

Moulamein Public School

2019 Annual Report



2632

Introduction

The Annual Report for 2019 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.

School contact details

Moulamein Public School
Brougham St
Moulamein, 2733
www.moulamein-p.schools.nsw.edu.au
moulamein-p.school@det.nsw.edu.au
03 5887 5208

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. We are focused on every student achieving and committed to measurable academic growth for each child at our school each year. At the beginning of every year the staff and I answer three questions.

1. What are our goals?

2. What can we do to achieve these goals?

3. What impact will these goals have on our students, teachers and our community?

This year we have successfully worked on improving students technology skills. We have invested \$25000 into new interactive smartboards for the classroom, purchased a set of iPads and students have participated in a coding and robotics program, which they have absolutely loved. It is important to prepare our students for the modern world. All students have had personalised learning goals in literacy and numeracy. Why? Because students have different needs and this ensures that they can reach their full potential. In reading, our Year 4–6 students have worked on improving their fluency and decoding skills. Our assessments are very positive and their growth has been measured across K–6. We have invested in new readers and the students are really enjoying them in class. Students have enjoyed participating in STEM projects. STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics.

Through STEM, students develop key skills including:

- * problem solving
- * creativity
- * critical analysis
- * teamwork
- * independent thinking
- * initiative
- * communication

* digital literacy.

Why is STEM important?

Employer demand for STEM qualifications and skills is high, and will continue to increase in the future. Currently, 75 per cent of jobs in the fastest growing industries require workers with STEM skills.

Summary of 2019

Staff continue to make positive changes at our school. They are all dedicated, hard-working and committed to Moulamein Public School. I appreciate how they take time to build a rapport with each child, whether they are in their class or not. We know the strength of each individual child and work on their weakness. No child is ever missed. Every child is cared and catered for. The curriculum is adjusted and differentiated for all students.

This year we have almost completed the new library. The community have been very passionate about updating this learning space and know that you will be very pleased with the results. We have investigated a considerable amount of money into shelving, lounges, workstations and flexible seating and painted the library.

This year our students have had many opportunities in Creative Arts with drama workshops, gymnastics, creative writing workshops, glass making workshops, sculpture and visual art workshops. They have attended excursions which has consolidated their classroom learning.

Each year we welcome our community to our school for numerous events like Mother's day morning tea, Education week, assemblies and father's day breakfasts. We also provided the Moulamein community with its first Christmas Carols in many years.

The community let me know that the School Bag App wasn't working well, so we replaced it with our Facebook page. This demonstrates that your feedback is crucial and important to our school. Our Facebook page has been a great way to share organisational matters with you and also to show you what your students get up to during the day. The feedback has been really positive and family members, especially grandparents, are enjoying seeing their grandchildren working throughout the day.

This year we have also run another Literacy Course for teachers across various regions at Moulamein Public School. This has been a huge commitment and one that has benefited our students in many ways. Students have displayed how they learn, how they use comprehension strategies and shared with other schools and teachers their learning journey in English. They are very proud of their achievements in reading and writing and other schools have been following their progress so they can implement some of the strategies we use at Moulamein within their own classrooms. Catering for these workshops has been a big job for our community and P & C and I would like to thank all parents who contributed and Rebecca Gray and Colleen Wilson for managing this throughout the year.

Overall though, I would like say 2019 has been full of new learning experiences for students due to a strong group of teachers and enthusiastic students. This has truly been a team effort and I would like to thank Colleen Wilson for her commitment to our school and her job, our teachers, Mr Svensek, Miss Schupfer, Mrs Mertz, Miss Midson, Mrs Gibson, Mrs Fitzpatrick for their dedication to their job and the students for their passion and great attitude to learning. Each teacher brings personality, skills and attributes that they share with our students.

Our grounds are looking spectacular Brett Wilson, as I know you volunteer many more hours than you are given. Thank you to our valuable learning support officers, Penny Munro and Michelle Buckley for their support throughout the year. 2020 brings along with it, new goals, an extra class, more students, one new teacher with different skills, new curriculum and our commitment to every child achieving significant growth across the literacy and numeracy each year.

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.

Small schools are great schools!

Message from the school community

Firstly, Thank you to all who through direct and indirect support have allowed 2019 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 family's 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 Literacy Workshops for teachers held at our school grounds, which were for two days, twice a term for 30 teachers each day, along with a Principal hub meeting, a district directors meeting and our annual cross country , district cross country and our school athletic carnival. Catering takes a lot of organisation and time, I would like to thank everyone for setting up tables & chairs arranging flower displays, washing tablecloths, and Evelyn Benfield for ironing them, serving and cleaning up, and especially all your incredible cooking! Apparently, we are now renowned for the best catering in the district, and raised \$9000 thousand dollars, what a great effort! This year the P & C raised \$12,000 dollars, we put \$4000 thousand dollars towards school excursions, we bought 3 more outdoor table settings for the quadrangle costing \$2700 dollars, new scooter and bike rack \$500 dollars, garden wind sculptures \$300 dollars, an interactive white board for the new revamped library \$4500 dollars . The P & C also pay for the Year 6 t-shirts and their Graduation dinner, and we would like to take this opportunity to wish all of the Year 6 students well for next year in high school and as the older move on, we look forward to meeting all the new students and families starting at Moulamein next year.

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, and I'd like to thank those in the community who have contributed towards the book prizes for our student achievements.

To finish I would like to thank a few people in particular:

* Kylie Tink– I can't thank you enough for being our canteen co– ordinator this year, it wouldn't of ran without you. I'd like to thank you for always helping me with catering and I know you filled in on many canteen days when we couldn't find anyone else. Kylie also looked after the uniform shop, so I imagine she will be looking forward to the holidays.

* LeeArna Main– thankyou for always being my go to for help at the last minute, it was much appreciated.

* Colleen Wilson–You were always there for me and if you couldn't you organised someone else to fill the gap, I relied on you for everything, dates, places, time, everything, and I know others did and do also, I don't think the P&C would of achieved as much as we have, if you weren't a driving force behind it. Sometimes it's just the little things that make a difference like turning on the urn early for me so I don't have to drive into town early, to big things like cooking and setting up by yourself for a teacher workshop, when I'm away. You are very passionate about Moulamein school, and shows in everything you do and we are so lucky to have you, Thank you again for your support, I will miss our P&C adventures.

* I would also like to thank Jennie Wilson, I have loved working with you. You have also supported my role as president, when I have been stuck for volunteers when catering, or needed extra food for catering, yourself and school staff have fulfilled these holes. You have always made yourself available with any concerns or ideas from P&C or as a parent. You have bought fun, colour and curriculum to our school, and I know you have so many more plans in place, you are always looking for new ideas and educational practices for our school.

Lastly, to the P&C committee, thank you again for all your effort and time, I personally have made some great friendships from being involved in the P & C and 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. If everyone can give or do a little the end result ends up Big!

Rebecca Gray– President of the P & C



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 59 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 and 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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

This year our school participated in the external validation process. This process was very thorough and our school was able to supply an abundant of evidence to support school excellence. Through the self–assessment process it was deemed that the panel felt our school ranked higher in three areas:

- In the element of Learning Culture the school is operating at the Sustaining and Growing stage
- In the element of Student performance is operating at the Sustaining and Growing stage
- In the element of Professional standards the school is operating at the Sustaining and Growing stage.

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.

Improvement Measures

70% of students will be reading at the expected benchmark levels in Kindergarten, Year 1 and Year 2.

All student reports contain detailed information about individual student growth and future learning goals.

100% of teaching programs will include technology lessons and STEM based learning projects.

100% of students will participate in differentiated reading, spelling, writing and mathematics groups at least 3 days per week.

Overall summary of progress

Data in reading has been consistently tracked every 5 weeks for all students who are not independent readers K–6, not just K–2 students. Students who have not achieved benchmark have been given learning support to ensure that they reach these goals. Over 70% of students are reading at or above the expected level in Kindergarten, Year 1 and Year 2.

Students in all classes have had meaningful learning goals in literacy, with a focus on reading and writing goals, to promote high expectations and growth. Students have been able to articulate their goals, with an awareness of what they need to do to improve in reading and writing. Teachers have reflected on these goals in school reports.

All students have engaged in STEM projects throughout the year, some integrating technology. The school accessed the STEM Robotics and Coding kit and all students participated in classroom lessons for a Term. During the year, students engaged in multi-stage groups with peers from K–6 in STEM projects.. These projects integrated mathematics, technology, science, engineering and creative arts. These projects were engaging, stimulating, challenging and shared with the community.

Progress towards achieving improvement measures

Process 1: Technology

The school will build and maintain appropriate infrastructure to support digital teaching and learning.

Evaluation	Funds Expended (Resources)
Our school has 20 new iPads for the classroom. Smartboards were purchased throughout the year and installed into each classroom and the library. Teachers attended professional learning so that they could use the smartboards more efficiently.	<ul style="list-style-type: none">• Ipads and ipad charging station approximately \$12000• Smartboards \$18000

Process 2: Personalised Learning

Ensure learning programs are differentiated and guided by formative assessment practices and learning progressions.

Evaluation	Funds Expended (Resources)
Teachers have been tracking reading every 5 weeks. Students who have not reached the expected outcomes or growth within a given timeframe have been able to access further support in and outside the classroom. There is	All teachers have attended the Literacy Courses, held at Moulamein Public School.

Progress towards achieving improvement measures

clear evidence of student growth in reading for all students and those with poor growth have been referred to the school counsellor for assessment.

Cost of 4 teachers to attend 6 workshops = \$12 000 Incentive TPL budget was accessed to cover the costs of casual teachers.

Process 3: Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve learning goals.

Evaluation	Funds Expended (Resources)
Students are learning to set goals and this is an ongoing process. Students were very enthusiastic about their STEAM projects, robotics and coding program in 2019. They indicated they enjoyed working in peer groups and felt as if their technology skills had improved in a student survey. Planned STEAM opportunities will be provided in 2020.	<ul style="list-style-type: none">• STEM Share kits were hired at zero cost.• Selected staff attend Zulu desk training

Next Steps

Teachers will continue to track student growth in literacy and develop innovative programs focused on differentiation ensuring every student is engaged and challenged to learn. These skills will be applied now to numeracy and teachers will be using evidence based practices to track student progress in mathematics throughout the year. The triangulation of data will inform future programs and encourage reflective practice. Students goals will promote a culture of continual improvement and learning within the classroom. These goals will be shared with parents and reported on.

Spelling programs will be investigated and new research on how students learn to spell will be explored and reflected upon. Programs and pedagogy will be adjusted to align with the research findings by Misty Adoniou and Macquarie University.

Time will be given to effective curriculum planning and programming for STEM learning and engagement. STEM kits will be accessed and teachers will be given time for professional learning in robotics and coding.. Consideration needs to be given to learning across the curriculum and teachers having high expectations for all students.



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.

Improvement Measures

100% of teachers use visible learning strategies and embedded formative assessment into everyday practice.

All staff participate in professional learning to support best practice.

Student assessment data and progress will be monitored, analysed and recorded.

Evidence of differentiated learning within English and mathematics programs are embedded throughout the whole school

Overall summary of progress

Visible learning is evident in the classroom and teachers are embedding some formative assessment practices in their teaching and learning cycle. There is a drive to seek continual improvement with improved assessment practices across the classrooms. Teachers have demonstrated their understanding of how important it is to use evidence-based data to inform their teaching to improve student outcomes. This has led to the differentiation of literacy and numeracy programs and tailored learning support.

Progress towards achieving improvement measures

Process 1: Productive Pedagogy

Draw on current research to develop and implement high quality professional learning in literacy and numeracy practices.

Evaluation	Funds Expended (Resources)
Teachers have used visible learning strategies in classrooms K–6 and will continue to do this with more expertise in 2020, after more professional learning. There is clear evidence of visible learning in the classrooms with 'Bump it up walls', displayed learning goals and success criteria, explicit teaching, exit slips and some feedback strategies used in daily learning.	<ul style="list-style-type: none">• Beginning teacher funds were used to support staff in the classroom and allow for team teaching and mentoring in visible learning.• Professional learning funds were accessed for casuals to relieve staff to attend visual learning training.

Process 2: Evaluation and Assessment

The whole school will 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.

Evaluation	Funds Expended (Resources)
We have collected and used a number of diagnostic tools to provide information on K–6 reading ability to plan for 2020 learning support programs.	Decoding diagnostic tools were purchased at a cost of approximately \$800 for SLSO staff and teachers to use. Training days for SLSO staff and teachers were provided in school.

Process 3: Curriculum

Progress towards achieving improvement measures

Process 3:

Teachers will improve their knowledge of the new curriculum and use it effectively with formative assessment practices to write engaging teaching and learning cycles.

Evaluation	Funds Expended (Resources)
Due to time restraints, this is still a work in progress. A scope and sequence was not developed completely by the end of 2019.	Not applicable

Next Steps

Teachers will continue to build their skills to use data informed practice and their ability to teach explicitly in the classroom using visible learning strategies. Further professional learning in this area will support their pedagogical practices. There will be a focus on feedback strategies and reflective practice to improve student growth in literacy and numeracy. Growth will be monitored more strategically in numeracy and literacy across K–6. An assessment schedule will be developed by staff for reading, writing and number.



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.

Improvement Measures

100% of students have personal learning goals.

100% of staff engage in professional learning to enhance understanding of and build the capacity to improve student wellbeing.

Whole-school scope and sequences indicate systematic implementation of well being programs.

Overall summary of progress

All students K–6 have personalised learning goals. All staff have attended Bluearth professional learning workshops to help promote student wellbeing and positive playground behaviour. The Bounce Back program has been implemented into the classroom. This has helped to establish positive relationships and promoted positive mental health, wellbeing and resilience for students and teachers. In the 2019 Tell Them From Me survey:

- 96% students responded that they do not get in trouble at school for disruptive or inappropriate behaviour
- 0% students said they were subjected to bullying
- 96% students felt that they were accepted and valued by their peers and by others at school
- 100% students were interested and motivated in their learning
- 96% students tried hard to succeed in their learning

Progress towards achieving improvement measures

Process 1: Wellbeing

Embed a whole school integrated approach to student well-being, ensuring students can connect, succeed and thrive every day at school.

Evaluation	Funds Expended (Resources)
Teachers have developed their own handbook with desired language and teaching strategies that has been used consistently in 2019 to improve student behaviour and wellbeing in the playground, during sport and in the classroom. Students in all classes have a clear understanding of fairness and understand the term, 'self-umpiring'. This has led to a dramatic decrease in undesirable playground behaviour and arguments between students.	<ul style="list-style-type: none">• Blue Earth booklets were purchased and subscription was renewed to use the on-line resources.• An SLSO was hired to support students in the playground and help develop social skills and promote fair play at lunchtime for 10 sessions. Year 5/6 boys were targeted.

Process 2: Culture

The school community will foster a culture of high expectations for every student and are committed to the pursuit of excellence.

Evaluation	Funds Expended (Resources)
We have used our newsletter, class letters and facebook posts to talk about learning goals and sharing those with the community and parents. Parents are developing an understanding of why goals are important.	Not applicable

Process 3: Community Partnerships

Progress towards achieving improvement measures

Process 3:

Develop parent, carer and community knowledge of whole school initiatives to improve and support student wellbeing, progress and attendance.

Evaluation	Funds Expended (Resources)
During a recent survey, 96% of parents indicated that they felt informed about events and school initiatives.	The school Facebook page was set up at no cost.

Next Steps

With a new staff in 2020, staff have decided that we will employ Bluearth trainers to train our new staff and update our knowledge. Trainers have been arranged to also run sessions for teachers own wellbeing as well as workshops for students once a term. The Bounce Back program will be further incorporated into the new PDHPE Scope and Sequence due to the new syllabus.

Attendance will be continually monitored and encouraged through the newsletter, and private mail.

Our school has been accepted to be part of the School Chaplain program to further support the needs of students and address wellbeing concerns through strengthening relationships across the school. Social skills programs will be built into the school year where required and delivered by the youth worker assigned to our school.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teachers were released off class to spend time with families.	Parents were highly grateful and enjoyed the collaborative process of developing a PLP.
Low level adjustment for disability	Funds were used to employ extra staff for literacy support in the classroom.	All students in K/1 have achieved reading benchmarks, excluding students with a confirmed disability.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> Community artists were paid fees for their services, resources and teaching of workshops Extra teachers (also artists) were employed to run art workshops Consumable goods and specialised art equipment were purchased for art workshops 	Students have been very motivated to attend school up until the last day due to the art and sport workshops. Teachers decided they wanted to also run their own workshops to help improve attendance and engage students.
Socio-economic background	Funds were used to employ staff to run the transition program to school.	Transition to school increases have been successful. Some students required extra transition times and that was made possible. Having the extra support for literacy times has also ensured most students have reached benchmarks.
Support for beginning teachers	Funds were used to employ casual staff so beginning teachers could attend Professional Learning in and out of the school.	Our beginning teacher has been given support through the year. This includes: attending the Literacy course, mentoring, shared teaching sessions, programming team teaching opportunities and in-class L3 training to improve practice.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	23	21	21	28
Girls	23	23	28	31

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.3	97.2	93	94.4
1	93.3	96.7	95.6	91
2	95.5	93.8	93.9	95
3	92	95.7	89.8	95.5
4	91.5	94.1	95	94.2
5	92.8	85.5	91.8	93.9
6	90.2	94.3	92.4	93.6
All Years	92.7	93.6	93.1	94.2
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

Our school has been working consistently hard to improve student attendance. Reminders are sent home each week and attendance is followed up routinely. We have developed an Attendance Policy that all staff are aware of and all parents have received a copy of this policy which contains clear expectations. We have seen a slight increase in attendance and are committed to remind parents the importance of attending each and every day and promoting school holidays as the only time to take family holidays.

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
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.5

*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.

Due to the increase in students numbers our workforce has increased and we have more staff at Moulamein Public School with additional skills and strengths to share.

All staff have completed their mandatory training requirements.

Teachers have all attended a year long program to improve their skills in teaching reading and writing and literacy overall. This program has been held at Moulamein Public School and teachers have been able to add 40 hours of professional learning to their teacher identified accreditation hours. Two staff members received their 5 yearly maintenance accreditation, indicating their commitment to their profession and completing over 100 hours of professional learning within the given timeframe.



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	110,606
Revenue	925,663
Appropriation	885,313
Sale of Goods and Services	400
Grants and contributions	39,356
Investment income	594
Expenses	-944,756
Employee related	-724,016
Operating expenses	-220,740
Surplus / deficit for the year	-19,093

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	63,726
Equity Total	58,177
Equity - Aboriginal	1,578
Equity - Socio-economic	30,089
Equity - Language	0
Equity - Disability	26,510
Base Total	695,136
Base - Per Capita	11,497
Base - Location	33,862
Base - Other	649,777
Other Total	15,002
Grand Total	832,042

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

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Our NAPLAN results have consistently shown growth between Year 3 and Year 5, with many students achieving above the expected growth in literacy and numeracy.



Parent/caregiver, student, teacher satisfaction

Student Satisfaction

Students participated in the Tell Them From Me survey and a survey at school revealing very positive data.

Our two surveys revealed:

- 100% could identify a teacher that they could trust to go to for support.
- 100% felt happy and safe at school
- 100% identified that their teachers helps them if they need it in the classroom
- 100% felt included at school
- 92% enjoyed participating in art, drama and music groups or extra curricula activities
- 90% enjoyed using technology and participating in STEM activities
- 96% had a positive sense of belonging
- 100% participated in school sports
- 100% are interested and motivated at school

It also revealed that some students did not know school rules and classroom rules, which is an area to improve in.

Parent Satisfaction

Parents were given a survey to complete about our school and were able to suggest improvements and comment on what they liked about our school.

This survey revealed:

- 95% parents and carers felt welcomed at our school
- 100% felt teachers cared for their children
- 70% read the WONGI Newsletter to keep up to date with current events and programs
- 100% believed teachers and principals work hard to provide extra curricula activities
- 65% believed home reading and homework was important

For future improvements parents recommended:

- Chook shed and agriculture farming opportunities
- More playground equipment
- Cooking classes
- Sewing classes
- More project based learning
- Production or play

Parents valued these community events and extra-curricula activities the most:

- Mother's Day and Farther's Day
- Sporting carnivals
- Art workshops and exhibitions
- Presentation Day/Night
- Technology access– robotics, computer lab, coding classes

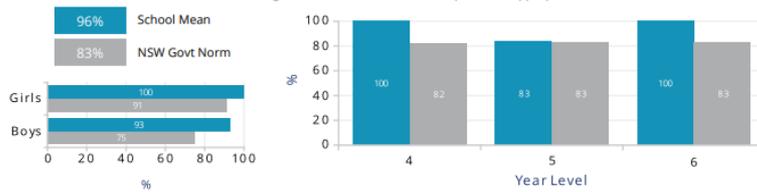




Social-Emotional Outcomes

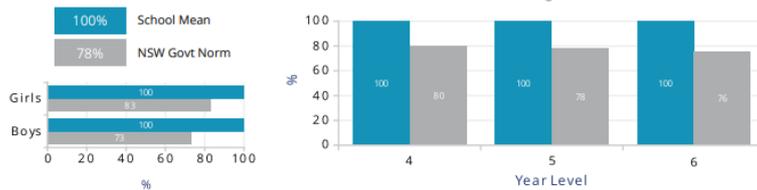
Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.



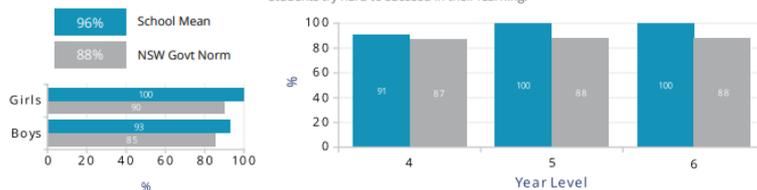
Students who are interested and motivated

Students are interested and motivated in their learning.



Effort

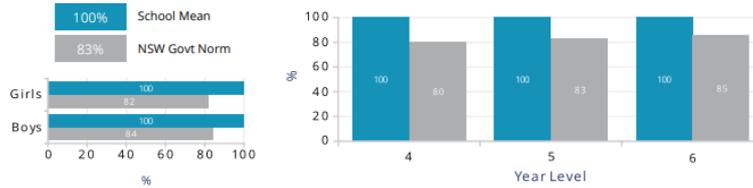
Students try hard to succeed in their learning.



Social-Emotional Outcomes

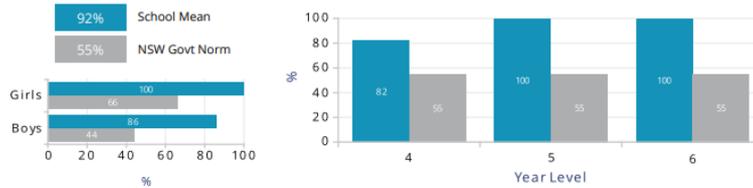
Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.



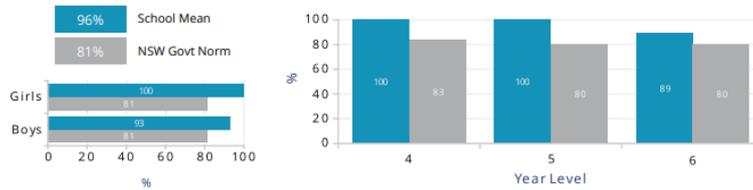
Student participation in extracurricular activities

Percentage of students with a high rate of participation in art, drama, or music groups; extracurricular school activities; or a school committee.



Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



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.

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 Funding was used for teachers to spend time with parents and students to develop a PLP program that is meaningful and supported. All teachers participated in professional learning to ensure the PLP process was completed appropriately and valued. Our school promotes respect for the unique and ancient culture of the Aboriginal people by acknowledging the traditional custodians of the land in assemblies and the integration of Aboriginal perspectives across all subject areas. Aboriginal Education is embedded in all new teaching and learning units of work developed in 2019 where applicable. We hope to develop a students' deep knowledge and understanding of Australia's first peoples.

We organised a seasoned performer, Tjupurru a proud descendant of the Djaber Djabera people of Western Australia to visit our school and showcase the didgeridoo and its sound. During the performance that was highly interactive and energetic, students learnt about the importance of storytelling in Aboriginal culture and the importance of song and dance. Families and community members were also invited to attend this performance. L

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.

Last year, Mrs Jennie Wilson trained as an Anti-Racism Officer and examined school practices in accordance to the policy.

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.

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 2019. The school celebrated Australia's diversity during Reconciliation week and NAIDOC week. Our activities promoted an understanding of difference and promoted the idea that everyone belongs and everyone has something unique to offer.

Other School Programs (optional)

Moulamein Public school continues to run creative arts workshop to encourage attendance throughout the term and at the end of each term. Students experienced, glass making workshops, ceramics, mosaic classes, printing classes and accessed other visual arts mediums in these workshops. STEM classes and gymnastic classes were also a highlight for

students at our school and held on each Friday to also encourage attendance. Students experienced robotics and coding in Term 3. Providing extra-curricula activities has proven to be appreciated and valued by the staff, students, families and the community.

