Our school at a glance

Students
At the commencement of 2009, our school began the year with 52 students in three composite classes. Over the year we saw several families relocate due to the effects of the drought. Two thirds of our students live out of town on rural properties while the other third live in the town area. There was an even gender balance between boys and girls.

Staff
This year the staff comprised of a teaching Principal who taught across all classes, by combining many of the part time components. Our three composite classes were taught by one permanent teacher and two full time temporary teachers. Temporary support teachers worked in Learning Support, music and library, with Student Learning Support Officers assisting in two classrooms.

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

Significant programs and initiatives
There have been many and varied significant programs and initiatives at our school this year.

2009 saw the introduction of the Best Start program, a Kindergarten entry assessment program in literacy and numeracy. It allowed staff to accurately gauge the skills and strengths of each kindergarten student and to build on these for a better start to school.

Year 6 students were involved in an exciting student leadership program presented by the Rising Generation team. This program was followed up in school using a video conferencing connection with Wakool Burraboi Public School. Year 6 Leadership Day

This year saw further development of, and involvement of the staff and students in, the Three Dimensions Learning Community established with partner schools Mallan and Wakool Burraboi. Teachers within the Learning Community worked together on professional development activities in the areas of: Quality Teaching and Learning, Writing and Positive Behaviour for Learning.

Students interacted on many occasions, especially using video conferences and during sporting carnivals. At the end of the year students from the three schools joined together for a great disco night at Wakool.

The Active After School Sport program again provided a variety of healthy after school sporting activities and equipment for our students.

Video conferencing added a new dimension to our curriculum delivery in 2009. Students went on virtual excursions to the Great Barrier Reef and Alaska. For 3 days, students actually worked and interacted with the sled dog mushers in Alaska. Senior students have been involved in book discussions and projects, sharing with students from the other schools in the Three Dimensions Learning Community. These same students also had face to face interviews with Mao’s Last Dancer, Li Cunxin and paraplegic athlete, Kurt Fearnley. Staff also used VC regularly for professional development.

Year 6 students conducted school and town ANZAC and Remembrance Day services. Parents and staff combined to conduct Count Me in Too, to support our mathematics program.

Our daily PE and weekly sporting program attests to the fitness and health of our students. This year, our students successfully competed at
District, Riverina, State and National levels in a variety of sports.

A new initiative this year was the inaugural Art and Drama Festival. Students worked with visiting artists and on a variety of class art and drama works to produce the festival program.

This year students went on the following excursions:
- Canberra – Year 6;
- Fifteen Mile Creek – Years 2/3/4/5
- Kyabram Fauna Park – Kinder/1/2.

Student achievement in 2009

Our school’s NAPLAN results in 2009 were most successful.

The overall literacy results in Years 3 and 5 were higher than both the Riverina Region and the State. The majority of students’ results were in the highest skill bands.

The overall numeracy results in Years 3 and 5 were considerably higher than both the Riverina Region and the State. The majority of students’ results were in the highest skill bands.

Messages

Principal's message

Moulamein Public School provides a quality student-centred learning environment which caters for the academic, physical, social and emotional needs of students. The school promotes community support and involvement and cares for, supports and stimulates students while striving for excellence. Our school seeks to maximise student outcomes for all students. Individual differences are catered for and isolation addressed. The school is a member of the very active Three Dimensions Learning Community.

Student welfare is a strong focus and underpins all programs, with an emphasis on values and fair discipline. Without caring in a school, the high academic achievements do not happen.

We aim to develop a love of life-long learning in our students, where they value effort, learn to problem solve, become critical thinkers, show resilience in life situations and respect for themselves and others. Our students also need to develop communication skills and be articulate both in writing and speech.

Students have highly developed technology skills to use the large variety of technology resources we have at our school. Students and staff are constantly updating their knowledge and skills to be at the cutting edge of delivery. Video conferencing has added another dimension to the delivery of lessons to our students.

The federally-funded Building Education Revolution has brought about many physical improvements to our school. Under this program, School for the 21st Century and National School Pride projects have allowed the following improvements:
- The refurbishment of the Infants storeroom and wet area;
- the gutting of the Science block to create a multipurpose building;
- refurbishment of the old “hall” building with upgrading of the exterior wood work,
interior and exterior painting and new floor coverings;
- toilet upgrade, with new fittings and interior painting;
- exterior painting of all wooden and some brick buildings.

The National Partnerships Low Socio Economic Programme will also commence next year. This is a very exciting program introduced by the Federal Government. This money will be used to supplement staffing so we can continue to cater for students' needs in small, focused learning groups and maintain our high results in literacy and numeracy.

I must give my sincere thanks and acknowledge the commitment and trust of the parent body of our school, especially the P&C - your work has been outstanding. One of the reasons our school has been so successful has been because we have operated as a partnership. Parents, students and staff have consulted on all major decisions made to improve our school for our students.

The school has also been woven into the fabric of our wider community and is seen as an integral and an active member. Community groups come into the school, and the school conducts activities and participates in community events.

As this is my final report, I would like to thank students, staff and parents and the wider Moulamein community for your support and trust in making our school to be an outstanding one.

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.

Sylvia Wallace
Principal

P&C message
The Moulamein Public School P&C has been active raising funds to provide support for School programs and events for the benefit of all the students from our school. During 2009 P&C funds, in excess of $6,000 have been used to fund a number of performances and school activities including Shekere Beat Musical, Life Education Van, “Aditi & Her Rickshaw”, The Kite Man, “Out of the Bag”, school excursions & camp, Caroline Ellis Children’s Workshop (art murals), transport to Oz Opera and new Sport House Banners. Without the support from P&C many of these activities would not be possible or be far more expensive.

The P&C also applied for and received $5150, from Community Development Expenditure and Support for new colour printer & Infants excursion, from Your Community Cares for funding to support the P&C’s Rock Night and from Volunteer Small Equipment Grants for a new fridge for canteen.

Caroline Ellis Art workshop
I would like to thank all those who have contributed in any way during the year & for the support I have received. I wish to make special mention of the exceptional contribution to the P&C over 17 years of Sylvia Wallace. This year has given me an appreciation of the dedication & commitment of Sylvia to the Moulamein School Community above & beyond her role as Principal.

I also would like to encourage all parents & citizens of Moulamein to consider joining the P&C. Your involvement will give you a better understanding of the school and the way it works. We need as many helpers as possible as the numbers of both students & parents continue to decline.

Without your help our children will not continue to enjoy the benefits that come from the support the P&C provide.

Mr Jeremy Morton
P&C President
Student representative's message
The Student Council has had a very successful year. We have had many different fundraising events during 2009. The School has supported various organisations and foundations such as Chances for Children, The Heart Foundation, NAIDOC and The Royal Flying Doctors. We have also had P&C fundraisers for our school which included The ‘Rock Night’, Sausage Sizzles and Pancake Day. The Year 6's from the Student Council also held Cake Stalls and Ice-cream Stalls to help cut the cost of the Year 6 Canberra Excursion. Our biggest project this year was fundraising to support a school in Tanzania under the guidance of aid worker, Mrs Ruth Arthur.

Kayla Burton, SRC

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
Enrolments have been steadily dropping since 2005, due to the rural economic situation and the continuing drought conditions. There has been some mobility in Aboriginal students enrolments through the year and no NESB students.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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Management of non-attendance
Non-attendance is monitored by teachers with daily marking of class rolls. Absences and partial absences are followed up. Weekly attendance records are tabulated electronically and concerns are followed up by the Principal in liaison with parents involved.

Student attendance profile

<table>
<thead>
<tr>
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<td>92.1</td>
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</table>

Our school's attendance rates this year have been slightly higher than both the State and Riverina region. Overall student attendance is regular and at the high level of 95%.
Class sizes

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>
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</thead>
<tbody>
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<tr>
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<tr>
<td>2/3/4</td>
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<td>14</td>
</tr>
<tr>
<td>4/5/6</td>
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<td>18</td>
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<td>18</td>
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<td>4/5/6</td>
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<td>7</td>
<td>18</td>
</tr>
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<td>18</td>
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<tr>
<td>K/1/2</td>
<td>2</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>4</td>
<td>18</td>
</tr>
</tbody>
</table>

Total 4.973

Staff information

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

Teaching staff for 2009 carried over from 2008, however there will be changes in 2010. There will be a change of Principal due to the retirement of the current Principal. One permanent teacher has resigned from teaching in NSW and has moved interstate. This position will be filled in the new year. The other permanent teacher has accepted a transfer but will not be replaced at this time due to numbers falling below requirements to hold the position. The permanent part-time teacher is also awaiting a transfer.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</tr>
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</table>

Staff establishment

- Position: Number
  - Principal: 1.0
  - Classroom Teachers: 2.0
  - Teacher of Reading Recovery: 0.105
  - Support Teacher Learning Assistance: 0.2
  - Teacher Librarian: 0.168
  - Primary Part-time Teacher: 0.168
  - Primary teacher RFF: 0.126
  - School Administrative & Support Staff (SASS): 1.206

Total: 4.973

No Indigenous staff have been employed in 2009.

Financial summary

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

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>41,993.88</td>
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<tr>
<td>Global funds</td>
<td>66,716.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>91,641.13</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>12,682.96</td>
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<tr>
<td>Interest</td>
<td>2,247.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>20,313.34</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>235,595.65</strong></td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning
  - Key learning areas: 12,526.78
  - Excursions: 3,939.56
  - Extracurricular dissections: 5,151.48
  - Library: 1,225.05
  - Training & development: 1,702.70
  - Tied funds: 93,043.81
  - Casual relief teachers: 4,944.74
  - Administration & office: 22,558.32
  - School-operated canteen: 0.00
- Utilities: 20,760.50
- Maintenance: 5,213.75
- Trust accounts: 11,990.68
- Capital programs: 243.00
- **Total expenditure**: 183,300.37
- **Balance carried forward**: 52,295.28

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.
Global funding is lower this year due to decreasing enrolments from 2009.

This year there was a significant difference in spending in Key Learning Area expenditure because additional staffing was not funded from this area.

Trust receipts were significantly higher this year because MPS was holding CAP funds for a District Language Initiative and RSL funds for future Anzac ceremony expenses.

Tied fund expenditure is showing a difference because CAP District Initiative funds have been transferred and accounted for in Trust Receipts.

**School performance 2009**

**Achievements**

**Arts**

**The Art and Drama Festival**

A new initiative this year was the introduction of the Art and Drama Festival in Term 3. During the year, students worked with Environmental artist Caroline Ellis and Aboriginal artist Leonie Harris. Students also produced a variety of classroom artworks.

As part of their classroom drama programs, teachers and students wrote and performed plays around the theme of popular children’s literature.

Students also worked with ‘The Kite Man’ making and flying colourful kites. These works were all put together in a culminating exhibition at our Art and Drama Festival.

**Live performances**

A wide variety of live performances attended our school, or students travelled to performances. These shows were chosen to supplement our classroom programs across the curriculum: “Shekere Beat”, Ffffun Science Show, “Bully Bull Ring Show”, the Scientwists, “Aditi and Her Rickshaw”, “Out Of The Bag” and “The Song Room” by Oz Opera.

**Shekere Beat**

Each year our choir performs for the school, the senior citizens’ at Day Care and the Moulamein Hostel and on Presentation Night.

Senior student, Georgie Tully-Watts was the winner of the Swan Hill Library Poetry Writing competition.

**Sport**

This year we have had great success in the sporting field. Daily PE sees all students fit and active and participating in a healthy lifestyle.

Active After School Sport has provided a wide variety of sports for our students, two days a
week. Local community members have been trained as deliverers for this program.

Our school’s swimming carnival in February saw the students from Mallan and Wakool Burraibo participating with us for the first time. – the three schools from the 3 Dimensions Learning Community interacting together.

Our school had a strong contingent of representatives in swimming, athletics, tennis, cross country, AFL and netball District carnivals. Following on from this, we then had students competing in the Riverina swimming, tennis, athletics and AFL carnivals. Three successful students then went to represent the Riverina in the State swimming, athletics and cross country carnivals. This was an outstanding year’s achievements for a small school.

Two outstanding athletes represented the State at the National Athletics Carnival. Xavier and Austin were each presented with a True Blue PSSA Award for their achievements in athletics.

Through the year students also participated in a variety of weekly sports as well as AFL and netball carnivals at Barham, Barooga and Tooleybuc.

Jump Rope For Heart was held on the last day of Term 2 to raise funds for heart research but also to improve student fitness, skipping skills and coordination.

The Premier’s Sporting Challenge was taken up by all students at our school. They collated their weekly hours of physical activity and received individual awards. As a school, they were awarded The Premier's Gold Achievement Award for their compiled hours.

Students participated in a variety of other programs throughout the year.

Each year, our Year 6 students plan and present the town’s ANZAC ceremony to support the RSL which this year officially disbanded in Moulamein. The school has been given the trust of continuing this tradition into the future.

Students have participated in the Westpac Mathematics Competition and the University of NSW Competitions for English, Mathematics and Science, with students receiving Distinction, Credit and Participation certificates.

Our students again participated in the Premier's Spelling Challenge. Finals were held at our school with students from Mallan also participating. The successful students then competed at Deniliquin.

Several senior students also completed the Premier’s Reading Challenge while others participated in the MS Read-a-thon to raise funds for Multiple Sclerosis.

“Granny Reading” operated each Wednesday for our Infants classes, with community volunteers spending time to hear our junior students read. The Morning Home Reading program continued to

Moulamein swimming carnival

Jump Rope for Heart

District Netball team
operate each morning with regular and substantial support from parents.

Spelling Champions

Parents also helped out as group leaders to assist in the running of Count Me In Too, a mathematics program which focuses on developing arithmetic strategies for students in their early years.

A Mothers’ Day Assembly was held in May with each class presenting an item about mothers. P&C held a Mother’s Day morning tea following this assembly.

P&C also held a successful family Rock Night at the recreation reserve. Fun was had by all.

Moulamein Rockers

Education Week in Term 2 was a busy week with a variety of activities throughout the week. Both the school and the District Cross Country Carnivals were held at Moulamein, with our P&C catering for both events. The “Bully Bull Ring Show” was an outstanding musical performance midweek, with a Book Fair and Open Day Craft Afternoon being held later in the week. The highlight of our week was a visit from Riverina Regional Director, Mr Colin Parker on Open Day to present Education Week awards to worthy recipients in recognition for their support of our school.

There was a change of format this year with Year 6 Farewell. The evening was held at the Bowling Club with Year 5 waiting on the Year 6 students and their teachers.

Ex-student, Matthew Berg, now studying Psychology at Latrobe University, was invited back as guest speaker. Matthew spoke to our students about how his years at MPS had laid the foundations for his academic success and attitude to learning, as well as preparing him for the challenges of later life. The evening concluded with a disco for primary students.

Limbo experts
Academic
In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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
Results cannot be reported on this report because of low cohort numbers and this may allow individual students to be recognised. Results have been sent to parents. Teachers have analysed results and parents with concerns have discussed these with teachers.

Numeracy – NAPLAN Year 3
Results cannot be reported on this report because of low cohort numbers and this may allow individual students to be recognised. Results have been sent to parents. Teachers have analysed results and parents with concerns have discussed these with teachers.

Literacy – NAPLAN Year 5
Results cannot be reported on this report because of low cohort numbers and this may allow individual students to be recognised. Results have been sent to parents. Teachers have analysed results and parents with concerns have discussed these with teachers.

Numeracy – NAPLAN Year 5
Results cannot be reported on this report because of low cohort numbers and this may allow individual students to be recognised. Results have been sent to parents. Teachers have analysed results and parents with concerns have discussed these with teachers.

Progress in literacy
Student results for Year 3 and Year 5 overall literacy were above both the State and Riverina. Students’ results were stronger in reading, spelling, punctuation and grammar. 100% of Year 3 students were in the top 2 bands. 100% of Year 3 students were in the top 2 bands for reading. Writing development will be a focus area for 2010. Average growth for Year 5 has been lower than targeted for higher achieving students. Application of spelling and writing skills, and text interpretation skills have been identified as focus areas through a Situational Analysis, carried out for the National Partnership Low Socio Economic Program.

Progress in numeracy
Student results for Year 3 and Year 5 numeracy were significantly above both the State and Riverina. 100% of Year 3 students were in the top 2 bands. 100% of Year 5 students were in bands 5-8. Although growth has been strong, average growth for Year 5 has been lower than targeted for higher achieving students. An identified focus area will be on the Working Mathematically outcomes of the syllabus and the application of maths knowledge and understandings.

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 have been compared to these minimum standards.

Results cannot be reported on in this report as that may allow individual students to be identified. Teachers have analysed the results and discussed them with parents.
**Significant programs and initiatives**

**Aboriginal education**

All classes address Aboriginal perspectives across curriculum areas, including units of work with a focus on Aboriginal history, culture and current Aboriginal Australia.

Identified learning needs were addressed through class programs and targeted learning support.

As part of the District CAP Initiative, “Language for Success”, Aboriginal ‘artist in residence’, Leonie Harris worked at our school painting murals to teach our students about traditional storytelling, a practice that passes on Aboriginal cultural knowledge and understandings.

Harmony Day was also held during this project to promote harmony and respect for different cultures.

![Image of Aboriginal students working on a mural]

**Multicultural education**

The Principal of our school was the trained Anti-racist Contact Officer (ARCO) for 2009.

All classes address Multicultural perspectives across curriculum areas, with a focus on respect, tolerance and inclusion. Units of work are included to teach about cultural, religious and ethnic differences.

**Respect and responsibility**

A strong sense of values permeates all programs at our school.

Our student Council is made up of School Captains, Vice Captains, Prefects and representatives from each class. These students meet to bring ideas and suggestions on behalf of the student body, run functions and raise money for specific projects.

Student Council are also responsible for the running of our morning assemblies, as well as the organisation of the weekly formal school assembly and Student Council awards.

Our Student Council also ran Chances Day. This was an awareness day about the Chances For Children program which raises funds to support students in our district who need special help to achieve their dreams. This year was a rainbow celebration theme.

![Image of Chances Day]

**Multicultural education**

Peer Support is conducted in small groups with students from Kindergarten to Year 6. Students from Years 5 and 6 are trained to capably lead these groups. This encourages skills of cooperation, caring, courtesy and support.

Whole school anti-bullying programs have been presented throughout the year, including the “Bully Bull Ring" performance.

![Image of Bully Bull Ring performance]

**Respect and responsibility**

Students actively participate in community programs with the elderly at Senior Citizens’ Day Care and the Moulamein Hostel, Wakool Shire, Lions Club and RSL. The ANZAC and
Remembrance celebrations have already been noted.
A wide range of student successes have been celebrated throughout the year, particularly at weekly assemblies, Presentation Night and the Special Award Assembly. Students receive awards in all areas of development: academic, sport, social, emotional, citizenship and responsibility.

Other programs

Country Areas Program (CAP)
CAP funding was used in a variety of programs in 2009 to provide quality teacher professional development, extend and enhance the 3 Dimensions Learning Community and improve student outcomes.

The Aboriginal ‘Artist In Residence’ was a continuation of a previous language program from 2007.

Enhancing Outcomes and Performance Within a Quality Teaching and Learning Community was a network submission for our Learning Community cluster. It focused on quality pedagogy, improved teacher and student performance and product output, consistency of teacher judgement and increased engagement of teachers and students.

In 2009, Moulamein School’s CAP funding has been used to improve student achievements in literacy and numeracy. Students have shown high individual achievement and growth in NAPLAN results, through the embedding of the Quality Teaching Framework (QTF) and the development of consistent assessment practices. Quality teaching and learning practices, coupled with the use of innovative technology and the use of Interactive whiteboards, have also increased student engagement, as well as teacher and student competence.
The work with assessment rubrics is ongoing. Within our Learning Community, teachers have begun working on stage-based rubrics which will later be shared on a wikispace.

Video conferencing has been embedded into literacy units, developed by teachers across schools and across stages. Teacher professional learning has also been delivered by VC.

Student Welfare

With values underpinning all facets of school life, student welfare has a major focus at our school. Developing leadership, resilience, problem solving and critical thinking skills are built into classroom and whole school programs. This also enhances student learning outcomes when students can learn in a safe and happy environment.

Staff reviewed the school’s Discipline Policy through the year. They were also introduced to the ‘Positive Behaviour for Learning’ Program as part of a project of the 3 Dimensions Learning Community. This will be developed further, with consultation with parents and new staff planned for 2010.

Student leadership has been developed in a variety of ways, but Peer Support has been instrumental in strengthening the bonds and the communication between students from K-6.

One student visited Stewart House earlier in the year and students, through our School Council, support Stewart House through fundraising.

Many safety programs operate within our school: Intensive Swimming Program, Bike Safety, Bus Safety, Anti-bullying, Mobile Life Van, Fire Safety and fire drills. These may be taught in classroom lessons, by visiting speakers or during fun activity days.
Information and Communication Technology (ICT)

Students at MPS have had many opportunities to be involved in the use of technology in the presentation of their lessons this year. Every learning area has an interactive whiteboard (IWB), giving 6 IWBs in total in the school. These are exceptional teaching tools that add to further quality to teaching practices.

With two computer banks, students have ready access to individual computers for research and publishing work.

Video conferencing (VC) equipment has allowed our students, parents and staff to go on some very exciting virtual excursions to the Great Barrier Reef and Alaska, while staying in our own classroom. Senior students and parents actually spoke to Li Cunxin, Mao’s Last Dancer, who wrote “The Peasant Prince” which we studied last year. Again senior students spoke with Kurt Fearnley, a paraplegic athlete, who conquered the Kokoda Track. This helps to make education more engaging and exciting.

Staff training has also been delivered using VC, removing the need to travel great distances. Exciting and interesting programs have been developing between students of the school of the 3 Dimensions Learning Community as they share projects.

Technology is embedded across all Key Learning Areas and all students have opportunities to develop their skills.

Environmental education

In partnership with the Wakool Shire Council students have been involved in two important environmental programs.

Weed Warriors is a program designed for the natural eradication of the weed, horehound. Students breed the Plume Moth to feeds on the weed when released in the local area.

Students also participated in the community environmental program to plant trees around the Moulamein Lake precinct. This is the second planting we have been involved in and students are very proud to see the results of their efforts.

Progress on 2009 targets

Target 1
90% of Year 3 students to achieve Band 4 and above, and Year 5 students to achieve Band 6 and above in 2009 NAPLAN literacy and numeracy.

Our achievements include:

- Due to the number of students who sat for the literacy tests this target cannot be noted.
- 100% of Year 3 students were in Band 4 and above for numeracy
- 83% Year 5 students achieved Band 6 and above for numeracy
- 100% Year 3 students achieved Bands 5 and 6 for numeracy

Target 2
90% of Year 5 students will show growth through more than 1 skill band in 2009 NAPLAN

Our achievements include:

- Low and middle achieving students are moving through adequate skill band growth.
- Higher achieving students have shown negative or limited growth.
- This target will continue to be a focus in 2010.
Target 3
To implement Kindergarten Best Start assessment, analyse and act on data

Our achievements include:

- Teacher trained in testing and implementation
- Parents informed about Best Start and results of testing
- Students tested and individual programs produced
- Classroom teacher guided by individual programs

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 literacy and numeracy, educational management.

Educational and management practice

Educational management

Background
In Term 3, our school was asked by the Educational Measurement and School Accountability Directorate (EMSAD) of the Department of Education and Training to complete a questionnaire about educational management. A few selected schools in NSW which were consistently having high achievements were asked to complete the questionnaire with a view to sharing best practices with other schools across the State. The areas questioned covered Strategic Direction, Leadership, Teaching and Learning, and Community Links. For this report the results of Strategic Planning are shared.

Findings and conclusions

Initiatives that have shown impact:

- stage planning across whole school and multi-stage classes;
- dedicated, whole-school sessions until lunch for teaching English and Mathematics;
- explicit Primary Spelling programme addressing the four components of the Department of Education and Training’s Spelling Document;
- Mathematics mastery learning cycle, Reading Recovery, Count Me In Too and Counting On – annually;
- Development of Whole school writing process;
- small groups for Guided Reading and Mathematics three days per week;
- detailed analysis and follow up of NAPLAN results, both for individuals and groups.

Future directions
School evaluation indicates the need to:

- maintain and sustain these achievements;
- review current practices and adopt changes where necessary;
- review school vision to reflect current views, staff and culture changes;
- share practices and give leadership to the 3 Dimension Learning Community.

Curriculum

Literacy and numeracy

Background
In Term 4 of 2009, MPS was chosen to be a National Partnership Low Socio Economic School for 2010. As a result of that decision, a Situational Analysis Tool Survey had to be conducted on literacy and numeracy. Staff and a random selection of students completed the survey.

Findings and conclusions

- Teachers felt confident in using current syllabuses to address student needs.
- Teachers are kept informed of the school’s literacy and numeracy performance.
- Teachers use NAPLAN results and suggested follow-up strategies to inform their programming.
- Students believed that both literacy and numeracy were important and valued.
- Students stated that teachers explained their learning and why they are learning information.
- Students enjoyed new and challenging activities.

Future directions
The following future directions are noted as vital:
• further professional development in the delivery of explicit, engaging quality teaching;
• further professional development in quality teaching and learning pedagogy;
• extension of higher achieving students to increase growth from Year 3 to Year 5.

Other evaluations
A focus group of parents was surveyed at the November P&C meeting using the National Partnership Situational Analysis Tool. The results were tabulated, analysed and graphed.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.
Their responses were very positive and are listed below.
Parents felt that the school had success in:
• student support programs;
• delivering innovative ideas;
• building student confidence;
• teaching positive values;
• delivering and providing teacher professional learning to meet current needs;
• creating small groups for literacy and numeracy;
• implementing an ‘Open Door’ policy;
• accumulating physical and human resources.

Improvement could be achieved through:
• increased involvement of community members in school programs;
• increased use of wider community resources;
• further special activity days for students;
• wider choice of excursion venues;
• more parent workshops.

Professional learning
Staff professional development this year has covered the following areas: Quality Teaching and Learning, Reading Recovery, Autism, OHS, Chemical Safety, Best Start, Principals’ Mandatory Training, Technology Skills, First Aid and Child Protection.

School development 2009 – 2011

Targets for 2010
These targets form part of the National Partnership Low Socio Economic School Communities Program which will commence in 2010.

Target 1
Improve literacy and numeracy targets to 95% of Year 5 students achieving Band 6 and above, and 95% of Year 3 students achieving Band 4 and above.

Strategies to achieve this target include:
• small groups for literacy and numeracy - 3 days per week
• explicit use of NAPLAN results and support data
• Quality Teaching strategies development and professional training
• integration of technology.

Our success will be measured by:
• improved NAPLAN results in writing;
• analysis of NAPLAN results.

Target 2
95% Year 5 students showing growth through more than 1 skill band, with higher achieving students showing value added growth, while maintaining high literacy and numeracy results.

Strategies to achieve this target include:
• small groups for literacy and numeracy - 3 days per week
• explicit use of NAPLAN results and support data
• Quality Teaching strategies development and professional training
• Integration of technology.

Our success will be measured by:
• added growth for higher achieving students
• Year 5 students’ growth through skill bands.
Target 3
70% increase in the use of technology and opportunities of the connected learning environment by teachers and students

Strategies to achieve this target include:
- investigating uses of video conferencing
- increased sharing of opportunities with other schools
- up-skilling new staff in use of technology
- providing a wide variety of technology experiences and equipment for students.

Our success will be measured by:
- incidence of usage
- engagement of students
- quality of completed tasks
- integration into classroom programs.

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: