

Moruya Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Moruya Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

I would like to thank the students, staff and community members for their support and efforts throughout 2019 and congratulate the students on their many academic achievements (learning progress) and the staff on their dedication and commitment to student learning and care. Of course, our wonderful parent and community members have made great contributions through the P&C and its sub-committees including the Canteen, Uniform Shop, Ethics Coordinator and teachers and Kitchen Garden committee. The wider community have contributed significantly through our Up & Running tutors, Breakfast Club coordinator and team and the Scripture Coordinator and teachers, my thanks to them all. The school has great community support and it is one of many reasons why it is a pleasure working at Moruya PS. I trust we will continue to work together for continuous improvement to the school operations and programs for the benefit of our students and community.

Peter Johnson

Principal

School background

School vision statement

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

School context

Moruya Public School has a proud and long tradition (140 years) of public education in the Eurobodalla. The site was a central school until the high school was built in 1970. In addition to its historical significance Moruya Public School promotes high academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive primary education that includes strong creative and citizenship building opportunities. We establish high expectations for our students and offer them the opportunity, encouragement and support required to lay the foundation for learning for life. Teachers plan, program and deliver curriculum within a quality teaching framework. The school is proud of its excellent reputation for the quality and safety of this learning environment. It is an inclusive public school of some 342 students and 30 members of staff. The school has a significant enrolment of Indigenous students, four special education classes for students with additional and complex learning needs in both mainstream and support classrooms. The school promotes academic excellence for talented students and extra-curricular activities in sport and the performing arts.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Wellbeing

Purpose

Creating environments where students are engaged in collaborative practices that ensure they are creative and confident learners able to take responsibility for their own learning now and into the future.

Improvement Measures

Reduction in suspensions from 48 to 30.

Improved attendance from 91.5% to 93%.

Overall summary of progress

In 2019, Moruya Public School's PBL (Positive Behaviour for Learning) initiative continued to be a focus of student wellbeing. Class lessons were taught identifying behaviour expectations for all areas of learning. Staff received professional learning on minor and major behaviours and a Matrix with the Continuum of Behaviour began to be developed. Wellbeing data was collected and analysed looking at areas of improvement and focus for 2020. Students were acknowledged for displaying the correct behaviours and awarded PBL tickets with weekly raffle prizes. A whole school PBL acknowledgment day was held with positive affirmation and success.

Progress towards achieving improvement measures

Process 1: Adjustments for Learning:

Develop evidence based, data informed and supported structures that promote the development of positive mental health and wellbeing through a range of whole school based programs and initiatives (e.g. PBL, KidsMatters) that contribute to all aspects of student growth and development.

Evaluation	Funds Expended (Resources)
Continuum of Expected Behaviour Matrix was developed and completed. It was delivered to PBL team and staff in preparation for 2020.	\$1000 Casual Relief
PBL external coach assisted with PBL plan and focus for 2020.	

Process 2: Collaborating for Student Learning:

Promote community involvement and feedback to collaboratively plan and work towards a school wide, supportive learning environment that fosters inclusivity and recognises and celebrates diversity.

Evaluation	Funds Expended (Resources)
An increasing number of families are engaged with their Child's wellbeing and development and work in collaboration with the school. External agencies continue to support the school and families in strengthening collaboration. The School community has been provided with numerous opportunities throughout the year to work in partnership with the school and continue to provide feedback to the school.	

Process 3: Best Practice Strategies:

Support staff to engage with up to date evidence based research and enable them to develop the skills to incorporate a range of strategies that support the learning and well-being of all students in their care.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
All staff have been part of PBL across school. Community participation.	PBL
Staff have undertaken Trauma Informed Practice (Berry Street Training) with an embedding of this planned for 2020.	Positive Partnerships
Well attended school disco.	DSE –Disability Standards of Education
Positive summer concert with community involvement.	Kids Matter
500 Christmas Cards created by students distributed across local community by Meals on Wheels.	"Every Student is Known Valued and cared for in our schools

Strategic Direction 2

Teaching and Learning

Purpose

Providing quality teaching practices that are researched and evidence based in all classrooms to produce greater student achievement.

Improvement Measures

All students have individual writing goals and show improvement on the learning progressions in the area of creating texts.

All staff use visible learning strategies within their classroom and collaborate with each other.

An increased number of students achieve in the top 2 bands in NAPLAN.

Overall summary of progress

In 2019, a writing rubric was developed with specific writing goals based on school identified areas of need. This was used to ensure that all students had specific focus areas in writing and individual goals. Staff used visible learning strategies within their classrooms to ensure that students understood their learning goals and what they needed to do to achieve them. As a part of this process, staff collaborated and observed lessons in order to further support the implementation of visible learning practices. These practices will continue in 2020.

In 2019, the percentage of students in the top 2 bands in NAPLAN continued to increase with 32.7% of students achieving in the top two bands. This is an increase from 25.14 in 2018.

Progress towards achieving improvement measures

Process 1: Differentiated Curriculum –

Strengthen systems of data collection, analysis and evaluation to support the ongoing implementation of a diverse and differentiated curriculum that meets the learning needs of all students.

Evaluation	Funds Expended (Resources)
Staff are familiar with the learning progressions. Staff are skilled in identifying students current level of achievement and planning for the next area of learning.	Teacher professional learning time.

Process 2: High Expectations –

Build a culture where students are encouraged and supported as positive learners to take responsibility for their own learning, set clear goals (based on relevant literacy and numeracy data), can articulate associated success criteria and willing to take risks as part of their learning .

Evaluation	Funds Expended (Resources)
All students understand what they need to learn and are working towards individual goals. There are high expectations for all students and students have a sense of ownership for their learning..	

Strategic Direction 3

Leading

Purpose

Promoting leading learners within the school (staff and students) to support learning for all and enhance leadership across the school community.

Improvement Measures

Parent survey shows "Teachers have high expectations for my child to succeed 8.0. (7.5 in 2017)

Staff survey shows "School leaders have helped me establish challenging and visible learning goals for students 8.0 (6.8 in 2017)

Student survey shows "Students are interested and motivated in their learning 80%. (66% in 2017)

All staff have goals within their PDP which reflect a focus on improvements in teaching, learning and leading.

Overall summary of progress

During 2019 opportunities for students to be leaders of learning were enhanced. Students used learning intentions and success criteria to gain a greater understanding of what they were learning and how to achieve success. Staff participated in professional development, developing collaborative learning approaches and a deeper understanding of evidence based teaching practices.

Progress towards achieving improvement measures

Process 1: Leading Learners:

Proactively build the capabilities of all staff as learners, teachers and leaders to strengthen and sustain a culture of high expectations for success.

Evaluation	Funds Expended (Resources)
Through the implementation of Triads and the Theories of Action, accurate data is used to inform student learning and visible learning is embedded in all classrooms. Learning intentions and success criteria are utilised in all classrooms and enable student goals to be achieved.	Teacher professional learning.

Process 2: Student Engagement:

Strengthen and promote a wide range of engaging learning opportunities that develop student resilience, well-being and leadership skills across all areas of the curriculum.

Evaluation	Funds Expended (Resources)
The Family Support Officer (Campbell Page) has supported families throughout the year successfully with parenting programs, accommodation, transport and connecting to services including NDIS. Additional programs implemented by family support include Feeling Fantastic and Play Therapy.	EIE program supported by Campbell Page and Impact.
The leadership development through the Peer Support program is highly significant since it is for all year 6 to implement a lesson for ten weeks. It provides communication and organisation skill development that would not be fostered otherwise.	

Process 3: Collaborative Learning:

Promote the professional learning of all staff by creating a culture where teachers and leaders learn from each other, become collaborative team players and have the shared goal to enhance student

Progress towards achieving improvement measures

Process 3: outcomes.

Evaluation	Funds Expended (Resources)
Staff evaluation of visible learning and assessment strategies using the new learning progressions. Assessment schedule of school data completed and evaluated.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1200.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		All funds targeted to families and individual students to support their learning.
Low level adjustment for disability		All funds expended on student learning support.
Quality Teaching, Successful Students (QTSS)		All funds/entitlement targeted to each assistant principal.
Socio-economic background		All funds expended on learning and support, office support, student assistance and technology support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	189	182	183	177
Girls	175	154	162	154

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.9	93	90.9	92.4
1	91.1	92.6	87.9	91.1
2	92.8	92.6	91.5	91.3
3	89.8	93.5	92.3	90.5
4	92	92.5	88.7	89.7
5	91.7	91.9	89.5	91.7
6	89.9	90.6	89.5	90.4
All Years	91.3	92.3	90	91
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.08
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	8.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	411,494
Revenue	4,435,159
Appropriation	4,314,197
Sale of Goods and Services	356
Grants and contributions	119,492
Investment income	1,114
Expenses	-4,527,148
Employee related	-4,187,578
Operating expenses	-339,571
Surplus / deficit for the year	-91,989

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	944,571
Equity Total	520,616
Equity - Aboriginal	78,988
Equity - Socio-economic	253,744
Equity - Language	0
Equity - Disability	187,884
Base Total	2,382,433
Base - Per Capita	84,784
Base - Location	12,131
Base - Other	2,285,517
Other Total	370,503
Grand Total	4,218,122

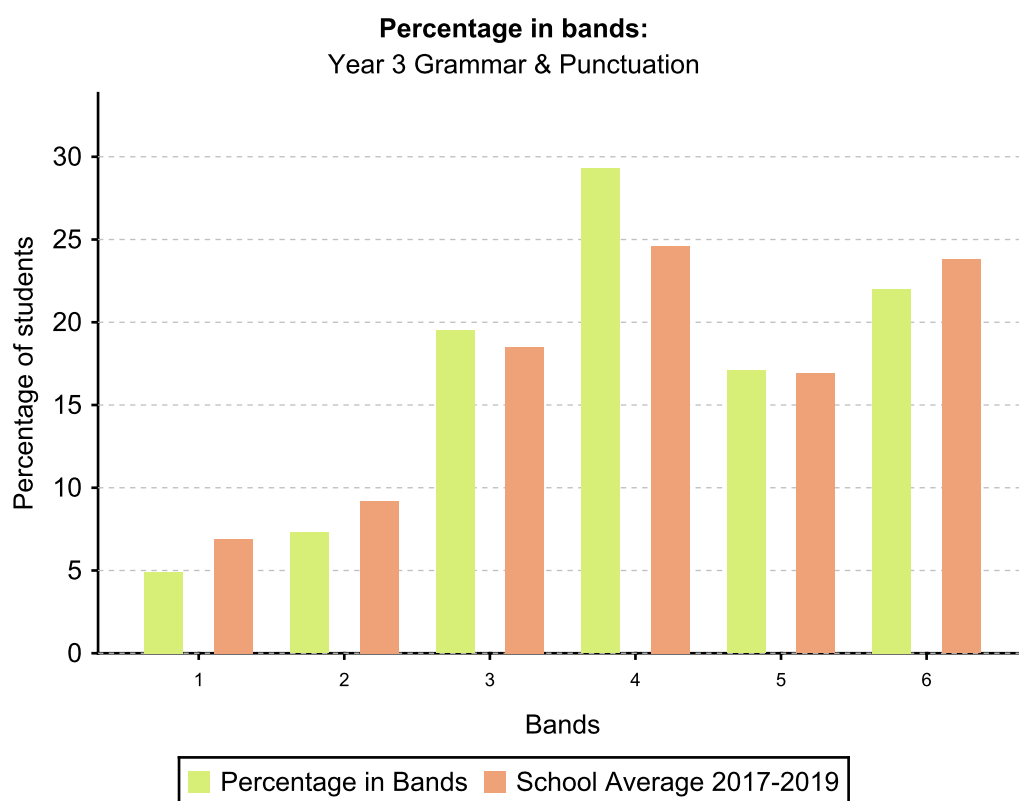
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

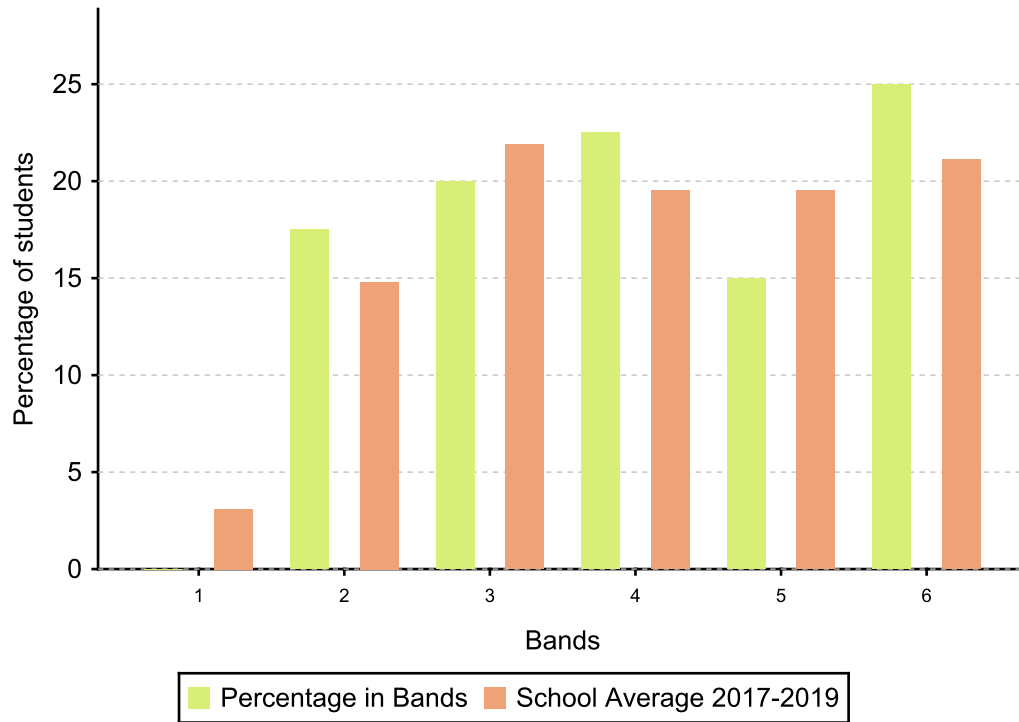
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



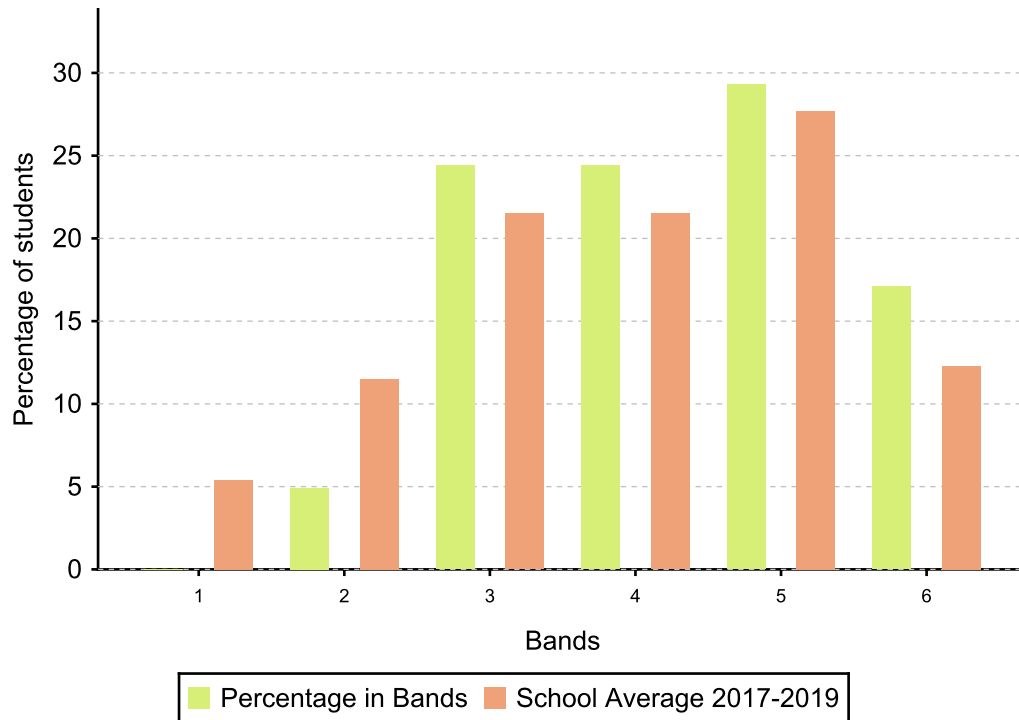
Band	1	2	3	4	5	6
Percentage of students	4.9	7.3	19.5	29.3	17.1	22.0
School avg 2017-2019	6.9	9.2	18.5	24.6	16.9	23.8

Percentage in bands:
Year 3 Reading



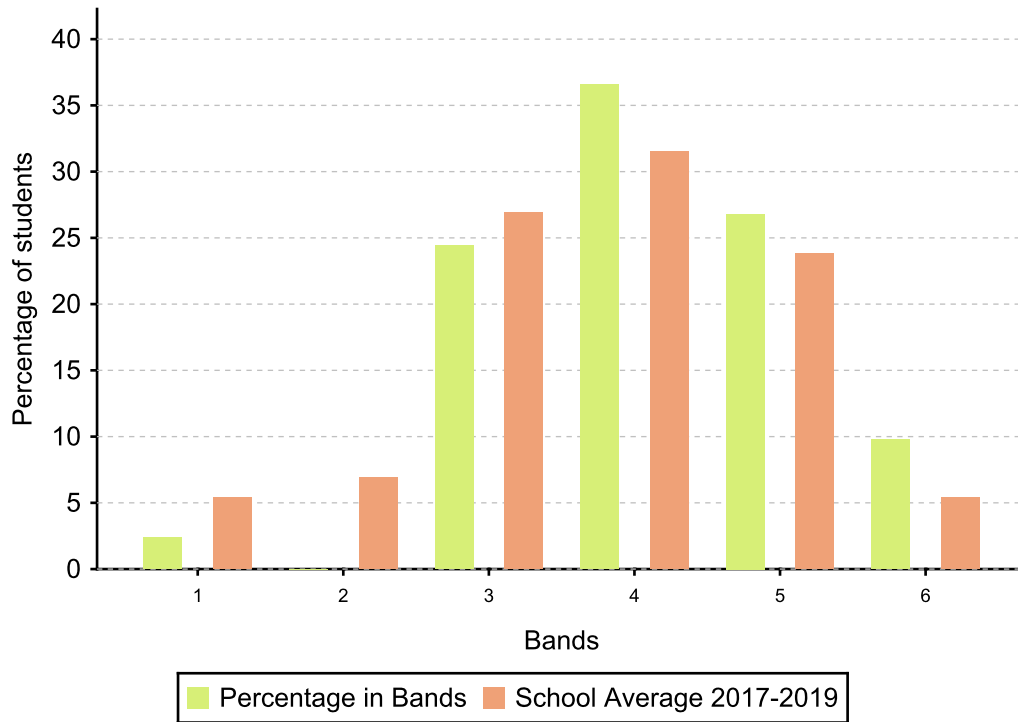
Band	1	2	3	4	5	6
Percentage of students	0.0	17.5	20.0	22.5	15.0	25.0
School avg 2017-2019	3.1	14.8	21.9	19.5	19.5	21.1

Percentage in bands:
Year 3 Spelling



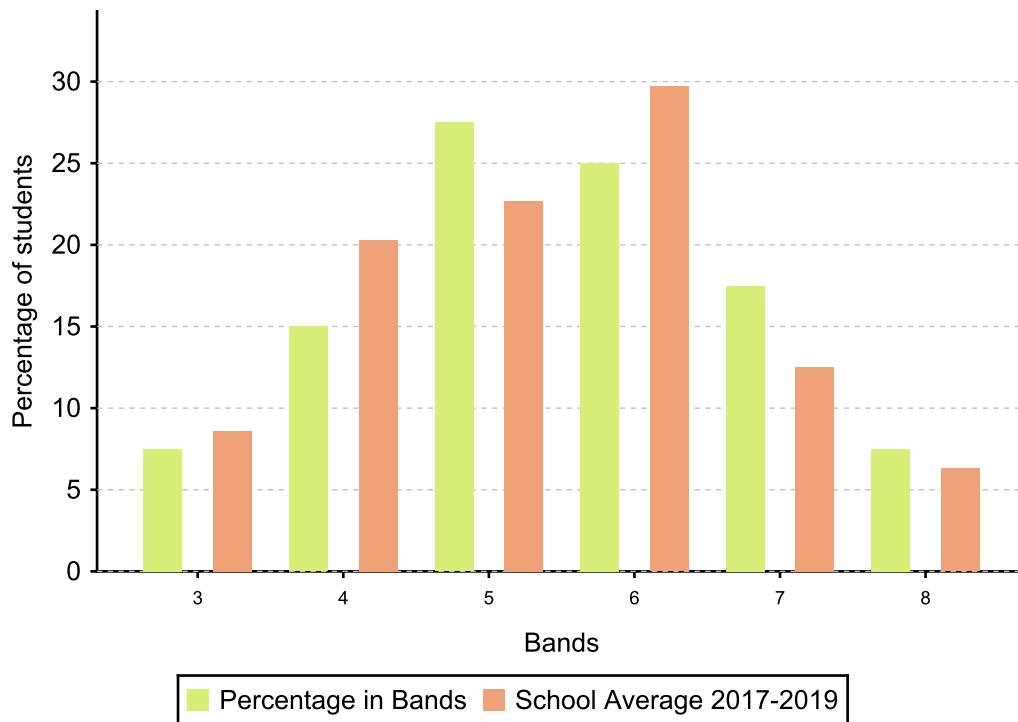
Band	1	2	3	4	5	6
Percentage of students	0.0	4.9	24.4	24.4	29.3	17.1
School avg 2017-2019	5.4	11.5	21.5	21.5	27.7	12.3

Percentage in bands:
Year 3 Writing



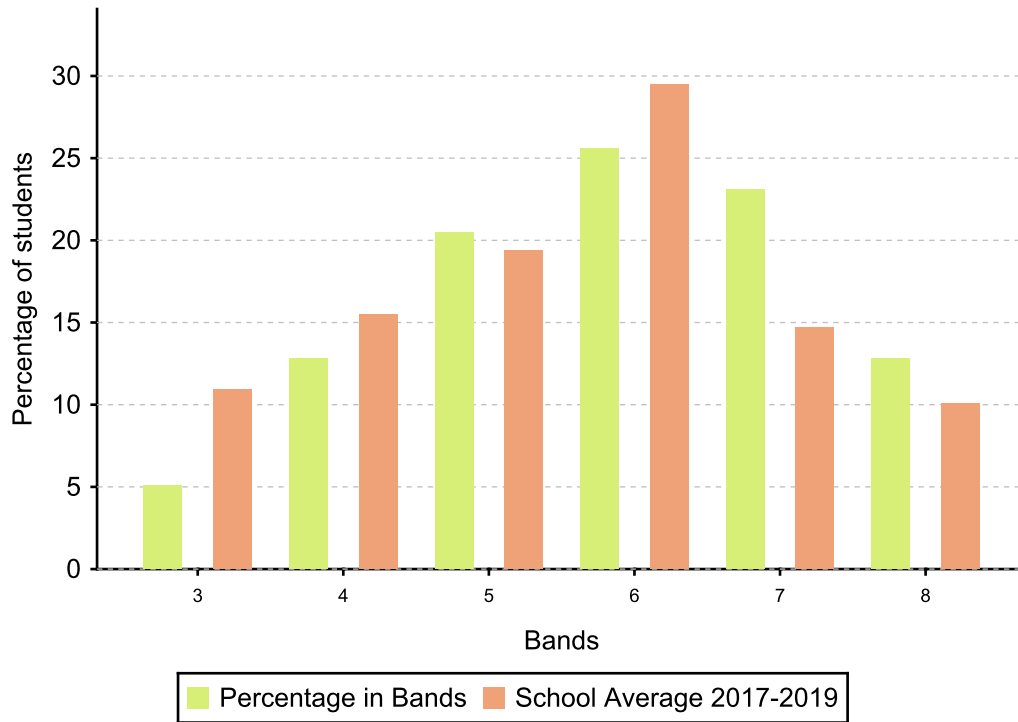
Band	1	2	3	4	5	6
Percentage of students	2.4	0.0	24.4	36.6	26.8	9.8
School avg 2017-2019	5.4	6.9	26.9	31.5	23.8	5.4

Percentage in bands:
Year 5 Grammar & Punctuation



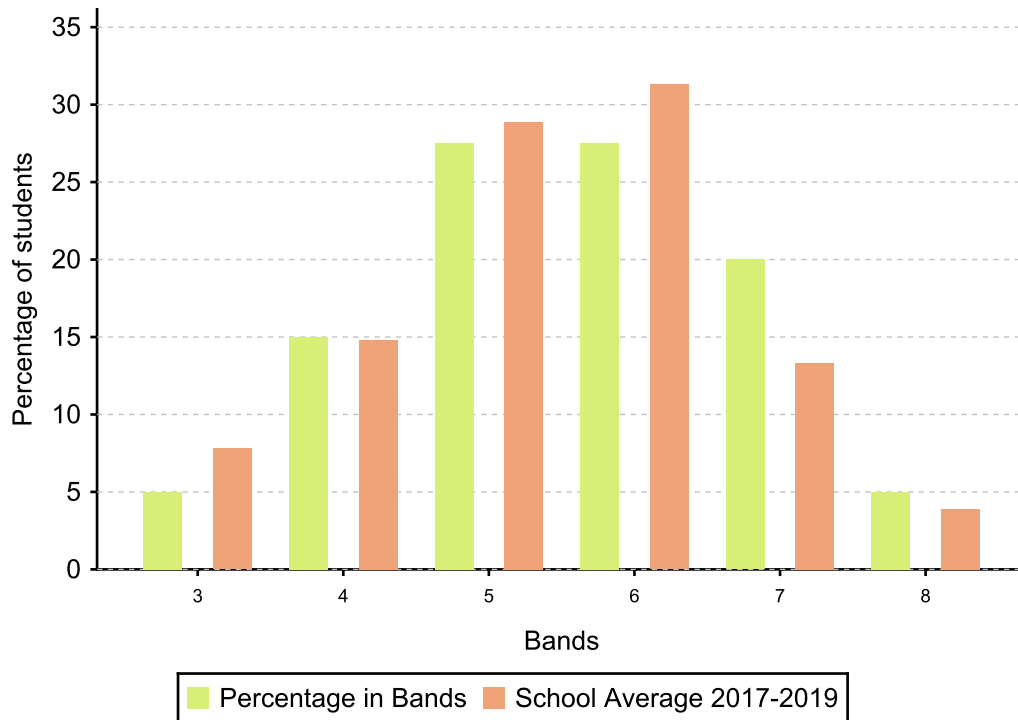
Band	3	4	5	6	7	8
Percentage of students	7.5	15.0	27.5	25.0	17.5	7.5
School avg 2017-2019	8.6	20.3	22.7	29.7	12.5	6.3

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	5.1	12.8	20.5	25.6	23.1	12.8
School avg 2017-2019	10.9	15.5	19.4	29.5	14.7	10.1

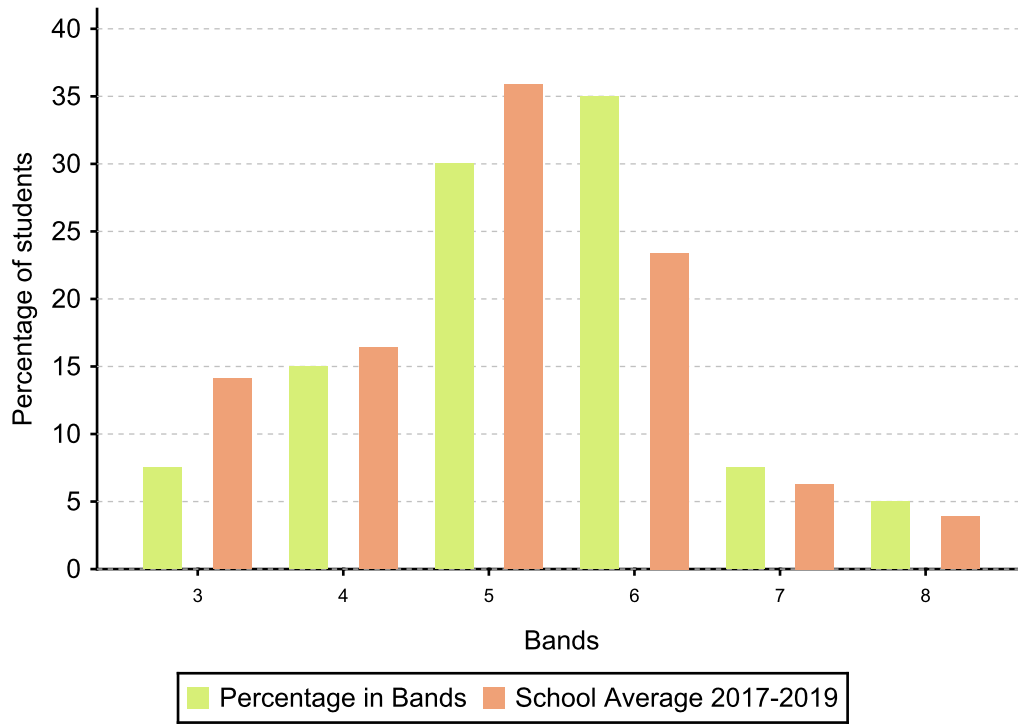
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	5.0	15.0	27.5	27.5	20.0	5.0
School avg 2017-2019	7.8	14.8	28.9	31.3	13.3	3.9

Percentage in bands:

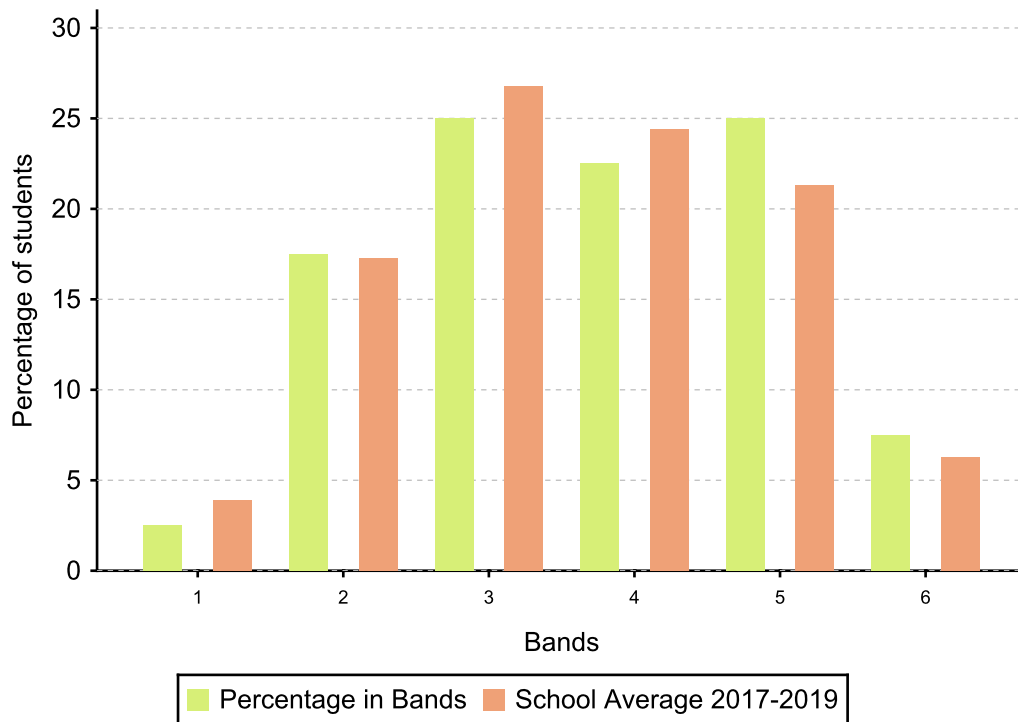
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	7.5	15.0	30.0	35.0	7.5	5.0
School avg 2017-2019	14.1	16.4	35.9	23.4	6.3	3.9

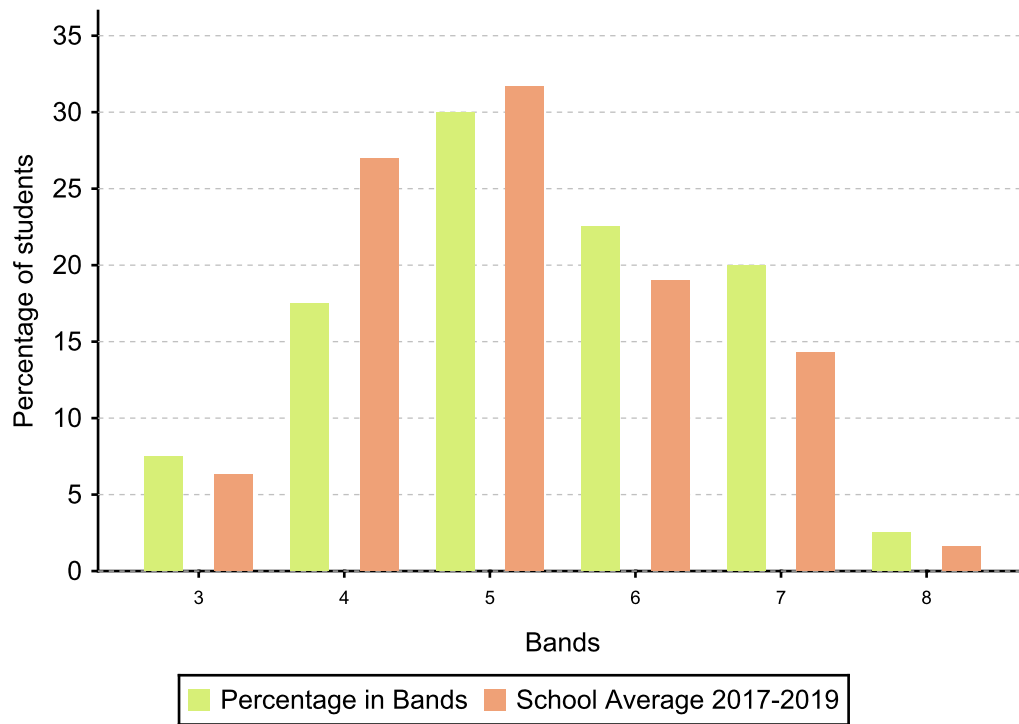
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.5	17.5	25.0	22.5	25.0	7.5
School avg 2017-2019	3.9	17.3	26.8	24.4	21.3	6.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	7.5	17.5	30.0	22.5	20.0	2.5
School avg 2017-2019	6.3	27	31.7	19	14.3	1.6

Parent/caregiver, student, teacher satisfaction

In 2019; according to the parent survey the school is very welcoming, more than ever before, with a score of: Parents Feel Welcome. 8.2 (8.1 in 2018); I feel welcome when I visit the school. 9.5 (9.4 in 2018); I can easily speak with my child's teachers. 8.7 (8.7 in 2018); I am well informed about school activities. 8.0 (8.1 in 2018); Teachers listen to concerns I have. 8.6 (8.7 in 2018); I can easily speak with the school principal. 8.4 (8.4 in 2018); Written information from the school is in clear, plain language. 8.4 (8.3 in 2018); Parent activities are scheduled at times when I can attend. 6.4 (6.4 in 2018). The school's administrative staff are helpful when I have a question or problem. 7.8 (7.8 in 2018).

The survey also shows an increase in parent perception that student learning needs are supported well at school: School Supports Learning 8.2 (8.2 in 2018); Teachers have high expectations for my child to succeed. 7.5 (7.5 in 2018); Teachers show an interest in my child's learning. 8.4 (8.5 in 2018); my child is encouraged to do his or her best work. 8.5 (8.5 in 2018); Teachers take account of my child's needs, abilities, and interests. 7.8 (7.8 in 2018). Teachers expect homework to be done on time. 5.8 (5.9 in 2018), a further reduction from last year. Teachers expect my child to work hard. 7.5 (7.4 in 2018).

In 2019, the staff believe their collaboration (teamwork) has remained consistent with last year according to the survey results below: I work with other teachers in developing cross-curricular or common learning opportunities – 7.6 (7.7 in 2018); Teachers have given me helpful feedback about my teaching. – 7.0 (7.0 in 2018); I talk with other teachers about strategies that increase student engagement. – 8.4 (8.4 in 2018); The staff believe the leadership in the school has provided adequate support: School leaders have helped me establish challenging and visible learning goals for students. – 7.3 (6.8 in 2018); School leaders have helped me create new learning opportunities for students. – 7.5 (7.2 in 2018); School leaders have provided me with useful feedback about my teaching. – 6.7 (6.7 in 2018).

In 2019, the students' surveys show: Students believe that education will benefit them personally and economically and will have a strong bearing on their future. 97% (96% in 2018) of students in this school valued school outcomes. The NSW Government norm is 96%. Students are interested and motivated in their learning. 68% (75% in 2018) of students in this school were interested and motivated. The NSW Government norm is 78%. This is a decrease on last year's result.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.