

Moonbi Public School Annual Report



2018



2608

Introduction

The Annual Report for **2018** is provided to the community of Moonbi 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.

Bonita Broughton

Principal

School contact details

Moonbi Public School

New England Hwy

Moonbi, 2353

www.moonbi-p.schools.nsw.edu.au

moonbi-p.school@det.nsw.edu.au

6760 3151

Message from the Principal

Our school is focused on supporting all students to reach their full potential academically, socially, emotionally and physically. Our staff have high expectations and adopt a wide variety of innovative teaching practices.

The staff continued to be engaged in targeted professional learning across all areas of the curriculum with a focus on developing effective classroom practices which targeted engagement and differentiation to meet the learning needs of students. There were also strategic opportunities embedded throughout the year for staff and students to develop skills around STEM education.

Parents continue to support our school across all areas of learning. A special thank you to our P & C is needed to express our appreciation of the generous donations provided throughout the year, ensuring valuable resources are purchased to support our learning programs.

School background

School vision statement

Our Vision Is that we are producing lifelong, responsible learners and that every member of our school community at Moonbi Public School is supported to achieve success and happiness.

School context

Moonbi Public School is a small school [TP2], located in a village on the New England Highway, to the north of Tamworth. It serves a small but diverse community.

Enrollment in 2018 is 49 split into 3 multigrade classes. The mobility rate is usually moderate. The school's ICSEA at 862 (ACARA website) shows a below average socio–educational spread with 75% in the lowest quartile and 0% in the highest quartile. Our school family occupation and education index(FOEI) is 140, which is relatively disadvantaged compared to other local small schools.

Our staff is highly committed to teaching excellence, innovation and developing future focused students leaders.

Aboriginal enrollments are 31% in 2018 and indigenous student performance varies from excellent to average on national testing, value–added and attendance measures. An ATSI student representative group has recently been established and is actively working to celebrate, share their culture with our school and develop strong leadership skills within our ATSI students.

The school has a sizeable proportion of students with moderate to high support needs. Learning support is catered for with Learning Support Meetings held weekly to track targeted student progress and Learning Support Team Meetings and parents are held once a term. Two learning support officers are employed 3 mornings a week.

Our school is a Kids Matter school which values community wellbeing. Positive, respectful relationships, at Moonbi, help our children and their families feel that they belong and their contributions are valued. At Moonbi we employ a whole school approach to improve student's learning.

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.

Our whole staff have been provided with several opportunities to engage with the School Excellence Framework and were all involved in self–assessment sessions by collaboratively undertaking the self–assessment survey. This survey has captured a "point–in–time" judgment that has been informed by our ongoing self–assessment using the School Excellence Framework and included collecting school evidence to support reflection on statements of excellence for each of the elements.

Learning: In the domain of learning, our reflection identified that in the elements of and Reporting and Student Performance Measures we are Delivering. Following staff reflection, we felt overall we were working well within sustaining and growing across a range of learning elements with strong evidence of successful programs and interventions in elements of Learning Culture, Wellbeing Assessment, Curriculum, and Learning. During the evaluation process, we identified several directions for future planning, particularly developing effective literacy differentiation years 3–6 and increasing visible learning practices. School assessment practices literacy and numeracy are excelling but improvement in assessment practices in other KLA's is required to achieve consistency.

Teaching: In the domain of teaching, following staff reflection, we felt overall we were working well within sustaining and growing moving steadily towards excelling. Our priorities have been to consolidate our progress in collaborative practice and learning and development, and to improve our professional standards and effective classroom practice. During reflection, although it was felt we were excelling in some areas of data skills and use. Overall we are sustaining and growing in our professional standards and although we are excelling in the improvement of practice and excel in teaching literacy and numeracy, staff feel our significant level of professional learning limits our ability to pursue the higher level accreditation process.

Leading: In the School Excellence domain of Leading, the results of this process indicated that Moonbi Public School is delivering. The school has focused on developing the capacity of staff, promoting succession planning and leadership development is central to school capacity building. School leaders and aspiring school leaders have worked collaboratively with the monitoring of school milestones and evaluation and review processes. As a school, we recognise that we need to focus on school resources, management practices, and processes to improve the delivery of high–quality service.

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

Creating a high performing, dynamic and data driven learning culture.

Purpose

To improve student learning through the delivery of consistently high-quality, teaching practice across all Key Learning Areas.

To understand the pedagogy which aligns beliefs with practices so that teachers utilise explicit learning intentions, success criteria & quality feedback based on individual or group needs and to develop a culture of “assessment capable students”. Assessment data will drive innovative practices and promote student engagement, problem-solving skills and the ability to think creatively and critically resulting in measurable growth for all students.

The Premier's Priority to increase the proportion of NSW students in the top two NAPLAN bands by 8% will be supported through the Bump It Up (BIU) strategy.

Overall summary of progress

The commitment to teaching and learning has been supported by ongoing, targeted professional learning for all staff. Data was collected and analysed in weekly team meetings facilitating a 5 weekly collaborative planning cycle where it was used to plan explicit teaching in Literacy and Numeracy allowing for differentiated learning.

A continued focus on data analysis has provided teachers with the skills and knowledge to identify specific areas for improvement and to make adjustments to teaching and learning programs accordingly. Teachers were provided with professional learning to enhance their skills in utilising the learning progressions to support future planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible learning practices will be evident in all classrooms.	Funds were expended on: <ul style="list-style-type: none">• Instructional Leader• Professional Learning	In 2018, students and teachers are developing the ability to use success criteria to achieve learning goals.
EAFs achievement data reflects state achievement in literacy and numeracy. Students to exit Kindergarten at a reading level 9–16 and writing well-structured sentences.	Funds were expended on: <ul style="list-style-type: none">• Teacher Release• Instructional Leader• School learning support officers• Professional Learning	2018 EAFs achievement data reflected that 90% of Kindergarten students exited with a reading level above level 9. Work samples were collected from all students and discussed to improve consistency in teacher judgement across the school.
Increase the percentage of students in top two bands for reading, writing and numeracy.	Funds were expended on: <ul style="list-style-type: none">• Teacher Release• Instructional Leader• School learning support officers• Professional Learning	The 'Bump It Up' & EAFs programs has seen significant improvement in NAPLAN literacy & numeracy. In 2018 the percentage of students in top two bands for reading and numeracy rose from 20% to 35.7%.
100% of teaching and learning programs reflect the use of data to inform teaching and learning pedagogy.	Funds were expended on: <ul style="list-style-type: none">• Teacher Release• Instructional Leader• Professional Learning	100% of teaching and learning programs use data to inform teaching programs.
Increased proportion of Stage 1, 2 & 3 students using effective feedback strategies to add value to their personal growth and learning.	Funds were expended on: <ul style="list-style-type: none">• Teacher release• Instructional Leader• School learning support officers• Professional Learning	In 2018, students and teachers are developing the ability to use success criteria to achieve learning goals.

Next Steps

A focus in 2019 will be providing all students with feedback at their point of need in Literacy and Numeracy. In 2019 we will continue to employ SLSO interventionists to provide explicit and strategic weekly support programs to identified students across the school.



Strategic Direction 2

Developing and empowering strong future focused leaders.

Purpose

To enable students to become successful 21st-century learners in an authentic, rich learning environment ensuring they are literate and numerate, able to think deeply and logically and be curious, creative and imaginative. Each student takes an active role in their own learning and works collaboratively to communicate their ideas and demonstrate their learning using a variety of methods.

To develop student capacity to be active learners who have a deep understanding and lifelong skills through quality teaching and learning programs.

Utilise technology to drive innovation, generating new opportunities for students to connect with learning. Students will have access to new and emerging technologies with real purpose.

Overall summary of progress

In 2018 there was a focus on increasing STEM opportunities and the general capabilities, with strategic professional learning.

Teachers began to integrate project-based learning into their class programs. and have continued to work collaboratively to implement new syllabus documents (History, Geography, Science and Mathematics) across the school. Teachers developed a scope and sequence units focused on promoting the general capabilities with an explicit focus on future-focused learning competencies such as collaboration, communication, creativity and critical thinking.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Satisfaction survey indicates staff, students and parents have positive responses to future focused questions.	Funds were expended on: <ul style="list-style-type: none">• Teacher Release• Professional Learning	Staff have confidently taken part in weekly collaborative dialogue sessions discussing future focused questions building our collegiate understanding future focused directions.
All students confidently use technology to take an active role in their learning indicated via student Tell Them From Me Surveys.	Funds were expended on: <ul style="list-style-type: none">• Teacher Release• Professional Learning	Explicit technology lessons introduced 3 times a week increased students confidence.
100% of teachers use innovative teaching practice and future focused learning strategies including collaboration, critical thinking, communication and creativity reflected in observations, programs and student work samples.	Funds were expended on: <ul style="list-style-type: none">• Teacher Release• Professional Learning• Technology subscriptions	Introduced additional programs focused on building co-operation and collaboration skills in teachers and students. Teachers developed project based learning into Geography, History, Science and PDHPE programs.

Next Steps

In 2019 there will be a continued focus on integrated learning using future focused skills. We will continue to anchor the skills of collaboration and deep problem solving into our curriculum and embedding ICT, skilled communication, and move into self-regulation in learning.

Continue workshops and projects to engage parents and community members in relevant and meaningful initiatives that will improve student learning outcomes. Students develop these capabilities when they apply knowledge and skills confidently, effectively in their learning at school.

Growth of our STEM program will continue to be a focus for the school in 2019 with all students participating in

specialised STEM classes.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background loading (\$ 3411.00) • Aboriginal background loading (\$3 411.00) 	All Aboriginal students have a personalised learning plan and are continuing to make progress across literacy and numeracy. An Aboriginal SLSO has been employed to help support learning, increase student engagement and engage community support in learning. Drumbeats, opportunity hub and Digeridoo programs have all been highly successful. Improved attendance, participation and engagement in learning is evident.
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability (\$ 3572.00) • Low level adjustment for disability (\$3 572.00) 	We at present employ one support officer 3 days per week. Funds are used to support students who are in need of extra support but do not qualify for extra funding.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$ 559.00) • Quality Teaching, Successful Students (QTSS) (\$559.00) 	The QTSS implementation continues to be a positive and rewarding experience for staff. Teachers have had the opportunity to engage in professional dialogue including discussion best practice, creating collaborative practices such as planning and observing lessons, providing feedback to colleagues, seeking opportunities to improve teaching methods leading to the improvement of student learning outcomes.
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background (\$ 9369.00) • Socio-economic background (\$9 369.00) 	The learning and support program in the school supports student learning and school initiatives. It is also allocated towards resources which includes teacher relief, SLSO's, professional learning and teaching and learning materials. Funds were also allocated to support students with learning difficulties and the implementation of the MultiLit program.
Support for beginning teachers	<ul style="list-style-type: none"> • Support for beginning teachers (\$ 875.00) • Support for beginning teachers (\$875.00) 	Early career teachers were supported in a variety of ways. Support provided additional RFF, including additional days at key points in the school calendar such as reporting and to access internal professional learning.
Early Action for Success	<ul style="list-style-type: none"> • EAfS (\$ 7875.00) • EAfS (\$7 875.00) 	<p>The literacy and numeracy achievement of our K–2 students were extensively supported through the Early Action for Success Initiative.</p> <p>Staff Professional Learning was led through Professional Learning Meetings and in specific training in programs such as L3 by an Instructional Leader.</p> <p>'At Risk' students were supported through the employment of an Intervention SLSO to work exclusively with these students.</p> <p>Teacher Professional Learning was funded to allow staff time to exclusively focus on the EAfS program.</p> <p>The establishment of EAfS within Moonbi PS was also supported financially to ensure maximum effectiveness.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	27	28	25	22
Girls	30	26	24	27

Moonbi Public School has an enrolment of 50 students. The Population is made up of 33% Aboriginal and 67% Anglo-saxon%. On the Index of Community Socio-Educational Advantage, 70% of our students are in the bottom quartile and 28% are in the bottom of the middle quarters.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.7	91	94.6	92.6
1	92.1	95.5	95.4	93.5
2	96.9	95.4	96.5	93.8
3	92.8	95.9	97.9	93.5
4	91.5	91.8	93.2	91.1
5	93.1	90.6	96.5	93.3
6	95.2	91.4	93.4	91.1
All Years	93.7	92.8	95.1	93
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Moonbi Public School general attendance rates sit on par state average for 2018. The school closely monitors student attendance. Our school has processes in place to encourage students to be at school on time every day. Any regular unexplained absences and late arrivals are referred to the principal and Home School Liaison Officer where appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.44
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1

*Full Time Equivalent

At present, Moonbi Public School employs a temporary SLSO 0.6 FTE who identify as Aboriginal.

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

Staff members continued to actively seek professional learning opportunities that aligned with their teacher performance and development goals and personal, professional goals.

The school plan also provided a focus for the professional learning in which staff was engaged. The Instructional Leader and Principal worked together to support teachers by providing valuable feedback and guidance regarding best practice and development of teaching skills and curriculum development.

Training included:

- EAfS including L3K and L3 Stage 1, "Building Numeracy Leadership", Disability Standards, Seven Steps to Writing, Director meetings for Principals, Tamworth Small Schools Network meetings, Assessing for Impact.
- Whole staff professional learning focused on mandatory training, participating in Tamworth Smalls Schools Learning Community staff development days.
- Administrative staff and the Principal participated in training in the SAP budget and finance systems.

- The staff also completed mandatory training in each of the following: * Code of Conduct, * Emergency care, * Anaphylaxis, * Asthma; and * Child Protection Training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	78,888
Revenue	698,742
Appropriation	696,056
Sale of Goods and Services	0
Grants and Contributions	2,680
Gain and Loss	0
Other Revenue	0
Investment Income	6
Expenses	-693,234
Recurrent Expenses	-693,234
Employee Related	-615,460
Operating Expenses	-77,774
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	5,508
Balance Carried Forward	84,397

- The school allocates its funds in a number of ways. Firstly by examining school priorities in terms of the school plans, secondly by looking at student and school needs and thirdly by examining the needs and wishes of staff and community.
- The school rolled over more than expected due to a problem with payment of the Instructional Leader position and this currently being reviewed.
- Available funds will be utilised for Instructional Leader and EAfS initiatives when wages have been rectified.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	469,981
Base Per Capita	9,475
Base Location	2,269
Other Base	458,237
Equity Total	129,904
Equity Aboriginal	26,933
Equity Socio economic	61,068
Equity Language	0
Equity Disability	41,903
Targeted Total	15,918
Other Total	72,891
Grand Total	688,694

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to a small cohort, Moonbi Public School is unable to report on NAPLAN literacy performance. Please refer to the Myschool website for further information.

Due to a small cohort, Moonbi Public School is unable to report on NAPLAN literacy performance. Please refer to the Myschool website for further information.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Moonbi Public School is part of the 'Bump It Up Strategy'. The school is focusing on moving students from the middle bands to the proficient bands for reading comprehension and numeracy. The Aboriginal students at Moonbi PS continue to make good progress. Each of these students has a personalised learning plan aimed at improving their educational outcomes.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2018, Moonbi Public School sought the opinions of parent/caregiver, students and teachers using the Tell Them From Me (TTFM) surveys and Parent satisfaction survey. Their responses are presented below:

- 87% of students indicated they have positive relationships at school.
- 93% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 60% of students feel challenged in their English and Maths classes and feel confident about their skills in these subjects.
- 93% of students believe that they receive quality instruction.
- 75% of parents who responded to the survey believed the school is connected to its community and welcomes parental involvement.
- 100% of parents who responded to the survey indicated they appreciated Moonbi Public School's approach to Individual Learning Plans and the opportunity to meet and discuss my child with their teacher.

The school's website has declined in use as the schools' social media presence has increased. The school will continue to investigate how to engage with parents via two way communication methods in 2019 and beyond.



Policy requirements

Aboriginal education

Aboriginal perspectives are reflected, where appropriate, across all Key Learning Areas (KLAs) with the aim of fostering a supportive learning environment. At Moonbi Public School, we are committed to the education of all students about Aboriginal history, culture and current Aboriginal Australia. Moonbi PS continues to seek the support and involvement of the families of Aboriginal students within all aspects of school life. We welcome parent and family participation at any level to enhance the learning outcomes of Aboriginal students. We are passionate about supporting students to develop a strong voice and proud identities and we believe our ATSI Legacy Committee is the platform supporting them to achieve those goals.



Multicultural and anti-racism education

Moonbi Public School once again participated in the CWA International Day. This year Italy was the country of study. Students studied the language and culture of during Term 2 as part of our Languages other than English program. During LOTE students were also able to spend a term studying the language and culture of Kamilaroi/Gamilaraay, Indonesian, Italian and Spanish.

The school has an Anti-Racism Contact Officer in place to monitor school policies, procedures, and practices. The school's Anti-Racism Contact Officer is available to liaise with students, staff, parents and school community members who wish to make a complaint regarding racism. There were no reported incidents of racism by individual students in 2018.