

Moulamein Public School Annual Report



2017



2632

Introduction

The Annual Report for 2017 is provided to the community of **Moulamein 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.

Jennie Wilson

Principal

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Message from the Principal

The Annual School Report allows us the opportunity to celebrate the achievements of our students, our staff and our community. It is also an opportunity for us to express our gratitude to all who have contributed our success over the past 12 months. As the new principal of Moulamein Public School, I have spent the year assessing what our school does well and identifying areas we need to improve. We have a lot to be proud of at this small school and I am very pleased with its ability to address the needs of every child in our care.

It would be impossible to condense a whole year of creativity, learning, growth and accomplishments in one report but I hope that you get some insight into the essence of all that makes our school such a vibrant and happy place to be. The students often refer to our school as a 'big happy family' and I couldn't agree more.

We are very fortunate to have a committed and dedicated staff. I have taken the role on as an instructional leader to improve classroom practice and guide staff through understanding and using the new curriculum. Our focus has been to improve reading results in K–2 with the implementation of the L3 program. Language, Learning and Literacy (L3) is a research-based intervention program for kindergarten students, targeting reading and writing. Students receive explicit instruction in reading and writing strategies in small groups in a daily literacy lesson. The local Working Sheep Dog Association donated a reading table to help set-up our classroom for L3 as well. We also implemented a strong phonics program, Learning In Phonemic Instruction (LIPI) with great success, improving students ability to hear and record sounds for reading and writing success. Another focus has been to improve writing and use the 'Seven Steps of Successful Writing' program in Year 3–6 with assessment evidence, this program has also led to significant improvements in writing for all students. The staff have embraced these changes and work significantly hard to learn these new programs. I appreciate their dedication and thank them for trusting my knowledge and allowing me to lead these changes in the school. I thank their willingness to embrace new learning in order to even further improve our student outcomes.

And I want to thank all of our support staff, including our SAM, librarian, casual teachers and Student Learning and Support Officers. They do a tremendous job supporting the staff and the students.

This year our students participated in a range of new activities including Creative Arts Workshops. These workshops led to amazing Art exhibition which was displayed at our 150th Anniversary celebrations with great feedback from the community about the quality of the work on show. It was so lovely to see how proud the students were of their work. We also found the time to convert an unused room into a Music room. With the help of South West Music, students participated in weekly Ukulele lessons and attended a music festival in Deniliquin. It was a pleasure to provide new opportunities to our students.

We also continued our traditions of Anzac Day, holding a service for the town with our school leaders leading the service.

Moulamein Public School receives support from our parents and the community throughout the year. Parents are actively involved in so many ways. This year was a huge year where our school asked for help throughout the community to hold a massive celebration, our 150th Anniversary. With hundreds of visitors over the two days, parents were called upon to help in a number of different ways to make this day successful. Businesses in town, also supported our celebration by sponsoring these days and the effort from the P & C was outstanding. Students and teachers also embraced this birthday and contributed with our 'Colonial Day', presentations and exhibitions. This was a huge project and event that the town embraced and community, students, businesses, staff all worked together to bring about one of the most important celebrations in Moulamein's history.

Thank you to all our volunteers— reading parents; helpers at sporting carnivals; canteen volunteers and parents and friends who support our assemblies and fundraising activities. I would like to thank those in the P & C who have worked tirelessly to raise funds for our children and supported us in so many other ways. I am so appreciative of the contributions to our excursions, ensuring all students have the opportunity to participate at a much lower cost with the subsidy provided. Our gardens look amazing and you help to ensure ours school was ready for the 150th celebrations did not go unnoticed by the town. With support from the local 200 Club we were also able to upgrade our quadrangle. It was also lovely to see all families participate in our Mother's Day and Father's Day events throughout the year and also support their children at our school assemblies.

Our three year 6 students did an outstanding job representing our school on a number of occasions and I would like to take this opportunity to wish them well. I thank you for supporting the school and I hope you have every success and happiness in the future.

Finally, I would like to thank our students. You are such a wonderful group of young people who are always willing to give anything a go! I look forward to providing you with new learning opportunities in the future and I know you will embrace them with enthusiasm and integrity. You always have such positive attitudes and trust in your teachers.

Working at Moulamein Public School is an honour and I look forward to nurturing a school where students, succeed, thrive and learn.

Kind Regards,

Jennie Wilson

Message from the school community

Without this support the P&C would not be able to assist our school with providing the best possible education for our Children.

The Parents and Citizens Association, allows the school and Community to come together to discuss ideas, concerns and aspirations for our school. We work together with the school and teaching staff to implement and plan for changes and improvements.

This year was a little quieter but not by much, through hard work, great fundraising and amazing teamwork we were able to raise a substantial amount of funds, to put towards the education of our children and the school grounds.

We started the year with the completion of our garden beautification project, we would like to thank Paul Alford for coming in and welding all the paths together in the quadrangle it wasn't an easy job or a cool day. The pavers were layered around the sensory garden and the paver edging was finished around the gardens, and another thank you to Ian and Sandra O'Brien for their donation of paint and tools for the painting of the toilet block wall, yes the snake has gone, Gemma and I agree we absolutely loath painting but the end result looked great.

Throughout the year the P&C catered for a number of events, the small schools cross-country, district cross country, Clearing Sale and of course the mammoth task of catering for the Moulamein Schools 150th for breakfast, lunch and tea. This was a lot of work and organisation prior to the day and on the day, this couldn't of been possible without the help and time of the school body families and community members, we would also like to Thank Margo Gorey for helping the P&C clean up the school gardens and the donation of plants to fill in spots that were empty. The School 150th was a fantastic day and a great success for the P&C, the commemorative pavers that were purchased are ordered and expected early next year which will fill in the last square of gravel in the quadrangle.

The P&C also installed a new air conditioner in the canteen, installed new blinds in the Music VC room the administration building and have ordered a L3 Reading Table for the infant's classroom. We bought a laptop for the P&C secretary position so for the future whoever may be fulfilling this role, everything is stored and easy to recall. The P & C contributed 4600 dollars towards the kid's school excursion which was 50 per cent of the total cost. We have also planned and designed new signs for around the school, and we are in the process of acquiring an electric Bell & PA System for the school. Each year the P&C pay for the grade six t-shirts and School Bag which is an app to keep the school families up to date with things happening at school and are members of the Isolated Children's Parents Association.

This year we did not have our annual woodchop, but I would like to thank Gary and Anne Hare who offered their property to do this, they are not part of our school body but wanted to see our school keep striving ahead, this is an extremely generous offer which raises a lot of money for our school, some were a little disappointed as this is a great day, but we were so busy with school 150th reunion we just ran out of time.

Our new sports shed is still in progress it should be starting to be built early next term, once the old Dhuragoon building has been removed and finally to those in the community who contributed towards the book prizes for tonight's achievements of our students they are much appreciated.

School background

School vision statement

Our Vision

At Moulamein Public School we aim to provide students with a comprehensive, quality and tailored education. We have high expectations and foster positive community relationships. Onwards always strive.

Our Commitment

Our commitment to all stakeholders is underpinned by the Department of Education and Communities (DEC) values including fairness, respect, integrity and responsibility. We aim to design and deliver flexible, innovative and reliable services which meet and exceed our community's expectations. The DEC has a vision for a vibrant and dynamic NSW, where highly skilled and educated people achieve their full potential, build social and economic prosperity, participate in activities that contribute to the wellbeing and contribute as informed citizens. In working towards this vision, all staff in our school have a role to play. This may be through providing experiences that inspire and facilitate teaching and learning or working to engage and support our community.

School context

Moulamein Public School is a transient community, located in rural NSW, with a current enrolment of 50 students. The classes consist of multistage groups. Moulamein PS has a strong focus on student wellbeing and developing the whole child. Improving the literacy and numeracy standards of each student is central to all learning, and is embedded across the curriculum. Parent and community members make valuable contributions to the school's programs and the welfare of students. Moulamein PS attracts funding recognising low socio-economic factors, geographic isolation, location, and low level disability that the school caters for.

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.

LEARNING Culture: Delivering

LEARNING Wellbeing: Delivering

LEARNING Curriculum: Delivering

LEARNING Assessment: Working Towards Delivering

LEARNING Reporting: Delivering

LEARNING Student Performance: Working towards Delivering

TEACHING Effective Classroom Practice: Working towards Delivering

TEACHING Data skills and use: Working towards Delivering

TEACHING Professional standards: Working towards Delivering

TEACHING Learning and development: Working towards Delivering

LEADING Educational Leadership: Delivering

LEADING School planning, implementation and reporting: Delivering

LEADING School Resources: Working towards Delivering

LEADING Management practices and process: Delivering

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

Student Wellbeing

Purpose

Every student is equipped with social, emotional and physical skills which empowers them to engage in and enjoy meaningful relationships and experiences to prepare themselves for life-long learning.

Overall summary of progress

In 2017, teachers implemented Positive Behaviour Engaging Learners techniques in the classroom and playground to improve student behaviour. Individual Educational Plans and learning adjustments were made in consultation with parents and carers and adjusted throughout the year. The Anti-Bullying Policy was developed collaboratively as a way to ensure students' emotional and social needs are met systemically and students have access to anti-bullying lessons. New cyber-bullying lessons and programs were developed and the Department of Education's Wellbeing website resources were accessed and used with students in the classroom. Extra-curricula activities, such as Art, Music and Cultural workshops were held to promote student engagement and confidence.

High levels of collaboration occurred between the school, families and the community with the MPS 150th Anniversary, building a strong sense of ownership and pride amongst the students and staff. Meaningful relationships were developed with community partners and students actively contributed to the school during this event.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Individual Learning / Behaviour Plans are implemented and written in consultation with students and parents.	<ul style="list-style-type: none">• Beginning Teacher Funds• QTTS Funding – \$3758.00• Integration Funds– \$54 000 for small class structure and SLSO support• Aboriginal background– \$2191.00	<p>Our beginning teachers were given the opportunity to work with the School Counsellor to write Learning/Behaviour Plans.</p> <p>A consistent format for Learning/Behaviour Plans was adopted by all staff across the school. SLSOs employed to support students with high learning needs across three classrooms until 1pm and 2 classrooms after 1pm.</p> <p>SLSOs employed to provide extra support with recess and lunchtime duty in line with the personal learning plan for one of our funded students.</p> <p>Teacher employed so that review meetings could take place with School Counsellor, classroom teachers and parents of funded students.</p>
All students to show a demonstrated and measureable improvement in behaviour, attendance and social and leadership decision making	<p>Professional Learning Funds– \$6,800</p> <p>Beginning Teacher Funds</p>	<p>Teachers' implemented 'How to Learn' strategies and behaviour management skills learnt at previous involvement in Positive Behaviour for Learning (PBL).</p> <p>Teachers systematically met to discuss the changing needs of classrooms and concerns about student behaviours. A whole-school approach and collegial management led to students making positive behaviour choices.</p> <p>Modelled and team teaching also enabled beginning teachers to learn new classroom management techniques.</p>

Next Steps

In 2018, Moulamein Public School will continue to prioritise student wellbeing with the implementation of a tracking system and monitoring procedures. The school hopes to also embed the Blue Earth Wellbeing program and will continue to use the Anti-Bullying Policy. Staff will also receive professional development and parents will be invited to attend a well being workshop, promoting social, emotional and physical health across the school community.



Strategic Direction 2

Quality Teaching & Learning

Purpose

Identifying and understanding the knowledge and skills students bring with them to school in order to develop and implement quality teaching and learning programs. High quality teaching, professionalism and commitment will ensure lessons and learning opportunities are engaging and teaching strategies are evidence based.

Overall summary of progress

Teaching staff participated in professional development to improve literacy results K–6. Teachers spent time looking at the continuum and understanding the cluster information to gain an understanding of where the students were at and what they needed to do next. Programming became more streamlined. . The literacy continuum was used to direct learning goals in writing. K–2 staff also spent time learning L3 (language, Learning & Literacy) pedagogies and embed this practice into the classroom, improving results in reading and writing. All students in Kindergarten were reading above benchmark level at the end of the year with the implementation of L3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers are confident and knowledgeable in Professional Standards to be able to demonstrate evidence that validates the achievement of the standards.	<ul style="list-style-type: none">• Beginning Teacher Support Funds• RAM Equity Funds (disability and socio-economic) – \$23 000.00 approx.	<p>All casual, temporary and permanent teachers participated in the Professional Development cycle, presenting evidence of growth against the National Professional Standards for Teachers.</p> <p>All teachers participated in a cycle of peer observations, discussions, reflection and mentoring to improve practice. Feedback from these sessions and meetings resulted in increase in confidence in beginning teachers and improved student results.</p> <p>Staff meetings were held for teachers to participate in a variety of professional learning sessions to increase their knowledge of literacy teaching and continuum. This included learning a new phonics program through modelled teaching and implementing L3 practices in the K–2 classroom. Embedding formative assessment within these programs ensured teachers were able to use data and evidence to 'know thy impact'.</p>
All students K–6 will show growth along the literacy and numeracy continuum equivalent to one year of learning each school year.	Literacy and Numeracy – \$1345.00	Staff worked collegially to gather data and evidence of students ability to plot on the literacy continuum. Teachers learnt to use this data and markers within clusters to plan for future teaching in writing and phonics. This also led to teachers writing shorter and more relevant programs and pinpointing areas of need. Teachers used assessments to also differentiate the curriculum and report on a student's individual progress.
Best Start data demonstrates students achieving Level 3 or higher before commencing Kindergarten	N/A	This improvement measure is not relevant.

Next Steps

Personalising professional pathways will continue to be a high priority in 2018 to ensure professional learning is

personalised and meaningful for all staff members and tailored to their needs. Professional learning will be focused on improving literacy K–6 and collecting data to inform and plan short, specific driven teaching and learning cycles. Teachers will learn how to embed formative assessment practices and set individual learning goals for all students. In 2018, we would like to see a further increase in the understanding of the Australian Professional Standards for Teachers with 100% of PDPs reflecting these standards clearly and review of goals supported by careful mapping and charting against the standards. We will continue to provide accreditation sessions to all staff members in preparation for 2018 and ensure our beginning teachers achieve their proficient accreditation status by the end of the year.



Strategic Direction 3

Connections & Partnerships

Purpose

Work together as a learning community to inspire students through an innovative curriculum and learning experiences to gain the knowledge and skills to achieve their personal goals and become confident, creative individuals and active and informed global citizens.

Overall summary of progress

The teaching staff at Moulamein Public School have continued to promote collaborative partnerships within the school community. The school's new P&C Executive has also continued to work effectively to support the school and we are integral to the success of the 150th Anniversary celebrations. Events such as parent morning teas, barbecues, art exhibitions and additional Kindergarten parent information sessions were coordinated to encourage parental involvement in the life of the school. School staff acknowledged parent feedback and as a result many school functions were scheduled at times to maximise parental participation. We continued to use the local paper to advertise events, inform parents and the community about our school events, goals and achievements. Communication practices across the school community continued to be of focus with the use of the SkoolBag App for smartphones. Over 85% parents participated in our internal school survey in 2016 and 100% of these parents had suggestions for the new school 2018–2020 School Plan. All suggestions were discussed and considered.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Everybody within the school community knows and is committed to the schools strategic directions and practices to achieve educational priorities	The 150th Anniversary and events were supported by the P & C and sponsored by businesses in the community.	<p>Desired small class structures assisted staff in providing and catering for diverse educational needs of students, with literacy and numeracy taking a priority.</p> <p>The 150th Anniversary celebrations was a significant event in Moulamein. Parents, businesses, students, teachers and community members worked collaboratively to organise a number of community functions over two very successful days.</p> <p>School priorities were highlighted in the community newsletter and newspaper, with student success celebrated and published. Regular updates showcased student learning, activities and programs to the wider community.</p> <p>Education Week allowed for parents to participate in new literacy programs and gain an understanding of the school's new literacy initiatives. Parents were extremely supportive and appreciated this opportunity.</p> <p>Continued involvement in ANZAC Day commemoration and Lions Public Speaking provided a meaningful context to learn about citizenship and civics.</p> <p>Members of our school community were regularly invited to attend and participate in events at our school including: Mother's day and Father's Day activities, Book Fair, assemblies, sporting carnivals and P & C meetings.</p> <p>The 200 Club and Working Sheep Dog made</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Everybody within the school community knows and is committed to the schools strategic directions and practices to achieve educational priorities		significant donations to upgrade our school equipment.

Next Steps

The community will continue to work in partnership with the school to achieve learning, social and emotional goals. Parents and carers will have opportunities to attend information sessions to enhance our transition program. The school community will be invited to attend wellbeing workshops and parents will be informed on students learning goals through a variety of communication pathways and practices. All parents will be working in collaboration in 2018 to understand the importance of the school plan and support its strategic directions.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability		During 2017 our school utilised our funds to employ learning support officers to support teaching and learning. An extra classroom teacher was employed to reduce class sizes Monday to Thursday for literacy and numeracy lessons.
Socio-economic background		Students from socio-economic backgrounds were provided with increased learning opportunities to improve learning outcomes. This included targeted learning support in classrooms and intervention programs delivered by teachers and learning support officers.
Support for beginning teachers		Beginning teachers were released for an additional two hours per week to work with their mentor. Teachers received support in programming, through modelled teaching sessions, observations of experienced teachers and behaviour management. The aim was to improve confidence and practice for greater student outcomes.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	20	25	23	21
Girls	25	24	23	23

Student enrolment remains consistent in 2017, but we have a transient population dependent on seasonal work and irregular farming positions in the area.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	92.8	94.3	97.2
1	95.8	93.2	93.3	96.7
2	97.7	94	95.5	93.8
3	98.6	95.5	92	95.7
4	95.2	95.1	91.5	94.1
5	98.9	95.8	92.8	85.5
6	94.8	92.4	90.2	94.3
All Years	96.6	94	92.7	93.6
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

Attendance is carefully monitored throughout the year by staff and the principal. Staff follow the procedures in the Moulamein Public School Attendance Policy in order to follow-up on unjustified absences. Reports were made to the local HSLO officer when required.

Structure of classes

Our school is funded for two fulltime classes, but through using a variety of different funding sources our school was able to break up into three groups for literacy and numeracy. This year these groups consisted of K/1, 2/3 and 4/5/6. The K/1 and 4/5/6 had extra support with an SLSO in each class to provide students with learning disabilities the extra support they needed to succeed in mainstream classes.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.39
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.99
Other Positions	0

*Full Time Equivalent

We currently do not have any Aboriginal employees.

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

In 2017 teachers engaged in Professional Learning to improve literacy K-6 and the understanding of the new curriculum. Professional learning was delivered within staff development days, staff meetings and through modelled lessons. Team teaching opportunities were designed to support teachers in developing a diverse

range of behaviour techniques and classroom management practices. The L3 professional development was delivered through instructional leadership in class internally due to limited access to courses locally and our location. Beginning teachers were supported to gather data and track students on the continuum with a teacher mentor. In 2018, Beginning teachers will seek to gain accreditation at a proficient level. Beginning teachers attended conferences in Wagga Wagga.

All teachers and staff completed mandatory training throughout the year.

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	\$
Balance brought forward	125,918
Global funds	66,300
Tied funds	49,546
School & community sources	5,335
Interest	1,354
Trust receipts	1,064
Canteen	0
Total Receipts	123,599
Payments	
Teaching & learning	
Key Learning Areas	26,107
Excursions	952
Extracurricular dissections	2,476
Library	242
Training & Development	0
Tied Funds Payments	59,992
Short Term Relief	2,038
Administration & Office	12,500
Canteen Payments	0
Utilities	11,640
Maintenance	13,798
Trust Payments	3,477
Capital Programs	0
Total Payments	133,221
Balance carried forward	116,296

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 Actual (\$)
Opening Balance	0
Revenue	240,200
Appropriation	212,024
Sale of Goods and Services	-669
Grants and Contributions	28,596
Gain and Loss	0
Other Revenue	0
Investment Income	249
Expenses	-153,681
Recurrent Expenses	-153,681
Employee Related	-66,263
Operating Expenses	-87,418
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	86,519
Balance Carried Forward	86,519

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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	466,120
Base Per Capita	7,030
Base Location	29,308
Other Base	429,782
Equity Total	47,274
Equity Aboriginal	3,580
Equity Socio economic	19,614
Equity Language	0
Equity Disability	24,081
Targeted Total	72,430
Other Total	3,771
Grand Total	589,595

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.

Due to the small cohort undertaking the 2016 NAPLAN testing we are unable to report on these tests.

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.>

All Aboriginal Students reached above benchmark results literacy and numeracy.

Parent/caregiver, student, teacher satisfaction

In the 2017 Moulamein Public School moved to a

confidential paper survey, due to the lack of responses in the Tell Them from Me survey completed in 2016. This gave us a deeper insight into how parents, students and teachers felt about the school and to provide baseline data for the future. The survey provided an insight into key elements: parent satisfaction, wellbeing, learning opportunities, homework and responses to concerns. We also asked questions to receive an indication on what programs are valued by all stakeholders, including extra-curricula activities. A further survey about the new School Plan was able to collect data on how parents and students felt about the draft strategic directions.

From these surveys we found that;

- Over 90 % of parents and carers felt welcome at our school and valued community-linked events
- Parents and carers agreed that they had a good understanding of the schools programs and priorities
- Most parents wanted their child to receive more homework
- Some parents wanted our school to offer more creative programs and extra-curricula activities
- Over 90% of parents thought our school did an excellent job with teaching mathematics and writing.
- A small number of parents felt we needed to improve our communication methods
- Approximately 85% felt there had been significant improvements in students reading in 2017.
- Parents supported our 2018 strategic directions and found them to be meaningful and valuable.
- 75% of parents felt their children needed to improve their technology skills and supported future technology investments and programs.

Policy requirements

Aboriginal education

Moulamein Public School is committed to closing the gap through careful monitoring of students achievements and ensuring all Aboriginal students have a Personal Learning Plan. Aboriginal students performed above the expected benchmarks in Kindergarten in literacy and numeracy. We started the year with 4 Aboriginal students, with only one student remaining at the end of the year.

Aboriginal Funding was used for teachers to spend time with parents and students to develop a PLP program that is meaningful and supported. All teachers participated in professional learning to ensure the PLP process was completed appropriately and valued.

Our school promotes respect for the unique and ancient culture of the Aboriginal people by acknowledging the traditional custodians of the land in assemblies and the integration of Aboriginal perspectives across all subject areas. Aboriginal Education is embedded in all new teaching and learning units of work developed in 2017 where applicable. We hope to develop a students' deep knowledge and understanding of Australia's first peoples.



Multicultural and anti-racism education

Moulamein Public School provides valuable opportunities for multicultural education within the classroom through all key learning areas. Units of work are planned by teachers across all stages to include a multicultural perspective where relevant. Classroom teachers support EAL/D students and funding is used to support students in class. We have sought the expertise and resources from the Henry Parkes Equity Resource Centre to support new students from a non-English speaking background and to support new arrivals into Australia in 2017. The school celebrated Australia's diversity with a Multi-Cultural Day held in place of a traditional Easter day. Students and staff participated in multicultural activities throughout the day and learnt about different cultural celebrations. Students learnt about music, dance, food, art and craft significant to particular cultures. Our activities promoted an understanding of difference and promoted the idea that everyone belongs and everyone has something unique to offer.