Messages

Principal’s message

I take this opportunity to congratulate the staff, students, parents and community members of Moulamein PS on their achievements and endeavours throughout 2011.

Moulamein is a small rural school committed to the delivery of quality 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 have together created a positive learning environment where students are engaged and happy to learn.

In 2011, Moulamein PS developed meaningful and relevant learning programs to develop the child as a whole. Purposeful analysis of school data and consultation with the students, staff and school and broader community saw the school establish clear targets and directions for current and future operations with the focus on continual improvement in student and school performance.

Our school continues to network closely with our local learning community schools. These partnerships in learning have been instrumental in delivering essential teacher training and mentoring and a diverse curriculum enhanced by visiting and local expertise.

Throughout 2011, Moulamein PS delivered engaging programs for students and teachers alike based on experiences provided locally, via video conference, in school and further afield. We are proud of the quality of education this has provided for our students.

This report gives an overview of the 2011 school year, a year in which a dedicated school team has worked in partnership with its professional support consultants and agencies and its school community to deliver quality and excellence in education for all.

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

P & C message

2011 was once again a busy year for the P & C. With the AGM out of the way, the year started to quickly pass by with events and functions coming along in close succession. After thinking we had plenty of time at the start of the year to organise ourselves, we soon found out this was not the case as one term soon rolled into another.

During the year, the P & C donated money back to the school to help with our children’s education and well being. Money was given for books for the library, soft-fall for the play equipment and up to 20% subsidy for school excursions. With school budgets tightening it is vitally important that these types of donations continue.

Our fundraising for 2011 would probably be best summed up as a catering year. Our committee was able to organise and cater for a number of functions including teacher in-service days, school camps, a star gazing night and film celebrations. With no major fundraising event planned for the year, these catering jobs were well worth the effort.

The P & C has many functions as a group; fundraising, running the canteen and clothing pool and school policy and direction, so being involved as a committee member is both rewarding and important. With our numbers getting smaller it is imperative for parent and caregivers to be involved in some way, no matter how small a part that might be.

I would like to thank Catherine and her staff for their hard work and dedication to the school and its students. Their continued pursuit of excellence and improvement in all areas ensures our school is evolving. I would also like to thank my fellow committee members for all their hard work throughout the year. Thanks also to the parents who have donated their time to help during the year.

I wish everyone the best for 2012.

Mr Chris Mertz, P&C President

Student representative’s message

2011 has been a very busy year and a productive one to be sure. The student leadership group worked hard this year to make Moulamein Public School a great place to be. We have aimed to
make our school environment as supportive as it could be.

To help our efforts, our senior students attended the Young Leaders Forum in Melbourne and a Leadership Forum in Barham. The students were able to put their leadership skills into practice during several events throughout the year. This included leading at Moulamein community ANZAC service and more informal events like the 'breakfast days' which were enjoyed by students and teachers alike.

Our sports carnival season was a busy one. We combined for school level competition with our peers from Mallan, Clare and Wakool Burramboi Public Schools and representative events at a District and Riverina level.

We continued our Active After School Sports Program incorporating swimming, Oztag, football and netball. During the year we were again involved in programs such as the Life Education Van, Chances for Children Day, and the always popular Scientwists, a group of local travelling scientists, also paid us a visit.

Even though we are a small school we were still able to participate in many amazing opportunities such as the visits from authors and illustrators like Narelle Oliver, Kevin Burgemeestre and Phil Kettle, and the visiting productions that this year included ‘Ananse Stories’, ‘Planet Rhythm’ and ‘Billi’s Backyard’.

We took part in the new CAP initiatives like ‘Crunching the Carrot’ and our senior girls went to Barham to a program about self-esteem and body image called ‘the Butterfly Effect’.

This year we have also had success in the field of film-making with our school creating an award winning documentary on the theme ‘Child vs Wild’ as part of the Your Community Cares (YCC) Schools Documentary Competition. Each of our classes produced a film which was their own take the theme. Audiences loved the films and each produced many laughs along the way.

After our success in the YCC documentary we had a chance to use our skills again in a Creative Catchment Kids (CCK) project. Four of our senior students became involved in the CCK program which enabled them to travel to many workshops in the area. The group learnt about our natural environments, including plants and animals and brought information and challenges back to school for us to be involved in. Our class decided to promote a local environmental site of significance and so set about making a short film about the Edward River with representatives from the CCKs program. It was a great experience and very popular with the audience when it was screened.

Another worthwhile opportunity was the Lions Public Speaking competition which involved our students from Year 3 to 6. Each student was asked to prepare a short speech on a particular topic. The standard was very high with each of the students doing their best and showcasing our school talents.

The Aspire Me to Colour my World art workshops held at Moulamein Public School were a highlight
of 2011. Students from other schools in our area attended and enjoyed the experience of exploring and refining their skills in the Arts.

The district also conducted an Aspire Me excursion to Sydney which involved two of our Year 5 students. Whilst in Sydney the participants enjoyed the DEC NSW Schools Spectacular performance at the Opera House and a visit to the Art Gallery to enjoy the Picasso exhibition.

2011 has been a very successful and fun-filled year and I would like to thank the teaching staff and school families for their support at school events and with programs.

I hope that 2012 is as interesting and fun-filled as my last year at Moulamein Public School was for me and our student group.

Fraser Douglas, School Captain

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>30</td>
<td>26</td>
<td>34</td>
<td>28</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>30</td>
<td>25</td>
<td>22</td>
<td>19</td>
</tr>
</tbody>
</table>

The Moulamein area continues to experience population decline due to changes in farming practices brought about by the reduced availability of irrigation water, changes to the water supply and management systems and the effects of the prolonged period of drought. Such factors have had a direct impact on employment opportunities and population and hence school enrolment numbers.

While the population of Moulamein area trends downward, the population is also highly mobile, with both factors impacting on enrolment numbers and class composition throughout the year. In 2011, the school catered for a small number of Aboriginal students and students from a non-English speaking background and with English as a second language.

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>91.6</td>
<td>95.3</td>
<td>96.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>94.0</td>
<td>96.8</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.6</td>
<td>95.0</td>
<td>95.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>92.9</td>
<td>95.3</td>
<td>94.0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>95.4</td>
<td>96.0</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>97.3</td>
<td>95.0</td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.9</td>
<td>96.5</td>
<td>96.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.9</td>
<td>94.3</td>
<td>95.7</td>
<td>94.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.8</td>
<td>94.1</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.3</td>
<td>93.9</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.2</td>
<td>93.8</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
<td>93.9</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>93.4</td>
<td>93.8</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>93.2</td>
<td>93.6</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>92.9</td>
<td>93.4</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>91.4</td>
<td>93.8</td>
<td>93.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Student attendance rates in 2011 were above State DEC and Regional figures. Student attendance on average was measured at a comparatively high level of 94.7%.
Variance from the average school attendance figure for each grade reflects absences that have resulted from identifiable circumstances affecting our school families.

**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 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**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>K/1/2</td>
<td>K</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>K/1/2</td>
<td>1</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>2/3/4</td>
<td>2</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>K/1/2</td>
<td>2</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>2/3/4</td>
<td>3</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2/3/4</td>
<td>4</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>5/6</td>
<td>5</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>5/6</td>
<td>6</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

**Structure of classes**

Moulamein PS operated three composite classes in 2011, K/1/2, 2/3/4 and 5/6. Additional support teachers were employed to enable smaller groups for tailored learning in English and Mathematics, and to provide targeted learning assistance across four days of the week.

**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</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.152</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</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>3.482</td>
</tr>
</tbody>
</table>
Moulamein PS had three permanent teachers in 2011, with one permanent position made possible using Low SES School Communities National Partnership funds and unfilled teacher vacancies in the school’s staffing allocation. The Low SES School Communities National Partnership position facilitated the professional development of teachers and the implementation of programs designed to improve student outcomes and school performance, specific strategies employed to achieve improvement in student outcomes and school performance.

The school has a part time Senior Administration Manager working 7 days per fortnight.

Four Student Learning Support Officers (SLSOs) were employed by the school in 2011 to support the implementation of programs addressing specific learning needs across the grades.

No indigenous staff were employed in 2011.

**Staff retention**

Permanent staff remained as for 2010. Support teaching and administration staff remained unchanged, with three support teachers and four SLSOs employed on a temporary basis.

**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></td>
</tr>
</tbody>
</table>

**Financial summary**

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>80864.46</td>
</tr>
<tr>
<td>Global funds</td>
<td>67299.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>97477.30</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>27334.66</td>
</tr>
<tr>
<td>Interest</td>
<td>4814.03</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>29437.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>307228.09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10780.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>16577.63</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4988.06</td>
</tr>
<tr>
<td>Library</td>
<td>1265.45</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1059.03</td>
</tr>
<tr>
<td>Tied funds</td>
<td>98530.82</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2256.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>26284.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>19678.31</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6936.63</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>27376.51</td>
</tr>
<tr>
<td>Capital programs</td>
<td>12258.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>227991.81</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>79236.28</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

Students have enthusiastically participated in a range of academic, social, sporting and cultural programs throughout 2011. They have been fine ambassadors for their school and displayed pride in their efforts and achievements. Being a relatively small, rural school, much planning went into making student learning accessible, inclusive, engaging and relevant. Tailored programs focused on developing the language, social and life skills of our students within meaningful
contexts. Generally, our curriculum aimed to broaden the life experiences of students and to give them every opportunity to explore and realise their potential.

Achievements

Arts

Students participated in several projects as part of the school’s Visual and Performing Arts and literacy programs.

Students worked closely with local and visiting artists and performers to explore the processes of art making, and the role of art and visual images in literature. Students were encouraged to examine, discuss and appreciate their own art and the artwork of others and understand the power of visual images in informing and influencing others.

Our school program included a range of projects, including those detailed below.

- Your Community Cares (YCC) 2011 Documentary Competition

Students across the grades participated in a community-sponsored film making competition where students were required to make a short documentary-style film on the theme ‘Child vs Wild’. While schools could enter only one film in this competition, all three of our composite classes produced a short film, with each class taking a different interpretation of the theme.

The Year 5 & 6 students’ documentary titled ‘Wild Warriors’ was Moulamein PS’s official school entry while our other two films were showcased but not entered. ‘Wild Warriors’ was awarded 2011 Best Documentary Film, winning $1000 for the school to purchase new IT software or equipment.

Students took on this project with much enthusiasm with an obvious improvement in their ability to use the technology. Our thanks go to the community members who assisted with the logistics of filming ‘on location’. This was wonderful result that we are all be very proud of.

- Aspire Me To Colour My World

Aspire Me To Colour My World, an adjunct to the Deniliquin SEA Aspire Me project, was a district project open to students from across our area that had local artists conduct a series of intensive art workshops at a two-day art camp held at Moulamein PS. The planned activities were designed to tap into students’ creativity and provide them with guidance to develop their artistic talent.

The ‘Aspire Me’ Moulamein Camp was an exciting two days of print making, sculpting and film making, with 39 students from 17 Deniliquin SEA schools working with local artists Vicky Lowry, Julie Heywood and Richard Sievers to produce quality visual art and film. Six Moulamein students attended and eagerly seized the opportunity to explore their talents.

- Aspire Me To Imagine

Aspire Me to Imagine was a School Education Area (SEA) initiative aimed at supplementing work being done in our schools in the areas of
Creative and Performing Arts. It provided an opportunity for 32 talented students from across our SEA to see what they could aspire to be in their chosen field. Two of our Year 5 students were selected to be part of this extraordinary opportunity.

The selected students attended the evening performance of DEC’s 2011 Schools’ Spectacular, a showcase of 3500 of the most talented singers, dancers and musicians from schools across NSW. Our students also visited the NSW Art Gallery and museums in Sydney and saw the Picasso exhibition at the Art Gallery of NSW titled, “Masterpieces from the Musee National Picasso, Paris”. The excursion was an extraordinary and inspirational experience for all who attended.

Sport

Moulamein PS students participate in a 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. As well as providing a school and PSSA program of sport, Moulamein PS is an Active After School Sport site, delivering inclusive and fun physical activity to Primary school children that encourages an active and healthy life style.

Throughout the year, our students achieved significant personal and team sporting success. Seven students competed at Riverina level in Swimming, with our P5 relay team achieving third in our region and qualifying for the NSW State competition in Sydney.

In Netball, two senior students tried out for District selection, with one student selected and competing as a member of the Moulamein District PSSA team at the Western Riverina Trials.

In AFL, six of our senior boys tried out at the Moulamein PSSA District Trials. Fraser Douglas, Edward McKindlly, Austin Mertz, Charlie Mertz and Ryan Atkins were selected as part of the Moulamein PSSA District team to compete in the West Riverina PSSA AFL Trials.

Austin Mertz was then selected for the Riverina AFL team that played at the NSW AFL Primary Boys Carnival. To top off Riverina selection and preparation, Austin was named co-captain of the Riverina side, a great honour and a wonderful accolade for this talented and enthusiastic footballer.

From Riverina, Austin was selected as a member of the NSW Schools AFL side that competed at the National AFL School Sports Championships. Here he was named as a member of the five-man leadership group for the NSW side, a wonderful achievement by this developing footballer.

Four students competed in the Moulamein PSSA District Tennis Trials, with Austin Mertz and Jane Perrignon finishing at the top of their sections and qualifying for the Riverina Tennis Championships.

Three of our students competed at the Riverina level in Cross Country, after finishing in the top four in their age group at the District competition. Each ran well at the Riverina event held in Deniliquin.

Moulamein combined with its local cluster schools for a fun day of Athletics competition at Wakool Burraboi PS in Term 3. This event was used as the selection trials for District competition.
Twenty of our students competed at the District Athletics. Eight of these students went on to compete at the Riverina Athletics Carnival. All our competitors performed well at this regional event with our P5 Relay team just missing out on State selection.

Austin Mertz won each of his five individual Athletics events at Riverina. Austin went on to compete in the NSW Athletics Carnival where he achieved a Bronze medal in the 12year Boys Long Jump.

Austin was awarded two Riverina Blues by the Riverina Schools Sports Association in recognition of his achievements in AFL and Athletics in 2011, capping off an extraordinary year for this talented young sportsman.

Visiting Performances

Students enjoyed a range of visiting performances throughout 2011. Such shows enhanced our Literacy, Science and Creative Arts programs and were mainly funded from school and community relief funds in 2011.

• Planet Rhythm

Students thoroughly enjoyed John Ratley’s show ‘Planet Rhythm’. The show taught the origins of a huge variety of drums and demonstrated a range of drums and drumming techniques. Students tried out their drumming skills, accompanying John and going ‘wild’ to find their inner drummer!

• Ananse Stories

Students learned about the language, music, instruments and dance of Ghana from Sam Derchie, a descendant of the Ashanti people of Ghana in West Africa.

The session introduced students to the traditional roles of the storyteller and master drummer in a rural African village. Sam told traditional stories from Ghanaian folklore that raised themes of ‘problem solving through co-operation’,
Students enjoyed Sam’s quiet, rhythmic voice and sharing in his obvious pride and happiness for his life and Ghanaian culture.

- **Billi’s Backyard**
  
  ‘Billi’s Backyard’ was a live performance by ‘Theatre on Toast’ that was sponsored by South West Arts and the Murray Catchment Management Authority (MCMA). This performance had a clear message about the benefits of recycling and reusing, and about using our precious resources such as water, wisely.

- **The Scientwists**
  
  Moulamein PS was the recipient of a 2011 National Science Week grant which funded a day of science for our students titled ‘Ecstatically Experimenting’.

  Local science group The Scientwists were engaged to deliver a full day of science ‘with a twist of fun’. All students K-6 attended a Science Show before breaking into Stage groups for hands-on workshops on the theme *React to Chemistry*.

  ‘Ecstatically Experimenting’ was certainly the name of the game on the day. It was a great day of science for all ages.

- **The Butterfly Effect**

  Our senior girls travelled to Barham to participate in a series of workshops titled *The Butterfly Effect* that aimed to boost girls’ resilience and self image. The workshops for girls in Year 5-7 were organised by Barham High School and offered to its partner schools across the area.

  The workshops ran over one day and dealt with issues related to body image, conflict between friends, managing stress and the influence of the
media on girls’ self image. Moulamein PS students were fortunate to access such a quality Personal Development program.

**Creative Catchment Kids**

Our school was one of many schools from across the Riverina to participate in the *Creative Catchment Kids* (CCK) program. This program builds connections between students and the various government and community organisations that work to understand, sustain and conserve the environment of our area and broader catchment. CCK aims to engage young people in raising awareness of local environmental issues, and has them help with the conservation and study of the environment through local student-devised projects.

Four of our students represented our school at the CCK environmental science workshops held once each term. Students worked with representatives from the Murray Darling Association and Owen Dunlop, Principal of the Wirraminha Environmental Centre at these workshops to learn more about the CCK program and about scientific content and processes that would assist their school-based projects.

Moulamein CCKs decided to highlight a feature of significance in their local environment – the Edward River. Working with Owen Dunlop and representatives from *Murray Catchment Management Authority* (MCMA) and the *Murray Darling Association*, the students researched, scripted and storyboarded a short information film about the importance of the Edward River to our community and area which detailed the multiple uses of water flowing in this river and through our region.

The DVD was launched at the culminating CCK Celebrations in November. Much to the delight of all who participated in the film and its making, it was warmly received by the CCK project leaders and participants, the Riverina South West School Education Director Vicki Kempton, and MCMA representatives and broader community. The students were invited by the Wakool Shire Council to present the film to their 2011 December meeting, wonderfully capping off this project for the students and their teacher.

**Public Speaking**

Students in Year 3, 4, 5 and 6 participated in a school and community program of Public Speaking throughout Term 2 and 3. The local Lions Club offer students in Year 3/4 and Year 5/6 divisions the opportunity to put their public speaking skills to the test.

Each speaker showed strong competency to a panel of local judges. One Year 6 student and one Year 4 student were selected to compete at the district level of competition and both students performed admirably at this next level of competition.

**Excursions**

Class excursions were substantially subsidised in 2011. 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 local CWA, Moulamein Lions and local Clubs NSW. Students in Year 6 and their parents also fundraised to reduce costs of an excursion to Melbourne for Year 6 students. The financial support given in 2011 was extraordinary considering this small rural community has been battling through years of prolonged drought and that the impact of the drought is still being felt by many in our community. The efforts of P&C and parents are to be commended.
• **K/1/2 To Swan Hill**

Students in the Kindergarten, Year 1 and Year 2 enjoyed a day trip to Swan Hill to explore the Swan Hill Pioneer Settlement and later attended a live theatre performance of “My Grandmother Lived in Gooligulch”. This excursion linked directly to students’ learning in literacy and Human Society and Its Environment.

![Image 1](image1.png)

At the Pioneer Settlement, students and teachers learned about Aboriginal culture in our area and the history of our early pioneers. Aboriginal Education Officer, Josh enthralled students and teachers with his explanation of the traditions and culture of Aboriginal people indigenous to our region.

Students went on to attend the live musical performance of “My Grandma Lived in Gooligulch” at the Swan Hill Town Hall. This show was based on the book of the same name written by Graeme Base. The show had a positive message about greeting what life deals up with ‘new eyes’ so that you can make the most of every opportunity. The characters had the students and teachers riding the waves of the story, with everyone singing and dancing in their seats and happily joining in with the action on stage.

![Image 2](image2.png)

• **Year 3/4 to Borambola**

Students in Year 3 and Year 4 enjoyed three days and two nights at the Borambola Sport and Recreation Centre near Wagga Wagga in Term 4. Students participated in a range of challenging, fun physical activities under the watchful eye of the Centre staff, their class teacher and a parent helper. The students returned happy and full of news about the activities and challenges they faced while away at camp.

![Image 3](image3.png)

Students experienced a range of physical activity for fun and skill development. They faced personal challenges that helped them develop confidence and resilience, and they enjoyed a range of team work activities designed to develop strategies of cooperation and strategies that facilitate success.

• **Year 5/6 to Canberra & Jindabyne**

Year 5/6 joined with students from our local cluster of schools on an excursion to Canberra and the Jindabyne Sport and Recreation Centre. Students visited the Australian Electoral Commission, Parliament House, National Museum of Australia, Questacon, CSIRO, Australian Institute of Sport, Australian War Memorial and the Dinosaur Museum, as well as other sites around our nation’s capital.

![Image 4](image4.png)
Students then headed to Cooma to learn about the Snowy Mountain Scheme on the way to the Jindabyne Sport & Recreation Centre. The excursion was thoroughly enjoyed by all who attended.

- **Year 6 to Melbourne**

Year 6 travelled with their teacher and a group of enthusiastic parents to Melbourne to see the *Tutankhamun* Exhibition at Melbourne Museum and a live performance of *Cirque Du Soleil*. While in Melbourne, students also visited the MCG and National Sports Museum and Federation Square. This senior excursion bonded the school’s young leaders and broadened their knowledge of the world by exploring exceptional international events and performers touring Melbourne.

**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 these 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 & Numeracy – NAPLAN Year 3**

In 2011, six students in Year 3 completed the National Assessment Program (NAPLAN) in Literacy and seven in Numeracy. As our cohort numbers are less than 10, results cannot be discussed due to considerations of privacy and personal information policies.

**Progress in literacy**

NAPLAN data indicates that Moulamein PS Year 3 ‘All Students’ results in Spelling, Reading and Grammar & Punctuation sat above that of the State and Statistically Similar schools, with strong results evident in Grammar & Punctuation.

NAPLAN data indicates that Moulamein PS Year 5 results in Grammar & Punctuation are in line with DEC NSW results. All Year 5 Literacy results, including Grammar & Punctuation, Spelling, Reading and Writing, were in line with school-based assessment.

School-based assessment indicates improvement in Grammar & Punctuation and Spelling across students K-6.

Examination of results as part of the school’s self evaluation and Low SES National Partnership reporting processes identified that the explicit teaching in and attention to the following areas would facilitate further improvement in student performance:

- Spelling skills and strategies, including proof reading and editing skills in accordance with K-6 scope and continuum;
- Grammar and Punctuation, including basic knowledge of word forms and grammatical features and application of knowledge in context in accordance with K-6 scope and continuum;
- Writing, focusing on intent, purpose, tone, techniques and persuasive devices;
- Comprehension, focusing on strategies to strengthen literal, interpretive and applied comprehension.

**Progress in numeracy**

School-based assessment indicates general improvement in Numeracy across students K-6. NAPLAN data showed most students possess sound basic knowledge but that some students experience difficulty working mathematically – estimating, applying, interpreting, visualising, converting, and completing multi-step problem solving.

Number skills of students across K-6 were identified as varied with significant diversity among students in each stage and composite group. School-based and standardised
assessment shows programs and structures implemented in 2011 are effectively addressing the identified diversity and low numeracy, language and thinking skills evident across the grades. This focus will continue in 2012 so as to extend students achieving at or above stage level and further consolidate the skills and understanding of those not meeting age-appropriate numeracy proficiency standards.

Focus areas will include:

- the review and upgrade of Maths teaching and learning recourses;
- developing teacher professional learning pathways that build curriculum knowledge and teacher capacity to address identified areas of need;
- continued implementation of programs that are tailored to learning needs and that focus on working mathematically and developing the language of Mathematics.

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. The percentages of our students achieving at or above these standards cannot be reported here.

With cohorts of less than 10, results cannot be reported here as individual students may be identified. Teachers have analysed the results and discussed them with parents.

Significant programs and initiatives

In addition to DEC global funding, Moulamein PS receives Country Areas Program (CAP) funds and Low SES School Communities National Partnership funds, both federally funded programs. With such funding, the school implements programs that address specific areas of knowledge and understanding for our students and establishes systems and structures that promote continual improvement in student achievement and school performance.

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 the 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.

Multicultural education

All classes address multicultural perspectives across curriculum areas, with a focus on respect, tolerance and inclusion. Units of work are included to teach about cultural, religious and ethnic differences. In 2011, visiting performances and excursion activities also allowed students to explore a variety of cultures.

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.

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. The 2011 program included a trip to the National Young Leaders Conference in Melbourne in Term 1 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 on behalf of the good of themselves and others.

The National Conference was followed by a District Leaders Forum for all students in Year 5 and 6 that was part of a 2011 Deniliquin CAP Network Initiative. Senior students from schools across our area worked with educational consultants from Rising Generation, and local CAP consultants and teachers, 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.

Students also ran a number of sport and tabloid activities throughout this year which encouraged participation by all and put students’ organisational and leadership skills into practice. Of note was the school’s annual ‘Bike Day’ which all senior students helped to program and run in collaboration with their teachers and local police.

National partnership programs

Moulamein commenced the Low SES School Communities National Partnership in 2009. This federally funded program aims to transform the way schooling takes place and address the many challenges facing students in disadvantaged communities to ensure improved educational outcomes for all students in targeted schools.

This program has allowed an extensive review of student achievement, engagement and participation, as well as giving the opportunity to analyse the effectiveness of staffing structures, teaching and learning programs, programs of professional development and school management and leadership practices.

In 2011, the school identified areas of school performance in which change facilitated by the school’s participation in the National Partnership Low SES program was seen to be contributing to improved student outcomes.

- Engaging teachers with expertise to improve student outcome:

National Partnership funding has enabled our school to retain and engage teachers who are
contributing significantly to the improvement of student learning outcomes. The structure has enabled the planning and implementation of tailored learning programs that address school targets and specific learning outcomes identified as not being attained by student cohorts or individuals.

The staffing structure has:

- added to the expertise of our school teaching team and allowed team teaching and mentoring opportunities that have facilitated improved class practice and teachers’ curriculum knowledge;
- facilitated the up-skilling of teachers in the effective differentiation of curriculum and the use of quality teaching strategies to better engage individual students in learning;
- facilitated the review of assessment schedules and practices to ensure consistency of teacher judgment and effective evaluation of programmed learning cycles;
- enabled the collaborative review and creation of whole-school scope and continuums in aspects of literacy and numeracy.

• Professional Learning

Under National Partnership, the school has developed more effective processes to identify professional learning needed to equip teachers with the capacity to target individual, class and school needs and address school targets.

Professional learning has:

- supported the establishment of a transparent school evaluation and planning process, strengthening accountability processes and building a team approach to school improvement.
- improved the school’s and teachers’ capacity to use student assessment and other data to direct teaching and learning to meet individual learning needs and address school targets for improvement;
- addressed areas identified in current research as being of significance for school improvement.

• Effective Leadership

Participation in the Low SES Program National Partnership (LSESNP) has given the school scope to improve the process of performance management. LSESNP has facilitated best practice staffing arrangements that have helped articulate the role of the Principal and improved the Principal’s capacity to perform management responsibilities inherent under the improvement process.

Participation in LSESNP has provided valuable professional experience and learning in school management while addressing the demands of the Partnership and devising strategies to achieve measurable improvement in student performance.

The strategies employed under the Partnership recognise the Principal’s need for time to effectively manage and provide educational leadership, being achieved by releasing the Principal from face-to-face teaching for one and a half days per week, and by providing opportunity for effective leadership training and mentoring.

In addition, the processes adopted under LSESNP are fostering the leadership capabilities of all staff as they are encouraged and trained to be involved in the improvement process and trained in delegated responsibilities of school operation and improvement.

Building leadership capacity has changed the culture and expectations of the school, with staff united and dedicated to improvement for themselves and their students.

• Innovative and Tailored Learning

LSESNP and school funds are fostering the effective use of student assessment and other data to identify individual, class and school needs which has in turn directed planning and programming to best facilitate improvement. Following training, teachers have effectively analysed student data and devised innovative and tailored learning and transition programs to cater for the school’s student cohort and individual student needs. Associated changes in staffing and timetabling structures have facilitated the effective implementation of these tailored programs.
The move away from traditional class groupings into a more flexible needs-based approach has been instrumental in achieving improvement for all students. Explicit language experience and local context units have been designed, improving the quality of teaching and learning and the level of student engagement. This process has also encouraged team teaching, teacher mentoring and collegial evaluation of teaching and classroom practices, powerful tools for improving teacher performance. Results evident in school assessments are expected to translate into improved levels of attainment and attainment growth rates evidence by NAPLAN.

Country Areas Program

Moulamein PS receives funding through the Country Areas Program (CAP) to run innovative programs addressing geographic isolation and supporting the provision of innovative quality teaching and learning. Two programs of significance were run at Moulamein PS to enhance student learning in 2011, both contributing to the diversity of experiences available for our students.

Moulamein Public School CAP Plan provided teaching and physical resources to enhance students’ learning programs in the areas of literacy and leadership. The school CAP program gave specific support to the ‘iEnviro’ CAP Network Initiative of which Moulamein was a managing school, and to ‘Leadership’ CAP Network Initiative of which Moulamein is a participant.

These initiatives and associated school CAP programs provided a real life context in which to develop students’ potential by fostering resilience, leadership and self confidence, specifically targeting Talking & Listening and Writing skills. The programs developed and explored leadership and literacy skills, with specific consideration given to purpose and audience when communicating via written and visual mediums and when using spoken language.

A whole-school focus on the environment across the curriculum was adopted in 2011, where students studied issues of energy and energy conservation, as well as studying the local environment and issues associated with sustainability and conservation. This learning focus formed the basis of classroom, school CAP and ‘iEnviro’ programs and gave a real life context for students’ speaking and writing across the curriculum.

In addition, school CAP funds provided teaching support for Social and Leadership programs that saw senior students plan, organise and run whole-school and peer support-style activities that fostered positive behaviour for learning and promoted positive interpersonal and effective leadership skills.

The school CAP programs included:

- Writing and illustrating workshops with professional illustrators/authors Narelle Oliver, Kevin Burgemeestre and Phil Kettle,
and associated writing activities in school following on from these workshops based on the whole school themes.

- Teacher professional writing workshops via video conference, and as a network of schools, that specifically targeted the explicit teaching of persuasive texts.
- Illustration and book and film production projects that linked in with the associated environmental science projects.
- Team teaching to support project implementation and the logistics of art making, researching, interviewing, writing and filming for the book and film projects.
- Engaging teachers with expertise to implement the leadership program that involved training and in-school projects.

School CAP funds have allowed our school to access professional expertise and experiences to specifically address the issues associated with geographical isolation including:

- access for teachers to professional mentoring and training and development activities;
- access to literary and cultural experts to enhance student learning programs;
- opportunities for positive peer interaction in school, and across our district and networks of schools;
- limited teacher and physical resources to enhance the curriculum;
- the impact of distance and small student numbers on curriculum options.

![Teacher and students](image)

**Climate Clever Energy Savers (CCES)**

The CCES is one of two parts of the $25 million NSW Government Schools Energy Efficiency Program that is jointly funded and managed under a Memorandum of Understanding between the NSW Department of Education and Training and the NSW Department of Environment, Climate Change and Water.

Moulamein PS participated in this program in 2011 with students challenged to identify a sustainability issue in their school and to develop a creative and practical proposal for action that would save energy and reduce greenhouse gases.

CCES Program provided support via teacher professional learning, teaching and learning resources and financial grants to assist with this Action Learning and the implementation of the students’ project.
Throughout the year, students completed a unit of study on energy production and use, conducting an energy audit of the school and devising an in-school system to reduce the daily use of electricity. This research and design process was documented in an e-portfolio and helped to formulate the students’ proposal that was submitted for funding consideration.

The students’ proposal involved designing and publishing a set of posters to promote efficient energy use and running information sessions to raise awareness of the simple actions that can help reduce greenhouse gases. Students worked with teachers, a local artist and a local graphic designer to design and implement the proposal that was funded by CCES.

The project was very successful with students and teachers effectively engaged in meaningful and relevant action learning directly linked to the curriculum.

**Progress on 2011 targets**

**Target 1**

*Improved literacy skills of all students evidenced by 87.25% of students showing growth in Grammar & Punctuation and Spelling as measured by school-based assessment, and by meeting regional PSP targets for literacy:*

- 90.2% of students in Year 3 achieving Band 2 or above in reading & 28.6% of Year 3 students achieving band 5 or 6 in reading;
- 81% of students in Year 5 achieving Band 4 or above in reading & 20.4% of Year 5 students achieving Band 7 or 8 in reading.

In 2011, tailored learning programs and additional learning support structures were implemented to cater for the learning needs of all students and to specifically target those students with interrupted, non-cohesive learning and low language experiences and skills. These tailored programs used quality written, visual and multi-modal literature to explicitly teach effective reading strategies and skills, and writing skills.

Professional learning, team teaching support and collaborative stage planning also assisted teachers to address identified areas of weakness and the diversity of learning needs. Teachers also embedded teaching strategies provided through NAPLAN programs to improve outcomes in identified areas of concern.

Our achievements include:

- School-based assessment indicates improvement in Grammar & Punctuation and Spelling across students K-6 in line with target.
- NAPLAN data showed Year 3 above State and Statistically Similar Groups (SSG) in Spelling.
- NAPLAN results in Grammar & Punctuation showed Year 5 were in line with SSGs, and above State and SSGs for Yr 3.
- NAPLAN data showed that the Band achievement targets for Reading were achieved in both Year 3 and Year 5.

All results have been reported as part of the school’s 2011 LSESNP Evaluation. As our cohort numbers are less than 10, percentage results cannot be discussed due to considerations of privacy and personal information policies.

**Target 2**

*Improved numeracy skills of all students evidenced by 87.25% of students showing growth in Numeracy as measured by school-based assessment, and by meeting regional PSP targets for numeracy*

- 91.6% of Year 3 students achieve Band 2 or above & 23.5% achieve Band 5 or 6
- 85.7% of Yr 5 students achieve Band 4 or above and 12.4% achieve Band 7 or 8.

Numeracy underperformance for particular student cohorts and individuals was identified through data and program evaluation.

In 2011, tailored learning programs and additional learning support structures were implemented to cater for the learning needs of all students and to specifically target those students with interrupted, non-cohesive learning.

Numeracy is taught explicitly for one hour per day and in stage-based learning groups for four days of the week. Team teaching and collaborative Stage planning, upgraded teaching resources and the incorporation of teaching strategies provided by NAPLAN support programs are assisting teachers to improve student outcomes.
Our achievements include:

- School-based assessment indicates improvement in Numeracy across students K-6 in line with this target.
- NAPLAN data showed that the targets for Numeracy were achieved in Year 3, with school results in line with schools in South West Riverina, and above that of NSW Riverina, SSG and CAP schools. Year 5 results were indicative of school assessment with tailored programs working to consolidate and extend students in numeracy.

All results have been reported as part of the school’s 2011 LSESNP Evaluation. As our cohort numbers are less than 10, percentage results cannot be discussed due to considerations of privacy and personal information policies.

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 2011 our school carried out evaluations of Teaching and the school’s integrated Environmental Studies Initiative.

2010-11 saw a change in the teaching structure and programs as Moulamein PS introduced a range of innovative measures to improve student learning and engagement and address the individual needs of our students through specifically tailored learning programs.

Students, teachers and parents were surveyed about teaching, and the 2011 integrated environmental studies initiatives, to determine:

- perceptions about students’ abilities in these subject areas;
- expectations of students’ and parents’ for learners in these integrated subjects;
- the level of student engagement with learning;
- evaluation of teaching strategies and programs currently in use;
- the extent of the school’s capacity and skills to provide for the diverse learning needs of our students.

The findings and conclusions that resulted from this analysis informed the basis of the following key evaluations.

Curriculum

Environmental Studies Initiatives 2011

Background

Throughout 2011, teachers embedded learning about the environment across the curriculum to provide a meaningful and engaging context for student learning, appropriate to students’ age and ability. This was one of the school’s key strategies implemented to achieve improvement in student learning outcomes and engagement.

Findings and conclusions

Parents, teachers and students were of the view that learning about the environment had effectively engaged students in learning within a context that was of relevance to students, their families and community.

Teachers used the initiatives and whole-school focus to embed a range of technology and community-based activities into students’ learning. The units allowed for reflection on how literacy and numeracy skills are vital for learning across the curriculum. Strong partnerships in learning between the school and local and regional environmental groups were developed to support students’ learning, providing accurate data about local issues and sites and reliable sources of information when researching.

Teachers found that the varied opportunities and formats available for students to learn and express their understandings assisted each student to be focused and engaged and resulted in work samples and products that showed significant personal improvement in each student’s abilities across the key learning areas.

Surveyed parents expressed a high level of satisfaction for how the environmental studies units in HSIE and Science were integrated in literacy and numeracy learning. Survey respondents held the view that deep knowledge and understanding of the environment and topical, local environmental issues were important for their children. They felt that the integrated units were of interest to their children and that these were delivered in an age-appropriate manner. They acknowledged that these units were assisting their children to build
skills and understandings in other subjects. These parents appreciated the involvement of local and regional experts where appropriate, and saw such partnerships as being of benefit to their child’s learning.

Students felt learning about the environment was important. They enjoyed embedding this learning in English and Maths and felt the units gave a purpose to their learning. Most students indicated the tasks and activities of the integrated environmental science program provided a challenging and enjoyable way to apply their knowledge and skills.

In particular, senior students enjoyed being able to express their ideas and understandings in short films, and undertaking the Clever Climate Energy Savers action research, which involved a study of energy use in the school and the students devising and implementing a school project to encourage energy conservation.

Stage 2 students also enjoyed film making, as well as learning about local fauna and issues of conservation related to species under threat in our area.

Stage 1 students were excited about making and sharing their short film about taming the wild to grow a garden, and growing and using their own flower and vegetable gardens as part of their learning. These young students were thoroughly engaged with literature based on environmental themes and with visiting authors whose work related to the environment.

Survey responses from students across the stages indicated:

- a high level of engagement and enjoyment of the environmental units studied in 2011;
- a developing awareness of how literacy and numeracy skills are important to learning in all subjects;
- that feedback from teachers to students on how to improve in their learning is looked for and appreciated;
- that the input from local and regional experts and visiting authors and illustrators, whose work related to class topics, was a vital part of their learning that gave inspiration and a meaningful context for their efforts;
- that embedding a variety of community projects into class learning made learning more interesting and relevant for them.

Future directions

The surveys indicated that the school’s efforts to embed learning in a meaningful and relevant context related to the students’ lives was an effective way to tailor learning programs and incorporate quality teaching strategies and practices. Respondents felt that such integrated programs of learning were successful and should continue. Throughout these programs of learning, students were highly engaged and motivated to learn, able to make sense of learning through a range of settings, formats and experiences, and connected to their community and society through their learning. To this end the school will:

- plan units of work that distill broad concepts and content down through local context and settings;
- continue to engage local, regional and national ‘experts in field’ to enhance school programs;
- engage staff with specific expertise to assist with the development and implementation of tailored learning programs;
- program learning to cater for the learning and social needs of our students, specifically addressing language development, literacy and numeracy skills and the social and emotional intelligence of each child.

Educational and management practice

Teaching

Background

In 2011, staffing structure and student groupings were used innovatively to address the diverse learning needs of our students. An increasing need for language experience programs became evident during our annual situational analysis, including the analysis of student and assessment data, and the evaluation of school programs. Specific tailored teaching programs were developed to address the identified areas of need and have been evaluated as part of the 2011 annual reporting process.
Findings and conclusions

Parents and students surveyed indicated that:

- What students are asked to learn is important to them and their development.
- Learning activities are of interest to students and appropriate to their needs and abilities.
- Class and behavior management are important factors impacting on students’ learning and that this has been a positive factor in 2011.
- Students understand how they will be assessed and that work samples and reports and conferencing with teachers assist them to make improvements.
- Parents have an effective understanding of how their child’s learning is assessed and that the information shared with parents about student achievements is clear and informative.
- Parents feel teachers know their child and what they need to learn, and that their child and teacher communicate effectively about what students are learning and why.

Future directions

The evaluation process highlighted the importance of:

- encouraging a greater percentage of parents to be involved in information and parent education sessions at school that aim to equip them to be involved in and assisting with their child’s learning;
- communicating the purpose and intent of learning tasks and the standard and content expected on completion;
- following the Quality Teaching Framework to ensure students are engaged in learning of significance and building deep knowledge and understanding that can be applied in real life settings;
- developing learning pathways and school procedures for teachers and students that clearly define ways to achieve improvement, and that showcase attainment of learning outcomes.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented here.

The level of parent, student and teacher satisfaction is high as evidenced by the enthusiasm and excellent behavior of students, the willingness of parents and carers to work hard for the betterment of our school and the commitment to improvement shown by our teaching and support staff.

Parents and staff indicated an appreciation for the shared approach between school and home, and between school leaders and staff, to improving student learning outcomes. Both value highly the school’s commitment to developing a positive relationship between the school and its parent body and broader community.

The respondents identified the excellent learning opportunities and support provided for students who are experiencing difficulties and the happy learning environment being provided that fosters the growth of each student. Positive behavior management processes and the inclusion of the core values of respect, responsibility and safety in teaching and learning programs was applauded.

Parents identified the following as things that the school and community do well together to improve students’ learning outcomes:

- implementation of an annual Student Leadership program;
- adoption of Positive Behaviour for Learning practices and processes;
- targeted learning assistance and support provided to students;
- the school’s efforts to involve community leaders and family members in school programs;
- the school’s organisation and running of the community ANZAC service;
- diverse opportunities in sport.
Teachers consider the following as contributing to their satisfaction with the school.

- Relationships of trust, collegiality and mutual respect are seen to be underpinning current school operation.
- The effective implementation of change processes contributing to improved student learning outcomes.
- School leaders modeling a commitment to school improvement and encouraging staff, parents and students to take on leadership roles.
- Teachers being encouraged to constructively reflect on practices with a commitment to teacher and school performance.

**Professional learning**

Each year, Moulamein PS allocates funds to provide professional learning opportunities for all staff. Teacher Professional Learning has been delivered through events offered by DEC and as sourced by and delivered within our local network of schools.

Teacher Professional Learning related specifically to:

- Child Protection
- CPR and Emergency Care
- Syllabus Implementation (English, Mathematics, Integrating cross-curricula themes, cross-stage programming)
- K-2 continuum for Literacy & Mathematics
- Writing
- Blended Learning – embedding IT in quality teaching
- Assessment & Reporting
- Curriculum differentiation
- Behaviour Management.

In 2011, Moulamein PS Teacher has a DEC allocation of $3536.00 for Professional Learning, with further funds allocated from the school’s global budget and other specific programs giving a total of $7511.00 dedicated to professional learning for the year (excluding specific purpose Beginning Teacher Support funds allocated in Semester 2 2010 that were not expended due to staff resignation).

All permanent and temporary teachers attended professional learning activities in 2011, 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.

Expenditure on teacher professional learning averaged $2157.00 per full time equivalent staff member.

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.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**Literacy & Numeracy**

**Outcome for 2012–2014**

Improve learning outcomes for all students in literacy and numeracy

**2012 Targets to achieve this outcome include:**

- Years 3 & 5 NAPLAN literacy and numeracy results to be at or above statistically similar
schools’ average with no students below National Benchmarks.

- Growth from Year 3 to 5 to be in line with statistically similar schools and regional low socio economic schools.

**Strategies to achieve these targets include:**

- Engaging teachers with expertise in literacy teaching to facilitate the explicit delivery of tailored learning programs to targeted student groups and to address outcomes identified from assessment data analysis.

- Employing SLSO support for students with learning difficulties and receiving integration funding, to assist with implementation of tailored learning program.

- Employing a teacher for tailored English as a Second Language (ESL) Program.

- Programming for the explicit instruction in literacy and numeracy across all key learning areas, focusing specifically on reading and comprehension, spelling and grammar, number concepts, working mathematically and problem solving.

- Developing school and personal professional learning plans that focus on classroom practices and building curriculum knowledge, and that address areas identified for improvement in student outcomes.

- Providing professional learning and resources to up-skill teachers in the use of integrated and balanced approaches to teaching literacy, including explicit teaching of reading and comprehension strategies.

- Formalising Learning Support Team structures and procedures that support planning and teaching processes.

- Utilising supervision procedures, mentoring and consultancy support to evaluate effectiveness of teaching programs, strategies and practices.

- Implementing a series of parent information sessions and workshops on reading and spelling, comprehension strategies, accessing multi-media, and on how to support their child at home.

---

**Engagement**

**Outcome for 2012–2014**

Improve overall student engagement through quality learning and transition programs

**2012 Targets to achieve this outcome include:**

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

**Strategies to achieve these targets include:**

- Devising whole school focus for learning units that give authentic and meaningful context for student learning and that embed extensive use of technology to enhance student engagement and learning.

- Implementing innovative programs addressing outcomes across the curriculum, developing students’ ability to communicate, and focusing on writing, talk and listening and multi-modal presentations

- Utilising students’ areas of interest, and local experts, facilities and resources, to address curriculum outcomes.

- Integrating innovative technologies into teaching and learning programs, including DEC licensed software and Web2 technology.

- Reviewing and upgrading computing hardware and establishing a standard suite of software across the school’s computers.

- Continuing to implement the ‘Positive Behaviour for Learning’ program to foster a positive, safe and inclusive learning environment that encourages engagement, achievement and attendance.
Extending the existing Pre School ‘Transition to School’ Program for Preschoolers and the ‘Transition to High School’ program for Year 6 students.

Leadership and Management

Outcome for 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

2012 Targets to achieve this outcome include:

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

Strategies to achieve these targets include:

- Reviewing and adjusting Teacher Assessment and Review Schedule procedures to ensure that professional discussion, planning and collegial mentoring support teacher development.

- Implementing a schedule of professional learning in-school that supports improvement of school, teacher and student performance, including Quality Teaching Framework and the use of SMART.

- Implementing staffing structures to support joint Stage and whole-school planning and programming, and designing and implementing assessment tasks in accordance with school assessment and reporting schedule.

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.

Catherine Peach, Principal
Chris Mertz, P&C President
Colleen Wilson, School Administration Manager
Kate Slaven, Class Teacher
Karina Peake, Class Teacher
Fran Gorey, Support Teacher

School contact information
Moulamein Public School
Brougham Street, Moulamein NSW 2733
Ph: 03 58 875 208
Fax: 03 58 875 102
Email: moulamein-p.school@det.nsw.edu.au
Web: moulamein-p.schools.nsw.edu.au
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:

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.

Catherine Peach, Principal
Chris Mertz, P&C President
Colleen Wilson, School Administration Manager
Kate Slaven, Class Teacher
Karina Peake, Class Teacher
Fran Gorey, Support Teacher

School contact information
Moulamein Public School
Brougham Street, Moulamein NSW 2733
Ph: 03 58 875 208
Fax: 03 58 875 102
Email: moulamein-p.school@det.nsw.edu.au
Web: moulamein-p.schools.nsw.edu.au
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: