School context

Moulamein Public School is situated in the township of Moulamein, 110 km west of Deniliquin. Moulamein is the administrative centre of the Shire of Wakool and is the only school in the town. The school provides education for students drawn from the town and the rural area of the Moulamein district. Moulamein PS has been identified as a Low SES school and has participated in the Low SES School Communities National Partnership (Low SES NP) since the beginning of 2010.

The composition of the student population has changed in recent years, with approximately 60% of students from non-farming families, compared to approximately 30% in 2009.

Enrolments have decreased slightly since 2010. At the beginning of 2014, there will be 30 school families with a total of 47 students enrolled. The school staffing structure has been maintained through Low SES NP funding, consisting of one Infants multi-grade class and one Primary multi-grade class.

Moulamein Public School is committed to ensuring success for each individual. Dedicated school programs focus on developing the whole child and supporting personal growth that allows students to become active and responsible members of their school and broader community. The school prides itself on being able to provide programs and learning support that cater for the needs of individual students and the strong emphasis it places on literacy and numeracy. Student welfare is also a strong focus of school programs, with core values and positive behaviour for learning underpinning social and academic success.

Targeted programs have been introduced to cater for the academic, emotional and social needs of the students. The school staff, students and community have worked to foster and promote positive behaviour to facilitate effective learning, and to build a supportive and respectful learning environment through the recognition and celebration of the achievements and potential of each individual.

The school aims to develop a love of life-long learning in students, where they value effort, learn to problem solve, become critical thinkers, show resilience in life situations and have respect for themselves and others.

Innovative school and cluster learning programs are implemented that give access to local resources and contexts and settings further afield, to enhance student learning. The school works to develop close relationships between parents, students and teachers and has an active and cohesive P&C dedicated to making a positive difference for all students.

Funds from Low SES Communities National Partnerships (NPLSES) and transitional equity funding and NSW DEC fractional staffing allocation have allowed the school to maintain its 2011-2012 staffing composition of three full time teachers, and three support teaching staff.

This staffing structure has allowed innovative and tailored learning opportunities, and stability and continuity in school operations and programs that has helped to achieve improvement in teaching practices and in student outcomes.

The staff and parent representatives have a strong commitment to the school evaluation and planning process, and the delivery of tailored learning opportunities that best cater for the learning needs of all students.

Principal’s message

I take this opportunity to congratulate the staff, students and school community of Moulamein PS on their achievements and endeavours throughout 2013.

Moulamein is a small rural school committed to the delivery of quality and excellence in education. The school provides a caring and supportive learning environment for the children of Moulamein and surrounding area. Its dedicated teaching and support staff and interested and involved school community together create a positive learning environment where students are engaged and happy to learn.
In 2013, Moulamein PS continued to receive funding under the federally funded Low SES NP program. This program of evaluation and reform has fostered a team approach to school improvement where critical evaluation of school programs and practices has driven targeted professional learning and the delivery of meaningful and engaging learning programs tailored to our students’ needs and context.

Parents, students and teachers, and community, regional and visiting educational professionals have collaborated to make learning at our school rich, authentic, interesting and relevant. Literacy and numeracy is embedded across all subjects and students are encouraged to apply what they learn for a meaningful purpose. Students are encouraged to bring their own knowledge, experiences and interests to their learning and at the same time have the opportunity to broaden their knowledge and understanding through tailored school, district and regional experiences and activities.

Our school continually evaluates and revises teaching and learning programs to ensure that what we do makes a difference for our students. Resources supporting learning, including information and communication technologies, are continually reviewed and upgraded, and planned, targeted professional learning builds teacher capacity in areas identified as being of greatest importance to improving student outcomes and meeting our school’s targets for growth and improvement.

Moulamein PS is committed to delivering excellence in education for all children in our rural area and to continual improvement in all areas of operation. We are grateful for the partnerships between our students, teachers, parents and community that help us to achieve this.

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.

Catherine Peach

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**P & C message**

2013 has been another productive year for the P&C, and I begin by giving my sincere thanks to all who have volunteered their time and energy to support the P&C, and through it, the school. P&C is a vital parent representative body that provides opportunity for parents to be informed about school events and education programs and to be involved in the happenings of the school. This year, the P&C have continued to have a strong presence, bringing together the school community through fundraising and special events. The many fundraising efforts undertaken have enabled the purchase of important resources and programs which benefit each and every student.

One of our major fundraising efforts for the year saw P&C members and husbands pull out their chainsaws for a big day of wood chopping. Special thanks go to the families involved in this event which was a great success, raising substantial funds. Again this year, the P&C catered for the Aspire Me Art Camp. This is a great opportunity for students from surrounding areas to come together for two days of art here in Moulamein. ‘Take-home Tucker’ and many other small catering opportunities added to another year of successful fundraising.

Our year culminated in a special water party funded by P&C as a celebration for our school. Thanks to everyone who helped out. It was a great event that was enjoyed by all.

It is through these fundraising events that the P&C have been able to contribute $6,000 to the school over the past year. These contributions benefit each and every student through:

- a 20% subsidy of major excursion costs for each child.
- donating funds to assist with the upgrade of readers across all grade levels.
- partial funding for the subscription to a smart phone application that is used to enhance communication between the school and parents.
- Monetary and catering contributions for the Year 6 Graduation Dinner.

Throughout the year our Canteen has continued to run smoothly through the efforts of our Canteen Co-ordinator and the many parent volunteers, all of whom we thank for their...
contributions. This year P&C also ran and funded a Wednesday Breakfast Program which promoted effective learning and which the children thoroughly enjoyed.

2013 saw the P&C saying goodbye to some of our long standing members - both the Mertz and Culross families have contributed many years of service to the P&C and we thank them so much for all that they have done. A special thank you goes to Mardi Culross for her efforts as P&C Treasurer and for always being available to help and ready with a cake in hand.

I would like to thank this year’s P&C committee members for their hard work. Thank you also to our Principal, Catherine Peach, not only in her support of the P&C but also for the fantastic job she does in running our school. A personal thank you must also go to Colleen Wilson, our school SAM, parent and P&C member, who has been such a valuable support for me as President.

I encourage all school parents to become involved in the P&C as it is this involvement that makes the role of the P&C a successful one. However big or small, each contribution is valuable and appreciated.

Paula McKindlay  
P&C President

Student representative’s message

2013 was another busy year at Moulamein PS. There were many great learning experiences and lots of fun had by us all.

As school leaders, we attended the Young Leaders Conference in Melbourne in Term 1. The conference helped us learn what effective leaders do and how we can lead ourselves and others. As School Captains we had the chance to represent our school and other students. We enjoyed being on our Student Representative Council and giving a voice to all students at our school.

There were many special opportunities in 2013. Students enjoyed travelling away and experiencing new and exciting places and activities on class excursions. We have to thank the P&C who subsidised excursions for all students at our school. We are very thankful for everyone’s efforts. All our senior students really enjoyed the Stage 3 Canberra and Jindabyne excursion.

In 2013, we had author Paul Stafford come to work with us. He helped us learn how to write for an audience and to weave our ideas and the facts we know into an entertaining story or persuasive piece.

We also participated in the Creative Catchment Kids program, linking literacy to learning about the environment. We researched the important and valuable conservation work of a local farmer, Peter Redfearn who has run a captive breeding program and nature reserve for many years to help the protect a local threatened bird species, the Bush-stone curlew. The program published our writing in a book titled “Peter Redfearn – Champion of the Bush-stone Curlew”.

One other special learning unit for us was about bridges and their importance in transport networks and in connecting communities. We had to design and make model bridges from balsa wood to demonstrate how much we understood about weight bearing and the construction process. Special thanks to Will’s dad Brad Balkin for helping us build our bridges.

Another special experience was the Illuminate project. This project resulted in the amazing drama production that told the story of a farming family like many in our area who have had to face the challenges of climate and economic changes and find a way to stay and build a future in the rural community they love. We all really enjoyed learning about drama and performance from the people from Outback Theatre for Young People, and learning about ourselves and people in our community as we put the show together.
At the end of 2013, we had to say farewell to our teacher Mrs Slaven as she is moving on to a new school in 2014. Thank you Mrs Slaven for all you have contributed to our school and on behalf of all the students, staff and families at Moulamein PS we wish you well for the future.

Our learning at Moulamein PS has been interesting, exciting and never the same. We are thankful for the experiences, and for the efforts of our teachers who have supported us in our learning.

Finny Russ and Nicholas Culross

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

Moulamein has experienced population decline due to the changing nature of farming across our irrigation area with changes to the availability and supply of irrigation water, and subsequent adjustments to water use in agriculture. A direct impact on agricultural activity and local employment opportunities in our area is evident, and obvious in population and school enrolment numbers. Portions of the population of Moulamein are highly mobile, and this too impacts on enrolment numbers and class composition throughout the year.

In 2013, the school catered for a very small number of students from a non-English speaking background and with English as a second language.

Student attendance profile

Variance from the average school attendance figure across the grades reflects absences that have resulted from circumstances affecting individual school families.

The Total average attendance rate for our school sits above the Region and State average.

Management of non-attendance

School information and induction programs clearly inform parents and caregivers of the expectations for attendance at school, as set out in NSW DEC and school policies.

School programs and practices encourage regular student attendance and parent awareness of issues related to non-attendance. Information is provided to parents about the benefits of regular attendance and the effects of irregular attendance and extended leave.

The school employs procedures for monitoring and recording attendance in line with NSW DEC policy and works closely with families to manage planned and unforeseen absences and to address any truancy concerns.

Processes ensure unexplained absences and partial absences are promptly followed up through direct contact and written reminders, that planned leave is effectively managed in consultation with the school principal, and that
the parents are involved in promoting regular school attendance.

**Class Sizes**

The following table shows class sizes as at the class size audit conducted in March each year.

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4/5/6</td>
<td>3</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>K / 1 / 2</td>
<td>1</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>K</td>
<td>12</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>

**Structure of Classes**

Moulamein PS operated two composite classes in 2013, K/1/2 and 3/4/5/6. Additional support teachers were employed to enable four stage-based groups for tailored learning in English and Mathematics and to provide targeted learning assistance across four days of the week. At other times, students participated in explicit and collaborative learning in their home composite class, continuing their exploration of key concepts and topics across other key subjects.

**Workforce information**

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

**Workforce composition**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>1.352</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.946</td>
</tr>
<tr>
<td>Total</td>
<td>3.582</td>
</tr>
</tbody>
</table>

Moulamein PS had three permanent teachers in 2013, with one permanent position funded from the Low SES School Communities National Partnership (Low SES NP) program and a portioned unfilled teacher vacancy in the school’s staffing allocation.

The Low SES NP teaching position facilitated the professional development of teachers and the implementation of programs and specific strategies designed to improve student outcomes and school performance.

The school has a part time School Administration Manager working 7 days per fortnight and a part time General Assistant working 9.5 hours a week. Three Student Learning Support Officers (SLSOs) were employed by the school in 2013 to support the implementation of programs addressing specific learning needs across the grades.

No staff employed in 2013 identified as being ‘indigenous’.

**Workforce retention**

Moulamein PS has maintained three permanent staff members in 2013, as for 2012. Three support teachers, three part-time temporary Student Learning Support Officers, and a part-time School Administration Manager and a General Assistant remain employed in 2013 as in 2012.

**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>
</tr>
<tr>
<td>Postgraduate</td>
<td>0</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>33</td>
</tr>
</tbody>
</table>
Six teachers are counted in the above figures, reflecting permanent and part-time temporary teachers.

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>77458.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>79069.50</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95333.07</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27356.19</td>
</tr>
<tr>
<td>Interest</td>
<td>2979.77</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45037.37</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>327233.94</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 37847.20   |
| Excursions                | 13923.99   |
| Extracurricular dissections| 4061.41    |
| Library                   | 3040.80    |
| Training & development    | 5623.71    |
| Tied funds                | 99025.72   |
| Casual relief teachers    | 738.70     |
| Administration & office   | 26386.03   |
| School-operated canteen   | 0.00       |
| Utilities                 | 22906.14   |
| Maintenance               | 16952.24   |
| Trust accounts            | 28799.29   |
| Capital programs          | 5589.99    |
| **Total expenditure**     | 264895.22  |
| **Balance carried forward**| 62338.72   |

The balance carried forward of $62,338.72 includes Global and Tied funds that are committed for wages and resources for 2013 programs and that will mostly be expended by the end of the 2013 school year. The figure also includes funds rolled over for programs operating in 2014.

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

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.

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 Moulamein Public School in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy & Numeracy
In 2013, eight students in Year 3 completed the National Assessment Program in Literacy and in Numeracy (NAPLAN). As this cohort numbers less than 10, results cannot be discussed due to considerations of privacy and personal information policies.
NAPLAN Year 5 - Literacy & Numeracy

In 2013, three students in Year 5 completed the National Assessment Program - Literacy and Numeracy (NAPLAN). As this cohort numbers less than 10, results cannot be discussed due to considerations of privacy and personal information policies.

Other Achievements

Students have enthusiastically participated in a range of academic, social, sporting and cultural programs throughout 2013. They have been fine ambassadors for their school and displayed pride in their efforts and achievements.

The summary of achievements listed below is a testament to the quality of educational experiences on offer at Moulamein Public School.

Arts

- **Aspire Me Visual Arts Camp**

The Aspire Me Visual Arts camp held at Moulamein PS is part of the Deniliquin School Education Area Aspire Me Visual and Performing Arts project open to students from across our area. Thirty two students attended the 2013 Aspire Me Visual Art Camp. Students participated in a series of intensive art workshops with local artists conducted over two days. The planned activities were designed to tap into students’ creativity and provide them with guidance to develop their artistic talent.

In 2013, the Moulamein Aspire Me Visual Arts Camp was an exciting two days of print making, porcelain clay, impasto painting and glass art. Students from seventeen schools worked with local artists Wendy McDonald, Vicky Lowry, Kathy Gibson and Georgia Jacobs.

Two Moulamein students participated in the impasto painting workshops. Their work was exhibited alongside the artwork of their fellow participants in a two-week exhibition in Deniliquin that was open to our communities, school families, students and visitors to our area.

- **Illuminate**

Illuminate was a district project run by Outback Theatre for Young People in collaboration with several schools in the Wakool Shire Council in 2012 and 2013.

Illuminate aimed to provide opportunities to build valuable links between our school and the community, and encouraged collaborative exploration of drama as an expressive art form.

Through drama, students were encouraged to identify the spirit, strengths and virtues of the people and activities of their rural communities and to share their ideas and views about what makes their community special and unique.

The play, “A Town Called Mills Acre” resulted from the collaborative research and writing of Barham High School drama students who formed the core cast and crew for this project. The project innovatively included students from the three local primary schools – Moulamein, Wakool Burraboi and Barham in the writing and performance processes.

‘A Town Called Mills Acre’

“This is a heartwarming story of a family paving their way through innovation, creativity and courage.

Through collaboration with local people, this play captures what lies in the heart of communities of the Wakool Shire. With a core cast of 5 and up to 100 students, ‘A Town Called Mills Acre’ is the young people’s gift to their community.”

Outback Theatre for Young People
As the play was performed in Moulamein, Wakool and Barham, the primary school students of each town blended with the core performers to perform their own part of the story, with the final culminating performance in Barham including all partner schools.

In simple, elegant terms, “A Town Called Mills Acre” told a story of a farming family struggling to work through change and to face an uncertain future. It is a story familiar and important to many who have grown up, lived in or continue to live in our special part of the world. It was an expression of circumstance, of resilience and ultimately of hope, that was warmly and appreciatively received by our students, school families and the broader community.

- **Visiting Performers – Solid State Circus**
  This troupe of acrobats amazed our students with their super skills and athleticism. Their ‘circus’ performance was energetic and packed with tumbles, leaps and juggling that had our students riveted in their seats. The performances was scheduled to enhance our students’ learning in Physical Education and Sports and certainly provided inspiration to explore different physical activities.

- **Music**
  Our school is privileged to have musician Will Eldridge instructing our students in playing the ukulele and assisting with class music lessons and performances throughout the year. Accessing such local expertise is part of our school’s commitment to enhancing the educational opportunities of our students.

The school also collaborates with local musical instructors and South West Music Inc. to make community lessons in ukulele and guitar available to children in our area.

**Sport**
Moulamein PS students participated in an extensive range of physical activities and sports. The school strives to develop the potential and confidence of each child to participate in regular physical activity, with school swimming, athletics and cross country carnivals well attended by all students.

Throughout the year, our students achieved some personal and team sporting success.
Several students competed at the district level for each of the main PSSA Sports with selection to Riverina level achieved by two students, one in Swimming and one in Cross Country.

As well as providing a school and PSSA program of sport, Moulamein PS is an Active After School Communities (AASC) site, delivering inclusive and fun physical activity to Primary school children outside of school hours that encourages an active and healthy lifestyle.

Students benefit from seven AASC weekly sessions each term. The school’s program and community deliverers are well supported AASC Regional Coordinator Rachel Phillis-Campbell.

**Excursions**

Class excursions were substantially subsidised in 2013. P&C fundraised so that every student received a subsidy equivalent to 20% of the cost of their class excursion. In addition to this, the school subsidised the cost of transport for each excursion with the help of the Moulamein Lions and grants from local Clubs NSW.

The financial support given in 2013 was extraordinary considering our small rural community has been battling through a prolonged drought and the agricultural adjustments and associated impacts that this has delivered. The efforts of P&C and parents and the support of our community are to be commended.

- **Stage 1 (Kindergarten and Years 1 & 2) Excursion to Echuca**

K/1/2 students travelled to Echuca for a full day excursion. The students visited the historical port of Echuca to explore the history of our waterways and life from yesteryear. They learned about the importance of the river trade to the development of the agricultural sector and communities of our area.

The highlight of the day was a ride on PS Pevensey, a beautiful paddle steamer that still plies the waters of the Murray River at Echuca today.

Students also looked at entertainment of yesteryear, exploring an olden day ‘penny arcade’ and its many arcade games. They also enjoyed learning about silent films of years past at the historical movie house at the Port, before viewing a recent release film at the modern cinema later in the day.
• **Stage 2 (Years 3 & 4) Excursion to Melbourne**

Years 3 & 4 students travelled to Melbourne as part of a joint excursion run in partnership with Wakool Burraboi PS. Students toured the Street Art of Melbourne’s lanes, explored *Monet’s Garden* Exhibition at the National Gallery, visited Shaun Tan’s ‘Lost Thing’ Exhibition and saw the live stage performance, *STOMP!*

This excursion provided our students with cultural experiences not readily available in their local area as well as showing them the architecture and layout of their nearest capital city. It was an extraordinary experience.

• **Stage 3 (Years 5 & 6) Excursion to Canberra**

Years 5 and 6 students and their teacher Mrs Slaven travelled to Canberra and Jindabyne for an action-packed week exploring our nation’s capital and the alpine environment and outdoor program of Jindabyne Sport and Recreation Centre.

The excursion is part of the Transition to High School program, with students from four feeder schools combining for this Stage 3 excursion.

The 2013 excursion linked directly to students’ learning about democracy and Australia’s system of government. In addition, it broadened students’ awareness of different environments and gave students the opportunity to build their skills of cooperation, collaboration and team work which are essential for effective learning and living.
Public Speaking

Students in Years 2, 3, 4, 5 and 6 participated in a school and community program of Public Speaking throughout Term 2 and 3.

The District Lions Clubs offer students in the Year 3/4 and Year 5/6 divisions the opportunity to put their public speaking skills to the test.

Tailored programs focused on developing the language, social and life skills of our students within meaningful contexts. Our programs aim to broaden the life experiences of students and to give each student every opportunity to explore and realise their potential.

Aboriginal education

All classes address Aboriginal perspectives across the curriculum areas, including units of work and activities that promote understanding of the traditions and culture of Aboriginal people. Students reflect on the impact of policy and societal structures since colonisation on Aboriginal culture and the change in the circumstances of Indigenous Australians. Students learn the history of Aboriginal Australians participation in Australia’s democratic processes and their contributions to our society generally.

In 2012 and 2013, our school has designed and established an Indigenous Garden in our school grounds. A Murray Catchment Management Authority Communities grant and many voluntary contributions have assisted us to build this garden which showcases native plants used by Aboriginal people in our local area and region for fibre, food and medicines.

Significant programs and initiatives

Being a relatively small, rural school, much planning goes into making student learning accessible, inclusive, engaging and relevant.
This garden project seeks to build understanding and appreciation of Aboriginal history and culture. The project has built valuable partnerships with our local Aboriginal community and community generally, and with local community based environmental groups, and has provided an engaging outdoor learning environment and rich learning resource for our students.

The next stage of the project involves designing and erecting signage to educate the public and link the area to our community’s walking tracking that showcases sites of historic and environmental significance.

**Multicultural education**

All classes address multicultural perspectives across curriculum areas, with a focus on respect, tolerance and inclusion. Units of learning are included to teach about cultural, religious and ethnic differences. In 2013, excursion activities also allowed students to build understanding of the traditions and cultures of different ethnic groups.

A teaching staff member has been trained in the anti-racism procedures. This staff member is available at all times to assist with issues that may arise and provide training and development for others where required.

**Low SES Communities National Partnership**

Our inclusion in the Low SES Communities National Partnership (Low SES NP) has seen our school address major areas of reform recognised as being vital to achieve continuous improvement in student outcomes.

The key changes occurring as a consequence of our involvement in the Partnership that address the main reform areas of the program are identified and explained below.

**Change 1: Engaging teachers with expertise to enhance school staffing, lead and contribute to teacher professional development and programming and school practices to improve student outcomes.**

Low SES NP funding enabled our school to retain and engage teachers who contributed significantly to the improvement in student learning outcomes.

Low SES NP funding and other equity and school funds were used to engage one full-time classroom teacher, support teachers and part-time Student Learning Support Officers (SLSOs). This enabled specific planning and implementation of tailored learning programs that explicitly addressed school targets and learning outcomes identified as not being attained by student cohorts or individuals.

This enhanced school staffing has:

- enabled tailored programming and explicit teaching in stage learning groups in Literacy and Numeracy.
- built teaching expertise and improved classroom practice, curriculum knowledge and curriculum differentiation through team teaching, mentoring and coaching.
- led to improved assessment and learning support processes that are effectively catering for the diverse needs of students in composite classes.
- facilitated targeted interventions against concise individual goals to prompt measurable progress in student learning.
- provided a mentoring structure to support beginning teachers and teachers seeking accreditation with NSW Institute of Teachers.
- enabled teachers to develop and implement quality teaching strategies to positively influence learning culture and improve student engagement with, and success in learning.
- fostered consistency of teacher judgement and effective evaluation and adjustments to programmed learning.
- enabled the collaborative review and writing of whole-school scope and continuums for Literacy and Numeracy.
ensured consistent approaches to teaching and whole staff accountability for student growth and achievement of learning goals and school targets.

**Change 2: Improved teacher quality, and teacher capacity to plan, implement and evaluate teaching practices and programs**

Under Low SES NP, our school has developed more effective processes to identify professional learning needed to improve teacher quality and teachers’ capacity to target individual, class and school-wide needs, and address school targets.

Teachers have:

- received professional mentoring and coaching that has targeted areas of identified need and school targets.
- participated in the school evaluation process including the preparation of the National Partnership Situational Analysis and annual evaluation of teaching practices and school programs.
- increased their capacity to collect, analyse and collate student assessment data, with greater analysis and use of SMART and BEST Start data to direct teaching and learning and set students’ improvement goals.
- increased their skills in curriculum differentiation and use of quality teaching strategies to improve student engagement and the significance of learning and teaching to achieve deeper knowledge and understanding.
- developed effective teaching practices and programs of learning that met individual needs based on case studies of cohorts and individual students.
- collaborated in-school to establish school assessment strategies and schedules that ensure consistency in teacher judgement and track student attainment levels over time.
- implemented specific, measureable interventions to consolidate and build student knowledge and skills that support future, sustained growth.
- trained to identify speech, language and communication difficulties, and have implemented effective strategies and teaching practices to develop these language proficiencies.

- actioned personal professional learning plans from the analysis of student achievement data, audit of teacher skills and an analysis of school and Low SES NP targets to better equip themselves for improvement of student outcomes and school performance.

Overall, professional learning provided under the Low SES NP has improved teacher capacity to participate in team approach to school planning and improvement, and increased teachers’ curriculum knowledge and their ability to plan and program to meet individual learning needs and address school targets for improvement. Set against the background of the professional standards for teachers, professional learning has targeted the development of the teacher as an educational practitioner, in all facets of the role.

**Change 3: Effective Leadership and Performance Management**

The Low SES NP has improved the process of performance management in our school and has facilitated best practice staffing arrangements that have helped to articulate the role of the Principal and improved the Principal’s capacity to perform management responsibilities inherent under the improvement process.

The strategies employed under the Partnership recognise the need for time to effectively manage and provide educational leadership. Flexible staffing structures have allowed the Principal to:

- develop Teacher Assessment and Review Schedule (TARS) processes that support teachers’ professional growth and build their capacity to participate in whole-school planning and evaluation to achieve continuous school improvement.
- familiarise teachers with the School Plan and their roles and responsibilities in meeting the school’s targets in literacy and numeracy.
- mentor and coach teachers to achieve professional standards of teacher practice and pedagogy.
- manage financial and physical resources in consultation with staff to best cater for the learning needs of students and achievement of school targets.
— develop and lead the implementation of innovative and tailored teaching and learning programs in school and across local network of schools, to address identified learning needs and foster and embed quality teaching practices and improved student engagement with learning.

— facilitate and lead the use of innovative information and communication technologies in teaching and learning.

— develop leadership capacity in teachers through in-school professional learning, delegation of responsibilities for school-based activities and events and a team approach to school evaluation and stage planning.

Building leadership capacity has changed the culture and expectations of our school, with staff united and dedicated to improvement for themselves and their students. The process has been undertaken as a team through improved and inclusive evaluation and accountability processes and shared responsibilities for setting and monitoring school targets.

Change 4: Innovative, Tailored and Individualised Learning of Significance

Low SES NP and school funds have been used to engage staff and provide training that has facilitated the effective use of student assessment and other data to identify individual, class and school-wide learning needs. In turn, this has directed planning and programming where teachers have devised innovative and tailored learning and transition programs to effectively cater for the school’s student cohort and individual student needs. Staffing and timetabling structures have been used to effectively implement these tailored programs.

This has involved:

— analysing and using in-school and system assessment data to direct class programming and develop individualised learning programs.

— employing additional support staff to facilitate improved student outcomes.

— utilising feedback from staff and school community to direct class and school planning.

— training in Best Start assessment and the analysis and use of associated resources to effectively transition students to school and establish Early Stage 1 learning programs that meet individual needs.

— teachers training in Planning Literacy And Numeracy (PLAN) software to plot and track students on the Literacy and Numeracy continuum and facilitate individualised and differentiated learning.

— personalised learning plans, teacher and student learning support and specific learning group structures in stage and composite settings to cater for diverse learning needs.

Teachers have been provided with capacity-building professional learning, teaching and aide support, flexible learning group structures and timetabling that has enabled them to pin-point learning needs. They have devised and implemented tailored and specific programs of learning that consolidated students’ knowledge and understanding and that allowed students to apply their learning in a relevant and meaningful context.

Change 5: Partnership with School and Broader Community and Cluster Of Schools

Low SES NP has strengthened the school’s ability to address identified needs through ongoing engagement with the broader community and professional expertise, and for the release of executive to organise, broker and coordinate such interactions.

This has involved:

— directly involving school and broader community people in programs of learning.

— improving communication processes to inform school families and the broader community about learning programs and school activity.

— educating parents and carers in ways to support their child in learning at school and at home.

— initiating programs to lift parent expectations of education and give value to learning for life, e.g. HOW2Learn.

— planning opportunities to engage parents and families in school life.

— establishing touch points along the educational pathway for students and
parents through transition programs to school and to high school.
— accessing external services to support children’s development, e.g. nutritionists, audiometric nurse, early interventions services, speech and occupational therapists.
— opening the school facilities for community use.
— building partnerships with the local Aboriginal people and representative groups through environmental activities and school programs of learning.
— gathering feedback from school and broader community on the effectiveness of school programs.
— formalising our network of schools as a learning community.

Low SES NP - Sustainable Improvement

The following strategies are seen by our school as vital to sustaining the improvements achieved under the Low SES NP program:
— ongoing, systematic and tailored teacher and SASS professional learning.
— innovative and flexible staffing and learning structures.
— building instructional leadership capacity for school and system improvement.
— building the skills, capabilities and practices of the principal and aspiring leaders to lead improvement, innovation and change.
— an effective teacher development and performance management framework to achieve growth against the professional standards for all staff.
— building capacity of the school team to complete the school evaluation process that will drive continual improvement.
— devising systems of significance to underpin improvement in achievement, school operation, community partnerships and practice into the future, such as systems of Positive Behaviour for Learning, HOW2Learn, Learning & Support, Teacher Development and Performance Management, and School Evaluation.
— aligning resource and financial management to school targets.
— building partnerships in education with network of schools and the community.

Transitional Equity Funding

Moulamein PS received Transitional Equity Funding in 2013.

This funding was used to improve the quality of teaching and learning and the outcomes for our students by:
— engaging additional teaching and learning support staff to change the structure of learning and to individualise learning and provide additional support to those students experiencing difficulties.
— employing teachers and releasing the Principal to provide mentoring and coaching to class and support teachers in teaching practice, programming and assessment and reporting.
— part-funding teachers access to tailored on-line professional learning to better understand Dyslexia and significant difficulties in reading
— providing training and support to build teachers’ capacity to assess reading and analyse assessment data to direct and improve the teaching of reading.
— providing additional in-school professional learning and collegial planning time to enable teachers’ to extend their knowledge and embed professional learning into teaching practices and school programming and Learning & Support processes.
— providing quality, targeted professional learning and collegial networking opportunities about the teaching of Writing. Author visits and professional learning for teachers with a professional writing coach fostered students engagement through meaningful, inspirational experiences and by having teachers better equipped with skills to teach and engage students in writing.
— providing support, structure and time for teachers to collaboratively devise learning units that develop students’ language and literacy skills through the study of rich literature and real life experiences.
— improving student engagement and participation by providing interesting opportunities for them to explore concepts of
significance and relevance, and to meaningfully apply their learning. The Creative Catchment Kids ‘Links to Literacy’ Program and class learning linked to community, the local environment and topics of significance and interest motivated and inspired students to learn.

— ensuring circumstance or financial difficulty did not impact on any student’s ability to engage with in-school and out-of-school learning opportunities.

— providing opportunities for students to access a rich and varied curriculum and sources of knowledge by connecting with professionals and industry and community groups. Visiting authors, environmental scientists, local farmers and business people were some of the people involved in the partnership of learning.

— setting high expectations for learning and promoting these to students, school families and our community. As a Positive Behaviour for Learning and HOW2Learn school, we have set about informing, educating and involving school families in setting the expected standards of behaviour and learning, and the exploration of the ways to learn that will empower student into the future.

— engaging in community-sponsored projects such as Creative Catchment Kids and Lions Public Speaking that build partnerships in learning between the school, families and community organisations.

— building a positive and inclusive school culture though our school’s commitment to Positive Behaviour to Learning and the HOW2Learn initiative, and our associated social skills and leadership programs.

The following Transitional Equity and school funded initiatives contributed significantly to improving the quality of teaching and learning and the outcomes for our students at our school.

• **Author Visit - Paul Stafford**

Moulamein PS coordinated the visit of author Paul Stafford to several schools across our area in Term 1. Paul offered many ideas about how to research and plan for effective writing and provided effective scaffolding for students to explore their own ideas with confidence.

Paul works in partnership with the Bathurst Fossil and Mineral Museum to provide students with a subject of interest to write about, and scientific knowledge and a resident expert to work with as they explore their ideas for writing. He modelled high quality writing processes, shared and set expectations for a high quality of writing, and supported students’ efforts through effective preparation, scaffolding and guidance.

K/1/2 learned about T-Rex in a video conference with the Museum and shared a story with Paul to discover how facts are used by authors in their stories.

Years 3, 4, 5 and 6 students considered the pros and cons of digging up a seam of fossils as part of a city’s infrastructure extension program - persuasive writing supported by research and facts on topic of relevance and interest to the students.

Paul’s visit is an example of the way our school has enhanced learning through partnerships with professional and community facilities and experts. The experience influenced the practices and quality of teaching and learning for students and teachers.

• **Writing to Hook The Reader**

Moulamein PS Principal Catherine Peach and Wakool Burraboi PS Principal Carly Doyle collaborated to write and deliver an initiative that aimed to improve the capacity of teachers to teach writing across the stages and to improve the writing outcomes of all students.
Teachers from Moulamein, Wakool Burraboi, Tooleybuc, Balranald and Barham were invited to participate in this network initiative to explore ways of effectively teaching writing as a craft, and ways to get students excited to write.

Throughout the year, teachers from the five participating schools explored, evaluated and planned to improve the practices of teaching writing during face-to-face workshops with author and writing coach Jane Carroll, and workshops delivered via Video Conferences (VC).

The writing workshops highlighted the critical partnership between writing and reading, and presented a number of teaching strategies for teachers to trial back in their classrooms. Teachers had the opportunity to reflect on and evaluate what they had trialled in their classrooms and to share students’ responses and efforts from the class writing sessions in follow-up VCs.

This initiative enabled teacher to critically evaluate their own practices and programs and to explore effective teaching strategies and resources to better engage students in writing and to improve students’ writing. It was a successful professional learning model for our network of schools and was identified by participating teachers as some of the ‘best professional learning’ they had participated in.

Science For Life

- Weed Warriors

In 2013, students were again involved in the Wakool Shire Council’s Weed Warriors program, a community-based project that has students raise plume moths, the biological control for the weed, horehound.

Students in K/1/2 established a Plume Moth nursery and cared for the hungry grubs throughout their life cycle. Students cultivated a stock of horehound during the program to feed their grubs, and waited for the grubs to become moths and then lay eggs to start the cycle again.

From there, the infested plants from their nursery were placed into local areas of weed infestation so that the moths could continue their biological control work in the field.

- Creative Catchment Kids

Creative Catchment Kids (CCK) is a primary schools program sponsored by Murray Catchment Management Authority and the Murray Darling Basin Association.

CCK aims to educate primary school students about the environment generally and the environmentally significant activities and sites of their region and local area. The program also raises awareness of environmental issues affecting our nation and area today. It seeks to promote individual and community involvement in the sustainable management and use of our natural resources while protecting our unique environment.

In 2013, CCKs program’s focus was ‘Linking Literacy & Natural Resource Management’. Participating schools were asked to research a local environmental hero. Moulamein students wrote an information book about their local environmental champion, Peter Redfearn. The
book tells of Peter’s Bush Stone-curlew captive breeding program and his efforts to protect this threatened species. The book was published as part of the program and made available to schools across the region. Thank you to Peter Redfearn for so generously giving us his time to make the book possible.

- **Crocodile Encounters**

It is not every day that students get to meet and hold a range of Australian reptiles, including a three year old crocodile! Our students were privileged to do this thanks to a visiting education program called *Crocodile Encounters*.

Students deepened their knowledge of the anatomy and lifestyle of range of native reptiles and their adaptations through the presentations of reptile expert and Mark Richmond, and being able to handle personally the animals.

The 2013 program included a trip to the National Young Leaders Conference in Melbourne in Term One for six of our school leaders, where students heard from Australians who are recognised as examples of people who lead themselves and others well. This annual Conference aims to inspire young people to be considerate and act for the good of themselves and others.

**Student Leadership**

Moulamein PS has in recent years implemented a comprehensive Leadership program that aims to develop the leadership skills of students in Years 5 and 6, and all students K-6.

The National Conference was followed by a District Leaders Forum for all students in Year 5 and Year 6 that was part of a 2013 Deniliquin Network Initiative. Senior students from schools across our area attended a full day forum to learn skills that would help them lead in their school and community.

Students then put their leadership skills into action and designed and conducted a leadership program back in their own school.

**Inducted SRC members**

Moulamein PS also runs a Student Representative Council to give students a voice in school operations and learning programs.

Our senior students are also involved in community events, projects and commemorations. Each year, our Years 5 and 6 leaders conduct the annual ANZAC
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 by our school include:

- Consultation with members of school community, including members of staff, students, parents and carers, P&C, and volunteering community members.
- Analysis of policies, school plans, programs budgets, staffing structures and assessment and evaluation information.
- Analysis of School Community Engagement Survey of school community including P&C and school families.
- Collection and analysis of data from Educational Measurement & School Accountability Directorate and Australian Early Development Index surveys, Best Start assessment, School Measurement And Reporting Toolkit (SMART) and MySchool website.
- Analysis of surveys issued to students, teachers, parents about literacy & numeracy learning.
- Classroom observations and analysis of achievement data, including achievement data from class teachers’ assessments and detailed NAPLAN analysis using SMART.
- Teacher Assessment and Review Schedule (TARS) and Principal Assessment and Review Schedule (PARS) conferences and feedback.

School planning 2012—2014: progress in 2013

School priority – Literacy & Numeracy

Improve learning outcomes for all students in literacy and numeracy, specifically in reading and comprehension and working mathematically.

Outcomes from 2012–2014

- Years 3 & 5 NAPLAN Literacy & Numeracy results to be at or above statistically similar schools’ average (SIM) with no students below National Minimum Standards.
- Growth in Literacy & Numeracy from Year 3 to 5 to be in line with statistically similar schools (SIM) and regional low-socio economic schools.

Evidence of progress towards outcomes in 2013:

Supporting NAPLAN assessment data showing the achievement of these outcomes cannot be published as the number of cohorts assessed was less than ten, and hence privacy and personal information policies apply. Students achieved personal learning goals and NAPLAN results were indicative of school based assessment.

Specific strategies were employed to achieve these targets in 2013, and show evidence of improving school and teacher practice, including:

- Whole school, team approach to data analysis and programming being used to identify aspects of underperformance of particular students and cohort groups.
- Assessment and scheduled review of data is directing programs and adjustments to teaching practices and learning support structure.
- Additional classroom teachers and SLSO support is in place and benefitting all students.
• Team planning and mentoring is enabling critical professional evaluation and improvement of teaching practice, better equipping teachers with the skills and knowledge to devise and deliver more tailored instruction and targeted learning support.

• Explicit, integrated teaching of spelling, grammar and punctuation and vocabulary through whole-school language and speech programs is facilitating students’ progress and personal achievement levels in English.

• Targeted professional learning is building teacher capacity to effectively differentiate learning in Mathematics and English, and to set learning in a meaningful context that allows rigorous learning through application.

• Mathematics Scope & Continuum have been reviewed and amended in 2013 to specifically target students’ ability to problem solve and work mathematically.

• Data driven, tailored interventions are assisting students with interrupted, non-cohesive learning and low language experiences and skills to achieve personal learning goals and progress against Stage outcomes.

• Team teaching and collaborative school and stage programming is addressing identified areas of weakness in student learning and the diversity of learning needs within grades.

• Sequential and consistent teaching within a balanced literacy sessions which focuses on language experiences and developing vocabulary is underpinning students’ learning success and progress.

• Learning experiences are being enhanced by using rich literature and shared experiences related to students’ life context.

• Effective feedback to students on how to improve and students’ training in ‘how to learn’ is building a strong and positive teaching and learning culture.

• Professional learning is empowering teachers to know their students, know how and what to teach and to effectively differentiate the curriculum for students low in literacy and numeracy proficiency standards.

• School-based literacy assessment is being reviewed to align with new syllabuses, reporting against new outcomes and plotting on the literacy continuum and PLAN software.

Strategies to achieve these outcomes in 2014

The strategies employed in 2013 will be maintained in 2014, with adjustments and targeted assessment and interventions for students low in literacy and numeracy proficiencies to be embedded in school systems and teacher practice.

The following strategies will further refine teaching and learning programs and cater for the needs of all students in 2014.

• Use of PLAN (extending on from Best Start) software to track and monitor all students K-6 and inform teaching and learning programs.

• Revise and devise school schedule of assessment and develop expertise in use of assessment tools to direct programming and student support in literacy and numeracy.

• Set school minimum benchmark reading standards for K-3, e.g. Kindergarten minimum standard of Reading Recovery level 6 on continuum while school target may be set at a minimum of Reading Recovery level 10.

• Revise Reading Scope and Sequences to include written, audio and visual texts.

• Use a variety of text formats and genres in Guided Reading to extend students’ literacy skills.

• Review programming to ensure explicit focus is given to analysis of text purpose, grammatical features and author intent.

• Explicitly teach inferring K-6.

• Explicitly teach K-6 comprehension strategies including ‘Super Six’ & ‘here, hidden, head’, and the analysis of written comprehension questions.
• Devise a scope and sequence for exploring and teaching persuasive devices.

• Upgrade Speaking & Listening programs to model and teach expressive and receptive language and the mechanics of sound and correct grammar.

• Explicitly teach the language of Mathematics through daily vocabulary building activities.

• Ensure lesson format includes modelled, guided and independent activities with an emphasis on application and of learning in context.

• Review Mathematics lesson structure and Scope and Continuum to incorporate back-to-back teaching of concepts and teaching mathematics in real life contexts.

• Explicitly teach skills to comprehend, unpack and complete word problems and multi-step problem solving in Mathematics.

• Plan to expose students to a variety of questioning techniques including numerically, verbally, written, visually and multiple choice.

• Review and amend school-based numeracy assessment to align with new syllabus, reporting against new outcomes and plotting on the numeracy continuum and PLAN software.

School priority 2 - Engagement

Improve overall student engagement through quality learning and transition programs.

Outcomes from 2012–2014

• Provide a wide range of tailored learning experiences to improve student outcomes and engagement.

• Enhance existing transition to school and transition to high school programs.

Evidence of progress towards outcomes in 2013:

Students’ level of engagement with learning is very high, evidenced by:

• Low level of discipline referrals. No suspensions or expulsion occurred in 2013.

• Student attendance rates above state and regional averages.

• Student Satisfaction Survey responses indicate a willingness of students to give their best effort and be actively engaged in learning across a range of subjects.

• Student satisfaction survey responses showed almost all students enjoy the challenges and diversity of learning available to them. All students enjoy and appreciate hands-on learning, learning outside of their school context, working in partnership with community members and community and regional organisations and experts, and being able to apply their learning through projects that investigate and explore big ideas and concepts.

• Active involvement in Leadership training and activities by all senior students, and primary students generally.

• An active Student Representative Council working effectively with teachers to improve the school environment and learning.

• Positive community feedback on student behaviour and observed levels of participation and engagement.

• Classroom observations, Teacher Review conferences and Learning Support team meetings report high levels of student engagement promoted by differentiated...
learning and an inclusive and respectful learning environment where all students are experiencing success.

- Students’ enthusiasm for learning about the HOW2Learn dispositions and habits and their regular practice and reflection on these that is building engagement and improvement into their learning.

- A well-attended and effective Transition to School program in Term 4 that introduced pre-school students to the expectations and routines of school learning, and that allowed them to become familiar with the school setting and activities enjoyed across a school day.

- A revised Transition to High School program that was well received by students and their families. The program allowed Year 6 students to participate in several full days of timetabled learning at High School so that they could experience a range of subjects, become familiar with the routines and expectations of secondary school learning and explore the setting of their chosen High School.

**Strategies to achieve these outcomes in 2014:**

- Develop teaching and learning programs with explicit reference to areas identified through NAPLAN and in-school student achievement tracking.

- Embed collaborative planning and programming in school practice via budgeting and timetabling.

- Continue the team approach to the improvement of student outcomes through collaborative data analysis, goal setting and planning and programming.

- Engage additional teaching and learning support staff to implement tailored learning programs and broaden the level of Learning & Support expertise.

- Structure Staged-based learning in English and Mathematics to provide an intensive, explicit and tailored learning structure and staffing to address students’ identified learning needs and the school priorities for improvement.

- Implement targeted interventions based on diagnostic and standardised assessment data to empower students.

- Continue to develop the school’s HOW2Learn program. This initiative has significantly transformed teaching and learning in our school, with students willing and able to evaluate their ways of learning and positively apply themselves to new learning in a range of 21st century contexts. Teachers are incorporating the How2Learn strategies and information into professional learning plans and teacher practices.

- Program learning with local, regional, national and global contexts in which to explore high interest topics, big ideas and significant concepts.

- Provide opportunities for students to engage in partnerships in learning with fellow students, families and community and regional experts and organisations.

- Link with local and regional businesses and community-sponsored and partnered programs to enhance school programs and provide authentic, meaningful and relevant learning opportunities, e.g. Creative Catchment Kids, district Leadership forums, local rice industry.
• Promote students’ connection to community through learning and leadership programs such as ANZAC Day commemorations, community events and Arts programs.

• Devise programs in learning to extended students beyond their local, rural setting and that have them travel outside their region.

• Plan for student involvement in a regionally coordinated Leadership program that delivers training in leadership skills and that prompts action projects where students can apply learning about leadership in-school and across their community and region.

• Motivate and prepare students for learning in the 21st Century by utilising Information and Communication technologies and multi-modal tools of communication and learning, including Web 2 tools, digital SLR and videos cameras, mobile devices and Video conferencing facilities.

School priority 3 – Leadership & Management

Outcomes from 2012–2014

• Provision of strong educational leadership for staff, students and parents within school and learning community

• Improved capacity of existing staff through a school culture of ongoing professional growth.

• Provision of tailored professional learning to improve the quality of classroom practices and curriculum knowledge, and capacity for leadership.

Evidence of progress towards outcomes in 2013:

• Provision of tailored professional learning that has improved teachers’ understanding of the factors impacting on student achievement, the quality of classroom practices and curriculum knowledge, and capacity for leadership in subject and Stage settings.

• Additional release of the teaching principal has facilitated effective performance management and development, including the delivery and organisation of tailored professional learning to teachers by the principal, and the principal mentoring and coaching of teachers and SASS.

• Teachers planning individually and collaboratively to devise professional learning plans that has improved their capacity to address the diversity of learning needs and the school targets for 2013, and guide and lead others in this process.

• Teacher Assessment and Review Schedule (TARS) has teachers set personal professional learning goals that reflect school targets and priorities, and that address student learning needs and areas for improvement identified through teachers’ self-evaluation and supervision against current teacher performance standards.

• Teachers accessing professional learning, mentoring and coaching to address professional learning goals and to develop sound pedagogy.

• Teachers participating in network of schools activities that provide rich and relevant professional learning and that have enabled sharing, coaching and mentoring amongst teachers.

• Teachers completing training to become familiar with the new Australian curriculum and are implementing the NSW syllabuses according to the published NSW DEC timeline.

• All permanent and temporary teachers completing professional training in Understanding Dyslexia and Significant Difficulties in Reading.
• Teachers participated in a Network writing initiative that has built their capacity to teach and assess writing, and to create a framework for consistency of teacher judgment.

• Employment of additional teachers that has allowed for effective supervision and mentoring of classroom and support teachers by the Principal, and other teachers with expertise.

• Implementation of the Teacher Assessment and Review Schedule (TARS) that has identified teachers’ areas of strength, reviewed and enhanced school programs, and enabled tailored professional learning and mentoring activities that is building the capacity of all teachers.

• Delegated responsibility to teachers for curriculum activities, school program and events, and aspect of school promotion.

• Teachers instructing, modelling, coaching and mentoring quality teaching practices to each other, and sharing curriculum knowledge within our school.

• Collegial observation, planning, sharing, and professional reading, discussions and reflection utilized to embed HOW2Learn and to critically evaluate current teaching practice and programs.

• Participation in Principals’ and leaders’ networks, building capacity for leadership and mentoring, and building strong partnerships in learning within the school and between networks of schools and the community.

**Strategies to achieve these outcomes in 2014:**

• Release teachers to attend to assessment and recording of assessment data responsibilities, data analysis, collaborative planning and programming, and evaluation of class programs and practices with Stage colleagues, a mentor and coach, and supervisor or Principal.

• Refine school TARS processes to reflect the Performance Management and Development Framework and Australian Professional Standards for Teachers.

• Provide regular supervision and TARS feedback to teachers to build curriculum knowledge, develop effective teacher practices, to develop sound teaching pedagogy and understanding of the National Standards for Teachers, and to promote continual improvement in teacher quality.

• Strengthen and widen our existing Learning Community to facilitate the provision of effective, tailored professional learning, collaborative Stage-based planning and programming, and to further develop knowledge and skills needed to effectively program, assess and consistently report using the NSW Syllabuses that incorporate the Australian Curriculum.

• Broker for Principals and teachers to share their expertise by facilitating professional learning for our school and the schools of our Learning Community.

• Provide in-school and network opportunities for teachers to take on leadership roles within the school and network, such as leading subject or Stage planning, programming, reviews and data analysis or professional learning.

**Professional learning**

Each year, Moulamein PS allocates funds to provide professional learning opportunities for all staff. Teacher Professional Learning and training and development for SASS has been delivered through events offered by NSW DEC and as sourced by and delivered within school and our local network of schools.
Teacher Professional Learning in 2013 related specifically to:

- Child Protection
- Code of Conduct
- Anaphylaxis Awareness
- Work Health & Safety
- CPR and Emergency Care
- Literacy & Numeracy Continuums
- Best Start and PLAN software
- Understanding Dyslexia & Significant Difficulties in Reading
- Awareness training for New Curriculum
- Implementation of the NSW English syllabus incorporating the Australian Curriculum
- Balanced Literacy session for individualised and differentiated learning
- Programming for effective learning
- Assessment and student feedback
- Writing
- Spelling
- Taking Off With Numeracy (TOWN)
- HOW2Learn
- Positive Behaviour for Learning
- Administering Prescribed Medications in Schools
- LMBR

In 2013, Moulamein PS had a DEC allocation of $4,471.65 for Teacher Professional Learning, with a further $5,623.71 allocated from the school’s global budget and other specific programs to give a total of $10,095.36.

All permanent and temporary teachers and SASS attended professional learning activities in 2013, including participation in Staff Development Days (SDD) in Term 2, Term 3 and Term 4. SDD activities focused on developing skills and competencies related to the achievement of school targets and developing professional knowledge and capacity to achieve ongoing professional and school improvement.

Expenditure on teacher professional learning averaged $2,305.76 per full time equivalent for teacher across all permanent and temporary staff.

Support and administration staff also undertook training focusing on office administration and procurement systems, CPR, Emergency Care and administering medication and financial management and reporting.

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.

Parent respondents indicated a high level of satisfaction with our school, with points of significance noted here:

- Our school is a family-orientated school where parents and carers are welcomed.
- Parents appreciated regular communication about programs and activities throughout 2013.
- Informal and formal processes reporting on student progress was effective and valued by parents.
- Parents saw that the school was connecting students to their community through tailored learning programs set in a local and regional context.
- Learning activities were interesting and engaging for children.
- School programs and staffing structures in place to support individual learning are highly valued by parents.
- The school has effective programs and systems in place to encourage positive behaviours for learning.
- The school has an effective system for regularly recognising students’ efforts and progress.
- Parents have an opportunity to contribute to school planning and program direction through representative bodies and formal and informal discussions.
- Parents appreciate extra curricula activities that enhance student learning.
- Parents enjoy being involved in learning activities and events at school.

Teachers’ responses indicated that targeted professional learning, training and practice in
using assessment data to drive differentiated teaching and learning, and team teaching and collaborative planning and programming were highly valued by teachers. These factors, along with whole-school programs and organisation including Positive Behaviour for Learning, the implementation of HOW2Learn strategies and a flexible staffing structure that included skilled and informed Student Learning Support Officers, were seen to have most significantly contributed to the improvement in teacher practice and capacity, and a high level of satisfaction in teaching at our school.

Student responses showed a high level of satisfaction with school life and learning. Responses indicated that students particularly enjoyed:

— the diverse range of learning programs available to them.
— making connections in learning with younger students, their peers, community members and visiting experts.
— becoming increasingly aware of themselves as learners and effective ways to learn.
— using a range of technology as tools for learning.
— hands-on, discovery learning and project-based activities where they can apply their learning.
— sharing their learning with their families through reports and by having parents involved in their learning at school and at home.

The evaluation process and having a strong working partnership between staff, students, school families and the broader community and consulting professions are seen as vital to achieve continuous improvement and excellence in education at our school.

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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Kate Slaven, Class Teacher
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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: