, respect and appreciation through the mandatory units of work.

Other practices include:

- Participating in the Japanese culture and language taught through the Japanese LOTE program yrs 3–6.
- Improvements in the school to ensure an inclusive school community and a racism free learning and working environment, by celebrating differences at assembly and whole school events; Harmony Day and "International Day of People with Disability".
- Culturally inclusive teaching practices, especially during NAIDOC week; CWA country project research by stage 3 students culminating in a luncheon with CWA and guest speaker from country; class units of work on differences shared at assemblies. The anti-racism officers (ARCO) are recognised but rarely used in the school.