2020 Annual Report

Moruya Public School

2628

Introduction

The Annual Report for 2020 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

Reflecting on the year 2020 produces mixed emotions however, when I reflect on the most challenging times, I feel humbled and deeply proud of our supportive, encouraging, and dedicated school community. While the challenges of fire, pandemic and flood were beyond anything most of us had ever experienced, on each occasion I watched as our school community came together to support each other and ensure that positive learning and engagement was possible for our students. Our dedicated teachers ensured that quality teaching and learning continued, families supported and encouraged learning in a range of environments and our students demonstrated resilience through a commitment to positively engaging in all school activities.

I would like to thank the staff, P&C, families, community and students for their tremendous efforts and adaptability during 2020. You ensured that Moruya Public School remained a wonderful place to 'Live and Learn'.

School vision

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 new Alice Springs Education Declaration.

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 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
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 learnersable 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%.

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)
The successful implementation of Positive Behaviour for Learning has promoted strong wellbeing practices across the school. There is a shared understanding of expectations and students can describe what it means to be a safe, respectful learner at Moruya Public School. PBL practices have shown a significant improvement in the recording and management of student wellbeing needs as well as a significant reduction in suspensions. During 2020, the PBL team focused on acknowledgements and awards, assemblies and whole school data. This was interrupted at times due to changed learning situations and as a result will continue to be a focus in 2021.	QTSS Professional Learning time. DET - Smiling Minds Program Bounce Back Program NSW Department of Education PBL Coach Support materials and newsletter items
To further support student wellbeing, selected staff were trained as mindful champions as part of DET Smiling Minds Training and facilitated whole school training. In addition, the Bounce Back Program-K-6 lessons were modified and implemented by all staff. The program targeted resilience and looking on the bright side. This was is in response to bushfires and Covid-19. Information was also communicated to parents on a weekly basis so that they could support their child at home.	
The Peer Support Program, which also supports whole school wellbeing practices, was reviewed based on needs of students and school community. Unfortunately due to COVID-19 restrictions this program could not occur during 2020. Instead students participated in a Peer Support Walk and Talk-athon where they discussed a range of wellbeing questions and strategies.	
During 2020, we engaged with Head Space in response to the Bushfire crisis to provide support to staff, students and the community.	
Our strong wellbeing practices, resulted in student data showing an increasing in overall wellbeing during the 2020 school year.	

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.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
In response to COVID-19 restrictions, Zoom was utilised to provide opportunities for the community to engage in school planning and programs. Two Zoom sessions were held focusing on school organisation, teaching and learning and reporting and these were strongly supported by families. In addition, a variety of surveys were used to gain feedback from the community to guide future school directions and create partnerships in school planning. Based on survey responses, changes to some school operations were implemented in order to better meet family and community needs. During 2020, families engaged in their child's learning via the use of Seesaw. Teachers and parents worked together to create a supportive learning environment. Zoom and other forms of appropriate technology were used to engage families and the community through assemblies, the sharing of projects and student work and also through the sharing of school activities.	Professional learning time.

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 (Resources)**
In response to online learning, staff were provided with training which enabled programs to be delivered effectively online and resources developed accordingly so that the learning needs of students continued to be met. Staff were provided with the opportunity to engage with Berry Street Training -an introduction-webinar to develop trauma informed practice and this increased the number of staff at the school who are trained. In addition, staff engage in online Autism training and trauma response modules. Staff training enhanced staff skills and resulted in more effective support of student learning and well-being.	Teacher professional learning time and online courses

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 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.

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)
Throughout 2020 all staff participated in professional learning that supported the consistent use of student assessment data to ensure a planned, differentiated approach to student learning. Whole school programs were developed where the learning intention and success criteria for students was explicitly discussed and used throughout the lesson to determine learning progress and achievement. Staff continued to work collaboratively to plan teaching and learning activities which were based on a school wide consistent focus and evidence based approaches. Through effective data use, teachers identified individual student learning goals. These were communicated to families through student reports, discussed at parent teacher interviews and further refined to support the next steps in learning.	QTSS 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)
Through establishing a culture of high expectations, students have gained confidence in taking responsibility for their learning. In literacy and numeracy, students are learning to articulate what they are learning, why they are learning it and how they will know when they are successful. Staff worked collaboratively to plan, assess and develop teaching and learning programs that have a consistent focus from Kindergarten to Year 6. Programs also ensure that the use of learning intentions and success criteria are embedded in order to support student learning. Staff created resources that ensured there were high expectations for students, that this was communicated to students and that these resources supported teaching and learning.	QTSS

Progress towards achieving improvement measures	
Staff have created safe and challenging learning environments with clear expectations so that students are positive learners who take risks as part of their learning and achieve success often.	

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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.

Peer Support

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.

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)
During 2020, teaching and learning programs were differentiated and there were high expectations for success. This practice continued during the period of learning from home, with staff creating programs which embedded evidence-based practices and that were focused on ensuring students understood the purpose of the learning and what success looked like. Some staff took on leadership roles, evaluating changed practices and creating additional resources. All staff reflected on changes to practice as a result of learning from home and continued to work collaboratively, further developing their skills and refining teaching practices. Staff participated in intensive training in the use of Seesaw so that explicit teaching including the use of learning intentions and success criteria could continue online. Students were involved in identifying learning goals and the steps needed to achieve their goals. During the second semester, executive staff provided instructional leadership in classes focused on monitoring student achievement and growth.	QTSS Teacher professional learning time

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)
Student engagement required a slightly different approach in 2020 to ensure learning continued despite a disrupted school year. Staff were creative in their development of activities that utilised a range of online learning tools including Zoom and Seesaw to ensure high levels of engagement. This included the very popular 'Book of The Day' zoom meeting which was attended by a high number of students who enjoyed listening to teachers share their favourite stories. Students also enjoyed participating in Zoom	Additional funding to support OT program - $15000 External support services Teacher professional learning time

Progress towards achieving improvement measures	
assemblies and watching interactive assembly items presented by a range of classes. While many extra curricular programs were unable to occur, Kitchen Garden and a modified whole school art project to create a river of rocks were thoroughly enjoyed by all students. Student wellbeing was supported through a visit from Royal Far West, an Occupational Therapy program based on sensory needs and the Seasons for Growth program. Student leaders were able to participate in Peer Support leadership training, despite not being able to run the program.	

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 outcomes.

Evaluation	Funds Expended (Resources)
School leaders and teachers continued to work together through shared teaching and learning experiences in the classroom so that all staff had the opportunity to develop their skills in monitoring student growth and achievement. This was supported by lesson observations, feedback and evaluation.	Professional learning time QTSS

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1.0FTE Aboriginal Education Officer. **Funding Sources:** • Aboriginal background loading ($76 277.00)	Funding supported individual student learning needs and provided all classes with additional support from the Aboriginal Education officer. Frequent communication from the AEO to families also supported engagement and learning.
Low level adjustment for disability	1.2FTE Learning and Support Teachers School Learning and Support Officers **Funding Sources:** • Low level adjustment for disability ($131 261.00)	Learning and Support teachers continue to provide targeted intervention for students resulting in improved achievement for participating students. Additional School Learning and Support Officers successfully implemented evidenced based programs to support student achievement in reading and numeracy.
Quality Teaching, Successful Students (QTSS)	Employment of Temporary Teachers to support AP release. **Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($69 021.00)	Funding enabled the release of Assistant Principals who supported curriculum and pedagogy, instructional leadership and student wellbeing. This assisted in ensuring quality teaching and learning occurred in all classrooms.
Socio-economic background	Employment of additional teachers and School Learning and Support Officers. **Funding Sources:** • Socio-economic background ($241 232.00)	Funding supported the additional employment of School Learning and Support Officers, the provision of technology support and maintenance as well as student assistance. This enhanced student learning outcomes and ensured greater access to technology and school activities for all students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	182	183	177	180
Girls	154	162	154	151

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	93	90.9	92.4	84.8
1	92.6	87.9	91.1	82.4
2	92.6	91.5	91.3	87.2
3	93.5	92.3	90.5	85.7
4	92.5	88.7	89.7	88.8
5	91.9	89.5	91.7	88.4
6	90.6	89.5	90.4	90.5
All Years	92.3	90	91	86.9
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
Assistant Principal(s)	4
Classroom Teacher(s)	16.06
Literacy and Numeracy Intervention	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, 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[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
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.

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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** ($)
Opening Balance	319,504
Revenue	4,644,214
Appropriation	4,548,887
Sale of Goods and Services	388
Grants and contributions	94,483
Investment income	356
Other revenue	100
Expenses	-4,767,378
Employee related	-4,418,866
Operating expenses	-348,512
Surplus / deficit for the year	-123,163
Closing Balance	196,341

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 **Approved SBA** ($)
Targeted Total	187,779
Equity Total	529,810
Equity - Aboriginal	86,677
Equity - Socio-economic	241,232
Equity - Language	15,777
Equity - Disability	186,125
Base Total	3,219,392
Base - Per Capita	84,571
Base - Location	12,196
Base - Other	3,122,625
Other Total	354,755
Grand Total	4,291,736

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 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

Feedback is collected from students, staff and parents throughout the year in order to maintain an effective and supportive school environment. This feedback includes formal surveys including the Tell Them From Me Survey which is reported on below.

Student Satisfaction Survey

116 Students in Years 4, 5 and 6 completed the Tell Them From Me Survey. The student survey asked students questions based on the most recent research on school and classroom effectiveness. The student survey results provided the following information:

* 83% of students surveyed reported positive behaviour at school.

* 91% of students reported they try hard to succeed in their learning.

* 67% of students reported they were interested and motivated in their learning.

* 85% of students surveyed reported they have friends at school they can trust and who encourage them to make positive choices.

* 96% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

Parent Satisfaction Survey

Parents completed the Tell Them From Me Survey in September. Parents rated an inclusive school, feeling welcome at school, being well-informed and supporting learning at home as school strengths.

* 80% of parents surveyed expected their child to complete Year 12.

* 80% of parents recognised formal interviews as very useful forms of communication.

Teacher Satisfaction Survey

Teachers completed the Tell Them From me Survey and summary results are as follows:

* Teachers rated learning culture, inclusive school, collaboration and data to inform practice as strengths.

* 84% of teachers either agree or strongly agree that school leaders are leading improvement and change within the school.

* 73% of teachers agree or strongly agree that school leaders clearly communicate the strategic vision and values for the 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.

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.