2009 Annual School Report
Moama Public School

NSW Public Schools – Leading the way
Our school at a glance

Moama Public School is situated on the picturesque Murray River on the border of Victoria in the Southern Riverina.

The school provides a secure, child centred environment where students are given opportunities to excel and to reach their full potential whilst developing emotional resilience. The values of respect, kindness and co-operation are a priority.

Messages

Principal's message

Our priorities during 2009 have included evaluating the process of teaching through the implementation of the Department of Education's Quality Teaching Framework and incorporating this framework into the implementation of a whole school Thinking Skills curriculum. Teachers have focused on improving students’ higher order thinking skills and engagement by promoting co-operative learning skills.

Literacy and Numeracy always remain a priority and support the integrated approach to all the other Key Learning Areas.

The school has high expectations of both staff and students. Students are encouraged to achieve high academic standards and staff provide a wide variety of teaching styles (pedagogy) to facilitate student engagement. Professional Learning is emphasised to ensure students are provided with up to date teaching strategies and initiatives.

Students from Preschool to Year 6 have access to a range of sporting, community and cultural activities.

Our Parents’ and Citizens’ Association at Moama Public School actively raises funds to support our Management Plan, enabling our students to enjoy and use additional resources and equipment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Julia Sadler

P&C message

With a new committee elected in 2009 with some new faces, we took on the roles full of enthusiasm and fresh ideas to help raise funds for our wonderful school.

One of our most memorable fundraisers was the Easter Family BBQ, with great support from most families involved with the school. It was a fantastic event and was a great night to welcome back families both old and new. Our annual Ladies Oaks Day Luncheon is also a major fundraiser for the year. A number of small fundraisers have also assisted in purchasing resources and equipment for our school.

Whilst we did not make a lot of purchases of equipment throughout the year, we busily saved our funds for the proposed purchase of a laptop trolley, estimated to cost between $15 000 and $18 000. The P & C were also successful in applying for the Woolworths Fresh Food Kids Grant, allocating $1000 towards sporting equipment for our Out of School Hours Program (OOSH). In addition, many talented students have benefited from P & C funding to help offset costs of representing our school.

Without the incredible support from parents and caregivers, teachers and staff of Moama Public School, none of this could have been made possible. We are very grateful to those who were involved in any way, working together to promote our wonderful school. Many local businesses have also generously donated to our many events and we thank them and hope they continue their association with our school.

Personally, I would like to acknowledge the contribution made by the executive committee; Nicole Jenkins, Renae Fraser and Vicki Bavich. I would also like to acknowledge our Principal, Julia Sadler and Assistant Principals; Kerryn Baines, Isabelle Campbell and Melita McCartney, and all the staff for all of their guidance and support.

Megan Fawcett, President

Student representative’s message

During the year of 2009, we have enjoyed our experiences as captains and we will never forget our time here at Moama Public School. Some of the great achievements we have accomplished during our journey through Moama:

- Helping and caring for our fellow students
- Hosting assemblies, morning teas, and other special events such as our Presentation Night.
- Representing Moama at community ceremonies such as Anzac Day and Remembrance Day. Additionally representing our school at sports days and interschool, zone and state sports events.
- Participating in social events such as our concert, Year 6 Graduation dinner, school camp and school excursions.
- Year 6 leaders running Peer Support groups and also taking part in Buddy Reading.
Overall, the year 2009 was a very enjoyable and exciting year. We would like to thank all the teachers, P&C and parents for their efforts throughout the year. We will be leaving this brilliant school, knowing that we have done our best, and we were the proud captains of 2009!

Remy Symons and Corvan Hall – Captains 2009

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
<tr>
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<td>77</td>
<td>104</td>
<td>126</td>
<td>134</td>
<td>151</td>
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Student attendance profile

School attendance rates are consistently high and are above state and regional levels.

<table>
<thead>
<tr>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tbody>
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<td>School</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>93.4</td>
<td>92.9</td>
<td>93.3</td>
<td>90.7</td>
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<td>1</td>
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<td>2</td>
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<td>6</td>
<td></td>
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<tr>
<td>Total</td>
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<td>93.5</td>
<td>93.4</td>
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<table>
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<tr>
<td>K</td>
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<td>1</td>
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<td>93.3</td>
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<tr>
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<td>93.5</td>
<td>93.9</td>
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<table>
<thead>
<tr>
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<th>2009</th>
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<tbody>
<tr>
<td>State</td>
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<tr>
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<tr>
<td>6</td>
<td></td>
<td>93.6</td>
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<td></td>
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<tr>
<td>Total</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

Attendance is monitored regularly with classroom teachers contacting parents or guardians after a two day unexplained absence. Letters are sent home for non attendance and an explanation is required. The Home School Liaison Officer visits the school on a regular basis and assists with the monitoring of attendance.

Moama Public School additionally participated in a Department attendance program that ran for a month. This program included signage displayed at the front of the school, attendance awards or stickers and weekly notices in the newsletter.

Our breakfast program, supported by the YMCA, additionally supports attendance and encourages students to begin the day with a positive start.

Class sizes and structure

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.
The following table shows our class sizes and their structure as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4</td>
<td>3</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4/5D</td>
<td>4</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>4/5D</td>
<td>5</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>9</td>
<td>27</td>
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<td>5/6R</td>
<td>6</td>
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<td>K</td>
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</tr>
<tr>
<td>KE</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

At Moama Public School we have a balance of experienced and beginning teachers who work in harmony. While one staff member transferred to the north of the state in July, he was promptly replaced. The staff are well equipped to provide quality teaching and learning programs for all students and are a hard working and dedicated team.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Aboriginal Education Resource</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.63</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Release from face to face</td>
<td>0.462</td>
</tr>
<tr>
<td>Preschool teacher Release face to face</td>
<td>0.05</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
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<tr>
<td>Part time Teacher</td>
<td>0.5</td>
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<tr>
<td>Total</td>
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</table>

Non Teaching staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Administration Assistant</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative Officer</td>
<td>1.122</td>
</tr>
<tr>
<td>Preschool Administration Officer</td>
<td>0.2</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>Preschool Aboriginal Ed Officer</td>
<td>0.6</td>
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<tr>
<td>Primary General Assistant</td>
<td>0.47</td>
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<tr>
<td>Total</td>
<td>4.392</td>
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</tbody>
</table>

Moama is fortunate to have three Indigenous staff members who support all students and provide additional support for our fifty two Indigenous students.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Date of financial summary: | 30/11/2009 |

**Income**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>241 990.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>165 179.27</td>
</tr>
<tr>
<td>Tied funds</td>
<td>153 859.38</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81 006.52</td>
</tr>
<tr>
<td>Interest</td>
<td>9 716.48</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>125 767.59</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>777 519.59</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Position</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>22 428.04</td>
</tr>
<tr>
<td>Excursions</td>
<td>16 839.80</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>29 064.01</td>
</tr>
<tr>
<td>Library</td>
<td>1 887.97</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>484.89</td>
</tr>
<tr>
<td>Tied funds</td>
<td>188 123.48</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>41 833.05</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33 654.77</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>30 493.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19 576.64</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>185 776.13</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7 644.65</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>577 807.05</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>199 712.54</td>
</tr>
</tbody>
</table>
The school, as part of its educational management plan, is saving to acquire resources which cannot be funded within a financial year. This includes technical equipment for a new multipurpose room, including interactive whiteboard, new photocopier and a COLA. Careful monitoring has enabled the school to retain funds to replace expensive assets. A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009
Moama continues to succeed across many areas, in a broad range of activities and programs. Some of our achievements were as follows:

Achievements

Arts
All students participate actively in Performing and Creative Arts on a weekly basis as part of our well balanced curriculum. Some of the highlights for 2009 include:

- A school concert with the theme "Music Through the Years" was showcased at the Sound Shell. All students from P – 6 performed wonderfully in front of an appreciative and large audience resulting in a successful school community event.
- The school choir joined ‘Song Lines’ culminating in an exciting and professional performance with many other schools at Shepparton.
- Choir continued to meet regularly, performing at school celebrations and community events such as the opening of the Moama Fire Station, ANZAC Day ceremony and Aged Care homes.
- Christmas Art and Craft Lessons were held for students from K-2, utilising the skills of talented parents, staff and community members to experience a variety of activities.
- Private guitar lessons and piano lessons were offered during school time by talented tutors culminating in a performance at Presentation Night.
- Students performed throughout the year at class assemblies.

Sport
As a school, one of our priorities is to provide a range of sporting opportunities to promote an active and healthy lifestyle. As educators we want parents to know that sport can develop students’ skills, confidence and fitness and help their classroom learning. In 2009 some activities and achievements included:

- All students from P – 6 participated in an 8 week intensive gymnastics program delivered by an experienced instructor from the YMCA.
- Primary and Infants students participated in swimming programs to develop water safety and survival skills.
- Fourteen of our Stage Three students participated in the Paul Kelly Cup at Deniliquin, winning the event.
- Primary students competed in the annual swimming carnival. Twenty two students were selected to represent at the Deniliquin District PSSA Swimming Carnival in Hay. Six students represented the district at Regional level with Mardi Lee H, Corvan H, Laura A and Samuel S qualifying and competing at State level.
- Briony M was successful in gaining selection at the Regional Soccer squad.
- Primary students represented our school in cricket, basketball, netball, soccer and athletics against various schools from the Echuca district.
- All Primary students participated in our annual Cross Country. The Deniliquin and District Cross Country had thirty two of our students attend. Six of these students participated at Regional Level.
- Jayden G was selected to represent, and Captain the Riverina team, at the state carnival in Hockey.
- Lawn Bowling lessons were provided by the Moama Bowling Club and an interschool competition held with nearby schools. It is anticipated that this will further develop in 2010.
- Students in the Crossroads program participated in boxing, bike riding, team games and fishing activities as part of the wider program.

Technology
Moama has continued to excel in this area. Some of our successes and initiatives during 2009 were:

- Acquisition of a Connected Classroom that enables students to talk and interact with other schools and places such as NASA.
Interactive whiteboards were installed in all classrooms.

Further technology professional development for all staff, particularly in the use of the Interactive Whiteboards and the Connected Classroom to enhance teaching and student engagement.

Establishment of a structured technology skills based program taught to all students.

Development of a Wikispace for the Preschool.

Participation in the Connected Learning Awards with students achieving certificates.

Information Computer Technology is seen as an integral teaching and learning tool with the capacity to support all Key Learning Areas and enhance student engagement.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

35 students sat the Reading assessment and 37 students sat the Writing, Spelling, Grammar and Punctuation assessments. Results are as follows:

- Our School performed below the state average and slightly below like school group average.
- Students performed better in writing than in the other areas.
- 30% of students were in the top two bands for Reading and Writing.
- Girls performed better than boys on Writing, Spelling, Grammar and Punctuation, however, there was no significant difference in Reading.
- Reading comprehension is an area that needs improving.

In Writing, there were less students in the lowest band in comparison to State and Like School Group (LSG).

Grammar and Punctuation are areas requiring further attention.
**Numeracy – NAPLAN Year 3**

Thirty-six students sat the Numeracy assessment and the results are as follows:
- Girls performed better than boys in Number, Patterns and Algebra.

- Fourteen percent of students achieved the top two bands with a third of students within band four.
- The School was below State average and lower than Like School Group.
- Areas for future development are Measurement, Data, Space and Geometry.

**Literacy – NAPLAN Year 5**

Twenty-four students sat all Literacy assessments in the NAPLAN. Our achievements were as follows:
- The school performed better than the state in Writing with 30% of students achieving in the top two bands.
- 60% of students were in Bands 6 or higher.
- The students were stronger in Writing and Grammar components than Reading and Spelling.
- Grammar and Punctuation were above Like School Group and slightly lower than state average.
- Girls performed better than boys in Writing. However, boys performed better than girls in Grammar and Punctuation.
- Reading comprehension and Spelling are an area for future development.
**Numeracy – NAPLAN Year 5**

The Numeracy NAPLAN was sat by twenty four students.

- No students were in the lowest band for Numeracy
- 37% of students were in the top three bands
- Boys performed better than girls in Number, Patterns and Algebra, Measurement, Data and Space and Geometry.
- Areas for future development are Measurement, Data, Space and Geometry.

Progress for matched students;
- 48% of students matched.
- 3 students showed growth between 40-50 growth points.
- 2 students showed growth beyond 70 growth points.

Performance for matched students demonstrated better results in Writing than in Reading.

**Progress in numeracy**

Progress for matched students;
- 52% of students matched.
- 4 students showed growth in excess of 88 growth points.

Student progress was lower than state average.

**Minimum standards**

The Commonwealth Government sets minimum standards for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>92</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92</td>
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<tr>
<td>Writing</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
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<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Country Areas Program**

A new CAP team was established to drive and implement the targets and direction identified at the end of 2008. The major focus this year was the establishment of a Thinking Curriculum linked to Quality Teaching. It is intended that the CAP project will develop a Thinking Skills Scope and Sequence over the next three years. Staff will continue to develop their skills in implementing the Thinking Curriculum and also develop a skills and strategies booklet that will provide the basis for this project. The Thinking Skills Project will enhance the engagement of students through the provision of diverse, responsive curriculum, which supports individual learning needs and creates enriched classroom environments.

During 2009 there was extensive Professional Development for Staff linking the Quality Teaching Framework with Thinking Skills and Blooms Taxonomy. Teachers tried tools across many Key Learning Areas and then presented and shared these with their stage.

A group of staff members visited Pambula Public School to learn about their journey in the implementation of this project.

Moama staff also presented their Thinking Skills Project to Deniliquin based schools.

Country Areas Program money additionally funded an Interactive Whiteboard to further enhance teacher delivery and student engagement.

**Aboriginal education**

Aspects of Contemporary Aboriginal Culture and heritage are taught across the curriculum to all students. Quality learning activities and the implementation of the Aboriginal Policy contribute to raise awareness of Aboriginal heritage and culture.

Cultural Awareness and further understanding was enhanced through NAIDOC Day Celebrations. The additional programs that provided further enhancement of knowledge and provision of support for Indigenous students to achieve desired outcomes included:

- An Aboriginal Education Resource Teacher who worked with all classes from P-2 to provide an Indigenous inclusive curriculum and to improve student outcomes.
- A new flag competition for all students was judged by members of Cummeragunja.
- The Indigenous Newsletter continued to be produced and highlighted Indigenous projects and events on a regular basis.
- Twenty Indigenous awards were presented to students from Moama at the Riverina Indigenous Awards night. These awards were for academic excellence, attendance, cultural understanding, citizenship and improvement.
- Staff continued to implement CMIT Indigenous as part of the Numeracy Program, providing Indigenous aspects for all students in Numeracy.
- An Aboriginal Art Project of a large mural, led by a local Aboriginal Artist was a highlight, with all students contributing to the stunning artwork.
- All classes participated in Cultural Awareness sessions to further enhance understanding of Indigenous culture and visited the Jemeria room.
- Morning Teas continued to be held in the Jemeria Room.

**Multicultural education**

A Multicultural Day was held at the end of Term Two to celebrate our diverse society. Human Society and Its Environment (HSIE) and Connected Outcomes Groups (COGs) unit support the integration of multicultural education within the curriculum. Multicultural aspects permeate all areas of the syllabus.

Each year a staff member is trained to fulfil the role of Anti Racism Contact Officer. This training in the Anti-Racism Policy includes procedures to deal with racism if they occur.

Multicultural Funding supported our Crossroads Program that provided students with opportunities to learn about other cultures.

**Respect and responsibility**

Respect and responsibility are included in all aspects of Moama Public School and are
embedded in teaching and learning practices and the curriculum.

Moama offers many programs and opportunities to promote, encourage and enable the whole school community to demonstrate these qualities.

Peer Support, Child Protection, School Leadership, Drug Education and the ‘You Can Do It’ Social Skills program are valued examples.

All students participated in the Farmer Postcard Project whereby students wrote postcards that were sent to farmers affected by the drought.

Moama Public School actively participates in events such as ANZAC Day, Remembrance Day and Community events and fundraising for charities such as the Royal Children’s Hospital and Stewart House. Such involvement additionally promotes respect and responsibility.

Other programs, Initiatives and Achievements

Moama Public School strives to provide a balanced curriculum and encourages student engagement and participation in a variety of extracurricula activities. Some of the outstanding programs, achievements and initiatives include:

- Participation of students in the University of NSW external competitions. Mathew N and Samuel S received Distinctions and many students received credits across all competitions.
- Student participation in the School Spelling Bee and the Premiers Spelling Bee with two students travelling to Albury to represent Moama.
- Implementation of the Moama Stars welfare program with students acknowledged for their behaviour and parents attending monthly morning teas.
- Numerous celebrations such as Book Week, Education Week, Football Assembly, Easter Parade, ANZAC Day and the School Concert
- An excursion and incursion program which supports and enhances programs across Key Learning Areas including Stage Three Camp to Lady Northcote, The Melbourne Zoo, Scientwists, Deadly Australians and the Golden Cow.
- Continuation of Accelerated Literacy, THRASS, CMIT and Reading Recovery to enhance Literacy teaching and outcomes for students.
- Our Preschool program continued to thrive and provided many additional opportunities for students including an extensive transition program, the Footsteps program and involvement in activities within the Primary School such as library and major celebrations.
- Introduction and participation of 67 students in the Premier’s Reading Challenge.
- Completion of a new administration building, including first aide room, interview room and a new staffroom.
- Learning Support Program that responded to the needs of students.
- Peer Tutoring Program.
- Establishment of an Out Of Hours School Program.
- Improvement in School Grounds Program and the establishment of the Technology room.
- The Gifted and Talented Program was further developed to cater for students with additional needs including debating, art, technology and writing.
- Individual Education Programs for students, including those with special/high level needs.

Progress on 2009 targets

Strategies for achieving improvement in curriculum, management and educational practice are documented in the school management plan.

Short term targets are developed based on extensive evaluations to achieve longer term goals. Progress on some of the improvement targets set for 2009 are reported in this section of the report.

Target 1

To improve Literacy Outcomes for all students focusing on writing with 90% of students achieving stage outcomes.

Whilst we have not achieved our goal, students have shown improvement and programs will continue to focus to further enhance progress. Our achievements include:

- Evidence in all teacher programs that Text Types are being taught as part of a planned, integrated literacy approach.
- Evidence that assessment of Writing is based on the syllabus criteria, directs future teaching and aligns with current Foundation Statements.
- Teachers involved in a school-based professional learning plan that focuses on
the Quality Teaching Framework and the assessment and teaching of text types.

- Resources were purchased to be used in classroom lessons and to support the Home Reading Program.

**Target 2**

*To improve Numeracy Outcomes for all students so by the end of 2009, 90% of all students are achieving outcomes.*

Our target was not achieved however with the transition to hands on and consistency linked with the Quality Teaching Framework it is anticipated that there will be positive outcomes in 2010.

Our achievements include:

- School based professional development in Numeracy, including acquisition of resources to support the teaching and learning programs.
- Two staff members trained as CMIT coordinators for Moama Public School.
- Implementation of our new Scope and Sequence and stage based planning and programming to ensure consistency in teacher judgement and programming.

**Target 3**

*Improved student engagement in learning.*

Moama Public School embarked on the beginning of a three year plan to ensure Thinking Skills were embedded into our curriculum.

Our achievements include:

- Teaching and learning programs are beginning to demonstrate curriculum differentiation across all Key Learning Areas and the quality teaching elements of Higher Order Thinking and various tools and strategies are being utilised to ensure student engagement.
- School attendance data has improved from ‘below state’ to ‘at and above state’ level.
- 80% of parents indicate that the learning needs of students are being met.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of school management – communication, teaching and mathematics.

**Educational and management practice**

**Background**

Efficient and effective management practices promote continuous school improvement. Through the identification of priorities and plans, policies and programs, processes and practices we strive to work together to improve student outcomes.

**Findings and conclusions**

Thirty parents received surveys regarding Teaching and Learning and the results are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>AA</th>
<th>U</th>
<th>S</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>What students are asked to learn is important</td>
<td>19</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teachers provide class activities that are interesting and appropriate</td>
<td>16</td>
<td>9</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>My child talks to his/her teachers about what they are learning and why?</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>The way my child’s teachers manage the class helps him/her learn</td>
<td>15</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>My child’s teacher knows what my child can do and what they need to learn</td>
<td>13</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>My child’s teacher keeps records of his/her progress</td>
<td>14</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Parents and students understand how students’ learning will be assessed</td>
<td>10</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td></td>
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<tr>
<td>The school provides clear information about student achievement through the school’s reporting process</td>
<td>10</td>
<td>9</td>
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</tbody>
</table>
Future directions
The results were relatively positive considering the small sample group. Metalanguage and improvements in communication regarding assessment may assist in parent and student understanding of the teaching and learning program and assessment of student progress.

Curriculum - Mathematics

Background
The development of Numeracy at Moama Public School continues to be a high priority. To determine our current practices and future planning needs we have identified and monitored aspects of student strength and areas for development with teaching and learning practices.

Data has been collected through returned surveys from parents (30), students and teaching staff. Results are as follows.

Findings and conclusions

Student Beliefs:
- 93% of students believed that it is important to learn Mathematics.
- 30% of students reported that they do not enjoy textbook work and 48% said they still enjoyed this method of learning.
- A large majority of students (75%-80%) are aware of their progress in Mathematics and understand the areas where they are experiencing growth in understanding and competence.
- 79% of students surveyed enjoy mathematics, while 16% responded that they didn’t enjoy Math.
- When asked how they felt about hands-on tasks, 82% of students responded that this was their preferred method of learning.
- Over 80% of students confirm that their teacher informs them about their progress and that their teacher provides extra help when required.
- When asked ‘What is the best thing about Mathematics’ the most predominant answers were; working in groups, learning new things, math journals and hands on games and activities.
- When asked ‘What is the worst thing about Mathematics’ the most consistent answers were; sometimes it is confusing, working out sums in my head, when other children interrupt and when we have to copy off the board.

Teacher Beliefs:
- 100% of teachers reported that they teach Mathematics strands both separately and by integrating the strands during lessons.
- 100% of teachers responded that they integrate Mathematics into thematic units of work in order to provide additional teaching opportunities and to demonstrate the importance of Mathematical understanding in the wider context.
- Staff revealed that the most enjoyable aspects of teaching Mathematics were; seeing students engaged in hands-on activities, engaging in mathematical conversations, exploring the practical application of mathematics, utilising technology to enhance student understanding and watching students grasp concepts.
- Some of the least enjoyable aspects among staff were catering for wide ranges of students and not having access to enough equipment.
- 100% of staff responded that they were either reasonably aware or very aware of the school policy for Mathematics.
- Staff responded that over 75% of their students were interested and participated with enthusiasm during Mathematics lessons.
- 100% of staff reported that 0-4 students in their class were disinterested in Mathematics lessons.
- Staff responded positively to the changes that have been made to the Mathematics Scope and Sequence and commented that staff development in this area had directly affected their confidence and competence.

Parent Beliefs:
- 100% of parents reported that Maths was an important subject for their child.
- 80% believed that they could assist students at home.
- The vast majority believed that that their child loved Math however only 50% of parents reported that they were satisfied with the frequency of reporting and that they received sufficient information regarding their child’s progress.
- 60% of parents ‘strongly agreed’ or ‘agreed’ that they understand how maths was taught at school.
Some parent suggestions included sending home maths books, drilling timetables and mentals and ensuring homework reflects what is taught in class.

**Future directions**

Whilst responses were primarily positive there needs to be enhanced communication regarding student progress and achievement for both the student and the parent. Moama Public School needs to ensure that parents can request information regarding student progress and achievements, view books and request teacher interviews throughout the year.

Parent information sessions, demonstration lessons and information sheets need to be more prevalent to ensure that parents understand the processes, strategies and tools for the teaching of Math in our classrooms.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about communication in the school. A survey was sent out and responses are as follows:

- 90% of parents believed that the school provided them with essential information and 80% believed the school provided them with helpful information and school assemblies were a good means of communication.
- Whilst most agreed that the website provided them with an effective means of communication the school website needs to be updated.
- Only 66% of parents believed the changeable school sign provided a useful means of communication. The newsletter, both emailed and hardcopy, and notes attached to the newsletter provided relevant, useful communication.

Suggestions included having a yearly calendar at the beginning of the year, parent interviews at the end of Terms 1 and 3, a more innovative newsletter and enhanced school promotion, particularly in the local paper.

Teachers found the newsletter useful, the ‘What's Happening’ sheet for staff informative and assemblies useful for sharing information. Some teachers found it difficult communicating and reading emails, and suggested the ‘What's Happening” sheet be sent earlier.

The majority of students indicated that teachers and parents informed them of what was happening at school. Most found the assemblies a good way to find out about what was happening at school.

**Professional learning**

Professional Development focused on Thinking Skills and delivering quality pedagogy linking with Numeracy, Literacy and Technology.

Throughout the year teachers participated in the following professional learning:

- Thinking Skills and Higher Order Thinking including Blooms Taxonomy, strategies and tools and the Quality Teaching Framework.
- Count Me In Too professional development and assessment.
- Writing including Criterion Based Marking and Assessment and Consistency in Teacher Judgement.
- Technology including using the Connected Classroom and Smartboard workshops
- Auditory Processing.

Further professional development was undertaken by individual and small groups in some of the following areas:

- Creative Arts
- Aboriginal Education Programs
- Accelerated Literacy
- FISH philosophy and Welfare
- COGs (Connected Outcome Groups)
- Occupational Health and Safety
- SASS conference
- Anti-Racism Policy
- Support Programs for Literacy and Individual Education Programs
- Leadership Programs and Assistant Principal conferences
- Early Childhood Education including licensing of the Preschool, engaging learning and the community and technology.
- Beginning teacher induction.

School development 2009 – 2011

Targets for 2010

Target 1

To improve Literacy Outcomes for students focusing on Reading with 90% of students achieving stage outcomes.

Strategies to achieve this target include:

- Professional Development of staff in explicit systematic teaching to meet individual needs including techniques and strategies to develop comprehension.
- Development of a whole school tracking system for collection of data and monitoring of reading.
- Further assessment practices to be implemented to support students with specific learning needs.

Our success will be measured by:

- 90% of students achieving Reading Recovery Level targets in K-2. Kinder Reading Recovery Level 8, Year One – Reading Recovery Level 20, Year 2 - completion of Reading Recovery levels.
- Students in Years 3-6 achieving reading success. NAPLAN results demonstrating ‘above Like School Group’ and ‘at State Average’ for Reading.
- 40% of students achieving in the top two bands for Reading (2009 – 30% Year 3 and 20% for Year 5).

Target 2

To improve Numeracy Outcomes for students focusing on number with 90% of students achieving stage outcomes.

Strategies to achieve this target include:

- Analysis of NAPLAN data to guide development of strategies that will address identified needs.
- Whole school planning processes developed to identify aspects of numeracy underperformance for particular student cohorts and individual students.
- Teaching strategies further developed to improve student engagement in numeracy, particularly for boys.

Our success will be measured by:

- 90% of students will achieve Stage based outcomes and
- School based assessments show average and beyond average expected growth for 100% of students.
- 90% of students achieving Counting On level in Sena 1(K-2) and all students completing Sena 2 successfully by the end of Year 3.
- Increase the number of students (30%) achieving within the top two bands in the NAPLAN (2009 – 17% in Year 5 and 14% in Year 3).
- Utilising SENA 1 & 2 to show improvement in student learning.
- Teaching and Learning programs demonstrate the implementation of strategies to improve students’ ability in Working Mathematically.
- Programming will demonstrate developing knowledge of teachers’ ability to differentiate the curriculum.
- Parent workshops and demonstration lessons will be attended by 20% of families (5% in 2009)

Target 3

To continue to improve student engagement in learning, enhancing higher order thinking skills to cater for all student learning needs, with a focus on talented learners.

Strategies to achieve this target include:

- Continued implementation of the Thinking Skills Curriculum including the development of a scope and sequence.
- Ongoing professional development to enhance teaching and learning programs linked to the Quality Teaching Framework - focusing on Intellectual Quality.
- Identification of talented learners across all Key Learning Areas and the development of programs to meet their needs.
- Providing professional learning opportunities for staff in the area of Gifted and Talented.
• Developing a model for Gifted and Talented education and differentiation of the curriculum
• Improving the provision of extension opportunities for all students particularly in literacy and numeracy.

Our success will be measured by:
• A higher than national average achieving in the top bands for Literacy and Numeracy in the NAPLAN Assessment with an increase in the top two bands by 20% across all areas.
• Teaching programs demonstrating curriculum differentiation and extension activities for gifted students.
• Quality Teaching practices focusing on Intellectual Quality embedded in Teaching and Learning programs
• Improved teacher confidence in providing extension opportunities for talented students.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Mrs Kerryn Baines - Assistant Principal
Miss Isabelle Campbell - Assistant Principal
Miss Melita McCartney - Assistant Principal
Mr Dylan Butler – Classroom Teacher
Mrs Rachele Camin – Classroom Teacher
Mrs Dianne Allman – Administration Manager

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