2008 Annual School Report
Moulamein Public School

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

Students
Our school ended 2008 with an enrolment of 62 students. Approximately half of our students lived in the town environs and the other half lived on the surrounding farms. Our programs catered for all students, including those with learning difficulties and special needs.

Staff
Our staff included a teaching Principal, two permanent teachers, one permanent part-time teacher, and three temporary teachers.

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

Significant programme and initiative
Our most significant programme and initiative this year was to become part in the NSW Connected Classrooms Programme. Our school was in the initial roll out of 200 schools to receive their Interactive Classroom equipment. Our bandwidth was also enhanced to support our system, along with an enhanced student email system. Students now have a secure online workspace. The Connected Classrooms website will provide a range of resources for our school.

Student achievement in 2008

Literacy – NAPLAN Year 3 and Year 5
Our school’s performance was significantly above both the State and Riverina performance in Literacy.

Numeracy – NAPLAN Year 3 and Year 5
Our school’s performance was significantly above both the State and Riverina performance in Numeracy.

Messages

Principal’s message
2008 was a year of great achievement for our school. Our school’s results with the inaugural introduction of national testing (NAPLAN) were outstanding, resulting in our school receiving a District award for outstanding achievements in NAPLAN Literacy and Numeracy.

It has been a year of developing new pathways and partnerships in learning for students, staff and parents. We have begun to form a learning community with Mallan and Wakool/Burraboi schools. This will lead to many extended learning opportunities for our school community in the future. We have embarked on an exciting new journey.

We took a quantum leap into the future, being at the cutting edge of the technological changes in NSW schools. Because of our commitment to technology, we were one of the first 200 schools to be part of the Connected Classrooms programme. This opens up countless opportunities to our students and teachers.

Our major focus has continued to be Literacy and Numeracy, while at the same time, these support the other four Key Learning Areas. Quality Teaching and Learning has been our Teacher Professional Learning focus. There are high expectations of student achievement and behaviour.

Various Information and Communication Technology equipment and interactive whiteboards have made a huge impact on classroom teaching and student outcomes. Students from Kindergarten to Year 6 have developed a high level of technology skills, through the use of various programs and equipment.

Moulamein Public School has strong community support from parents, families, community volunteers and businesses; partnerships with Lions, sporting clubs, Isolated Parents Association and Wakool and Conargo Shire.

Thank you to our dedicated and enthusiastic P&C for their support to our students and programmes throughout the year. The extra funding you have supplied has made it possible to extend the learning outcomes for all students. The school has also been supported by our School Council and we appreciate the work the School Councillors have done.

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
P&C message

2008 has been another busy year for the school and the P&C. I would also like to thank all parents and helpers who have attended meetings or helped out at fundraisers during the year. Our Clothing Pool Co-coordinator has continued to do a wonderful job in efficiently running the clothing pool.

Thank you to all the canteen volunteers for the exceptional job they do to provide our students with canteen each Friday. Special thanks to the co-ordinator for putting in many hours to the overall running of the canteen. The P&C have continued to provide the students with fresh fruit, free of charge, at recess each Friday. This is part of our promotion of the Healthy Food Message.

Despite the financial consequences of a disastrous drought, parents and community members have continued to support P&C events, making them successful and worthwhile. Our major fundraiser this year was the fete.

P&C provided a free sausage sizzle following the touring bush band, Bush Wahzee.

Money raised this year has meant we have been able to continue to contribute to events and purchase items that have benefited all of our children. Our contributions have gone towards: the Tabloid Sports Day, new readers for the classrooms, sports jumpers, Echuca and Canberra excursions, microwave for the canteen, costs to attend activities at other schools, Mobile Life Education Van and Presentation Night.

Alison Quick, President P&C

School Council

The council has had a very interesting year discussing a variety of aspects around the school.

The school has continued to embrace technology and the way it can change the lives of all children. The Smartboards and video conferencing equipment create a fascinating window to the world. I congratulate the school for bringing in professional authors and illustrators like Lee Fox, Anne Spudvilas and the dynamic duo, Lynn and Ann, from Echuca whose Science week presentation was certainly a highlight for me.

Academically, the new NAPLAN system indicates Moulamein is achieving results above the Riverina and State average. Whilst indicative of years 3 and 5 only, we have also had excellent individual efforts, illustrated by terrific results in mathematics competitions, plus the Premiers Spelling Bee.

The school has had great success on the sporting front. Equally outstanding was the School Choir and I was delighted to hear of their fantastic performance in Deniliquin.

It has been terrific to see the children involved in environmental activities such as planting trees at the Moulamein Lake and the Weed Warriors program. These activities provide interactive learning, hands on experience, and foster a partnership with the community.

Count Me In Too is a fantastic way to share in your child’s education and gives parents a far better understanding of the classroom as a workplace.
I would like to thank the members of the School Council for their time and commitment in 2008.

Andrew Douglas, President School Council

Student representative’s message

Being a member of Student Council gave us opportunities for leadership. Two students from each year except Kinder are voted onto the Council, plus the captains and prefects.

Our responsibilities include looking after younger students during sports days and activities, to presenting awards and the house shield at each assembly. The Student Council organised Bike Day at the end of Term 3 and helped with various sporting activities throughout the year. We also look after the sports shed.

The Student Council raised funds for a variety of charities in 2008, with Stewart House again a favourite. Discos and casual days gave the students an opportunity to enjoy social activities and make a positive contribution to charities such as Stewart House, the Royal Flying Doctors, Healthy Harold / Life Education and Chances for Children.

Penny Munro and Matthew Coote, School Captains

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.
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 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>2/3/4</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>K/1/2</td>
<td>K</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>3</td>
<td>24</td>
</tr>
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Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment
<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.105</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.2</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.767</td>
</tr>
</tbody>
</table>

We are supported by a range of dedicated support staff.

Staff retention
All teaching staff will be remaining at the school for 2009.

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 97.5%.

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>100</td>
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<tr>
<td>Postgraduate</td>
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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>30/11/2008</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>48 538.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>62 293.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>124 336.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15 470.00</td>
</tr>
<tr>
<td>Interest</td>
<td>4 685.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11 199.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>266 521.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>20 906.00</td>
</tr>
<tr>
<td>Excursions</td>
<td>5 965.00</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3 803.00</td>
</tr>
<tr>
<td>Library</td>
<td>1 285.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 558.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>87 629.00</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>1 946.00</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>24 959.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>18 158.00</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1 988.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>11 388.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>181 585.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>84 936.00</td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council. Further details concerning the statement can be obtained by contacting the school.

Note: Staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days. The attendance rate is reported as N/A if the school has less than 3.4 staff members.
School performance 2008

Achievements

Arts

This year, our students have been treated to a variety of live performances: ‘The Chambermaids’ (Musica Viva), ‘Peter and The Wolf’, ‘Pick A Peck Of Pickled Poems’ and ‘Bush Wahzee’. These performances were funded by Your Community Cares and Drought Relief funds.

Our school choir gave a moving performance at the Riverina Education Week launch at Deniliquin. Aboriginal artist, Leonie Harris, conducted workshops with our students, teaching them about Aboriginal art. Our students also viewed the ‘Art In a Suitcase’ was a very intriguing display of memorabilia that was touring our district.

Our students enjoyed working with children’s author, Lee Fox. Lee showed our students her work, from drafting to publishing stage. She also conducted writing workshops with each class.

Students were privileged to work with renowned artist and book illustrator, Anne Spudvilas. Anne conducted drawing workshops with each class. Some students were invited to take part in an evening camera shoot for pictures in a new book she was illustrating.

Year 6 worked on a Transition to Secondary School movie and a mural for the science room wall.

Our whole school performance, ‘Surprising Old King Cole’ was another successful production.

Sport

All students have participated in our school’s daily PE and varied sporting programs, with students having a high level of fitness and participation. Students’ performances have results in our school being represented at District, Riverina, and State for tennis, swimming, athletics, AFL, netball and cross country. The whole school participated in the Premier’s Sporting Challenge, clocking up many hours of physical activity, both in and out of school. We introduced fresh fruit and vegetables for 10 o’clock ‘Brainbreak’ and this has proven very popular with both students and parents. A great thank you goes to P & C for supplying fresh fruit each Friday – this is looked forward to by the students and promotes our healthy lifestyle theme.

We have also had some special sports days: Active After School Gala Day, Little Athletics Day, Auskick Day, The Climbing Wall and the Tabloid Sports Day. Some of our primary students participated in the Paul Kelly Cup.

Other

We have had special days and programs that have focused on student welfare and culture, such as: bullying, Harmony Day, Aboriginal For A Day program, Intensive Swimming program, Fire Safety Day, Bike Safety Day, Mobile Life Van, Happy Harold Healthy Lunch, Head Start Preschool Transition, Secondary School Transition.
In the Key Learning Areas, we have had several interesting support programmes: Count Me In Too, Bug Watch, Cosmodome, Scientwists, MS Readathon and excursions to Echuca and Canberra. Thank you to parents and volunteers who have helped out with these programmes and P&C who have funded programmes. Students have also achieved success in the University of NSW Competitions and the Westpac Mathematics Competitions – all of which are keenly contested across Asia – Pacific. Congratulations go to Ben Culross for his outstanding achievement in the Junior State Final of the Premier’s Spelling Competition.

We have a dedicated band of grannies who help out with our literacy programme each Wednesday. For many years now, Granny Reading has been a highlight of the Infants week, with our grannies coming in to hear our younger readers read.

Our Infants parents and family members are another dedicated band of helpers who come in every morning at 9 o’clock to listen to younger readers – mums, dads, grandparents, aunts, uncles and senior students – everyone gets involved. This is invaluable and gives literacy such importance in our school.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Results cannot be reported on in this report as that may allow individual students to be recognised. Teachers have analysed results and discussed them with parents.

Numeracy – NAPLAN Year 3

Results cannot be reported on in this report as that may allow individual students to be recognised. Teachers have analysed results and discussed them with parents.

Literacy – NAPLAN Year 5

Results cannot be reported on in this report as that may allow individual students to be recognised. Teachers have analysed results and discussed them with parents.

Numeracy – NAPLAN Year 5

Results cannot be reported on in this report as that may allow individual students to be recognised. Teachers have analysed results and discussed them with parents.

Progress in literacy

Student results for Year 3 and Year 5 literacy and writing were markedly higher than the Riverina Region and State results. All students in Year 5 have shown growth from their Year 3 results.

Progress in numeracy

Both Year 3 and Year 5 Numeracy results were above both the Riverina and State averages for Literacy. All students in Year 5 have shown growth from their Year 3 results.

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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008**
Results cannot be reported on in this report as that may allow individual students to be recognised. Teachers have analysed results and discussed them with parents.

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008**
Results cannot be reported on in this report as that may allow individual students to be recognised. Teachers have analysed results and discussed them with parents.

**Significant programs and initiatives**

**Aboriginal education**
The ‘Aboriginal for a Day’ programme showed students aspects of Aboriginal culture and how the traditional Aboriginal culture was a visual one.
All classes have completed class work on Aboriginal culture, and Aboriginal perspectives are addressed in Key Learning Areas.
A Harmony Day was held in Term 1, with students reflecting on and respecting the difference in cultures and how people can live together in harmony.

**Multicultural education**
At present we do not have students from other cultures at our school. Multi-cultural perspectives are addressed across curriculum areas. Our values program focuses on tolerance, acceptance and respect for other cultures and religious beliefs. We have a current Anti-racism Policy and a trained Anti Racist Contact Officer.

**Respect and responsibility**
Our civics programmes promote student leadership and citizenship. Peer Support this year has been based around values and the 4 C’s of caring, courtesy, co-operation and commonsense.
In Term 1, Year 6 went to the Young Leaders Conference in Melbourne and conducted the town and school’s Anzac services. Year 6 also conducted our Remembrance Ceremony and went to a Leadership Forum in Deniliquin.

**Other programs**
This year TAFE conducted Adult Education Digital Camera courses for the community using school facilities. This was well attended, with a day and an evening session running over two terms. Guitar lessons were also given at the school.

All of our students took part in the tree planting at the Lake last term – planting for their future. Senior primaries have participated in the Weed Warriors program, in partnership with the Wakool Shire Weed Control Officer, Steve Battenally, to eradicate Horehound using the Plume Moth. This environmentally friendly programme has gained recognition on the Internet, with an environmental group in South Australia wanting to set up a similar program with South Australian schools. This is great recognition for our school. We have also been to Daycare and entertained the residents at the Hostel.
Country Areas Programme (CAP)

Our school relies heavily on CAP funding to provide quality teacher professional development to provide the best outcomes for our students, to give students outstanding learning experiences and to involve parents and community in projects.

Projects this year have been:
- Movie making
- Interactive whiteboard training
- Visual literacy workshops
- Student technology workshops – creating wikis and pods; student technology skills development programme
- Student and staff resilience development with Greg Mitchell
- CAP Staff Development Day
- Language For Success – including visits from Lee Fox (author), Anne Spudvilas (illustrator), Aboriginal For A Day programme
- Scientwists and Cosmodome for Science Day

Operated daily dedicated literacy and numeracy time – 9.30 – 1.05
Explicit teaching from syllabuses using school scope and sequences

Target 2

To fully integrate and develop Information and Communication Technology (ICT) skills across all Key Learning Areas

Our achievements include:
- Teachers and students were up-skilled in the use of interactive whiteboards and other electronic equipment
- Technology was embedded into classroom programs and units of work
- There was interaction between other classes, schools and outside providers, using technology in classroom programs and for teacher professional learning.

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 Assessment and Reporting and Science and Technology.

Educational and management practice

Assessment and Reporting

Background

Assessment is the process of identifying, gathering and interpreting information about students’ learning. The central purpose of assessment is to provide information on students’ achievement and progress and set the direction for ongoing learning and teaching.

This information can then be reported to parents in a meaningful and constructive way to inform them of their student's progress.

Findings and conclusions
- Teachers use a range of assessment strategies.
- Students engage in peer and self assessment activities.
- Teachers use assessment information to inform parents, plan and program.
- Students’ work is assessed and reported against syllabus outcomes.
- Students’ achievements and needs are reported
- Parents are generally happy with our report format and the information it contains.
- Parent/teacher interviews are valued by parents and staff.

Progress on 2008 targets

The following targets were based on the analysis of student performance data and school evaluations. They were incorporated into the 2007 School Plan.

Target 1

To have 90% of Year 3 and 5 students in Band 3 and above in 2008 National Assessment Program Literacy and Numeracy (NAPLAN)

Our achievements include:
- 100% of students achieved this target
- Small literacy and mathematics groups ran effectively
Future directions
- Parent information sessions on assessment practices
- Evaluations on report format and Department reporting practices

Curriculum
Science and Technology

Background
Science and Technology is the learning in which all students learn about the natural and man made environment by investigating, by designing and making and by using technology.

Findings and conclusions
- Science and Technology was seen as an important learning area.
- Students had developed new skills in both areas.
- Students enjoy the activities, especially the ‘hands on’, practical activities, demonstrations and model making.
- Most parents felt informed of their student’s progress from semester reports.
- Parents are willing to assist in special activities.

Future directions
- Increased opportunities for practical activities
- Increased involvement in interactive science shows
- Increased use of video conferencing to support and extend learning opportunities
- Increased use of technology/Internet to provide interactive learning experiences

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 gave a variety of responses but the majority of responses indicated that they felt that our teachers were enthusiastic and engaged our students in learning. Staff are meeting the academic needs of our students. Parents also acknowledged the high academic standards of our school.

Generally results indicated that the student management policies were fair and reasonable. However, these will be reviewed in 2009 in consultation with all stakeholders.

Survey responses indicated that the school takes parent concerns seriously. The school has a policy of acting on these promptly and fairly for all involved.

Staff acknowledged the value of strong educational leadership, planning, support structures for teaching and learning, and collaborative decision making. They are committed to implementing the NSW Quality Teaching and Learning Framework to maximise student learning outcomes for all students. They have worked on developing their leadership and organisational skills.

They feel their work and input into school programs is valued and appreciate the support from our school community.

Professional learning
Staff were involved in a variety of Teacher Professional Learning areas throughout the year.

The Principal attended all mandatory training, including serious incident management, and Principals’ Conferences.

Staff updated their mandatory Child Protection, Asthma, Anaphylaxis, First Aid and CPR training with all staff holding current certificates.

During the year, staff attended training in the following areas: autism, Reading Recovery, Learning Difficulties, Interactive Whiteboard and technology, Musica Viva, movie making, Best Start, office administration, student engagement with Judy-Ann Abdini, Visual Literacy, teacher and student resilience. The Principal attended the Connected Classrooms Conference and the ICT Conference.

In the area of literacy, staff attended the following workshops: Kindergarten network meetings, grammar and NAPLAN writing marking.

The average expenditure for each staff member was approximately $500. CAP funds were also expended on professional learning.
School development 2009 – 2011

Targets for 2009

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

Strategies to achieve this target include:
- Small groups for literacy and numeracy – 3 days per week
- Daily dedicated literacy and numeracy – 9.30 – 1.05
- Explicit teaching from syllabuses using school scope and sequences
- Focus on mastery
- Integration of technology in classroom programmes

Our success will be measured by:
- NAPLAN results in higher skill bands
- No students in Bands 1, 2 and 3

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

Strategies to achieve this target include:
- Small groups for literacy and numeracy – 3 days per week
- Daily dedicated literacy and numeracy – 9.30 – 1.05
- Explicit teaching from syllabuses using school scope and sequences
- Focus on mastery
- Integration of technology in classroom programmes

Our success will be measured by:
- Participation in teacher training
- Conduct Best Start testing
- Analyse computer generated results
- Share results with parents
- Use results for Kindergarten programming

Target 3
To implement Kindergarten ‘Best Start’ assessment, analyse and act on data

Strategies to achieve this target include:
- Participation in teacher training
- Conduct Best Start testing
- Analyse computer generated results
- Share results with parents
- Use results for Kindergarten programming

Our success will be measured by:
- Feedback from Kindergarten parents
- End of year testing
- On-going Kindergarten testing
- Year 1 Observation Survey Term 1 – 2010
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.

Mrs Sylvia Wallace (Principal)
Mr Andrew Douglas (School Council President)
Mrs Alison Quick (P&C President)
Mrs Marjorie Bull (Community Representative)
Mr Jeremy Morton (Parent Representative)
Mrs Andrea Davies (Parent Representative)
Mr Ian Thomas (Staff Representative)
Mrs Bronwyn Thomas (SASS Representative)

School contact information

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School Code: 2632

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: