School context statement

Founded in 1866 Moama Public School combines tradition with a future for every student. We are located along the banks of the Murray River and our Preschool takes advantage of this incredible habitat. All students are taught from an early age to care for the environment and commit to a sustainable future. We provide quality teaching and sporting programs to inspire every child to achieve their full potential. The school's goal is to deliver education which inspires students to succeed in an inclusive environment to nurture individual differences, foster high expectations and prepare them for participation in a democratic society. This aim is supported by our school values which promote Respect, Responsibility and Achievement. Our school is renowned for its high student welfare, its dedicated teaching staff and its caring community. Our teaching and learning programs, with the support of the Country Areas Program, focus on providing a diverse range of programs to encourage opportunities for individual success. Our welfare focus is on Educational Programs which develop confidence, resilience and self-esteem for life. Classrooms are well resourced with networked technology and an interactive whiteboard to enhance a quality e-learning environment. Our school has a well-resourced library, multi-purpose room for community use and specialised computer lab. The school is well resourced and is a true learning community thanks to strong community involvement through a very active Parents and Citizens Association and links to the Moama Interagency Network. The school continues to be a part of the Empowering Local Schools National Partnership as one of 229 school state-wide trailing the implementation of the Local Schools, Local Decisions reforms and the Learning, Management and Business Reform.

Student information

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

Student enrolment profile

There has been a slight decrease in enrolments during the year from families moving interstate to seek employment. There are slightly more girls than boys in the school.

Student attendance profile

Student non-attendance is initially dealt with by the class teacher who contacts the child’s family if the school has not received a note explaining the reason for an absence after the child returns to school. Non-attendance above the basic acceptable level is monitored by the school executive staff. When unsatisfactory attendance patterns have been identified a series of procedures are implemented to work with parents to rectify the situation. The services of the Home School Liaison Officer are utilised to work with families where there is concern about the educational ramifications of unacceptable patterns of absence.

Workforce information

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

Staff numbers decreased this year because of a decline in student numbers. Teacher time
allocation was reduced in reading recovery as the numbers in Year 1 were less than in 2013.

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>6.778</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.315</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.292</td>
</tr>
<tr>
<td>AERT</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>18.435</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. 14% of staff at Moama Public School identify as Aboriginal.

**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>
<tr>
<td>BOSTES Accreditation</td>
<td>40</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

The Professional Learning program at Moama Public School is recognised as providing vital training for improving teachers’ skills, competencies and knowledge and in turn improving learning outcomes for students.

Teacher professional learning is informed by the school’s targets with and caters for all staff. Funds expended in this area are for course fees, travelling costs associated with professional learning and for providing relief for staff so they can attend training.

In 2014, members of staff participated in professional learning for one hour fortnightly on Wednesday afternoon which focused on literacy, numeracy, HOW2Learn, English and Mathematics Australian Curriculum, LMBR technology use, teaching with ICT, using Keyword sign and mandatory DEC training on CPR, Child Protection, Code of Conduct, WHS, Bushfire action plan, new school planning, Asthma and Anaphylaxis.

Teachers also undertook courses externally in Reading Recover, Positive Partnerships, Preschool NQF in Albury and Sydney, PBL classroom settings ans strategic financial planning.

All members of staff took part in the Combined SDD organized by the Deniliquin Network of Principals with workshops for SASS and teaching staff. Workshops focused on Differentiation, CTJ in the new curriculum, technology skills and LMBR.

The total expenditure for teacher professional learning was $11868 with an average expenditure per teacher of $827.

No Staff are currently seeking or have accreditation at Highly Accomplished or lead level.

There were no beginning teachers at Moama Public School in 2014.

**Financial summary**

This summary covers funds for operating costs and does involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>1,567,018</td>
</tr>
<tr>
<td>Equity</td>
<td>212,573</td>
</tr>
<tr>
<td>Location</td>
<td>34,312</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>60,626</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>15,812</td>
</tr>
<tr>
<td>Language</td>
<td>-</td>
</tr>
<tr>
<td>Disability</td>
<td>101,822</td>
</tr>
<tr>
<td>Targeted</td>
<td>141,891</td>
</tr>
<tr>
<td>Other</td>
<td>254,614</td>
</tr>
<tr>
<td>Total</td>
<td>2,176,096</td>
</tr>
</tbody>
</table>
A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Moama Public School provides opportunities for students to succeed in all key learning areas. Some of our achievements in 2014 include:

Academic achievements

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.

Financial Summary for the Year Ended 31 December 2014 (Moama Public School)

<table>
<thead>
<tr>
<th></th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening Balance</strong></td>
<td>$(184,726)</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td>$(2,319,510)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>$(2,222,305)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>$(21,268)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>$(70,210)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>$(5,727)</td>
</tr>
<tr>
<td>Gain and loss</td>
<td>-</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>-</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>$(2,280,621)</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>$(2,280,621)</td>
</tr>
<tr>
<td>Employee Related</td>
<td>$(2,099,744)</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$(180,877)</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td>-</td>
</tr>
<tr>
<td><strong>Surplus/Deficit for the Year</strong></td>
<td>$(38,889)</td>
</tr>
<tr>
<td><strong>Balance Carried Forward</strong></td>
<td>$(223,615)</td>
</tr>
</tbody>
</table>

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Arts

A program of enrichment and extension activities took place throughout the year.

- Students from Preschool to Year 6 participated in whole school Christmas
concert with a night performance at the Kerrabee Soundshell.

- The school conducted a public speaking competition and students from Years 3 to 6 represented the school in the Lions Club public speaking at a local and district level.

- In school assemblies provided an avenue for students to demonstrate their dramatic and artistic talent.

- The choir performed on ANZAC day and at and presentation day.

- Students had the opportunity to take part in private piano lessons at school.

- Students participated in a school level spelling bee with representatives attending the Regional competition in Deniliquin.

- Two Stage 3 students attended the Aspire Me art camp at Moulamein Public School.

### Significant programs and initiatives – Policy and equity funding

Moama Public School continued to participate in a diverse range of initiatives to improve student learning outcomes. These included:

- HOW2Learn
- Positive Behaviour for Learning
- L3 Kindergarten

### Aboriginal education

The targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAs was a goal in 2014.

Throughout 2014 the school participated in the Preschool literacy and numeracy program to boost the learning of students in the designated Aboriginal Preschool.

A welcome to country or acknowledgment of country took place at all school assemblies and functions.

There is currently no AECEG in Moama. Two staff members joined the Deniliquin AECEG in 2014 and the Principal attended the Deniliquin AECEG.

### Multicultural education and anti-racism

Two classes participated in Japanese language and culture classes in 2014. Students enjoyed the opportunity to learn another language.

All classes at our school studied aspects of multiculturalism as part of the Human Society and Its Environment (HSIE) key learning area. The school’s scope and sequence plan ensured that multicultural education was covered in a systematic way across all classes.

An ARCO (Anti-Racism Contact Officer) oversees all issues relating to racism within the school.

### Significant Programs and Initiatives

#### Aboriginal background

Personalised learning plans were developed in consultation with Aboriginal parents throughout 2014. The AERT and AEO liaised with Aboriginal families to enhance school and family relationships.

Aboriginal students performed well in national testing and all K-6 teaching programs included Aboriginal perspectives and content that teaches children about Aboriginal history, culture and current Aboriginal Australia. Three students were supported through the Norta Norta initiative.

Aboriginal students took part in a Life Skills program involving weekly sessions with staff and community members. Students took part in a Karate lesson, cooking and a bus trip to Echuca Library.

#### Socio-economic background

In 2014 Moama Public School received $15812 for Socio-economic Background. This funding provided for SLSO support with Multilit, and additional Learning and Support teacher time.

#### Learning and Support

In 2014 the school trained an additional Reading Recovery teacher focusing on Aboriginal students in year 1.

### School planning and evaluation 2012—2014

#### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Ensuring all staff are aware of the school priorities;
• Surveying parents, student and staff about the schools performance;
• Reviewing targets in the school plan with school staff and,
• Ensuring funds are allocated to maintain school targets.

School planning 2012-2014:

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

Increased level of literacy and numeracy outcomes for all students.

Evidence of achievement of outcomes in 2014:
• Students in year 5 grew above state average in Writing.
• 14 students successfully completed Reading Recovery.
• 100% of year 5 students above the minimum standard in Numeracy.

Strategies to achieve these outcomes in 2014:
• Staff in Kindergarten continuing L3.
• School learning support team supervising the allocation of LAST and Low level disability funding through implementing Multilit.
• Implementation of the NSW English Syllabus for the Australian Curriculum.

School priority 2

Student Engagement

Outcomes from 2012–2014

All classrooms utilising knowledge of 21st Century learning skills including emergent technologies.

Evidence of achievement of outcomes in 2014:
• Consistent use of technologies in classrooms and Library.
• HOW2Learn Expo held to at school.

Strategies to achieve these outcomes in 2014:
• Staff trained in HOW2learn and sharing learning ideas at staff meetings.

School priority 3

Curriculum and Assessment

Outcomes from 2012–2014

The new NSW syllabuses incorporating the Australian Curriculum are implemented in schools.

Evidence of achievement of outcomes in 2014:
• Professional learning provided in the implementation of all new DEC syllabus.
• PLAN software including numeracy and literacy continuums used by teaching staff.
• Student surveys demonstrate 91% of students feel they understand what they need to know.

Strategies to achieve these outcomes in 2014:
• Cooperative planning to implement National Curriculum.
• Assessment of student learning and for student learning.

School priority 4

Aboriginal Education

Outcomes from 2012–2014

Aboriginal students are engaged in school.

Evidence of achievement of outcomes in 2014:
• AEO trained and delivering Multi-lit literacy program to Aboriginal students.
• Students in year 5 performed higher than State average for Aboriginal students.
• PLP’s match classroom teaching and individual student’s needs.

Strategies to achieve these outcomes in 2014:
• AEO works with teachers in classrooms to support learning.
• Life skills program to support engagement and attendance.

School priority 5

Leadership and Management

Outcomes from 2012–2014
Strengthened leadership and management capacity of school staff.

Evidence of achievement of outcomes in 2014:
- Staff leading in official and school based leadership positions.
- Tech support provided for all staff and classes

Strategies to achieve these outcomes in 2014:
- Increase the number of staff undertaking taking leadership roles within the school.
- Mentor roles clearly established and providing focused support to staff.

Explicit expectations and feedback provided to students
Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

91% of students surveyed believe they learn to get along with others at school.

100% of students surveyed disagree that they feel unhappy at school.

100% of students surveyed feel that their teacher listens to what they have to say.

95% of students surveyed feel they are treated fairly in class.

80% of parents believe the school implements a comprehensive management plan usually or almost always.

Positive aspects from the results included:
- Emphasis on literacy and numeracy
- Students are challenged
- PBL
- Accommodations are made for students
- Collaboration among staff members

Improvements for the school included:
- More TPL opportunities
- Consistent approach to HOW2Learn
- L3 stage 1 to follow students from ES1

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The 2015-2017 School Plan has been developed through consultation with staff, students and the broader school community.

This has included the use of surveys of parents and discussions with the P&C.

Members of staff have had the opportunity to contribute at the executive and whole school staff level. One on one meetings with parents and specific groups of parents have been facilitated to take part in discussions around what they want from our school and their child’s education.

Parents with children at the Preschool and the P&C have taken part in review of the Preschool Philosophy.

Our school plan was developed with consideration of key DEC reforms including Great Teaching Inspired Learning; Local School Local Decisions; Every School Every Students; Rural and Remote Blueprint; LMBR and the Melbourne Declaration.

The three strategic directions are for the 2015-2017 school plan are: Relationships, Learning Culture, and Identity and Wellbeing.

The purpose of Relationships is to build deeper relationships as an educational community by leading and inspiring a culture of collaboration, respectful communication and dynamic leadership.

The purpose of Identity and Wellbeing is to develop students and staff to be innovative, resourceful and reflective learners who are socially, environmentally and culturally aware.

The purpose of Learning culture is to create learning experiences that result in the improvement of students’ ability to think critically and creatively to enable them to effectively contribute to society (to be life-long learners). Teachers display high expectations of learning for all to foster sustained school improvement.

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.

Mark Peterson - Principal
Dianne Allman – School Administration Manager

School contact information
Moama Public School
Simms Street
Moama 2731
Ph: 03 54821564
Fax: 03 54806460
Email: moama-p.school@det.nsw.edu.au
Web: www.moama-p.schools.nsw.edu.au
School Code: 2584

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