

2020 Annual Report

Moulamein Public School



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Introduction

The Annual Report for 2020 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.

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School vision

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. 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	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

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.

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)
In 2020, all students K-6 participated in STEM classes for three terms. Their learning was interrupted due to COVID-19 but the timetable was adjusted to make up this time.	STEM SHARE KITS
Ipads are embedded into classrooms and having a class set has made this easier for teachers and created more equitable learning opportunities for students.	STEM Resources
Teachers have supported each other in learning and using the STEM share kits as well as the implementation of the See Saw and google docs.	

Process 2: Personalised Learning

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

Evaluation	Funds Expended (Resources)
Teachers have not had a chance to do this consistently across K-6 with such a interrupted year of learning and PL time decreased.	

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)
STEM has been a vehicle to allow students in years Year 3-6 to set goals, work towards goals, work collaboratively to solve problems and reflect on their own learning.	

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

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 staff meeting to explore the latest educational research and a very comprehensive course on the explicit teaching on writing, based on the latest research. While the 'What works best' publication has been included in the professional learning, meetings, discussions, staff are yet to complete the online course. We plan to complete this in 2021.	

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)
The school has collected literacy data consistently across the year. We have identified students that need extra support to reach benchmarks. We have an increasing amount of students with special needs, EALD students and our learning support program next year will need to cater for this. We have established some students in Stage 1 would have reached reading benchmarks if their learning was not interrupted. Those students who have not reached benchmarks are only 2-4 months behind the expected benchmarks in reading.	

Process 3: Curriculum

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)
The new PDHPE syllabus is now embedded in the 2020-2021 scope and sequence. Staff are familiar with the syllabus.	

Progress towards achieving improvement measures

Teachers have not had an opportunity to use the learning progressions due to the lack of time.

The sustainability program is continuing in 2021. Feedback has been given to the community along the way through newsletters and facebook posts. The feedback from the wider community has been really positive.

Next Steps

After analysing data in the Situation Analysis in preparation for the new 4 year school plan, our school will focus on two new strategic directions:

1. **Student Growth and Attainment**
2. **Inclusive Education**

1. Student Growth and Attainment- Assessment and data skills and use

High quality assessment supports teachers to monitor student progress and inform next steps. Assessment is a core and essential component of all teaching and learning programs. Our school will be focusing on improving classroom practice by using data from assessment to make informed decisions about future directions. We would like student assessment data to be regularly used across K-6 (in literacy and numeracy) to identify student achievements and progress, in order to reflect on teaching effectiveness. While we aim for our teaching to be engaging, explicit and value-added, we need evidence to ensure that they are just that. Data needs to be meaningful and collected with expertise, with consistent teacher judgement. Professional learning needs to be targeted, so teachers are supported and have the skills to apply a full range of assessment strategies. A system needs to be developed so that staff have the time to routinely and systematically collect data, record and analyse, and meet to collaboratively analyse data with colleagues. We would like to link with other schools in our network to collaborate and share practice, due to our small cohorts and early career teaching staff. We need to ensure we are accurately measuring our students against standardised benchmarks. We would like to establish a well-rounded profile for each student by using data sets to ensure every student is receiving the support or extension they require. Every students' progress will be tracked in literacy and numeracy, with a particular focus on reading and the number strand. We also must develop assessments that are inclusive, due to our high number of students with a disability and our EAL/D students.

2. Inclusive Education

With our rising number of students enrolling into MPS with a confirmed disability, low socio-economic status and our increasing population of EAL/D students, the education offered at our school needs to be inclusive. Inclusive education means that all students, regardless of disability, socio-economic status, language can access and participate in learning alongside their peers supported by reasonable adjustments and teaching strategies tailored to meet their needs. A large number of students (30%) have an adjusted plan and are accounted for in the disability collection data. In 2020, 58.3% of our students in the FOEI are in bottom two quartiles. Our budget must be used wisely to support our students.

Teachers and support staff will need to access professional learning to develop the skills to cater for students with Autism, intellectual disabilities, mental health issues, behavioural disorders, non-verbal students and families who are unable to speak English when enrolling at the school. We are committed to building a more inclusive environment, where students feel welcomed and families feel supported, by empowering teachers and learning support officers with the skills and expertise, so they feel more confident and have the ability to address the needs of students with special needs. We may need to invest in resources for specialist tools and access experts in fields to help improve student outcomes. We want our integrated students to ensure that they reach their full potential. Teaching and learning programs across the school will need to show evidence that they are adjusted to address individual student needs, ensuring all students are challenged and all adjustments lead to improved learning. Parents will be part of this planning process and adequate time must be set aside for individual support plans to be developed thoroughly and reviewed more often.

A whole-school approach to effective classroom management is required for optimum learning. With wellbeing of students being paramount, behavioural expectations are explicitly taught, consistent and applied across the school. With the new disability strategy released, our school will use this framework to guide our ability in catering for students with a disability.

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.

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)
<p>A wellbeing survey was given to students and parents about how they felt about school. Results were analysed and surprised staff that some students feel a nervous and anxiety exists for some students. As a staff we have plans on how to deal with this and improve this for families and students. This was not indicated in the TTFM data. It was beneficial to run our own survey.</p> <p>Teachers felt they had had enough Blueearth training to continue the program in 2021 themselves.</p>	

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)
<p>This was not completed and will be addressed in the school plan.</p>	

Process 3: Community Partnerships

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

Evaluation	Funds Expended (Resources)
<p>Parents value and appreciate the school Facebook feed. The newsletter and notes are not always read by parents and less appreciated. Parents have missed being part of the school activities in person and acknowledge that the school and teachers worked hard during COVID restrictions to keep them informed about activities and programs. Feedback has been delivered through P & C, personal emails and one-on one discussions with parents and phone calls to parents.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1 x casual teacher= \$505 Funding Sources: • casual teacher (\$505.00)	PLP's were readdressed with parents and feedback was provided by the student and family. Parent meetings were conducted over the phone, rather than in person due to restrictions. Teachers felt that this was not as effective as face-to-face meetings.
Low level adjustment for disability		Students were given literacy support across the year. Students in Year 3-6 who needed reading support and had not developed strong spelling and phonics were placed on a continuous decoding program. The results indicate many students in Year 3 reached benchmarks and their learning was fast-tracked due to the program. The program gave groups of 2-3 students , 45 minutes extra tuition, 3 days a week. The data from the check-in assessment was very positive in reading for Year 3, where we had focused support. The school average was 76.6% and state average was 58.6%, with SSSG at 54.0%. In Year 5 the school cohort averaged 69.4%, while the state was 60.7% and SSSG at 54.6%.
Quality Teaching, Successful Students (QTSS)		Teachers felt they needed support in writing, which was supported by NAPLAN and classroom work samples. All teachers completed a course to improve the teaching of writing, based on research. The course was comprehensive and teachers were able to put into practice their learning and shared this in staff meetings with work samples.
Socio-economic background		Funds used to create stage classes have led to teachers feeling that were able to get through the curriculum more efficiently and programming was easier. Management of learning, assessment and reporting has been easier. Teachers feel that they have been able to differentiate the curriculum and cover it more thoroughly. Teachers noted creating stage classes as the top priority in ensuring student growth occurs each year.
Integration funding support		All integration funding has been used for SLSO wages. Extra support has been needed, therefore students on integration funding have been given more than the allocation. The allocation was approximately \$98 000 with budget adjustments, although \$142 00 was used to support students on integration.
Literacy and numeracy		Small classes has ensured all students are participating in literacy and numeracy groups at least times a week. This has included guided reading and writing groups. Teachers feel they have been able to differentiate learning more successfully with literacy and numeracy due to the growing needs of students.
Professional learning		All teachers and SLSOs attended PL. Some PL opportunities were limited, changed and postponed until 2021 due to COVID-19

Professional learning		restrictions. However, online training became an option and these opportunities were explored.
Targeted support for refugees and new arrivals		All new arrival students have reached the expected benchmarks in English.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	21	21	28	31
Girls	23	28	31	31

Our student enrolments are increasing each year and may continue to grow due to the communities increased trust in the school and families migrating to Australia from the Philippines to work in a local industry. New parents have stated that the beautification of the school grounds, school facilities and small classes as reasons why students enrol locally and not catch the bus to larger surrounding towns anymore.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.2	93	94.4	96.2
1	96.7	95.6	91	94.8
2	93.8	93.9	95	95.9
3	95.7	89.8	95.5	97.1
4	94.1	95	94.2	95.5
5	85.5	91.8	93.9	95.2
6	94.3	92.4	93.6	93.7
All Years	93.6	93.1	94.2	95.5
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.

Improving attendance has been a continual focus at Moulamein Public School. With more stringent follow-up procedures and reminders to parents, attendance continues to improve each year.

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)	2.49
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, 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.

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	91,513
Revenue	980,258
Appropriation	971,483
Sale of Goods and Services	190
Grants and contributions	8,392
Investment income	194
Expenses	-964,513
Employee related	-822,062
Operating expenses	-142,451
Surplus / deficit for the year	15,745
Closing Balance	107,258

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	60,077
Equity Total	70,156
Equity - Aboriginal	1,571
Equity - Socio-economic	40,153
Equity - Language	1,288
Equity - Disability	27,144
Base Total	732,535
Base - Per Capita	14,190
Base - Location	40,093
Base - Other	678,252
Other Total	31,386
Grand Total	894,154

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

Parents have been surveyed in Term 1, 2021 and asked to reflect on the school in many areas. We received 22 survey responses from 42 families. We had a very positive response from families who are satisfied (23%) or strongly satisfied (77%) by the education provided at Moulamein Public School. Staff were pleased to note that the survey indicated that parents felt students at our school are cared and valued. Parents continually noted how impressed they were with the relationships between students and staff and that their children felt safe at school. We did receive any negative comments within the survey, only a few suggestions on improvements.

Significant Results:

- 100% Parents either strongly agree or agree that they feel welcome in our school
- 100% Parents either strongly agree or agree that teachers care for their child and always want the best for students
- 100% Parents would recommend MPS to others
- 100% value the school Facebook page as a tool of communication and keep up to date with events by reading the weekly newsletter
- 100% Parents believe our grounds are well-maintained
- 100% Parents agree attendance is important
- 100% Parents felt staff catered for their child through COVID-19 lockdown
- 100% Parents felt the school is continually improving its facilities

Parents noted the things they liked about our school in a short answer response:

- Principal and staff work ethic and relationship with the students
- High expectations
- Friendly and caring atmosphere at the school
- Small classes
- Facilities and grounds
- Catering for all students and abilities
- Broad curriculum

Suggested improvements:

- More sporting opportunities and use of local tennis courts
- More shade
- ICT technology skills to ensure students are ready for the demands of high school

Students and staff completed a wellbeing survey in Term 3 to check-in on our students. Parents, teachers and students identified our K-2 students were feeling more worried than usual and there were indicators of increased anxiety. Most students in Year 3-6 identified they felt happy at school, while approximately 20% students in K-2 said they felt worried, which correlates to the data from parents and teachers. Most students felt confident to try new activities and sports.

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.