2008 Annual School Report
Moama Public School

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

Moama Public School has a character all of its own, located in the South Riverina on the Murray River. Moama is one of the highest growth areas in the Southern Region and is situated on the Victorian Border, sharing many of the nearby facilities of Echuca. Moama is a wonderful learning environment supported by a dedicated and professional team of teachers and a band of proud and dedicated parents.

Messages

Principal's message

The 2008 annual school report highlights the educational, cultural, sporting and social achievements at Moama Public School. 2008 has been a year of many achievements by our students, who compete and achieve with the best students at state level. Our progress towards 2008 targets and these successes are detailed and from the analysis of the self evaluation process our targets for 2009 are listed.

A school's positive image is made up of the collective individual voices of its community members. The school must reflect the expectations, the values and academic standards of its community. To be highly valued it must establish an environment where children's needs are addressed so they can reach their potential and are happy to come to school.

The continued success and our strong performance in all areas is a credit to the students, staff, parents and community.

Literacy, numeracy and the total well being of our students will remain a priority and support the integrated approach to all the other Key Learning Areas.

The school provides a secure, child centred environment where students are given opportunities to excel and to fulfil their full potential whilst developing emotional resilience.

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.

The school community have once again worked extremely hard to provide outstanding teaching and learning programs, opportunities and resources for all students. I wish to acknowledge and congratulate the staff and community for their commitment and dedication. We look forward to building on this success in 2009.

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 2008, we took on the roles full of enthusiasm and fresh ideas to help raise funds for our wonderful school.

Our most significant event was a School Fete, which exceeded our expectations and raised approximately $7000.00. It was a fantastic community event, and plans have begun for 2010! 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.

Funds raised this year, and money allocated from 2007, went towards the purchase of two interactive whiteboards, shade sails and a sandpit for the Preschool, Premier's Reading Challenge books, numeracy and literacy equipment, and new CD players for each classroom. Many talented and gifted 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; Kelli Johns, Lisa Smith and Vicki Bavich, and to our Principal, Julia Sadler and the staff for all of their guidance and support.

Megan Fawcett, President

Student representative's message

During 2009, in our role as captains, we have helped the staff and students by preparing morning teas, assisting with the Pre-school orientation, attending Anzac Day and Remembrance Day, running Presentation Night and the Year 6 Graduation Ceremony among many other celebrations. Students from Stage Three attended the Young Leaders program in Melbourne and Year 6 students led Peer Support activities further developing leadership skills and social skills. We represented the school in sports
and we are very proud leaders of Moama Public School.

Jacqueline McCarthy & Kayde Richardson

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

Our school enrolments continue to increase largely due to the Murray Shire having one of the fastest population growth rates in New South Wales. It is anticipated that in 2009 enrolments will reach 300 with the inclusion of the Preschool.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>102</td>
<td>86</td>
</tr>
<tr>
<td>2005</td>
<td>99</td>
<td>77</td>
</tr>
<tr>
<td>2006</td>
<td>91</td>
<td>104</td>
</tr>
<tr>
<td>2007</td>
<td>100</td>
<td>126</td>
</tr>
<tr>
<td>2008</td>
<td>128</td>
<td>134</td>
</tr>
</tbody>
</table>

Student attendance profile

Our school attendance rates have reached Regional level however they are still slightly lower than the state average. Illness related absenteeism contributed to the following profile.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>92.7</td>
<td>93.5</td>
<td>94.0</td>
</tr>
<tr>
<td>2006</td>
<td>94.1</td>
<td>93.5</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>93.5</td>
<td>93.9</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>93.4</td>
<td>93.4</td>
<td>94.1</td>
</tr>
</tbody>
</table>

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 as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>1J</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>2/3M</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>2/3M</td>
<td>2</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>3/4C</td>
<td>4</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>4/5D</td>
<td>4</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>4/5D</td>
<td>5</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>5/6B</td>
<td>6</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>15</td>
<td>27</td>
</tr>
<tr>
<td>5/6R</td>
<td>5</td>
<td>14</td>
<td>27</td>
</tr>
<tr>
<td>5/6R</td>
<td>6</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>K/1A</td>
<td>K</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>K/1A</td>
<td>1</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KZ</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Preschool  18

Moama Public School's class sizes remained relatively small due to the increase in enrolments, enabling an eleventh class to be formed.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
The teachers and staff at Moama Public School continue to work extremely hard to provide quality teaching and learning programs for all students. Staff diversity in experience, strengths and talents contribute to the delivery of innovative programs to meet the needs of all students.

**Staff establishment**

**Teaching Staff**

<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>2</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 Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</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>
</tr>
<tr>
<td>Part time Teacher</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td>16.312</td>
</tr>
</tbody>
</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>
</tr>
<tr>
<td>Primary General Assistant</td>
<td>0.47</td>
</tr>
<tr>
<td>Total</td>
<td>4.392</td>
</tr>
</tbody>
</table>

In addition Moama Public School was entitled to 32 days for the School Counsellor.

**Staff retention**

A newly appointed Principal began at the start of 2008. A permanent class teacher was appointed to a Stage One class as part of the transfer system. Teaching staff, permanent and temporary remained constant throughout 2008 providing stability across the school.

**Staff attendance**

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%. Details of long service leave and extended sick leave are not included in this percentage.

**Teacher qualifications**

All teaching staff meet 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.

**Income**

- Balance brought forward: $252,068.11
- Global funds: $115,712.32
- Tied funds: $133,695.50
- School & community sources: $50,038.23
- Interest: $18,071.05
- Trust receipts: $13,439.00
- Canteen: $0.00
- Total income: $583,024.21

**Expenditure**

- Teaching & learning:
  - Key learning areas: $24,177.55
  - Excursions: $1,425.45
  - Extracurricular dissections: $38,923.55
- Library: $7,244.11
- Training & development: $4,771.31
- Tied funds: $118,201.84
- Casual relief teachers: $39,609.25
- Administration & office: $26,538.15
- School-operated canteen: $0.00
- Utilities: $32,513.82
- Maintenance: $9,574.56
- Trust accounts: $12,347.01
- Capital programs: $1,040.00
- Total expenditure: $316,366.60

**Balance carried forward**: $266,657.61

Large balances retained from 2007 include funds held for Multi-purpose room, donated by the Moama RSL and Investing In Our Schools funding.

A full copy of the school's 2008 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 2008**

Moama continues to excel in many areas across the entire curriculum and in extra curricula activities.

**Achievements**

**Arts**

Visual Arts, music, drama and dance provide students with opportunities to explore, celebrate, share and appreciate their creativity and to perform for a variety of audiences. They provide a basis for lifelong learning and interests.

All students take part in a variety of learning experiences as part of the school curriculum. In addition, during 2008:

- Students continued with weekly Art lessons in the Art room, providing many experiences to utilise different media with Ms Kennedy.
- A school choir was established for students from Years 2-6, performing at Deniliquin Education Festival, Presentation Night, ANZAC day service and for a local community group.
- Students participated in Echuca/Moama Show with 12 students achieving awards for their art works.
- All K – 6 students participated in weekly Dance lessons by a specialist Dance teacher, culminating in a special assembly to showcase their skills.
- Christmas Art and Craft Lessons were held for all students from K-2, utilising the skills of talented parents, staff and community members to experience a variety of activities.
- Private piano lessons given by a talented tutor culminating in a performance for Presentation Night.
- Talented Stage 3 students, Billie and Laine attended the Riverina Music/Choral camp to provide them with enrichment activities outside of the school.

**Sport**

All students have the opportunity to participate in a comprehensive sports program. A weekly program promotes a healthy lifestyle and provides every student with an opportunity to participate in a skill based program for a variety of games and sports.

Additionally in 2008:

- Infants and Primary students participated in annual swimming programs to develop water safety and survival skills using funding from the school swimming scheme.
- Primary students represented in a basketball, netball and soccer tournament involving various schools from the Echuca district. Visits were received from Mathoura Public School netballers and Bunnaloo cricketers fostering sporting and social bonds between schools.
- Primary students competed in the annual swimming carnival where 24 students were selected to represent at the Deniliquin District PSSA Swimming Carnival in Hay. Mardi-Lee H was senior girl champion on the day and Keegan H junior boy champion.
- Following the Deniliquin swimming trials, six primary students were selected for higher representation in swimming at Albury and two students qualified to represent Riverina at State.
- The Deniliquin District PSSA Cross country had 40 Moama Public primary students attend. Four students were selected to further represent Deniliquin at the Riverina Cross Country carnival: Kayla A, Max O, Tyler M and Laine C.
- At the Deniliquin District PSSA Athletics Carnival, Tegan M was the senior girl champion. Moama was proudly represented by 41 students, with 5 going on to Albury to regional trials. One year 4 student Riley R qualified to Represent Riverina at state in discus.
- Primary students competed in the Northern Campaspe PSSA Athletics Carnival in Echuca.
- Primary Students participated in an AFL clinic involving members of the Richmond Football Club. Senior students also took part in a footy interactive bus visit.
- The whole school participated in ‘Jump Rope for Heart’ program, increasing fitness levels and developing skills in skipping whilst in addition contributing to a worthwhile fundraising activity.
During the 2008 school year, students represented Riverina at state carnivals. These achievements include:

- Covan H and Mardi-Lee H successful in gaining selection to the Riverina PSSA Swimming Team.
- Jayden G successful in gaining selection to the Riverina PSSA Hockey Team.
- Kayde R successful in gaining selection to the Riverina PSSA basketball squad.
- Tegan M successful in gaining selection to the Riverina PSSA soccer squad.
- Riley R successful in gaining selection to the Riverina PSSA athletics squad.

Information Technology

At Moama Public School we actively promote access to computer technology for all students and staff. Information Computer Technology is seen as an integral teaching and learning tool with the capacity to support all Key Learning Areas.

Some of our achievements and initiatives include:

- Acquisition of 14 laptops and trolley, including wireless connection to enhance student learning outcomes.
- Seven Interactive whiteboards were installed in classrooms and the library, funded by P & C, CAP and Investing in Our Schools Program.
- Thirteen new desktops were acquired as part of the Department's T4L program.
- Our School network was extended to include our new classroom and the Preschool.
- AERT teaching incorporated technology for Stage 1 students who created word documents on Aboriginal Artefacts, and utilisation of digital cameras and other aspects of technology.
- Students in Years 3 and 4 had the benefit of Multi-media workshops with Colin Gould in Term 4. The main focus was on developing Wiki Spacing, Pod Casting and Photo Stories. Stage Three students produced Photo Stories.
- Yr 6 students participated in a series of Radio Broadcasts in which groups of students were asked to create 1 hour radio segments for our local Community Radio Station. This enabled the students to continue building on their knowledge of ACID Mixing software and Pod casting deliveries.
- The school hosted two day intensive in-service instruction for staff in using the Activ-Studio Software for interactive whiteboards.
- Students across all stages continued to build their ICT knowledge and confidence through regular usage of the school laptop bank within general classroom activities. The introduction of these laptops has made ICT much more accessible to students through all of the KLAs with students being able to access a computer each during tasks.
- The school's Scope and Sequence for ICT was revised in November and December and shall be implemented in Term 1, 2009.

Moama Public School will continue to further enhance Information Technology during 2009 including the acquisition of a Connected Classroom. Our school values technology and is committed to extending this program to provide further tools to improve student learning and engagement.

Other

Moama Public School strives to provide a balanced curriculum and encourages student opportunity and participation in a variety of extra curricula activities. Some of the outstanding programs and significant achievements have included:

- Participation of students in the University of NSW English, Mathematics, Writing, Science and Computer competitions. Some notable results include Matthew N Distinction in Mathematics and Samuel S a Distinction in Spelling. Many other students achieving Credits across all other areas.
- Participation and Excellence in the Connected Learning Program as part of our Enrichment Program. Corvan H achieving State recognition winning an award in Sydney for his Digital Story Telling.
- Participation by School Leaders and fellow peers in the Young Leaders Crogram in Melbourne.
- Education Week Celebrations, School ANZAC service, Book Week Parade, Remembrance Day service, Moama School Fete, Year 6 Graduation Assembly, Easter Parade and other
celebrations promoting community and parent participation.

- Stage 3 participated with local community groups to develop a radio show and some students were invited to participate in beautifying the local park, working with an acclaimed artist and Judy Teasdale as part of a community project.

- Students attended various excursions some of which included Years 5 and 6 travelling to Canberra to enrich learning experiences about Democracy. Students in Years Two, Three and Four visited Melbourne Zoo and Stage One students attended a day excursion to Billabong Ranch.

National Assessment Program

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

Thirty One Year 3 students sat the Literacy assessments. The results are as follows:

- 67% of students were in the top three bands for overall literacy achievement.
- Students performed significantly better in Spelling, Grammar and Punctuation than they did in Reading and Writing.
- Boys performed better than girls in Reading and Spelling however girls performed better than boys in the Writing assessment.
- Indigenous students performed better than the state average in Reading and Grammar however slightly less in Writing and Spelling.
- The school exceeded the average mark in all aspects of Literacy, except writing, compared to their Like School Group and slightly below state average.
- 30% of students achieved the top two bands for Writing, compared to over 40% of students in bands 5 and 6 for Spelling, Grammar and Punctuation and Reading.
Students performed significantly better than their Like School Group however slightly below state level.

Students performed slightly better in Numbers, Patterns and Algebra than in Measurement, Data, Space and Geometry.

32% of students were in the top two bands for their overall Numeracy achievements.

Mindful of the smaller cohort, boys performed better than the girls in Numeracy, particularly in Number, Patterns and Algebra, above state level.

Areas of strength were Whole Numbers and counting by 100’s. Areas for further development are 2D shapes, Data and some aspects of time.

Literacy – NAPLAN Year 5

Thirty four students, 13 girls and 21 boys, sat the NAPLAN assessments in Literacy. Results are as follows:

- School performed better than Like School Group in Reading and Writing but less than the state.
- Girls performed significantly better than boys in Literacy however slightly less than boys in Numeracy.

Numeracy – NAPLAN Year 3

Twelve Year 3 boys and Nineteen Year 3 girls sat the Numeracy NAPLAN assessment.

The results are as follows:
There was no significant difference between the performance of boys and girls.
Numeracy – NAPLAN Year 5

Thirty Four students sat the NAPLAN assessment in May of last year. The performance is as follows:

- Over 50% of students were in the top three bands (Bands 7 & 8).
- A large percentage of the students in Bands 5 & 6 with less than State average in the top two bands.
- There was no significant difference in performance between boys and girls.
- The results for Numbers, Pattern & Algebra are similar to Measurement, Space & Geometry.

Progress in literacy

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>83.2</td>
<td>97.8</td>
<td>77.7</td>
</tr>
<tr>
<td>LSG</td>
<td>87.6</td>
<td>84.4</td>
<td>89.9</td>
</tr>
<tr>
<td>State</td>
<td>87.6</td>
<td>87.5</td>
<td>86.8</td>
</tr>
</tbody>
</table>

Progress in writing

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>79.7</td>
<td>98.8</td>
<td>62.8</td>
</tr>
<tr>
<td>LSG</td>
<td>52.6</td>
<td>73.5</td>
<td>69.1</td>
</tr>
<tr>
<td>State</td>
<td>69.6</td>
<td>77.5</td>
<td>71.2</td>
</tr>
</tbody>
</table>

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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>85</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Country Areas Program (CAP)

Moama Public School benefits greatly through its involvement in the Country Area Program (CAP).
CAP successes for 2008 include:

- Supporting teachers and students in Literacy. All new teaching staff were professionally developed in Teaching Handwriting, Reading and Spelling Skills (THRASS).
- The purchasing of an interactive white board (IWB) and professionally developing teachers in its effective use.
- Financially assisting senior students to participate in civics and government topics and an excursion to Canberra.
- Teachers participating in a two day workshop on Activstudio (IWB) training with Meg Parsons from iTeach 21 involving hands on tasks and creating resources. This workshop was open to neighbouring schools to attend as well.
- Participation in a district initiative that carried over from 2007. This involved working with Mr Colin Gould (CAP Technology support officer) senior students participating in digital storytelling and web 2.0. Administered by Moama Public School, this initiative involved both Mathoura and Bunnaloo Public Schools.
- All students were involved in an eight week dance program run by Australian School Dance. The students were engaged and performed a variety of dance lessons showcasing all that was learnt in a small concert at the end of the program.

Aboriginal Education

Aboriginal Culture and understanding is taught across all Key Learning Areas and embedded into the teaching and learning programs.

Special Programs ensure all students are provided with culturally appropriate learning experiences and opportunities. Some of the initiatives and programs include:

- The Quality Teaching Indigenous Project (QTIP) which has continued to have a positive impact on student learning outcomes. (See QTIP)
- The successful “Books In The Home” program continued and included students in the Preschool.
- A newsletter was published twice a term, including writing, editing and publishing skills for senior students.
- Monthly morning teas in the Jemeria Room encouraged parent, carer and community member participation and involvement.
- Personalised Learning Plans for all Indigenous students were organised with parent or carer and teachers together.
- Local indigenous community members presented cultural sessions for all students on Aboriginal artefacts, local history and local Aboriginal language. Local community members knowledge of the local environment, including flora and fauna supported classroom learning themes and excursions.
- All staff were trained in CMIT and CMIT Indigenous evolved through parent meetings and production of maths games for the home and classroom to provide Aboriginal perspectives in the learning environment.
- The National Apology became a focus of classroom learning and discussion as it drew closer and was recognized on the day with a whole school assembly.
- Reconciliation Week also saw the whole school involved with an address by a local community member on the meaning of “Reconciliation” and all classrooms participating in art collages depicting the theme of “working together to achieve our best”.
- NAIDOC was celebrated with an Indigenous Colouring Competition, also judged by local Indigenous community members, and presentations at the end of term school assembly.
- Aboriginal Children’s Day Celebrations included the interactive Cultural Infusion Program with Indigenous leaders. Australian Indigenous history, music and Dreamtime stories were the themes for the day.
- The Preschool celebrated with a formal Opening Day to celebrate the arrival of the Cummeragunja Preschool. This was a hugely successful and well attended day with various Indigenous activities for the children and their families to partake in. A local Aboriginal Elder performed a smoking ceremony. The gathering drew community members from far and wide.
- Moama was represented strongly at the Riverina Regional Awards night in Deniliquin. Fifteen Indigenous students were recognised for their academic, cultural and sporting achievements. Students also received awards for citizenship and attendance.
The Breakfast program continued after funding through the Fresh Food Kids Community Grant.

The Cummeragunja Bus Mentoring Program continued.

Multicultural education
Multicultural Education outcomes permeate all areas of the curriculum. Human Society and Its Environment (HSIE) units reflect the contribution of our diverse society, past and present that is Australia.

A staff member was trained in the Anti-Racism Policy and in the role of Anti Racism Contact Officer. This included procedures to deal with the unlikely event of racism occurring at Moama.

Respect and responsibility
Our school promotes respect and responsibility by inclusion in our daily teaching and learning activities. It is recognised that values education underpins every area of school life in our public schools. Values are embedded into the KLAs when teaching students on a daily basis.

The school has developed and implemented many programs to encourage students to demonstrate these qualities and attitudes. Some of these programs and initiatives include Personal Development programs for Drug Education, Child Protection and Social Skills for students from K-6. Student leadership program, peer support, ‘You Can Do It’ skills program, and fair play in sport programs, ANZAC Day, Remembrance Day, Stewart House and other community events promoted and encouraged students to demonstrate these skills and qualities.

Other programs
Quality Teaching Indigenous Project
The Quality Teaching Indigenous Project (QTIP) has continued to have a positive impact on outcomes through teacher professional learning supporting quality teaching pedagogy and improved community participation.

Accelerated Literacy training for staff has ensured more culturally inclusive classrooms and positive learning experiences for all students. Future plans include training for all remaining classroom teachers. Staff have also been fortunate enough to deepen their understanding of best practice for Indigenous students through attendance at the Regional Equity Conference. Additional professional development opportunities including Count Me In Too, Indigenous training, development of Personalised Learning Plans and Accelerated Literacy Writing workshops have improved the delivery of quality teaching programs.

Progress on 2008 targets

Target
Year 3 and 5 National Assessment Program in Literacy and Numeracy (NAPLAN) results to be at or above Australian average.

Our achievements include:

- Individual Education Plans developed and implemented for majority of Aboriginal students.
- Evidence of teaching and learning programs demonstrating quality teaching strategies.
- Moama Public School performed slightly below state average however progress and results are better than Like School Groups.

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 2008 our school carried out evaluations of Learning and English.

Educational and management practice

Learning

Background
School map was used to ascertain parent, student and teacher beliefs and views on learning.

Findings and conclusions

Teacher Beliefs
100% of teaching staff completed and returned surveys.
- 100% of staff believe they almost always or usually use a wide range of resources and provide a stimulating learning environment to support learning and that the school supports communication between school and home.
- 70% of staff indicated that the community has high expectations of students and that staff continually upgrade skills through professional learning.
- 90% of staff indicated that their students take responsibility for their learning and 60% indicated that students reflect on their learning and engage in self assessment.

Parent Beliefs
48 parents returned surveys and results indicate:
- Over 90% believed that almost always or usually children have access to good equipment, that the child’s classroom is an interesting place to learn and the school expects students to achieve to the best of their ability.
- 70% of parents indicated an understanding that people other than the child’s class teacher assist with learning.
- Less than 50% of parents believed students look at samples of their work to see how they have improved and just over 50% of parents indicated that teachers talk to them about their child’s learning on a regular basis.

Student Beliefs
- Over 90% of students believed their class was an interesting place to learn and that the school expected them to do their best.
- The majority of students tried to do their best and took pride in their learning and stated they tried to do new and different things in their classroom.
- Most students believed that almost always or usually there was a balance between working on their own and with other students.

Future directions
Views from all stakeholders were most positive and reflected the importance of learning at Moama. Responses indicated that there is a need for students to reflect on their learning and for all to use work samples to assist in self assessment and as a tool for monitoring progression.

Curriculum

English

Background
This evaluation area was implemented in order to identify the effectiveness and variety of teaching programs to improve student outcomes in all aspects of literacy. A survey was forwarded to all parents and staff in relation to English. 100% of teaching staff returned surveys and 48 parent surveys were returned. A group of students from all stages were also interviewed.

Findings and conclusions

Teacher Beliefs
- Over 90% felt that they had a medium to high understanding of the English Syllabus Outcomes and Indicators and used them when programming for English and students understood the criteria used to assess work.
- Use of the English syllabus and school policy was used for planning teaching and learning programs by 90% of staff.
- 50% of staff indicated they frequently use standardised tests, observations and work samples to assess student learning.
- 70% of the staff surveyed made medium to high use of the syllabus indicators when assessing students.
- Several staff indicated the need to develop and implement a scope and sequence for text types and review assessment practices.

Parent Beliefs
- 100% of surveys demonstrated that English was important to their child and all but one parent believed the school had adequate resources and that home reading was a valued part of their child’s learning.
- 68% of parents understood how English was taught at school and were satisfied with the frequency of reporting in English.
90% of parents indicated their child enjoyed English and that their child had developed new skills in writing.

**Student Beliefs**

- Students indicated that they enjoyed using computers, learning new things and writing their own stories as the best things in English.
- Students identified handwriting, worksheets, when they can’t understand and when the teacher asks a question or explains things during reading as the worst parts of English.
- The vast majority of students believed that English was important and that they were getting better at English.

**Future directions**

The continued use of technology as a learning tool to engage students and the development of a scope and sequence is planned for 2009. The school must ensure that we clearly communicate to parents that they can discuss any aspect of schooling and in particular, student progression throughout the year.

**Other evaluations**

**Parent, student, and teacher satisfaction**

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parents**

A total of 44 surveys were returned and the results are as follows:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Somewhat agree</th>
<th>agree</th>
<th>Somewhat disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moama PS is an attractive and well resourced school</td>
<td>60%</td>
<td>18%</td>
<td>16%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>The school is connected to its community and welcomes parent involvement</td>
<td>82%</td>
<td>7%</td>
<td>9%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Parents are encouraged to contact the school to discuss concerns</td>
<td>66%</td>
<td>15%</td>
<td>15%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>The school is a friendly school and is tolerant and accepting</td>
<td>66%</td>
<td>16%</td>
<td>14%</td>
<td>4%</td>
<td></td>
</tr>
</tbody>
</table>

Parent survey results were quite positive.

Staff believed that the school grounds were attractive, there was strong community support from the majority of parents and that the school maintains a focus on literacy and numeracy. Staff indicated a need for further resources to support learning, consistency in programs and the need for a review of the discipline policy.

The majority of students were proud of their school and teachers helped them to learn. Most students indicated that discipline was fair and that they knew the school rules.

**Professional Learning**

Literacy, numeracy and technology were the major focus for school professional development. Ongoing professional development ensures staff are well informed with current pedagogy and can further enhance teaching and learning programs.

During 2008, professional learning for all staff included:

- Quality Teaching Pedagogy and Practice
- Numeracy programming, syllabus development and planning
Reading assessment, running records, guided reading strategies, planning and programming.

- CPR update
- Child Protection Training
- Use of Activstudio, Smart Board program,
- IT Skill Development
- Assessment and Reporting
- Personalised Learning Programs
- Count Me In Too (Numeracy)

Individually staff underwent further professional development and training in some of the following areas:

- THRASS
- Accelerated Literacy
- Gifted and Talented Education
- Occupation Health and Safety
- SASS conference
- Creative Arts
- Anti-Racism Policy
- Support Programs for Literacy and Individual Education Programs
- Aboriginal Education Programs
- Leadership Programs

School development 2009 – 2011

A three year plan will focus on Literacy, Numeracy, Connected Learning, Engagement & Attendance.

Targets for 2009

Target 1

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

Strategies to achieve this target include:

- The development of a scope and sequence for text types that links to other Key Learning Areas (KLA)
- To ensure that the teaching of text types is integrated across the literacy area as well as other KLAs.
- The implementation of a professional learning plan focussed on the quality teaching framework.

- To implement new assessment practices using criterion-based assessment.

Our success will be measured by:

- Reducing the gap below state to above Regional Level in 2009 and at State Level 2010.
- Having at least 90% of students demonstration growth in NAPLAN writing from Year 3 to Year 5 of at least one band (from our 2008 average of 50%)
- 90% of students achieving stage outcomes in school based assessments in writing.
- Students K-6 can identify the text type that is in the scope and sequence stage appropriate.
- 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.

Target 2

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

Strategies to achieve this target include:

- Development of a scope and sequence for Numeracy K-6
- Further development of programs to extend talented students and support students with difficulties, with a focus on working mathematically outcomes embedding intellectual quality components of the Quality Teaching Framework.
- Focus areas for development identified through specific Stage Level assessments and specific item analysis of NAPLAN results using SMART data;
- Use of technology to support student learning.
- Implementation and training of all staff in Count Me In Too and Counting on Programs to support learning.
Further acquisition of appropriate core classroom resources for each class to implement all aspects of the syllabus and Numeracy framework.

Parent workshops and demonstration lessons to enhance parent understanding of the maths syllabus and to enable them to better support student learning.

Our success will be measured by:

- Progress for matched students will be at stage average in 2009 and above stage average in 2010.
- Increase percentage of students achieving top two bands by 20%
- 100% of students demonstrating improvements and growth in the Sena 1 and Sena 2 assessments.
- Teaching and learning programs reflect Quality Teaching components and Working Mathematically embedded in programs.
- Scope and sequence implemented and students moving across stages for different strands of the syllabus.
- Parent workshops and demonstration lessons attended by 10% or more families.

**Target 3**

**Improved student engagement in learning.**

Strategies to achieve this target include:

- Development of framework for Thinking Curriculum for all students from P-6, scope and sequence for thinking skills.
- Professional Development of staff in Quality Teaching Framework.
- Identification of Talented students and students requiring assistance and specific programs met to extend and support these students.
- Monitor attendance rates of students.
- Revision of the school merit award system and program.

Our success will be measured by:

- Teaching and learning programs demonstrate curriculum differentiation across all Key Learning Areas and the quality teaching elements of Higher Order Thinking, Deep Understanding, Metalanguage are embedded into planning and delivery.
- Various tools and strategies are utilised to ensure student engagement and to cater for different learning styles.
- School attendance data is equalling or better than state (currently at Regional Level but below state).
- 90% of parents indicate that the learning needs of students are being met and that students receive regular acknowledgement for their achievements.

**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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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: