

# Moama Public School Annual Report



2018



2584

## Introduction

The Annual Report for **2018** is provided to the community of Moama 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.

Julie Eason

Principal

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## School background

### School vision statement

Moama Public School provides a quality education for all learners in a challenging yet supportive environment, where learners are supported and encouraged to achieve their full potential. Teachers and Leaders are supportive, innovative and open to change. The school works in partnership with parents, community, Local AECG, local primary and high schools to improve Literacy and Numeracy learning outcomes for our students.

### School context

Moama Public School is located along the banks of the Murray River and our Preschool takes advantage of this incredible habitat. The school recognises the traditional custodians of the land where we are located. All students are taught from an early age to care for the environment and commit to a sustainable future. Our Preschool implements the Early Years Learning Framework, supported by a play based curriculum. Our school is renowned for its high student welfare, its dedicated teaching staff and its caring community. Our teaching and learning programs focus on: L3, technology K–6, successful Numeracy and Literacy programs and specialised extra-curricular activities such as Debating and Sport to encourage opportunities for individual success. Our teachers are experts in their field and maintain high professional standards through ongoing professional development. Every classroom has an interactive whiteboard to enhance a quality e-learning environment. Our school has a well-resourced library, multi-purpose room for community use and a specialised computer lab. We also have refurbished The Jemeria Room to give our Indigenous communities a meeting place at school which aids in the school/home partnership with our families.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

Early in 2019 the teaching staff that were involved in the school throughout the 2018 year were asked to complete the self assessment under the School Excellence Framework as it was not completed in 2018. 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.

The results of this process indicated that the school was delivering in all three areas. The staff indicated that they wish to have more professional development in the areas of explicit teaching and using data to inform their teaching and learning practices.

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/sef-evidence-guide>

## Strategic Direction 1

### Engaged Learners

#### Purpose

To create a challenging and engaging learning environment, with a focus on high expectations, engaged learners, differentiation and positive, respectful relationships.

#### Overall summary of progress

In 2018 the school refurbished The Jemeria room to improve communication between the local Aboriginal Community and school, creating a welcoming environment in which they felt respected and valued as members of the School community as a whole. The school had a positive response from Aboriginal Elders, when seeking feedback to improve and support student engagement and positive relationships between members of the school community. The school continued to participate in a number of sporting, fitness and mindfulness activities to improve student skills and allow full participation in school life.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning.	\$200 – Staff replacement, food and drinks.  \$2000 (four casual days) to replace staff.  \$5000 Music Mentoring Program.	A morning tea was held for Aboriginal Parents, Carers and Community members to review future planning and decision making, regarding student learning and personal learning pathways. Extra Kindergarten and Preschool Transition Days were held throughout Term 4.  P&C and community members contributed to discussions, feedback and surveys around school planning for 2018–2020.
Increase the percentage of students demonstrating growth in literacy and numeracy.	\$2000 (four casual days) to replace staff.  \$2500 first instalment for CPL	School staff all completed professional learning plans, with at least one goal focused on improving student learning outcomes.  Professional Staff attended CPL training.

#### Next Steps

In 2019 staff will continue to teach PBL in conjunction with the Second Step and PBL Programs to build resilience and understanding around positive behaviour choices. Mindfulness will once again be a focus to assist with students transition into the classroom after breaks. This program will assist with students ability to calm down and have a greater focus in class after these breaks.

All of the different ways in which the school is responsive to feedback will be published in the school newsletter, at P&C and at LAECG meetings.

The school will continue to work on ways that improve relationships between home and school by hosting special events such as Harmony Day, NAIDOC week activities and Reconciliation week activities. We will also host Mothers and Fathers Day events plus other special morning teas as the year progresses..

The school will review whole school teaching programs and delivery to refine the way in which content is being innovatively delivered to students.

Additional signage around the school grounds will be purchased to embellish the Schools values and Wellbeing programs.

## Strategic Direction 2

### Quality Teaching

#### Purpose

To create collaborative teams of teachers who create dynamic and well planned teaching and learning programs with a focus on accountability, continual assessment, use of data and feedback.

#### Overall summary of progress

In 2018 the school invested in the 'Curiosity and Powerful Learners' Program, with a team of teachers attending the first training session in October. This will be a 5 year program that will encompass critical points in the school plan, mainly around expert teaching practices. Teaching staff completed modules and attended face to face training around the new Learning Progressions and have collaboratively planned strategies and processes as how to implement the usage of these through out the school in order to inform the planning of learning programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy.	\$4000 (eight casual days) to replace staff. Executive entitlement.	Staff continued to use PLAN and refine their skills in making consistent and fair judgements. Executive Staff participated in High Impact Leadership program, with a focus on reading comprehension.
Increase the proportion of students in the top two NAPLAN Bands.  Increase the proportion of Aboriginal and Torres Strait Islander student in the top two NAPLAN bands by 30%,	\$1000 (two casual days) to replace staff. \$500 Awards	Top tier students had individual, targeted interventions. Behaviour Plans were jointly constructed with staff, students, parents and specialist staff. PBL whole school rewards continued to be implemented.  CPL training commenced for CPL team, to be implemented into the school in 2019.

#### Next Steps

In 2019 collaborative teaching will be exercised across all stages in accordance with the implementation of the 'Curiosity & Powerful Learning' Program. Staff will be given an extra hour of release time to plan collaboratively and focus on student data to inform teaching and learning.

Throughout the year further professional development and implementation of C&PL across the school will occur, driven by the C&PL committee as well as the executive staff.

Staff meetings will have a specific focus on professional learning in 2019. The executive will lessen the operational aspect of these meetings by setting a time frame on each agenda item that is more about the running of the school and email these to minimise the downtime in professional learning.

An assessment schedule will be consolidated in 2019. Once finalised it will be an expectation that staff will follow this and use the data to inform their teaching and learning programs.

## Strategic Direction 3

### Wellbeing

#### Purpose

To create a safe and effective learning environment where all members of the community work together to develop positive respectful relationships across the school enabling students to connect, succeed and thrive.

#### Overall summary of progress

In 2018 the school implemented the 'Second Steps' Wellbeing Program. All teachers were provided with professional development relating to this course and were expected to implement lessons periodically in their classrooms. Feedback provided suggests that the program has had a positive effect on students behaviour and engagement. This is evident through the decline in reflection cases, suspensions and an increase in attendance. The school will continue to implement this course overtime, allowing it to become expected behaviour within the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the amount of positive and respectful relationships at school.	\$1000 (two casual days) to replace staff. \$500 Awards	Top tier students had individual, targeted interventions. Behaviour Plans were jointly constructed with staff, students, parents and specialist staff. PBL whole school rewards continued to be implemented.
Increase the amount of opportunities for parents, community and local AECG, to engage with the school.	AEO School Staffing – full time allocation AEO Preschool Staffing – 0.6 allocation YMCA Grant \$1000 Woolworths Donation of Fruit (weekly). Teacher to support implementation of PLPs \$1500 – 3 teaching days.	AEO provided classroom support during Literacy and Numeracy lessons. AEOs supported transition programs across the school and across other educational settings. Daily breakfast program for all students. Teacher supported the implementation of PLPs for all Aboriginal students. Communication with Cummeragunja Community via fortnightly visits with the AEO and Pre School CEO

#### Next Steps

In 2019 staff will continue to teach PBL in conjunction with the Second Step Program and Mindfulness to build resilience and understanding around positive behaviour choices.

The school will review whole school teaching programs and delivery to refine the way in which content is being innovatively delivered to students. The school will also promote greater communication between AECG's and school via Cummeragunja visits and opportunities for community members to meet in the Jemeria Room, for review or parent teacher meetings, etc.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>AEO School Staffing – full time allocation</p> <p>AEO Pre–school staffing – 0.6 allocation</p> <p>\$9,600 flexible funding.</p>	<p>The AEO roles were used to implement Personalised Learning Plans in both the Pre–school and Public school.</p> <p>The AEO also supported the transition programs into, within and out of our school.</p> <p>THE AEO supported students within the classrooms by providing specialist support especially in the areas of literacy and numeracy.</p> <p>We also provided special morning teas and other events to promote and foster the school to home relationship.</p>
<b>Low level adjustment for disability</b>	<p>0.8 Learning and Support Teacher allocation \$83,290</p> <p>SLSO</p>	<p>A Learning and Support Team meet regularly to discuss, support and monitor students at need from the Preschool to Year 6.</p> <p>SLSO's are allocated time in classrooms to support students with disabilities and high support needs.</p> <p>The Learning and Support Teacher is provided with small groups and individual students in order to maximise the time spent.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS Funding allocation \$37,793</p>	<p>This was used for staff to participate in peer observations and additional professional learning. It was also used to provide additional learning support time for students deemed at risk.</p>
<b>Socio–economic background</b>	<p>Socio–economic background funding</p> <p>\$83,290</p>	<p>Excursions were subsidised by the school and we ensured that there were extra staff, both teaching and SLSO, present on these excursions.</p>
<b>Support for beginning teachers</b>	<p>\$13,000</p>	<p>In 2018 this funding was used to send the beginning teacher to professional development activities as well as allowed the school time to allocate peer support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	109	112	103	89
Girls	122	106	95	102

Enrolment is declining over time. Promotion within the community is required as well as changing the general public's general perception of the school.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	92.1	90.8	87.8
1	93.8	92	91.3	91.8
2	92	92.4	93.4	92.7
3	94	92.5	92.2	95
4	94.3	92.1	89.6	91.6
5	94	94.6	93.3	92.3
6	95	78.2	90.6	90.6
All Years	94	90.1	91.6	91.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Non-attendance is addressed by seeking the prompt return to absentee notes following an absence, frequent reminders about the importance of regular attendance in the school newsletter, DoE developed factsheets and pamphlets, phone calls and interviews with parents and carers when necessary. The services of the Home School Liaison Officer are also utilised.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.61
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	3.89

\*Full Time Equivalent

In 2018, five staff members identified as being of Aboriginal descent. The school ran with 8 classrooms and had teachers completing specialist roles such as ICT, PE, Library and Learning Support.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

All staff participated in the Performance and Development Process in 2018. Goals were aligned to the school plan and its strategic directions. Moama Public School is a Bump It Up School and staff have participated in professional learning to support this initiative. Executive Staff have participated in professional learning, regarding the High Impact Leadership Program and Curiosity and Powerful Learners training.

Teachers have taken part in professional learning which included:

\*L3 Stage 1 and L3 Kindergarten

\*Learning Progressions

\*MiniLit

\*Data Analysis and Evaluation In addition, whole School Professional Development included:

\*Mandatory Training



around the school to assist with outdoor learning lessons.

\*Child Protection and Code of Conduct

\*Performance and Development Plans

\*Reading and Comprehension

\*Curiosity & Powerful Learning Training

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	296,498
<b>Revenue</b>	2,267,291
Appropriation	2,178,265
Sale of Goods and Services	15,561
Grants and Contributions	69,591
Gain and Loss	0
Other Revenue	0
Investment Income	3,874
<b>Expenses</b>	-2,157,378
Recurrent Expenses	-2,157,378
Employee Related	-1,878,953
Operating Expenses	-278,425
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	109,913
<b>Balance Carried Forward</b>	406,410

The school has subscribed to online programs such as Mathletics and Literacy Planet to support educational activities in class. In conjunction with the P&C the school has contributed funds to assist with the excursions and sporting activities to further enhance educational experiences. The school has also contributed to the refurbishment of The Jemeria room, a new PA system as well as improvements made with the main oval sprinkler system.. The school also purchased a bank of laptops to improve our ICT program and a trolley to store them. These are now housed in the library where the students gain access to technology whilst researching and creating documents for the classroom. These laptops can also be taken

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,452,478
Base Per Capita	39,099
Base Location	41,192
Other Base	1,372,187
<b>Equity Total</b>	320,022
Equity Aboriginal	116,867
Equity Socio economic	90,219
Equity Language	0
Equity Disability	112,936
<b>Targeted Total</b>	77,505
<b>Other Total</b>	139,143
<b>Grand Total</b>	1,989,149

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

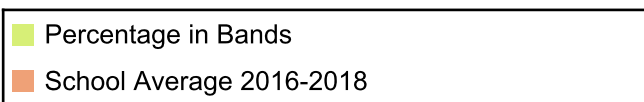
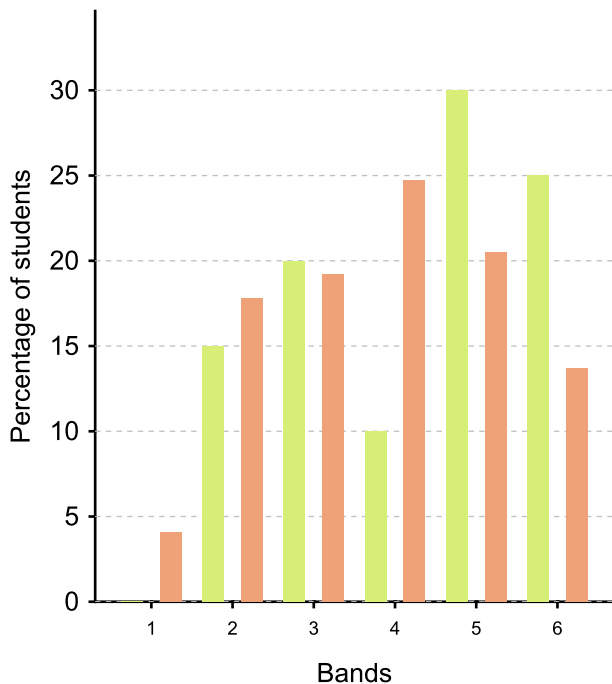
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students

who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

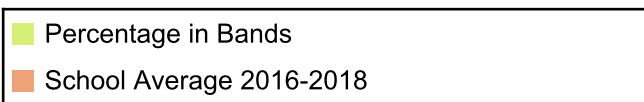
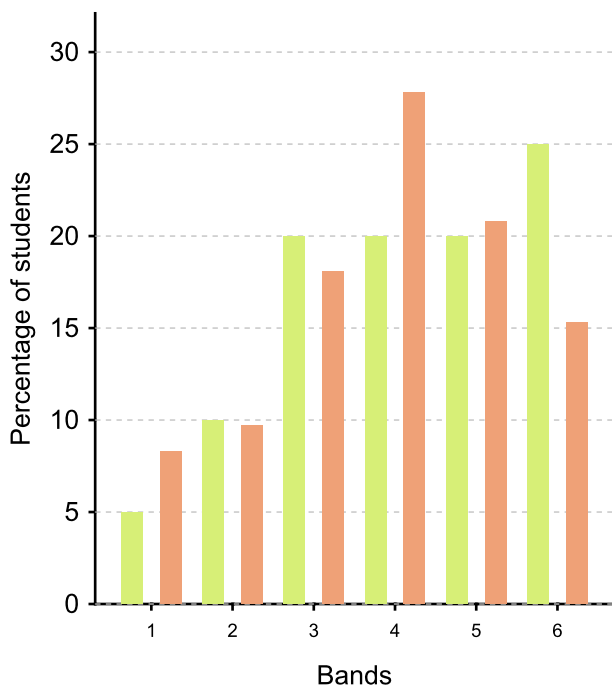
After analysis of the NAPLAN data it can be determined that students in Year 3 achieved much better results in the Grammar & Punctuation test to previous years. In fact there were 35% in Band 6 as opposed 11% in 2017. Year 3 Reading data analysis states that a greater proportion of students are achieving Band 5 or higher in 2018. This is compared to 18% in 2017 and 36% in 2016. Writing data also has improved slightly for the grade 3 cohort with 45% achieving Band 5 or higher and a highlight of 5% achieving Band 7. This is compared to 2017 when 34% achieved Band 5 or higher and 40% in 2016 achieved Band 5 or higher.

The grade 5 data analysis states that the Grammar and Punctuation results are slightly on the decline with 46% of students achieving Bands 6 or higher compared to 50% in 2017 and 54% in 2016. Reading results for the grade 5 students also show a decline in the 2018 cohort with 42% achieving Band 6 or higher compared to 54% in 2017 and 37% in 2016. Spelling results are slightly better as 26% of students in 2018 achieved Band 7 or higher compared to 24% in 2017 and 15% in 2016. Whereas Writing results show a greater spread of students in all bands in 2018 but only 17% achieved Band 6 or higher compared to 26% in 2017 and 24% in 2016.

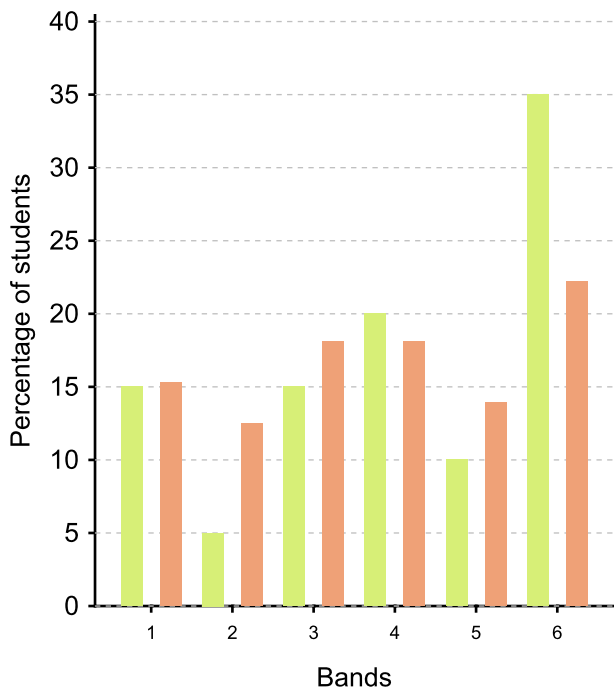
**Percentage in bands:  
Year 3 Reading**



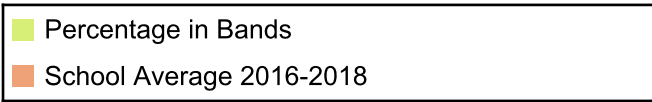
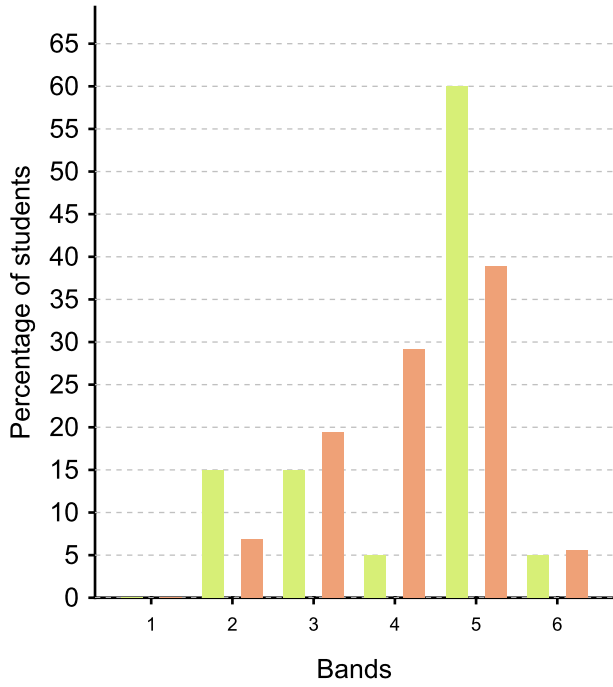
**Percentage in bands:  
Year 3 Spelling**



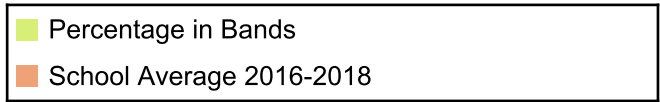
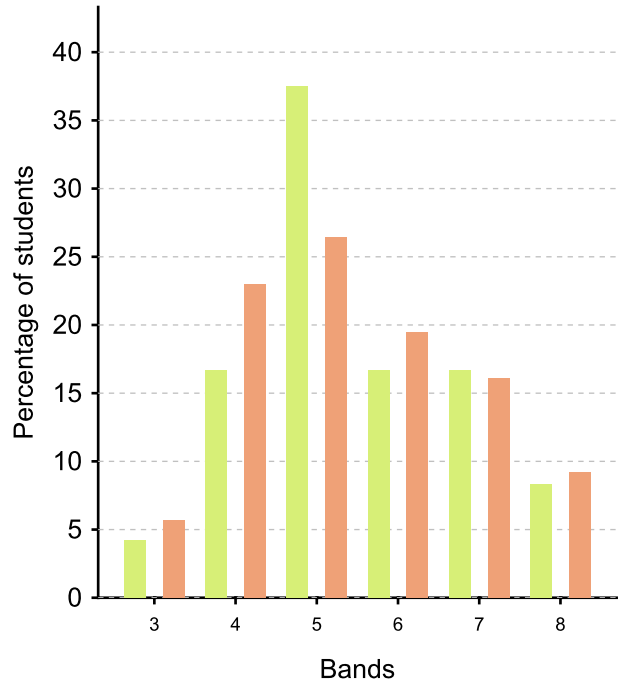
**Percentage in bands:  
Year 3 Grammar & Punctuation**



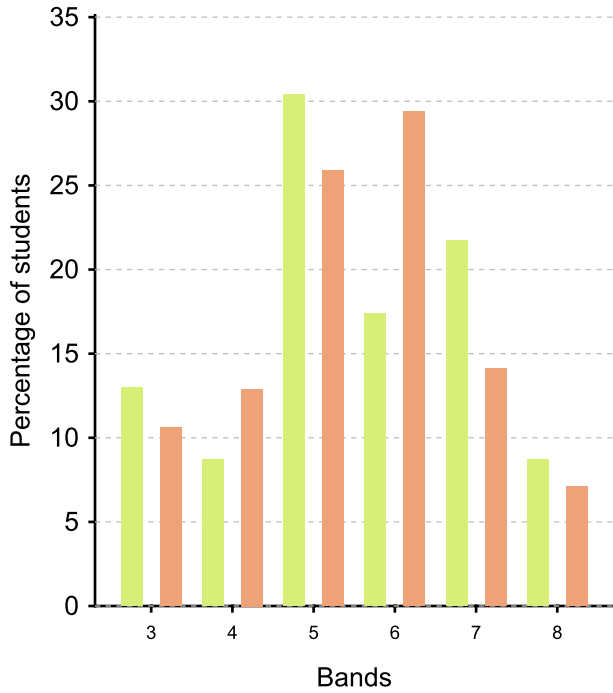
**Percentage in bands:**  
Year 3 Writing



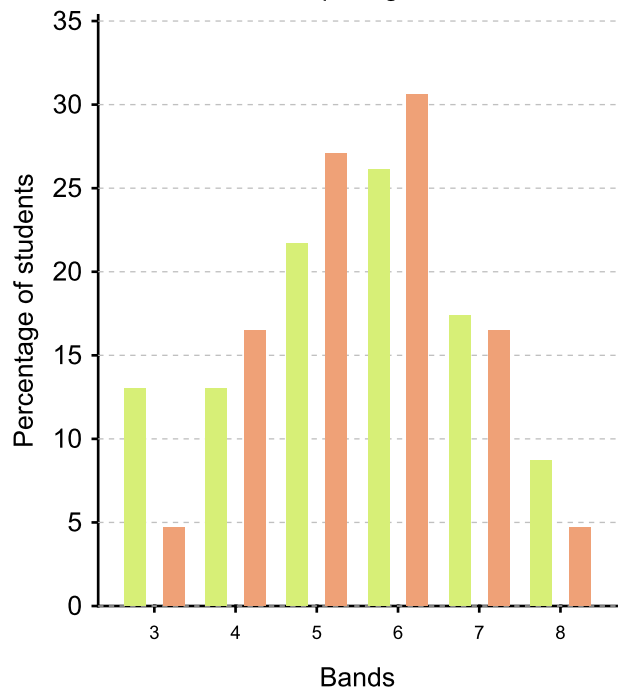
**Percentage in bands:**  
Year 5 Reading



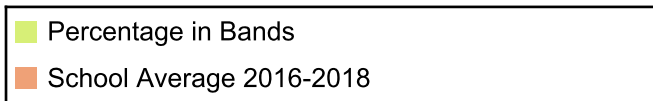
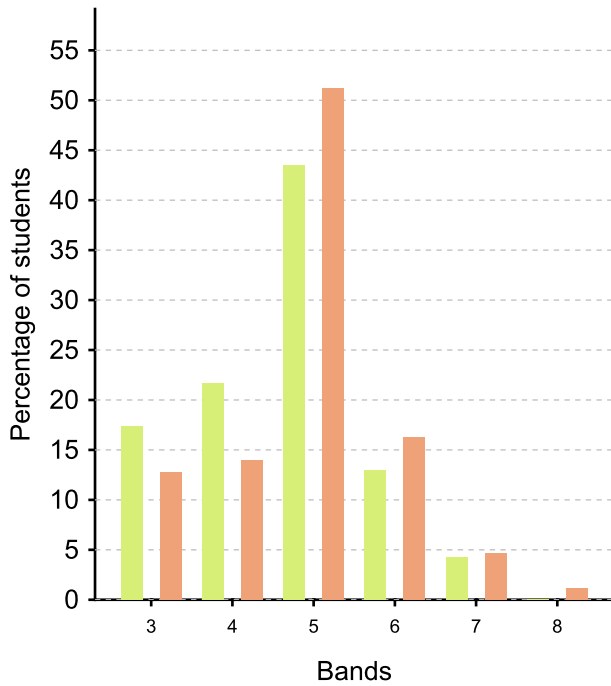
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

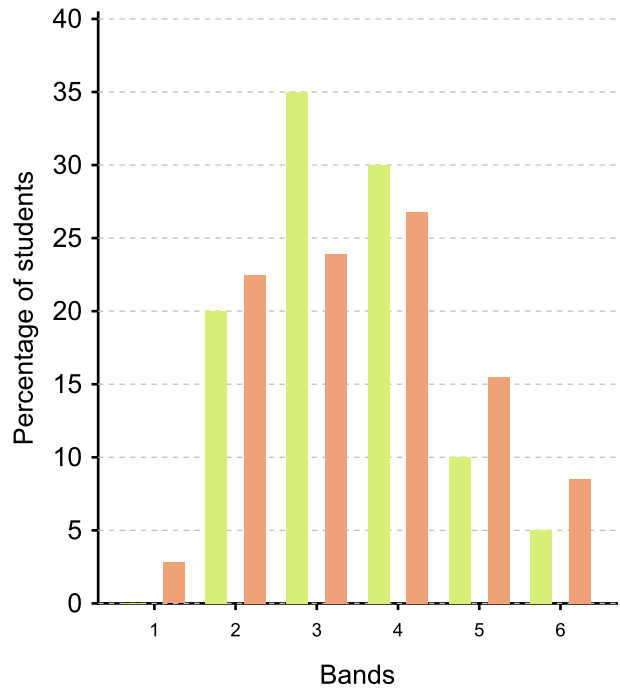


**Percentage in bands:**  
Year 5 Writing

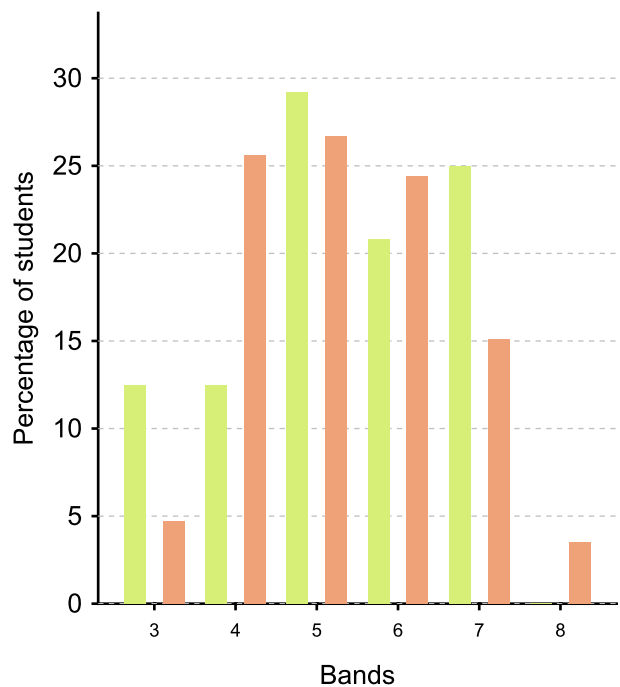


After analysis of the NAPLAN data it can be determined that students in Year 5 are achieving well in the Numeracy test. In 2018 there were 46% in Band 6 or higher compared to 33% in 2017 and 38% in 2016. Grade 3 students are achieving similar results in Numeracy compared to other years with 45% achieving Band 4 or higher in 2018. In 2017 56% of students achieved the same band range and 49% achieved this in 2016.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..

Moama Public School is a part of the 'Bump It Up' Initiative, specifically focusing on improving NAPLAN

results in the middle bands. Support has been provided to students and staff to improve the results for students.

Students in Year 5 have increased the proportion of students in Bands 6 and 7 in Numeracy and students in grade 3 have increased the proportion of students in the middle bands compared to previous years.

## **Parent/caregiver, student, teacher satisfaction**

In 2018 the school had two relieving principals which disrupted a lot of practices across the school due to this period of uncertainty. Due to this the Tell Them From Surveys were not completed. Students were still given an opportunity to participate in sporting and cultural opportunities, more so in the upper primary area. These students did express the view that they would like the opportunity to participate in more cultural and extra curricular activities. Informally teachers wished to teach in a more innovative way, they mentioned 21st century learning and STEM particularly. Parents did state that they want the school to involve them more and utilise the kitchen to run cooking lessons and wanted the staff to teach more hands on lessons such as gardening for example.

## **Policy requirements**

### **Aboriginal education**

The school recognises and supports Aboriginal and Torres Strait Islander students. Students took part in numerous whole school and class level activities, including NAIDOC Week Celebrations. Preschool students participated in a range of cultural activities as well. Perspectives of Aboriginal culture, history and contemporary Aboriginal culture are included in the school curriculum.

### **Multicultural and anti-racism education**

Every year Moama Public School celebrates Harmony Day, with a focus on teaching tolerance and understanding of other cultures. Moama Public School takes part in the One and All Inclusion Day to increase awareness of people with disabilities, from other cultures and family backgrounds. In 2018 the ARCO continued to support the school and its students to provide support to students who are subject to racism at school and build understanding with all students to make a more tolerant and safer school.