Moama Public School
Annual School Report 2013
School context

Moama Public School values every student as an individual through our school mission of inspiring every student to achieve their potential in a supportive environment. This aim is supported by our school values which promote Respect, Responsibility and Achievement. Our school serves a diverse community of wide ranging socio-economic circumstances. The school successfully brings together students from a variety of backgrounds and dynamics.

Surveys show that parent satisfaction is very high.

The school has received extra funding this year through 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.

Principal’s message

Our school continues to provide sporting and educational opportunities for all, from the inclusive programs with Echuca Special School, 208 and Echuca College, to opportunities for teams and individuals to represent the school, Zone and Riverina in state level competitions. Students continue to succeed in National testing and the ongoing L3 program in kindergarten has started to show it will have far reaching implications.

This year we began the whole school implementation of Positive Behaviour for Learning. This has resulted in a more harmonious learning environment across the school.

Our aim is to develop our school values in every student, respect, responsibility and achievement. With these attitudes, our students will grow to be successful and respected community members. It is apt to use the words of Nelson Mandela who said “Education is the most powerful weapon which you can use to change the world.”

Students and staff have begun experimenting with the Riverina HOW2Learn strategy and students are beginning to show an understanding of the growth mindset that is required for learning to take place. The HOW2learn strategy will continue into 2014 with a full school wide launch.

We are at the forefront of changes that will take place in NSW schools as we move to a more corporate style of financial administration and local school autonomy. Student data will be centrally located and follow students from Preschool through to TAFE education in NSW.

Our teachers have willingly embraced the background study to prepare for the implementation of the English syllabus for the Australian Curriculum next year. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

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.

Mark Peterson

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

The graph and table below illustrate only slight changes in the student population between 2012 and 2013. There were five more boys than girls in the school in 2013. In 2013 the student population decreased slightly. It is expected that this trend will continue at the end of 2013.
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff numbers were maintained this year because of the slight change in student numbers. Teacher time allocation was increased through the year as extra places became available from the regional level for Reading Recovery. LAST establishment was increased under the Every Student Every School Funding.

**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 Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>1.0</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>0.6</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>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18.6</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The school has three permanent members of staff who 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>NSW Institute of Teachers Accreditation</td>
<td>40%</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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>279404.33</td>
</tr>
<tr>
<td>Global funds</td>
<td>145,037.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>154093.08</td>
</tr>
</tbody>
</table>
The school financial year ended one month early as the school changed to a fiscal year budget under LMBR. This means that figures in this year’s financial statement are for 11 months rather than 12 months.

The carried forward balance included the following commitments:

- $20,000 allocated from for ELSNP awaiting invoice;
- $2,425 for unpaid invoices and orders;
- $8,865 in unpresented cheques;
- $4,951 in unpaid casual teacher salaries;
- $26,000 allocated towards improving current play equipment.

A full copy of the school’s 2013 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 2013

Moama Public School provides opportunities for students to succeed in all key learning areas. Some of our achievements in 2013 include:

### 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.

- **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)**

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.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

In year 3 reading 75% of students achieved in the top three bands. Boys in Year 3 outperformed girls in the Writing assessment. Students performed better in Grammar and Punctuation when identifying pronouns. Students performed less well
when asked to interpret meaning and character portrayal.

**NAPLAN Year 3 - Numeracy**

Students outperformed statistically similar schools in the proficiency bands in Numeracy. There were less students in the bottom two bands than in the historical school average boys outperformed girls in all aspects of numeracy.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

There were no students in the bottom band in reading and a higher percentage of students in the proficiency bands than in statistically similar schools and the school average. 44% of students were in the proficiency bands compared to 37% at the state level.

In Writing, students performed well in the areas of vocabulary and spelling. Students performed less well using persuasive devices.
In Spelling students were capable when using vowel consonant blends and vowel digraphs.

Trend data shows improvement from 2011 in Grammar and Punctuation.

**NAPLAN Year 5 – Numeracy**

There were no students in the top band in Numeracy. Students performed well on questions about 2D space and whole number. Girls outperformed boys in Numeracy.

**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 concert with an evening performance at the Kerribee Soundshell.

- Students from years 3-6 took part in Drama and creative arts activities as part of weekly rotations.
• 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 at the Riverina Primary Principals Conference, on ANZAC day at the Moama Cenotaph and on presentation day.

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

• Students in Stage 2 and 3 participated in a school spelling bee with 4 representatives attending the Regional competition via Video Conferencing facilities in Deniliquin. One student was successful in moving on to the State final by winning the regional competition.

Sport

Our school continues to provide sporting opportunities for all, from the inclusive Cross Country with Echuca Special School, to the whole school carnivals and opportunities for teams and individuals to represent the school, Zone and Riverina in state championships. Students performed at high levels in individual and team sports.

8 students represented at Deniliquin zone P.S.S.A. level with 3 students selected in Riverina teams for state carnivals in swimming, tennis and soccer.

The lawn bowls team took part in the Moama Bowling Club schools competition against schools from NSW and Victoria.

Successful school carnivals were conducted in swimming, cross country and athletics.

A variety of inter-school and intra-school activities were provided and offered to students to develop and enrich their lives through active participation in sport including basketball, netball and AFL for senior girls.

Students K-6 participated in intensive swimming lessons.

Teams competed in the Paul Kelly Cup in Deniliquin with soccer, basketball and netball competitions in Moama/Echuca.

The school was visited by an AFL development clinic with Essendon players during the year.

Aboriginal education
Throughout 2013 the school continued to participate in the Dare to Lead Program. This program is designed to improve educational outcomes for Aboriginal students and to educate all students about Aboriginal Australia.

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

Personalised learning plans were developed in consultation with Aboriginal parents throughout 2013. 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. One student was supported through the Norta-Norta initiative.

**Multicultural education**

Two classes participated in Japanese language and culture classes in 2013. 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.

**Transitional Equity Funding**

Moama Public School continued to participate in a diverse range of programs and activities in 2013. This initiatives included:

**HOW2Learn**

Four staff trained in the HOW2Learn strategy (Higher Order Ways). This involved three two day training workshops around the implementation of the strategy in the school.

**Positive Behaviour for Learning**

Four staff members were trained in Positive Behaviour for Learning in 2012. This group formed a PBL team and has overseen the preliminary data collection to build strong behaviour support programs in the school. A whole school behaviour matrix was devised with lesson plans for the explicit teaching of behaviour.

Two staff completed training in L3, Language Literacy and Learning. This program continues to be highly successful in Kindergarten.

Stage 3 went on a three day excursion to Lady Northcote camp. Students took part in a variety of physical education experiences including canoeing and archery.

**National partnerships and significant Commonwealth initiatives**

Moama Public School was successful in an application to take part in the Empowering Local Schools National Partnership in 2012. The ELSNP initiative conducted at Moama PS had three aspects:

- to provide the infrastructure for teachers to be able to engage the 21st Century learner.
- to utilise staffing to allow for the development of teacher professional learning plans in relation to mobile technology and conducting lesson study on its use.
- to share the learning of mobile technologies to enhance quality learning strategies across the school.

The ELSNP initiative was combined with the HOW2Learn strategy to ensure that 21st century learning was evident. Staff also took part in professional learning relating to the use of the elements of LMBR.

**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:

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

School planning 2012—2014: progress in 2013

School priority 1
Outcomes from 2012–2014
Increased level of literacy and numeracy outcomes for all students.

Evidence of progress towards outcomes in 2013:
• Students displayed higher growth in Reading by 5 points than the average of NSW schools.
• Students displayed higher growth in Spelling by 4 points than the average of NSW schools.
• 14 Students completed the reading recovery program finishing at level 22 or above.
• Students have demonstrated improvement on the place value cluster of the numeracy continuum.

Strategies to achieve these outcomes in 2014
• Staff in Kindergarten train in L3.
• Supervision of the use of school Learning and Support Teacher time by the Learning and Support team.
• Staff continue to use the Numeracy continuum to monitor and group student learning.
• Implementation of the Australian Curriculum using the NSW BOS Syllabus.

School priority 2
Outcomes from 2012–2014
All classrooms utilising knowledge of 21st Century learning skills including emergent technologies.

Evidence of progress towards outcomes in 2013:
• Wifi installed across the school setting to provide access to all students.
• Students have shown increased engagement in lessons utilizing 21st Century technology.
• Initial training in the Riverina HOW2Learn strategy.

Strategies to achieve these outcomes in 2014:
• Staff will continue to be trained in the HOW2Learn strategy.
• Staff and students continue training in using mobile technologies.

Professional learning
Professional learning activities were carried out in various modes including after school workshops, on-line training, staff meetings, in-class demonstrations, weekend and holiday conferences, and other off-site training sessions. Throughout the 2011 school year, staff took part in a variety of professional development activities. Professional learning experiences have included:

• on-going training of the whole staff in Accelerated Literacy strategies to improve student writing and spelling;
• continued training of one teacher in Reading Recovery;
• attendance of one executive at the Assistant Principal’s conference;
• attendance at state and regional conferences on LMBR, Empowering Local Schools, leadership and behaviour management;
• attendance of Preschool staff and executive at state conferences;
• whole staff training in ASD;
• L3 training for Kindergarten teachers, and
• Training and assessment in emergency care and CPR.

Parent/caregiver, student, and teacher satisfaction
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
In 2013 the school sought the opinions of parents, students and teachers about the school. All staff and all students in Year 6 completed a PMI. In all 22% of parents returned the survey which was attached to the school newsletter.

Positive aspects from the results include;

- Moama is a good school where everyone works together as a team.
- Very happy with all aspects of Moama Public School
- Teachers have been easy to approach about issues
- We love Moama Public School
- Our children are taught the school values
- Appreciate the caring nature of the Moama staff

Negatives concerns about the school included:

- Teachers parking in front of the school
- More sport and art
- Feel parents of children in trouble should be contacted

Interesting aspects of school life included;

- Good behavior rewarded, sometimes students kept in

**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 - SAM

**School contact information**

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Web: www.
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: