

2019

Moonbi Public School

# EXECUTIVE SUMMARY



*Moonbi Public School is a small school [TP2], located in a village on the New England Highway, to the north of Tamworth. It serves a small but diverse community.*

Enrolment in 2019 is 56 split into 3 multigrade classes. The mobility rate is usually moderate. The school's ICSEA at 862 shows a below average socio-educational spread with 75% in the lowest quartile and 0% in the highest quartile. Our school family occupation and education index(FOEI) is 140, which is relatively disadvantaged compared to other local small schools.

Our staff is highly committed to teaching excellence, innovation and developing future focused students leaders.

Aboriginal enrolments are 31% in 2019 and indigenous student performance varies from excellent to average on national testing, value-added and attendance measures. An ATSI student representative group has recently been established and is actively working to celebrate, share their culture with our school and develop strong leadership skills within our ATSI students.

The school has a sizeable proportion of students with moderate to high support needs. Learning support is catered for with Learning Support Meetings held weekly to track targeted student progress and Learning Support Team Meetings and parents are held once a term. Two learning support officers are employed 3 mornings a week.

Our school is a Kids Matter school which values community wellbeing. Positive, respectful relationships, at Moonbi, help our children and their families feel that they belong and their contributions are valued. At Moonbi we employ a whole school approach to improve student's learning.

EVIDENCE SETS:	Every student known for, valued and cared for	Quality teaching and learning	Leadership Legacies
	Set 1	Set 2	Set 3
Learning Culture	✓	✓	
Wellbeing	✓	✓	
Curriculum		✓	✓
Assessment	✓	✓	✓
Reporting	✓	✓	✓
Student performance measures	✓	✓	
Effective classroom practices		✓	✓
Data skills and use	✓	✓	✓
Professional standards	✓	✓	✓
Learning and development	✓	✓	✓
Educational leadership		✓	✓
School planning	✓	✓	✓
School resources		✓	
Management practices and processes	✓	✓	✓

After careful examination of the School Excellence Framework and consideration of our school context, evidence sets describing the practices were identified by the whole staff.

The whole staff worked to reflect on our current context and those school practices that supported the statement of excellence. With this in mind, staff collected evidence that supported these practices, and aligned them with the School Excellence Framework.

Evidence sets describing the school's practices were identified by teaching staff during professional learning sessions and agreed upon by the whole staff during staff meeting time.

The approach taken was to consider the statement of excellence for each element of the School Excellence Framework and reflect upon those school practices that supported the statement of excellence. Artefacts were collected and mapped using the School Excellence Framework.



## LEARNING

The results of this process indicated that in the School Excellence domain of Learning, Moonbi Public School is sustaining and growing.

Moonbi Public School has a positive learning culture supported by the high expectations of staff and parents. We work with parents, our active P&C and the wider community to enable students to reach their full potential. The staff has a strong commitment to improve the wellbeing and attendance of all of our students and student wellbeing measures, such as the KidsMatter framework, kitchen-garden program and inter-agency partnerships have fostered a thriving school climate.

Teaching and learning programs are personalised for students, to connect and engage all learners. As an Early Action for Success school (2017 - 2020), Moonbi has an Instructional Leader who plays a key role in building staff skills and knowledge in teaching and assessing literacy and numeracy. They also assist our teachers and SLSO to customise interventions for individual students.

At Moonbi Public School there is a clear and determined focus by all staff to improving teaching and learning. Evidence of student learning and wellbeing is collected from a variety of sources, including work samples, STAR Data, Tell Them From Me (TTFM) student surveys, Progressive Achievement Tests (PATs), NAPLAN assessments and analysis of behaviour data. Literacy and numeracy progressions are also used to track, monitor, measure and compare the growth of students against expected benchmarks.

Parent engagement is the main area of focus for future improvement. Whilst parents are actively engaged in supporting the school in extra-curricular activities however further strategies will need to be investigated to authentically engage parents in student learning progress and achievement. Student reports require minor changes to formatting to make plans for meeting future learning goals clearer for parents.

## TEACHING

The results of this process indicated that in the School Excellence domain of Teaching, Moonbi Public School is sustaining and growing.

Teachers at Moonbi Public School individually and collaboratively reflect upon and evaluate their teaching practices, to ensure that the strategies implemented for teaching are both evidenced based and effective. Our core pedagogies are centred on explicit teaching, differentiated instruction and the effective use of formative assessment. As a team we recognise the need to undertake professional learning so that all teachers can provide explicit and timely feedback based on success criteria and learning intentions.

Data collection and data analysis and more importantly 'putting a face to the data' has become a valued and key component of how we work at Moonbi Public School. Staff value the deeper understanding and confidence gained by having valid and reliable data to know exactly where each student is at a given point in time and being able to focus on explicit steps to move students forward in their learning. Parents appreciate that staff have a clear understanding of their child's learning needs and great relationships between teachers and students.

## LEADING

The results of this process indicated that in the School Excellence domain of Leading, Moonbi Public School is sustaining and growing.

The school leadership team fosters a school wide culture of high expectations and a shared sense of responsibility. The leadership team actively supports collaborative performance development and staff efforts to improve their performance through the PDP process and use of the Professional Standards.

School resources have been allocated to processes and projects that support our school vision and direction. This is evident in the establishment of our community Anzac Memorial Wall and Lone Pine Garden project. This project has been very successful and is highly valued by the community, fostering a stronger sense of community in which Moonbi Public School plays a central role.



## LEARNING DOMAIN ANALYSIS

### *Learning Culture*

**High expectations -Sustaining and Growing.** At Moonbi Public School there is a demonstrated commitment (1.1.7) within our school community that all students make learning progress. All stakeholders work together ensure all students progress is monitored, planned for and improvement is at or above expected growth is valued. Staff are working together to build stronger partnerships with parents and students support clear improvement aims and planning for learning. This occurs through weekly data discussion meetings, ILP meetings, parent and teacher interviews, reports and student progress conferences. Time (2.3.1) each week is allocated to support teachers collaborate, review targets, progress and plan for future improvements.

Developing processes to improve the communication and increasing parent understanding of learning expectations at Moonbi PS is our next priority.

**Transitions and continuity of learning -Sustaining and Growing.** Staff at Moonbi collects, analyses and discusses information (1.5) regarding transition annually and after each event to inform future planning and support students' successful transitions. Staff collaborate regularly with parents of students whose continuity of learning is at risk to support and ensure strategies are in places to ensure students can move through transitions with increased confidence.

Our preschool transition program (1.5.5) has been a priority as a strategy to improve literacy and numeracy results and whilst successful in increasing student confidence, our value added results K-3 and 5-7 indicate a clear need to continue focus our transition processes.

Looking forward we need to embed similar class structures, pedagogical teaching styles and high expectations K-6.

**Attendance -Sustaining and Growing.** Attendance data (1.4.17) is regularly analysed and discussed fortnightly at weekly Whole Staff meetings. Our attendance data is used to inform planning through action plans, for smaller concerns or individual concerns or in whole school planning if data displays trends or broader causes for concern.

Historically our school has had at or above state attendance data and we have successfully improved attendance tend with a range of strategies. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

### *Wellbeing*

**Caring for students -Excelling** Moonbi Public School is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Student surveys results (1.4.12) suggest that of the students who completed the survey, most students believed that there were other adults in our school that care for them, would listen to them and would support them with problems at home or at school.

**A planned approach to wellbeing -Sustaining and Growing.** Our school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback (3.3.1) to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

The school wellbeing landscape at Moonbi Public School was the focus of the second strategic direction in our previous 2015-2017 school plan (1.2.1) and we were able to create a culture where every students wellbeing is a priority so they can realise their potential, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. The practices, programs and processes (1.4) developed and implemented during this plan have sustainable and continue to achieve success.

**Individual learning needs –Excelling.** We have a school-wide, collective responsibility for student learning and success at Moonbi Public School, which is shared by parents and students. Planning for learning is informed by sound holistic information (1.3) about each student's wellbeing and learning needs in consultation with parents/carers during ILP meetings.

Well developed and evidence-based approaches, programs (1.1.5) and assessment processes identify, regularly monitor and review individual student learning needs.

**Behaviour -Sustaining and Growing.** At Moonbi, we have co-developed with students, staff and the community the expectations of behaviour (1.4.20) in classroom and playground, designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

### *Curriculum*

**Curriculum provision –Excelling.** The curriculum provided at Moonbi Public School supports high expectations for student learning (1.1.2). Our curriculum is enhanced by learning alliances (3.2.3) with Dungown Public School, Attunga Public School and schools in the Tamworth Small Schools Network, where useful and practicable.

We are currently using Renaissance Learning, Writing Assessment Portfolio's and PLAN 2 (2.4) to longitudinally monitored students' learning and support teachers, students and parents identify factors that may motivate student performance and adjust their instruction to better meet students' needs to ensure continued challenge and maximum learning.

**Teaching and learning programs -Sustaining and Growing.** The staff at Moonbi Public School provide teaching and learning programs (3.2.2) that describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Teaching and learning programs across our 3 classes show evidence that they are adjusted to address individual student needs (2.5.1), ensuring that all students are challenged and all adjustments lead to improved learning.

**Differentiation -Sustaining and Growing.** Our teachers differentiate curriculum (2.5.1) delivery to meet the needs of students at different levels of achievement, including adjustments (XX) to support learning or increase challenge. Most students can articulate their learning using their classroom Bump It Up displays (1.1.3) and understand what they need to learn next to enable continuous improvement.

### *Assessment*

**Formative -Sustaining and Growing.** Teachers at Moonbi routinely use formative assessments (1.1.4), summative assessments (1.1.7) and anecdotal evidence of student learning during our weekly PLT meetings to inform their teaching, adapt their practice and meet learning needs of students.

**Summative –Excelling.** During our weekly PLT meeting staff analyse student progress and achievement data collected from STAR Reading, STAR Early Literacy, STAR Maths, PATr Tests, whole school K-6 Writing Assessments, SENA Tests and a range of other contextual information. Data Discussion Meetings encourage staff to examine data trends in student achievement (1.1.6), at individual, group and whole school levels.

**Student engagement -Sustaining and Growing.** The use of success criteria at the beginning of lessons and use of rubrics enables classroom teachers at Moonbi share criteria for student assessment with students. Teachers are using formative and summative assessments create opportunities such as peer reviews, 1-1 teacher conferences and small focus group discussions (2.5.3) for students to receive feedback on their learning.

**Whole school monitoring of student learning –Excelling.** At Moonbi we have developed clear assessment routines and practices to gather reliable assessment information (1.1.5) to evaluate student learning over time and through care analysis of data implement changes in teaching that lead to measurable improvement.

Our professional learning team meets weekly and with our partner schools to collaboratively support each other develop consistent, evidence-based judgement and moderation of assessments.

### *Reporting*

**Whole school reporting -Sustaining and Growing.** At Moonbi the use of explicit data collection processes (XX) ensures all staff are responsible for collecting data which we then analyse during our weekly professional learning meetings (2.2) ensuring every staff member has an opportunity to share results for collegial discussion as well as uploading results into PLAN 2(2.4.1). As a team we analyse and compare multiple data sets using internal and external student and school performance data, on a regular basis.

**Student reports - Delivering** Student reports (2.4.3) meet Department of Education requirements and include personalised descriptions of the student's strengths and growth.

**Parent engagement - Delivering** Parents/carers at Moonbi PS are provided with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress. Staff are currently working towards improving our reporting system to increase parent engagement and understanding of student learning.(2.4.3, 1.3)



*Student performance measures*

**Value-added -Sustaining and Growing.** The school's value-add\* trend is positive and is above state average for K-3 and 3-5 and just slightly under the average value added for all schools in the state for 5-7. Staff have examined the scout value-added data several times and discussed possible reasons for achieving Delivering for K-3 and 5-7. Our next step will be to develop an action plan to address the issues they have raised.

**NAPLAN – Delivering.** 92% of students at Moonbi PS achieved at or above national minimum standards on NAPLAN reading, writing and numeracy. 27.59% of results were in the top two bands and 40 % of our students were in the top two bands however only 21% of students were in the Premiers Bump It Up priority for reading and numeracy. The highlight of our results

**Student growth – Delivering.** Our school identifies growth targets for individual students, using internal progress and achievement data such as progression indicators, STAR Reading and STAR Maths targets (1.1.6).

Teachers are working with students to raise awareness of the targets needed and some students are using these targets effectively and so expected growth on internal school progress and achievement data is not consistent for most students. We need to embed practices that ensure students understand and use targets consistently. The use of Bump It up walls (1.1.3) have improved students ability to articulate their targets and what is needed to improve but greater consistency is needed move to sustaining and growing.

In the VA Across Schools report (1.5.1), the average value added for our school is plotted above the average on a chart to compare it to other schools in the state for both K-3 and 3-6 but 5-7 are just below.

**Internal and external measures against syllabus standards -Excelling** School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.



## TEACHING DOMAIN ANALYSIS

### *Effective Classroom Practice*

**Lesson planning -Sustaining and Growing.** All teaching staff at Moonbi Public School collaborate across to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers collaboratively plan to target areas of common need across the whole school during regularly scheduled data meetings (2.3.2).

**Explicit teaching - Excelling** At Moonbi we employ a whole school approach that ensures the most effective evidence-based teaching methods are implemented to optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies in the classrooms such as the *Language, Learning and Literacy* program, *Learning Sprints*, *Working Deeply within the Seven Practices*, using Learning Intentions and Success criteria strategies within the classroom, targeting the Big Ideas in Mathematics and including Number talks in weekly lessons. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.(2.4.3)

**Feedback –Delivering.** Teachers at Moonbi Public School respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve. Students receive both written (2.2.8) and verbal feedback. Students have the opportunity to meet with their teachers to discuss their work in conference type situations or less formally during or after a learning task. During writing and reading activities students receive feedback constantly as these activities are aligned to whole class learning intentions and success criteria.

**Classroom management-Sustaining and Growing.** Moonbi Public School has a school-wide approach to effective and positive classroom management. This is evident through our consistent school wide approach to behaviour expectations and reward programs. (1.4.11) We have an SLSO who is available to support student who require assistance with managing their behaviour. Teachers use school wide strategies such as cues or prompt cards to assist students make positive choices. Support is provided to teachers where needed by executive, teaching and non-teaching staff ensuring optimum learning is a priority within our classrooms. Staff have accessed training relevant training, such as *Brain Gym*, *Mental Health First Aid*, *Play is the Way*, *Autism Spectrum Disorder* and *Kids Matter* to assist with the delivering of positive, focused environments for optimum learning.

### *Data Skills and Use*

**Data Literacy -Sustaining and Growing.** Moonbi Public School promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Our teachers use data effectively to evaluate student understanding of lesson content.

**Data Analysis – Excelling.** The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis

**Data use in teaching -Sustaining and Growing.** Assessments are developed and sourced and used regularly across the whole school, as well as in our classrooms, to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. At Moonbi Public School all students undertake several whole school writing assessments per term. These are developed by staff to facilitate the collection of a targeted set of data and are analysed against the Writing Assessment and Spelling Assessment tools to facilitate consistent judgement and to inform whole classroom and individual student planning. Staff also use data from assessments undertaken through the Renaissance Place program (1.1.5), PAT-R, SENA, Waddington, as well as individual classroom assessments such as phonological and spelling tests.

**Data use in planning –Delivering.** Moonbi undertakes and provides clear and accurate analysis of student progress and achievement data which is deeply analysed and discussed at length by all teaching staff and is used to inform planning that is shared with the school community in the Annual Report, as well as through community forums and the My School Website data. The data that is used, Renaissance Place program (1.1.5), PAT-R, SENA, Waddington, individual classroom assessments such as phonological and spelling tests, as well as Progression and Best Start all assist in staff gaining a sound knowledge of where our students are in terms of their learning progress and achievement.



### *Professional Standards*

**Improvement of practice -Sustaining and Growing.** Teachers' Professional Development Plans (2.3.4) are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

**Accreditation -Sustaining and Growing.** The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs (2.3.4) to identify and monitor specific areas for development or continual improvement.

**Literacy and numeracy focus -Sustaining and Growing.** All teachers at Moonbi Public School understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (2.3.4). Teachers undertake weekly professional development in Literacy and numeracy. We are constantly looking for ways to improve not only our understanding of the content, but looking for ways to engage all students in the learning process. Research into best practice for Literacy and Numeracy has driven the change in the way the subjects are taught and have led to improved student progress. The regular and routine collection and analysis of data demonstrates measurable successes. Literacy and numeracy is incorporated in all subjects through aligning our planning in subjects such as Science with Informative text writing, or geography with data.

### *Learning and development*

**Collaborative practice and feedback -Excelling.** Moonbi School uses embedded and explicit systems that facilitate professional dialogue, collaboration (2.2.2), classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. We do this by having five scheduled meetings for teaching staff every week (2.3.2) to discuss and analyse data, research and investigate current best practice and to collaborate and plan classroom based learning activities. We meet personally or video link with peers from other schools to engage in professional dialogue and to collaborate on planning and assessment. Our Instructional Leadership observes classroom practice several times a week and provides direct feedback and models best practice. Teachers undertake ongoing training and discussions around improvement in practice, such as L3, Learning Sprints (xx) and Resolve Maths.

**Coaching and mentoring-Excelling.** Teachers in our school recognise that highly effective teaching is the key to improving student learning throughout the school. The collegial nature of the school ensures skilled literacy and numeracy teachers willingly mentor, model, coach, observe and support other teachers to enhance their effectiveness. All teachers are committed to leading the school to improved Literacy and Numeracy outcomes. Our school commitment to professional learning is evident by the time and resources it uses to prioritise professional learning.

The school has developed inter-school professional learning relationships with Dungowan to work together on 'Assessing for Impact' (3.2.3) and the Tamworth Small School Network'(3.2.4) sharing resources and working together to improve 'Consistent Teacher Judgement' improving teacher practice and student learning.

**Professional learning -Excelling.** The staff at Moonbi Public School regularly evaluate professional learning activities during our scheduled Professional Learning Meetings to identify and systematically promote and implement the most effective strategies to improve teaching and learning. All staff undertake training in effective teaching strategies and use these learned strategies with the classrooms.

Our teachers collaborate with staff in other schools share and embed good practice. We collaborate with Dungowan Public School, working with them to develop our English and Mathematics Scope and Sequence and supporting them with the implementation of writing assessment tasks and Learning Sprints.(2.3.3) These collaborations are lead by our Principal and Instructional leadership, however all our teaching staff share our effective teaching strategies with our peers. We are undertaking training in the Seven Practices with Attunga Public School, with whom we share our Instructional Leader. We a in a Tamworth Small Schools learning alliance and share best practice ideas with them.

**Expertise and innovation -Sustaining and Growing.** Teaching staff at Moonbi Public School, demonstrate and share their expertise within our school and are given opportunities to engage in leadership roles that build on their individual strengths. When establishing new roles such as the Interventionist position, the leadership team capitalises on the talents of existing staff members (2.5.4).

The introduction of professional learning communities/teams (PLTs) appears to have strengthen staff capacity in innovative teaching within our collaborative learning environment. Our Strategic directions are the drivers and focus of our PLTs and has significantly impact on building staff capacity and consequentially, student learning outcomes. Our weekly Future Focussed Learning sessions focus on Evidence-Based Research (2.2.7), student-centred pedagogies and extending learning beyond the classroom to include knowledge building and problem solving. We try to sure that ICT integration is in ways that support learning goals, not as a goal in itself.





## LEADING DOMAIN ANALYSIS

### *Educational Leadership*

**Instructional leadership -Sustaining and Growing.** Moonbi Public School used Early Action for Success (EAFS) and Bump It Up (BIU) as a vehicle to improve literacy, numeracy and data analysis. The EAFS instructional Leader and the Leading and sustaining leaders have worked together implementing professional learning (2.2.6) that facilitates whole school improvement, improved student results and develop future leaders.

**High expectations culture -Excelling.** The leadership team at Moonbi Public School has established a professional learning community with Dungowan and Attunga Public Schools which focus on continuous improvement of teaching and learning, particularly in the areas of Numeracy and Literacy and best practice. At our school a leadership team attended a 2 day High Expectations for All Learners conference and implemented best practice ideas into our classrooms. This team also leads the teaching staff in developing a Professional Reading (2.2.6) timetable to ensure staff were kept up to date with current research and trends in best practice in order to investigate and ultimately implement in our school.

**Performance management and development -Excelling.** The high performance culture at Moonbi Public School is demonstrated by the dedication of teachers with a clear focus on student progress and achievement. The Premiers Implementation Unit visit to review our 'Bump It Up' project described it as a showcase of excellence. All students are taught by high performing teachers, and the leadership team tries to encourage (2.2.3.5) the recognition of this through the teacher accreditation process.

**Community engagement -Sustaining and Growing.** Moonbi school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community through parent forums, parent surveys, staff surveys, staff discussions, community discussions at P and C meetings, student leadership meetings, our Facebook(2.6.6) and School stream (2.6.5) accounts. We address feedback in a variety of ways, including organising meetings, emailing responses, via the school newsletter or school stream message or phone contact if the feedback requires it.

### *School planning, implementation and reporting*

**Continuous improvement -Sustaining and Growing.** At Moonbi Public School the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Our school has been recognised by the Premier's Department for our impact on the learning progress of students in response to being nominated as a Bump It Up school. We sought out the most effective practices and implemented them, resulting in continuous improvement in student learning. As a result we hosted a visit from the Premiers Team (XX) in which we shared how we made and monitored change.

**School plan -Sustaining and Growing.** The Leadership Professional Learning Team are responsible for planning and reporting at Moonbi, has a growing understanding and are establishing clear processes, with accompanying timelines(3.2.1) and milestones, to direct school activity towards effective implementation of the school plan.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

**Annual Report -Sustaining and Growing.** In the Moonbi Public School annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. Due to a low cohort number reporting student data is limited.

### *School resources*

**Staff deployment -Sustaining and Growing.** The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use a range of technology available to streamline the administrative practices of the school. Electronic calendars, SchoolStream (2.6.5)

**Facilities -Sustaining and Growing.** Moonbi Public School utilises our physical learning spaces flexibly to meet a broad range of student learning interests and needs. Our Professional Learning Centre is also used for student leadership meetings, STEM activities and small group teaching activities. Our Library becomes our assembly area and is also used for other extra-curricular activities. Our school residence is used to run our Kitchen Garden Program. (1.4.13)

**Technology -Sustaining and Growing.** At Moonbi a variety of technology (2.6.1) is effectively used to enhance learning and service delivery. We have a set of iPads and laptops to provide extra hardware for student to use in the classrooms alongside the existing desktops. Students undertake learning activities such as Maths Online and Accelerated Reading which enhance student outcomes as they provide a flexible style of learning. Our school has purchased a drone, some virtual reality goggles and programmable robots to enhance learning for students, particularly in STEM and Future Focused learning activities. Classrooms all use interactive whiteboards to support learning and teaching programs. Google classroom is used by teachers and students.

**Community use of facilities -Excelling.** Moonbi Public School collaborates with the local community where appropriate on decisions about school assets and resources that will benefit the school and community. The Moonbi P and C utilise space in our school residence(1.4.13) for their clothing pool and for their meetings. They have used the kitchen space to prepare food for the canteen and for catering events. The Kootingal-Moonbi Pony Club borrow our sporting equipment on a regular basis, the Electoral Commission uses our facilities as a voting polling booth, community members use our tennis court and cricket nets on weekends, after school or during the holidays. The local community and members of the RSL Club collaborated, designed, raised funds and sourced grants to build a Lone Pine Memorial Wall in our school grounds. We hold three services a year at the wall and community members are invited to attend and speak if they wish.

**Financial management – Delivering.** Our financial decisions at Moonbi Public School are driven by our school plan priorities but with staffing complications and a new financial system, trust in the system makes strategic financial management challenging. We need to consolidate and build up staff capacity with the new system.

#### *Management practices and processes*

**Administrative systems and processes -Sustaining and Growing.** The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

**Service delivery -Sustaining and Growing** Moonbi school has streamlined, flexible processes in place to deliver services and information and to support parental engagement and satisfaction. The school newsletter is sent out weekly to parents and interested community members in paper and electronic form. Events or changes that require immediate notification are sent to parents and registered community members through School Stream and our Facebook page. Information and invitation flyers also provide parents and interested community members with knowledge of school functions and achievements. An end of term newsletter is published as well as a Year Book at the end of the school year.

**Community satisfaction -Sustaining and Growing.** At Moonbi Public School the leadership team, teaching and non-teaching staff analyse responses to school community satisfaction measures. Responses are carefully considered during designated staff meetings and acted upon whenever possible. This may be through organised meetings, emailing responses, via the school newsletter or school stream message or phone contact if the feedback requires it. Leadership regularly seek to improve community satisfaction ( 3.3.2) through open and regular communication, through newsletters, Facebook, SchoolStream (2.6.5) and information and invitation flyers.

