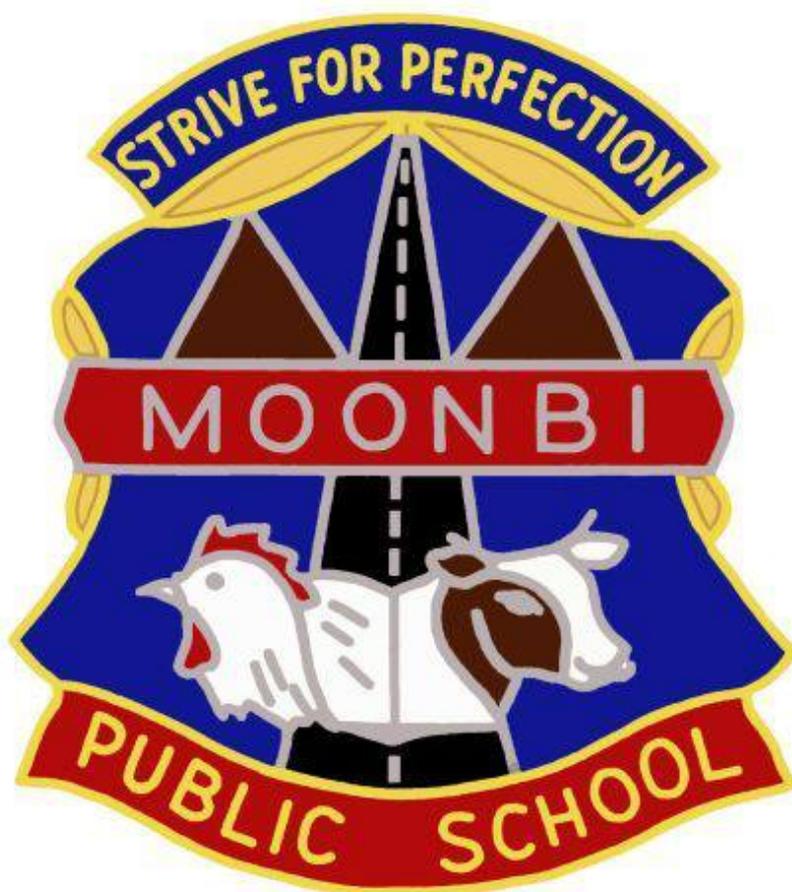


# 2020 Annual Report

## Moonbi Public School



2608

# Introduction

The Annual Report for 2020 is provided to the community of Moonbi Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

---

Moonbi Public School

New England Hwy

Moonbi, 2353

[www.moonbi-p.schools.nsw.edu.au](http://www.moonbi-p.schools.nsw.edu.au)

[moonbi-p.school@det.nsw.edu.au](mailto:moonbi-p.school@det.nsw.edu.au)

6760 3151

## School vision

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

## School context

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

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

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

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

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

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

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
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

## Strategic Direction 1

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

### Purpose

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

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

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

### Improvement Measures

Visible learning practices will be evident in all classrooms.

EAFS achievement data reflects state achievement in literacy and numeracy. Students to exit Kindergarten at a reading level 9-16 and writing well-structured sentences.

Increase the percentage of students in top two bands for reading, writing and numeracy.

Increased proportion of Stage 1, 2 & 3 students using effective feedback strategies to add value to their personal growth and learning.

100% of teaching and learning programs reflect the use of data to inform teaching and learning pedagogy.

### Progress towards achieving improvement measures

#### Process 1: Assessment Pedagogy & Practice

Undertake professional learning and evidence-based best practice research to improve teacher pedagogy of assessment practices.

- Quality Teaching Framework 2018
- Principles of Assessment 2018
- Authentic Assessment 2019
- Measuring impact 2020

Implement summative & formative assessment strategies using data, evidence, quality assessment tasks and consistent teacher judgement to inform teaching and learning programs K-6.

Evaluation	Funds Expended (Resources)
<p>Spelling data was triangulated in order to assess the impact, of this focus on spelling, during 2020. This has been a consistent focus with Smart Spelling being delivered throughout the year, including via online learning videos.</p> <p>The results from two assessments demonstrate growth in spelling achievement for most students:</p> <ul style="list-style-type: none"><li>• 66% made growth over three 'Words Their Way' assessments</li><li>• over 50% have a spelling age at or above chronological age on the SA spelling assessment</li></ul> <p>PAT spelling assessment did not show improved achievement, with only around 30% of students who completed this assessment achieving in the 50th percentile or above.</p>	

#### Process 2: Data Rich, Targeted Teaching

Collect, analyse and respond to ongoing data that drives change in our teaching and learning programs in order to maximise student outcomes.

## Progress towards achieving improvement measures

### Process 2: **Bump It Up 3-6**

- tracking literacy & numeracy 3-6
- Smart & Scout data analysis
- PAT-R, Accelerated literacy & numeracy data

### **EaFS K-2**

- tracking literacy & numeracy K-2
- PL using learning progressions
- analysing the effectiveness of 3 tier interventions

Evaluation	Funds Expended (Resources)
Teachers have reflected that their deeper understandings of targeted key areas greatly benefitted the delivery of high quality teaching and learning using a variety of different methods during a year where there were periods of limited face to face teaching and learning from home.	

### Process 3: **Assessment Capable (Visible) Learners**

Professional learning focused on Visible Learning and Evidence into Action.

Develop a framework for "kids speak" learning intentions, success criteria, rubrics and descriptive feedback.

Evaluation	Funds Expended (Resources)
This area of school growth was pushed to 2021, due to the disruption of the COVID pandemic.	

## Strategic Direction 2

Developing and empowering strong future focused leaders.

### Purpose

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

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

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

### Improvement Measures

Satisfaction survey indicates staff, students and parents have positive responses to future focused questions.

All students confidently use technology to take an active role in their learning indicated via student Tell Them From Me Surveys.

100% of teachers use innovative teaching practice and future focused learning strategies including collaboration, critical thinking, communication and creativity reflected in observations, programs and student work

### Progress towards achieving improvement measures

#### Process 1: Future-Focussed Evidence-Informed Pedagogy

##### *Creating our Future-Focused Fluencies Project*

Upskilling teachers and students in future-focused strategies.

- Inquiry Learning
- Creative & Critical Thinking
- Growth Mindset/Habits of Mind
- STEM/STEAM
- Project-based learning/Authentic learning

Evaluation	Funds Expended (Resources)
Staff have researched heavily to examine the impact of different websites and digital resources. During working from home, this meant that learning activities had an added layer of authentic connection between learning in the classroom and learning from home.	

#### Process 2: Future-Focused Technologies

Explore and expand technologies leading to growth in knowledge of best practices as an effective learning tool across the curriculum.

Evaluation	Funds Expended (Resources)
Technology usage over 2020 has focussed strongly on ensuring equity for all students during the COVID lockdown. School wifi has been enhanced, with wifi available in all indoor learning areas.	

#### Process 3: Future Focused Learning Spaces

Evaluate and develop a learning space future-focused plan to support and improve teaching and learning.

- Makerspaces

## Progress towards achieving improvement measures

- Process 3:**
- Flexibility
  - Engagement

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
This progress measure has been delayed until 2021 due to COVID pandemic restrictions.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$2450.25	Students report a strong connection to culture. Students have an active and engaged ATSI group.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$3 572.00)	The employment of additional staffing resulted increased data tracking and intervention programs with the implementation of reading interventions (MultiLit, MiniLit) and numeracy support programs in 2020. All students benefit from personalised learning plans focusing on goals collaboratively planned with parents.
<b>Quality Teaching, Successful Students (QTSS)</b>		Teachers at Moonbi Public School use the QTSS funds to individually and collaboratively reflect upon and evaluate their teaching practices, to ensure that the strategies implemented for teaching are both evidenced based and effective. Our core pedagogies are centred on explicit teaching, differentiated instruction and the effective use of formative assessment. Staff value the deeper understanding and confidence gained by having valid and reliable data to know exactly where each student is at a given point in time and being able to focus on explicit steps to move students forward in their learning. As evident in feedback from parent forums, parents appreciate that staff have a clear understanding of their child's learning needs and great relationships between teachers and students.
<b>Socio-economic background</b>		Equity funding received as socio-economic background loading was used in the employment of a school learning support officers (SLSO) who provided additional support to targeted students. Teachers value this support and reported that effective support was provided..
<b>Early Action for Success</b>		The literacy and numeracy achievement of our K-2 students were extensively supported through the Early Action for Success Initiative. Staff Professional Learning was led through Professional Learning Meetings, and in specific training in programs such as Working Deeply with the 7 Practices and L3 by an Instructional Leader. 'At Risk' students were supported through the employment of an Intervention Teacher to work exclusively with these students. Resourcing of the program was supported with the purchasing of additional supplement reading material. Teacher Professional Learning was funded to allow staff time to exclusively focus on the EAfS program.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	25	22	26	21
Girls	24	27	27	21

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.6	92.6	88.5	96.9
1	95.4	93.5	89.4	87.2
2	96.5	93.8	92	90.8
3	97.9	93.5	91.8	93.5
4	93.2	91.1	90.1	89
5	96.5	93.3	93	89.2
6	93.4	91.1	87.1	87.2
All Years	95.1	93	90.1	90.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	0.3
Teacher Librarian	0.17
School Administration and Support Staff	1.51

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	83,235
<b>Revenue</b>	1,008,565
Appropriation	998,140
Sale of Goods and Services	18
Grants and contributions	10,411
Investment income	-3
<b>Expenses</b>	-1,075,333
Employee related	-940,710
Operating expenses	-134,623
<b>Surplus / deficit for the year</b>	-66,767
<b>Closing Balance</b>	16,467

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	37,683
<b>Equity Total</b>	159,578
Equity - Aboriginal	35,642
Equity - Socio-economic	78,758
Equity - Language	0
Equity - Disability	45,178
<b>Base Total</b>	673,567
Base - Per Capita	12,747
Base - Location	2,603
Base - Other	658,218
<b>Other Total</b>	93,263
<b>Grand Total</b>	964,092

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

I believe 2020 will go down as one of the world's most challenging years in recent history. Our entire school community felt the challenges of COVID-19; starting with the sudden lockdown in March 2020. Teachers, parents, carers, and the education department were left scrambling to try to continue our children's education, with as little disturbance as possible.

Thankfully, the school holidays provided a short reprieve giving all involved time to organise home learning units. The school organised access to computers and internet for students, interactive learning platforms (enabling them to chat with school friends), and web-based learning programs. Additionally, our P&C was able to donate Office Works vouchers for every family to use to buy home learning stationary and equipment.

Despite everyone's world being turned up-side-down, we endured and by mid Term Two all students were back at school full-time. Just quietly, I hope that is my one and only experience with home schooling. I take my hat off to the humans who decide to become teachers!

The following months of uncertainty weren't easy, but I believe student's best interests were generally at heart. From new hygiene and social distancing practices, to restricted visitor access and alternate drop-off arrangements, we endured. By December, we were all able to come together as a community for the first time since March, to enjoy the student's end of year performance and presentation day.

Being that I am writing this in 2021, I have had the pleasure of working with Melissa Wood, our new school Principal. Her proactive, can-do attitude, gives me hope our school will improve, engaging students and parents at a higher level than previously. I would like to see more parents involved in the P&C enabling us to better support the school and most importantly the students. I feel this goal is achievable with Mel at the school helm.

Finally, I would like to thank last year's P&C executive committee for their service in previous years; and wish the new incoming executive committee luck in their endeavours. I look forward to working with you all.

Lena Geppert

Moonbi P&C Treasurer (2021)

# 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.