

Moulamein Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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 to our success over the past 12 months. As the principal of Moulamein Public School we are always finding ways in which our students can thrive and succeed. 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. Our focus has been to improve literacy results in K–2 with the implementation of the L3 program and phonics 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. Another focus has been to improve our teaching practice with the implementation of research based pedagogy in the Year 3–6 classroom. Visible learning and the implementing formative assessment practices, enables students to have an understanding of what they need to improve and how to make those improvements. Our staff have embraced these changes and work significantly hard to learn these new programs and ways of teaching. 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. 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 at the Moulamein Art Gallery. We have 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.

A new well-being program call Bluearth was introduced to the school for students K–6 and for teachers. Bluearth provided movement and wellbeing lessons to help students understand themselves, peers, teachers and the important relationships that exist between them. In an inclusive and fun environment students experienced a range of activities to improve posture, function, self-awareness and mindfulness. The students loved the sporting workshops and the team building experiences. Mentors focused on the importance of fair play and self-umpiring. Teachers attended workshops to learn how to implement calming and mindfulness techniques in the classroom for improved behaviour and work habits.

To further support students' social development, students participated in the 'Friends' program delivered by Intereach in Deniliquin. We also found the time to convert an unused room into a Technology room. Using funds wisely, we now have a functioning room with 20 new computers so that students have access to digital learning on a regular basis. Our technology program continues to expand, now we have the infrastructure in place.

We also continued our traditions of Anzac Day, holding a service for the town with our school leaders leading the service. We welcomed special guest, Chief Petty Officer Glenn Cleary from HMAS Albatross Nowra to help conduct the service for our town.

Our local police officers provided an outstanding Bike Safety and Road Safety day. Students appreciated the advice on how to stay safe on our roads and loved the opportunity to bring in their scooters and bikes for a day of learning.

Moulamein Public School receives support from our parents and the community throughout the year. Parents are actively involved in so many ways. This year they did an outstanding job catering for our regional literacy course and other catering events to subsidise excursions for students. 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. This year the P & C were able to subsidise our Year 3–6 excursion to the Grampians National Park and our K–2 excursion to the Pioneer Settlement, making it more affordable for parents.

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 Year 6 students and captains, Indiana Gray and Cody Bennett 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. You step up to challenges we set and always rise to the occasion. Working at Moulamein Public School is an honour and I look forward to nurturing a school where students, succeed, thrive and learn.

Message from the school community

Firstly, thank you to all who through direct and indirect support have allowed 2018 to be another year of growth and planning for the Moulamein P&C. 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.

We had quite a big year this year, thanks to the committees amazing teamwork and dedication along with school families support and help, we were able to raise a substantial amount of funds, to put towards the education of our children and the school grounds. This year the P & C spent most of its time catering for the, Literacy Teacher Workshops, held at our school grounds, which were for two days every term, along with our annual cross country catering and inter school cross country and finally the Moulamein Dog Trails, this takes a lot of organisation and time, I would like to personally thank Belinda Gorey for offering to take over this role for me during the year as I had other commitments, it was very much appreciated and I knew she would do it well. Through Catering we raised \$4,500. We finally got back to our Annual Woodchop this year. A huge thank you to Gary and Anne Hare for letting us use their property, they are not part of our school body but wanted to see our school keep moving forward, this is an extremely generous offer which raises a lot of money for our school. This is a massive team effort, to all the chainsaws handlers, loader drivers, woodhandlers and the guys who organised all the machinery for the day. Also another thank you to Tony McQualter who just turned up for the day with his chainsaw to give a hand, we were extremely humbled. The woodchop raised \$7,500.

The P & C also did the Bar for the Farmers Ball in November, I would like to thank Katarni Lipp and Lorraine Scammell for putting their hands up to help us out, again these ladies are not part of our school body, as everyone needed an RSA and they were few and far between in our school parents but we managed to pull it off and it ended up been a great night and a great fundraiser. We raised \$2 800 in one night.

The Old Dhuragoon Sports shed was removed from the school grounds, and our new sports shed was erected, the kids are having so much fun with all our old and new sports equipment, organised and all in one place. We also purchased a couple more outdoor table seats for the little school kids in the quadrangle so their feet could touch the ground.

Finally the Commemorative pavers from the Schools 150 anniversary arrived and have been laid in the quadrangle which was the last stage to be finished off from our beautification project So after collaborative hard work his year the P&C raised an enormous amount of \$15 300 dollars, I would like to thank the committee for their time they put into organising all these different events and also to the school parents for their help and time also.

The P&C paid the entire cost of the Kindergarten to Year 2 kids excursions and 50 % of the Year 3–6 kids excursion this year. The P&C also paid for the Year 6 T-shirts and graduation dinner. The P&C would also like to thank those in the

community who have contributed towards the book prizes for the annual presentation night.

Our little School is really starting to grow, visually and educationally, I would like to thank Brett Wilson for how wonderful our school grounds look, I have had many comments from people passing through of how good it looks, and to the teachers for always making our children have happy learning environments around them and the continued support you give them individually all year round.

We would particularly like to officially thank Karen Buckley for her outstanding effort in running our canteen this year. Colleen Wilson has also supported our school and is very passionate about it.

I would also like to thank our principal, Jennie Wilson. As the president of the P & C I thought I was motivated but you certainly out do me! What you have brought to our school and implemented so far is outstanding, and I know you have so many more plans in place, our P&C committee can come to you with so many ideas and you support us in any way you can, you are always looking for new ideas and educational practices for our school, our school is very lucky to have you and your family and we look forward to what you bring in the future.

To the P&C Committee we have had a very busy year, and all of you have worked very hard to achieve what we did this year, I think this is our biggest year yet of fundraising, it's an outstanding result, I thank you personally for all your time and effort towards the improvements of our school.

We have an amazing little school here at Moulamein, which has managed to keep building and reaching new heights every year and none of this could be done without the help of our School staff, the Parents and our Community. We all have the same goal, to give our children a great education and an environment that's inviting. We are certainly achieving that!

Rebecca Gray P & C President.

School background

School vision statement

Moulamein Public School is dedicated to providing an engaging and innovative learning environment that encourages each child to excel and thrive across the curriculum. Our school community is committed to working collaboratively to produce successful and active learners, creative and confident individuals and motivated and resilient students who are prepared for the 21st century.

School context

Moulamein Public School was established in 1867 and is a small isolated school in the Riverina district along the Edward River. Our school is the hub of a caring and supportive community who feel a strong connection with the place. Our school population includes families who have had generations educated at the school. It is a transient community too, drawing students from surrounding farms and the small local township. With a current enrolment of 49 students, our classes consist of multistage groups with a focus on individual learning opportunities for all students. The school is well resourced and benefits from a supportive parent body and dedicated staff who are committed to providing a quality education across all key learning areas. Improving the literacy and numeracy standards of each student is a priority and teachers differentiate the curriculum to meet the needs of each individual. Staff are able to provide engaging creative arts workshops, sporting opportunities, music lessons, digital technology lessons for all students. The staff and community have high expectations for all students and our school has a strong focus on implementing meaningful student wellbeing and mindfulness programs. Parent and community organisations make valuable contributions to the school's activities and goals. Moulamein Public School attracts funding recognising, low socio-economic factors, geographic isolation, location, and low level disability.

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: Working towards 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: Delivering

Leading Educational Leadership: Delivering

Leading School Planning, Implementation and reporting: Delivering

Leading School Resources: Working towards Delivering

Leading Management practices and processes: 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

Successful Learning

Purpose

To ensure students develop strong foundation skills in literacy and numeracy and are successful across the curriculum. As students progress in an engaging and challenging learning environment and receive dynamic differentiated programs, we expect students to demonstrate success, confidence, creativity and responsibility. Our students will display initiative and self-direction as well as strengthen their digital literacy skills.

Overall summary of progress

Successful Learning in 2018

Technology: In 2018, the school used equity funds and school and community funds, to build a technology room to ensure students could improve their digital knowledge and skills and access learning resources adequately on-line. Electrical work was completed, new desks arrived and computers were reallocated to the technology room (including new computers from the 2017 roll-out). Technology support was provided by Deniliquin to ensure the computers were updated, built, re-built for the equipment to work proficiently. All students K-6 are now accessing the computer lab and participating in lessons to improve their ICT skills. At present students and teachers are integrating technology into English and Mathematics. All students have improved their digital skills and their reports reflect their progress. With more professional development opportunities in 2019 integration of technology will still be a goal.

Personalised Learning: Our school wanted to ensure learning programs are differentiated and guided by formative assessment practices and learning progressions. Teachers gathered data on writing and complete reading graphs every 5 weeks, analysing students' strengths and weaknesses. They then planned a new 5 week cycle of learning- at point of need, using evidence. Using this pedagogy, teachers were able to differentiate their teaching and ensured all students made progress within a term. New reading and writing goals were continually being updated and displayed so the students knew exactly what was expected of them to reach their goals.

Curriculum and Learning: With the goal of delivering student centred and self-regulated learning experiences which enable students to understand how they learn and to set goals, significant progress has been made in the area. Teachers implemented 'How to Learn' strategies within the K-2 classroom and students could articulate feelings associated with learning and entering the learning 'pit'. Students were very motivated to a personal interest project in the Year 3-6 setting, which embedded technology and learning goals. They were very motivated and enthusiastic. K-6 classes trialled STEM projects with great success, using learning goals and validating personal choice and interests. Resources were purchased so STEM projects could be implemented successfully.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
70% of students will be reading at the expected benchmark levels in Kindergarten, Year 1 and Year 2.	Staff attend Professional Learning for Guided Reading using Professional Learning Funds and incentive TPL days.	<ul style="list-style-type: none">• 75% of Kindergartens students reached reading benchmarks at the end of 2018.• 100% of students reached reading benchmarks, with 85% reading above the expected level.• 85% of students in Year 2 reached expected reading benchmarks, with 60% reading well above.
All student reports contain detailed information about individual student growth and future learning goals.	Report Writing Expectations Professional Learning	All reports contained information about individual growth. Some reports detailed learning goals.
100% of teaching programs will include technology lessons and STEM based learning projects.	STEM resources have been purchased using operation funds and community funds	100% of students participated in technology and STEM based lessons throughout the year.
100% of students will participate in differentiated reading, spelling, writing and mathematics groups at least 3 days per week.	Equity funds for extra teacher support in classrooms were consumed.	<ul style="list-style-type: none">• All students in K-2 participated in reading and writing groups 4 days per week.• All students in 3-6 participated in differentiated writing, mathematics and spelling groups 3 days

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will participate in differentiated reading, spelling, writing and mathematics groups at least 3 days per week.		per week.

Next Steps

Technology: At present students and teachers are integrating technology in English and Mathematics. All students have improved their digital skills and their reports reflect their progress. With more professional development opportunities in 2019 integration of technology will still be a goal. Currently our class whiteboards are almost dysfunctional and need to be updated with new smart boards. This requires teachers and students to upskill when the boards arrive.

Personalised Learning: Our aim is to ensure individual Learning goals are displayed for each student K–6. In 2019 we need to continue this practice, but may need to provide professional developing with the turn-over of staff and new staff members without visible learning knowledge.

Curriculum and Learning: Staff have decided to continue and expand teaching STEM projects in 2019 and will now add the A for STEAM. They feel the school is well –resourced but would like to look into engaging students into robotics and are interested in coding professional development. Using an empty room at school we have budgeted for this room to be updated and set up for various STEAM projects through the year. We are intending on starting a "Future Focused Friday". We are also thinking of investing in iPads for use in our technology classes.



Strategic Direction 2

Quality Teaching

Purpose

To build the capacity of teachers to develop strong curriculum knowledge, an understanding of expert pedagogy and effective teaching practice to ensure evidence-based student growth and engagement occurs for each student, in every classroom, everyday, across all key learning areas.

Overall summary of progress

Productive Pedagogy: Our goal is for teachers to always have access to high quality professional learning to improve practice in literacy and numeracy. Throughout 2018, teachers attended various professional learning sessions to help improve literacy teaching. Teachers have attended professional learning on guided reading K–6. L3 practice has been embedded into the K–2 classroom. Evidence of this includes: reading graph, assessment data, daily reading records, classroom set-up and displays and writing records. Moulamein Public School also hosted two courses, 'Effective literacy Practices in the K–2 Classroom' and 'Improving Literacy in the Year 3–6 Classroom'. All staff attended and implemented changes within their classrooms after the professional learning was delivered leading to a significant change in students reaching benchmark in reading and writing.

Evaluation and Assessment: Our aim has been to develop and use a systematic and reliable assessment system to evaluate student learning and 'know thy impact' as well as record, monitor and measure student learning over time in literacy and numeracy. Due to the professional learning teachers were able to access at school, within the literacy course and designated times in staff meetings, teachers learnt how to use formative assessment to make informed decisions about where students are at in writing and reading K–6. Some students identified as needing extra support from the data and were able to access learning support as a result. Teachers are using and valuing formative assessment techniques, visible learning and using L3 pedagogy to differentiate the curriculum.

Curriculum: A new Scope and Sequence has been developed for History, Geography, Creative Arts and Science and Technology which includes opportunities for students to participate in STEM projects. This has also allowed for integrated units to be developed and learning to be more meaningful. Our aim to ensure units of work are motivating and stimulating and surface learning does not occur in classrooms. Using the new curriculum, teachers considered the latest research, resources, best practice and the implementation of using inquiry teaching and questioning techniques when writing the scope and sequence. Deep learning and high-order thinking remained a goal in each new unit of work.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers use visible learning strategies and embedded formative assessment into everyday practice.	Professional Learning within staff meetings and staff development days.	All teachers are using visible learning and formative assessment practices in their classroom for literacy.
All staff participate in professional learning to support best practice.	Staff have attended the Literacy Course at Moulamein Public School. Modelled teaching has also taken place in each classroom, using an instructional leader model. Beginning Teachers funds have been used for this.	All teachers have noted they have improved their practice at the end 2018, resulting in students accessing more differentiated lessons.
Student assessment data and progress will be monitored, analysed and recorded.	Staff Meetings	Data is collected every 5 weeks and students achievement is monitored, ensuring those students who require learning support can access it.
Evidence of differentiated learning within English and mathematics programs are	Teacher daily reading and writing records.	Teachers records provide evidence that all students are involved in reading and writing lessons in K–2 at point of need.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
embedded throughout the whole school		Teachers records provide evidence that all students are involved in reading and writing lessons in K-2 at point of need.

Next Steps

Productive Pedagogy: In 2019, all teachers (new and remaining) will continue to explicitly teach guided reading and differentiate learning. All students in Year 1 to 6 will be assessed early in Term 1, 2019, to ensure a benchmark is set and learning support is put into place for students not achieving the expected outcomes.

Evaluation and Assessment: In 2019, we will be still working on embedding formative assessment practices and visible learning. We also need to look at applying these techniques and teaching strategy to Mathematics. We are hoping to come up with a more formalised assessment routine, due to the staff changes. Learning support for 2019 will also be based on the data collected in 2018.

Curriculum: In 2019, we aim to continue to write new units and build up the school's resources so they can be effectively implemented. Staff will also need be trained in the new PDHPE Syllabus.



Strategic Direction 3

Wellbeing

Purpose

To develop whole school wellbeing systems and programs in partnership with the school community to support and promote the cognitive, social and emotional development of all students so they can connect, succeed, thrive and learn.

Overall summary of progress

Wellbeing: Staff wanted to have a whole school integrated approach to student well-being, ensuring students can connect, succeed and thrive every day at school. Intereach visited the school once a week in Term 1 & 2 to embed the ROAR program for students in Year 3–6 and the Friends program for students in K–2 with the aim of improving student well-being. Teachers attended these sessions and were provided with professional learning within the classroom. Throughout the year though, we used Equity funding to pay for the Blue Earth Program and for trainers to visit the school to embed wellbeing lessons into the school and provide professional learning teachers. The Blue Earth program aimed to improve social, emotional and physical health through engaging workshops which all students attended. Teachers started to use the language modelled in these sessions and workshops. Teachers will be provided with a professional learning session on how to use Sentral Wellbeing systems to record and monitor wellbeing data.

Culture: We would like all students to be focused, achieving goals and be committed learners. All classrooms have a set of rules with our behaviour expectations displayed. Positive behaviour supports are in place in each classroom and teachers have high expectations of our students academically and understand the importance of good behaviour management. Regular welfare meetings and record keeping has ensured all students are monitored and intervention takes place if required.

Community Partnership: Our school has had a focus on improving attendance and strengthening community partnerships. Attendance is now consistently followed up by staff and monitored. Parents have been informed of their responsibilities and attendance has been highlighted in newsletters continually. Special workshops and extra-curricula events were placed at the end of each term to encourage parents and students to attend in Week 10 of each term when attendance in previous years has shown to be really poor. This also included the last day of term, where attendance was almost 100%. Teachers attended professional development around the new school attendance policy to ensure they understand their role. We also surveyed parents on what forms of communication they prefer to ensure that parents are all well-informed about events, school goals and success.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students have personal learning goals.	Professional Learning SLSO time to make resources	Students have developed learning goals as a class in Year 3–6 for writing and in K–2 students all have an individual literacy goal. All goals were monitored and changed as they were achieved across the end of the year.
100% of staff engage in professional learning to enhance understanding of and build the capacity to improve student wellbeing.	Blue Earth Workshops	All staff participated in 4 Wellbeing centred workshops delivered by Blue Earth providers. From these workshops, staff implemented behaviour management techniques and wellbeing practices in the classroom.
Whole-school scope and sequences indicate systematic implementation of well being programs.	Staff meeting time Principal Release funds Sentral Training	All staff have developed the skills to record data on wellbeing after Sentral system training.

Next Steps

Wellbeing: In 2019, we hope to continue embedding Blue Earth philosophy and we need to train new staff in these practices. Teachers will aim to use the language from the program to encourage self-control, self-umpiring, checking-in

and improved student behaviour by doing so. Teachers will also work on adopting calming techniques demonstrated by the program and using them in the classroom K–6.

Culture: In 2019, we plan to build upon our high expectations, wanting all students to reach benchmark, despite our low socio-economic status, large number of students with learning adjustments plans and isolated location. Staff currently have the belief that all students can improve and will be provided with differentiated lessons to do so. We will also investigate the 'Growth Mindset' model and continue to use 'How to Learn' strategies.

Community Partnerships: Parents feel that our school bag app is not effective and does not work well in our remote and rural setting. After two P & C meetings and parent discussions, they feel a Facebook page would be better than the App due to the isolation of farms where it is unsuccessful. Facebook seems to work well for our isolated families. In 2019, we will launch a school Facebook page. We will continue to highlight the importance of attendance in the newsletter and on the Facebook page.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Loading from 2017 – \$1027.00 Teacher Release	PLPs were completed and revisited. In 2019, the same process will happen.
Low level adjustment for disability	Learning Support teacher for literacy and numeracy Low Level adjustment for disability funds –\$25, 812	Extra staff remained employed until the end of 2018 to provide extra support to students who required academic, social and emotional support. In 2019, we aim to provide smaller teacher/student ratios and access all students to ensure all needs are met.
Quality Teaching, Successful Students (QTSS)	QTTS Funding– \$7,704 (extra teacher in Year 3–6 classroom and SLSO time for Fluency program).	We have designed and made up the resources to begin our Fluency program to improve our literacy results. An extra teacher in the 3–6 classroom also allowed for more differentiated learning. In 2019, after individual assessment, we aim to implement and embed the program.
Socio–economic background	Learning Support Teacher for the K–2 Classroom – \$14 676	Students in the K–2 classroom have experienced significant growth and success in literacy and numeracy. Reading results and SENA analysis reflects this. In 2019, we will assess funding to see if this structure is required and needed.
Support for beginning teachers	Release time for Beginning teachers to have assistance with programming, report writing and assessment. Beginning Teacher funds were also used to pay for conference attendance, including travel and accommodation. Beginning Teacher Funds Consumed: \$14 770	PDP process indicated teachers achieved their goals and were well supported to do so through professional learning opportunities. A beginning teacher gained her proficiency in accreditation. In 2019, teachers will need further professional development in understanding how to maintain their accreditation and log hours on the NESAs website.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	25	23	21	21
Girls	24	23	23	28

Student enrolment has steadily increased over the year. We have a transient population dependent on seasonal work and irregular farming positions in the area. Most students are from a rural farming background and catch the bus to school each day. Other students live locally in the town of Moulamein.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.8	94.3	97.2	93
1	93.2	93.3	96.7	95.6
2	94	95.5	93.8	93.9
3	95.5	92	95.7	89.8
4	95.1	91.5	94.1	95
5	95.8	92.8	85.5	91.8
6	92.4	90.2	94.3	92.4
All Years	94	92.7	93.6	93.1
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

Attendance is carefully monitored throughout the year by staff and the principal. Staff follow the procedures in the newly revised Moulamein Public School Attendance Policy in order to follow-up on unjustified absences. We highlighted throughout the year the importance of attendance to raise its profile in the community. Follow-up letters were sent home regularly. We held

art workshops during the last week of school to encourage regular attendance. Reports were made to the local HSLO officer when required.

Our school is funded for two full-time classes, but through using a variety of different funding sources our school was able to provide an extra teacher in classroom until lunchtime 4 days a week to ensure maximum outcomes for literacy and numeracy lessons. This allowed for more differentiation and ensured beginning teachers were supported each day to improve practice.

Class sizes

Class	Total
CLASS 1	20
CLASS 2	29

Structure of classes

We decided that we would structure our classes differently to suit the needs of students in 2018. We value literacy and numeracy time and decided that each class, K–2 and Year 3–6, would have two teachers in the classroom until lunchtime from Monday to Friday. This meant that students could then be broken up into ability groups within each class and students were either extended or received extra support. The ratio of teacher to students in K/1 was 1:10 and in Year 3–6 1:13 for literacy and numeracy time. This allowed for more differentiation and also aided beginning teachers, as they were placed with a more experienced teacher. Team teaching opportunities had benefits for students and teachers

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.43
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	0.99

*Full Time Equivalent

We currently have no teachers who identify as Aboriginal or Torres Strait Islander.

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 2018 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.

All teachers and staff completed mandatory training throughout the year. Our beginning teacher gained her accreditation in Term 3 after support was provided throughout the year and is now classified as, 'Proficient'.

Moulamein Public School teachers all attended the 'Improving Literacy Practices in the Classroom' course held at the school for teachers across the Deniliquin and Griffith regions. This intensive 30 hour course allowed teachers the opportunity to improve classroom teaching practice to improve student outcomes in English.

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	86,519
Revenue	730,126
Appropriation	702,662
Sale of Goods and Services	1,433
Grants and Contributions	24,599
Gain and Loss	0
Other Revenue	0
Investment Income	1,433
Expenses	-706,040
Recurrent Expenses	-706,040
Employee Related	-582,162
Operating Expenses	-123,878
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	24,087
Balance Carried Forward	110,606

In 2018, we made the decision that our school desks and chairs needed replacing due to their age and condition. We decided that due to our small school size and varied size and enrolments of students that we purchase single desks that could be adjusted to any size, suiting both a infants and primary student. We also had tote trays that needed to be replaced due to their aged condition. The total cost of this was approximately \$21000, which included the cost of new desks and chairs for the technology room.

With our new computer and technology room, cabling was required to ensure that computers could operate successfully by an electrician. The cost was approximately, \$7000.

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	501,497
Base Per Capita	8,508
Base Location	29,076
Other Base	463,913
Equity Total	45,657
Equity Aboriginal	0
Equity Socio economic	14,676
Equity Language	5,168
Equity Disability	25,812
Targeted Total	97,683
Other Total	7,717
Grand Total	652,554

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

School-based assessment

From collecting data every 5 weeks for reading across 2018, results demonstrated the number of students reaching benchmark has definitely improved from previous years. In 2017, 100% students in Year 1 were not at benchmark levels at the beginning of the year. In 2018, after intervention, those students all reached reading benchmarks. A high percentage of students K–2 completed the year reading at and above benchmark levels. Those students who were not reaching benchmark were given extra learning support and adjustment plans.

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

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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 benchmark levels in literacy and numeracy.



Parent/caregiver, student, teacher satisfaction

Early in the 2019 Moulamein Public School parents completed a confidential paper survey. 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:

- * 87% of parents feel welcome (13% did not respond to the question)
- * 100% of parents felt teachers cared for their child/children academically and emotionally
- * 100% of parents trusted the principal with decision about the school
- * 100% of parents felt the school ground were well maintained and noted a considerable improvement in this area
- * 91% read the Wongi and kept up to date with school events and projects
- * 100% of parents feel attendance is important and acknowledge that it impacts on learning and achievement
- * 100% of parents would recommend our school to others
- * 100% of parents believe staff work hard to provide students with learning opportunities across the curriculum
- * 100% parents believe their child looks forward to the special events and extra curricula activities provided by the school
- * 59% rate the overall education provided at our school as 'Highly Satisfactory'
- * 41% rate the overall education provided at our school as 'Satisfactory'
- * 100% of parents are very supportive of improving our technology infrastructure and developing digital learning opportunities
- * 65% of parents value homework and home reading

Parents noted many positive changes at the school over the past few years.

They include:

- * Extra curricula activities (music classes, art workshops, sport, wellbeing lessons).
- * Improvement in school grounds and appearance
- * Appreciation of using unused rooms for extra curricula activities
- * Improved reading program
- * Improved communication
- * Classrooms look more vibrant and exciting
- * Students are happier to come to school
- * Students talk about their learning more



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 at the expected benchmarks in Kindergarten in literacy and numeracy.

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. Students and parents appreciated this opportunity.

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 2018 where applicable. Our excursions to the Pioneer Settlement and the Grampians National Park Aboriginal Centre, Brambuk, ensured that students were provided with learning opportunities that extended their knowledge about Aboriginal history, traditional way of life, the Dreaming, perspective and cultural significance. 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.

Other school programs

Creative Arts Program

Students from K-6 worked throughout the year in specialised art projects and workshops with local artists and the community. This was a significant on-going project to promote attendance, creativity, enthusiasm and self-confidence. Artworks were gathered and the local Moulamein Gallery displayed artworks at the end of year in an exhibition. The council, Mayor Chris Bilkey and gallery committee awarded students prizes and their work was celebrated throughout the community. Local papers advertised the exhibition and noted the outstanding effort and achievement of our students. Over 200 guests attended the gallery on opening night. The community and school linked together and the exhibition was a great success for students and our school.