MOREE PUBLIC SCHOOL
Annual School Report 2014
School context statement

Moree Public School has a population of 620 students, with 35% identifying as Aboriginal or Torres Strait Islander. In recent years there has been an increase in the number of students from families who speak English as a second language.

The school has proud traditions and is very highly regarded and supported by the local and wider community.

The school has expansive attractive grounds that are well maintained. Well-resourced and inviting classrooms, a library, computer room and new hall provide opportunities for students to achieve outstanding learning outcomes.

The school has a strong focus on the development of literacy and numeracy skills while continuing to provide a wide range of extra-curricula activities to extend and enrich student learning.

The school sets and maintains high expectations and is committed to providing an excellent education in an environment that promotes respect and tolerance.

A large special education facility supporting students with special needs and an opportunity class catering for gifted and talented students is an integral part of our school.

Again, MPS school children have achieved good academic results. In NAPLAN our students showed strong growth in learning with many outstanding individual performances. In external competitions such as ICAS some achieved at the highest levels, being placed in the top few percent of students in Australasia. As well as academic learning our school provides a wealth of experiences for students. Many have participated in the Premier’s Reading Challenge, chess competitions and Multicultural Perspectives Public Speaking. I congratulate the many students who participated in the competitions. We have maintained and expanded the many opportunities for children in the arts. A new drumming program was introduced this year. This program was designed to engage children, build confidence and allow students their opportunity to shine. The Studio Time program has continued with a new group of students writing and performing some truly wonderful songs with positive messages that inspire all ages. At the New England Dance Festival our students performed with glitz and glamour. At formal assemblies and venues around the town audiences were treated to the fantastic school choir.

MPS again fielded teams in a range of sports as we promoted healthy, active lifestyles and the spirit of friendly competition. There were many children who displayed a strong sense of school spirit and personal pride. At the individual level there were students representing our school at state level in athletics, swimming and rugby. Congratulations to all children who had a go with enthusiasm and sportsmanship.

In 2014 there were some major improvements to our school - covered walkways to the front gate and to kindergarten completed; an extension to the infants COLA; and a major refurbishment to the school library have been completed at a cost of over one hundred thousand dollars. We acknowledge the work of the P&C for a contribution of around seventy thousand dollars to these and other school initiatives along with generous staff who contributed many hours of service to facilitate projects outside of class time.

It must be said that a school staff – teachers and support personnel, are its greatest resource. The staff team at MPS works together to meet the needs of all students. I am extremely grateful of the time and energy they put into their many roles – classroom teaching, coaching sporting

Principal’s message

It is with great pleasure that I report on the achievements of Moree Public School in 2014. The activities and achievements of our students have been recorded each week in the newsletter and will also be highlighted in this report.
teams, and running extra curricular activities. They give so much more than what is expected in our quest to create better learning experiences for our students.

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.

Adrian King

P & C message

2014 was a significant and busy year for the P&C, school executive, regular members and many volunteers and contributors to our events.

This year, fundraising wasn’t our main focus. Together with the school executive we decided not to hold the bi-annual fete in respect for the economic down turn within the community. However, over the last two years we have contributed in excess of $70 000 back to the school. We are fortunate that another year of high contribution allowed us to deliver to the school resources requested and capital expenditure that will have lasting benefits to students and staff.

The canteen is our primary fundraiser and asset to the school. Manager, Mrs Vicki Rae and staff operate a very successful business that allows us to give back to the school. Mrs Melita Thrift, Vicki and staff are to be commended for all of their hard work and dedication.

Our uniform shop has been incredibly busy this year. Early in the year we proposed a change of sports uniform that was approved at our last meeting. The new uniform will be available to purchase from Term 1 next year. However it will not be made compulsory until later 2015. We believe the change to be more sun smart and wearable option for our children. To Mrs Heidi Brooks who has been the backbone of the uniform shop, thank you for your contribution again this year.

I would like to make special mention of Mrs Margie Shelton who will be leaving us this year after many continuous years of contributing to the school, not only at a P&C level but as a class parent. This year, Margie received an award at Education Week that also recognised all of her efforts. Margie is an excellent example for all of us, demonstrating the benefits that shared work can bring to the school.

In conclusion, I would like to thank all teachers and support staff, school executive, members of our P&C and our wider community who were actively engaged the P&C throughout the year. Also, I would like to pay special thanks to our executive, Vice Presidents – Tammy Elbourne and Teresa Boughton; Secretary – Margie Shelton; Treasurer – Jaymie McDonald; Canteen Co-coordinator – Melita Thrift; Fundraising Co-coordinators – Megan Miller and Trish Humphries; Uniform Shop Co-coordinator - Heidi Brooks; and Gardening Co-ordinators – Jenny Devney and Lenice Muggleton.

Mrs Amy Quinlan - President

Student representative’s message

It has been an honor to be the school captains for 2014. Our years at Moree Public School will be remembered fondly. School has given us so many fun times, academic challenges and wonderful friends. We know that the vice captains and prefects echo these thoughts.

Every day we were reminded of the value of education, friendship and the importance of participating in all aspects of school life. These
things are important for success. We did not achieve this alone and we are grateful for the help and encouragement that comes from our parents, grandparents, friends and teachers.

Highlights of our time as student leaders include:

- Attending the Young Leaders conference in Brisbane;
- Escorting Mr Adam Marshall, Member for Northern Tablelands, for a tour of Moree Public School of which he was extremely complimentary.
- Leading special ceremonies including ANZAC Day, NAIDOC Day and the school presentation evening; and
- Welcoming a new generation of kindergarten students into the school.

At Moree Public School we have opportunities for academic, cultural and sporting success but most importantly we are taught to take responsibility for our behaviour. We are fortunate to have teachers, support staff and parents who give generously of their time to ensure that we are able to participate in fitness, weekly sport activities, carnivals and PSSA knockout competitions and trials.

On behalf of my fellow students, we congratulate all staff for a productive and enjoyable year.

Josie Orr & Braith Rodhe

**Student information**

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

**Student enrolment profile**

In 2014 the school had an enrolment of 599 students made up of 298 boys and 301 girls. This does not include students enrolled in special education classes. There were 218 Aboriginal students representing about 35% of the student population.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>92.7</td>
<td>91.7</td>
<td>90.4</td>
<td>91.5</td>
<td>91.8</td>
</tr>
<tr>
<td>1</td>
<td>90.5</td>
<td>92.2</td>
<td>90.7</td>
<td>90.1</td>
<td>92.2</td>
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<td>91.1</td>
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<td>91.1</td>
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<td>6</td>
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<td>89.1</td>
<td>90.8</td>
<td>89.1</td>
<td>90.9</td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
<td>91.1</td>
<td>91.1</td>
<td>90.7</td>
<td>91.9</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Attendance for the majority of students is satisfactory. Attendance rates are influenced by a small number of students with poor attendance. The number of children with attendance rates of less than 85% has declined in 2014. The number of unexplained absences continues to be of concern.
Management of non-attendance

In 2014 the school encouraged greater student attendance using a variety of strategies including:

- maintaining a positive school environment;
- employing a teacher to coordinate initiatives to improve attendance;
- monitoring student attendance each week and sending letters to parents reminding them of their responsibility to ensure their child attends school each day;
- providing rewards for student with high levels of school attendance;
- offering a range of extracurricular and sporting activities to strengthen students connection with school and with learning;
- reminding parents about the importance of regular school attendance in newsletters;
- inviting parents to interview where a student’s non-attendance was of concern; and
- referring students to the Home School Liaison Program because of persistent non-attendance.

Workforce information

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

Moree Public School had an entitlement of forty teachers and nine School Administrative and Support Staff. Additional staff were employed using funds provided to the school.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>24</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>3.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.472</td>
</tr>
<tr>
<td>Temporary Teachers &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>63.872</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The Indigenous composition on the school workforce is approximately 13%.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

The focus on professional learning on the school development days was the implementation of whole school programs to meet priorities as set out in the school plan.

All staff have developed personal professional learning plans in consultation with their supervisors. These plans included goals and strategies to achieve professional growth for personal areas of interest, class teaching skills and whole school involvement.

Professional learning has been provided using a variety of strategies including:

- Weekly stage, grade and whole school meetings;
- In class mentoring by an experienced teacher;
- Participation in school development day activities;
• Participation in school delivered training programs;
• Participation in on-line training programs; and
• Attending courses external to the school.

Implementation of the new mathematics and science syllabus was a priority for the school. Teachers received training in the syllabus documents and were supported with the development of programs and units of work.

Teachers of Stage 2 and Stage 3 classes participated in training on *Focus on Reading* strategies. This program develops strategies and deep understanding in how to teach reading comprehension.

Early Stage 1 and Stage 1 teachers received training in the *Targeting Early Numeracy (TEN)* program. They were provided with in class assistance from experienced teachers to implement these in the classroom.

Annual mandatory training of staff was also conducted in child protection, code of conduct, resuscitation, emergency care and anaphylaxis.

A total of $39,414 was spent from professional learning funds in 2014. Additional funding of approximately $104,838 was spent from Equity and other funding sources funding to release teachers to deliver training in *Focus on Reading* and *Targeting Early Numeracy (TEN)* and to mentor and support early career teachers. This equates to expenditure of approximately $3,005 per teacher.

Beginning teachers developed personal professional learning plans in consultation with their supervisor. Funds were used to provide teachers with additional release for professional learning activities including classroom observations. Funds were also used to employ an experienced teacher to provide in class assistance to the beginning teacher. In addition to other professional learning funds another $19,570 was used to support beginning teachers.

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>748072</td>
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<tr>
<td>Global funds</td>
<td>476270</td>
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<tr>
<td>Tied funds</td>
<td>1264191</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>174440</td>
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<tr>
<td>Interest</td>
<td>30319</td>
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<tr>
<td>Trust receipts</td>
<td>8322</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>2,701,618</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 3948       |
| Excursions                | 110840     |
| Extracurricular dissections| 13006      |
| Library                   | 14160      |
| Training & development    | 1700       |
| Tied funds                | 876558     |
| Casual relief teachers    | 51010      |
| Administration & office   | 102211     |
| School-operated canteen   | 0.00       |
| Utilities                 | 131870     |
| Maintenance               | 76879      |
| Trust accounts            | 8322       |
| Capital programs          | 124991     |

Beginning Teachers

Moree Public School received funding to support the development of beginning teachers.
The school is in a sound financial position. A significant amount of funding carried forward is tied grants for which expenditure has been committed. A higher than usual number of mid year staffing changes resulted in a significant under expenditure of funding than was planned. General purpose funding has been committed for the replacement of assets and the purchase of resources that cannot be funded within a year. A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

## School performance 2014

### Academic achievements

Moree Public School provides a learning environment that gives all students the opportunity to reach their full potential and achieve personal excellence through academic learning. Our school has produced students who are strong in academics and who can apply what they have learned. In school based assessments our students demonstrate excellent growth in learning.

In external competitions such as International Competitions and Assessments for Schools (ICAS) some students achieve at the highest levels being placed in the top percentage of students in the Australasia.

<table>
<thead>
<tr>
<th>Total expenditure</th>
<th>1,515,502</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance carried forward</td>
<td>1,186,115</td>
</tr>
</tbody>
</table>

### NAPLAN

In NAPLAN our students again showed growth in learning at levels comparable with or above similar schools and there were many outstanding individual performances.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

### Other achievements

Students were able to participate in a wide range of activities across the full range of art, craft, performance and sport in 2014. Their hard work and dedication to their chosen fields will be rewarded with fantastic memories of what they have managed to achieve.

### Arts

In 2014 the school expanded the range of Arts activities available to students with the establishment of a drumming group. Designed to engage children in learning and strengthen their connection to school the drumming program built the confidence of participating students and provided them with the opportunity to shine.
The Studio Time program continued to encourage and develop the musical talents of another group of senior students as they wrote and recorded several original songs, each with a positive message of life. Performances at the Moree Community of Schools Education Week awards ceremony and the formal school presentation ceremony were exceptional. Once again the local radio station 2VM gave the songs valuable airplay and featured interviews with the students.

The after school drama group again provided students with the opportunity to learn about drama and live performance.

The Musical Minds program continued with students having the opportunity to learn about musical theatre and live performance.

Students were again involved in art activities as part of the schools creative arts workshops initiative. Students from years 3, 4, 5 & 6 take part in visual arts workshops after school where they learn new techniques and experiment with different materials to create their own works of art.

Moree Public School continued its dance program with junior and senior students forming groups. The students and teachers committed to rehearsals as a lunchtime activity. Both groups presented in dazzling costumes and performed at the New England Dance Festival held at the Tamworth Regional Entertainment Centre.

The school choir was again in high demand for performances in school and in the community. The choir performed at numerous events including the 2014 Education Week service of worship, school and community ANZAC commemorative services, Lions Club Christmas luncheon for senior citizens and the annual school presentation ceremony.

The year concluded with a creative arts concert that showcased the talents of all of the performing arts groups. This was a fabulous evening with outstanding performances from all of the groups.
Sport

Moree Public School continues to ensure that all students are provided with an opportunity to engage in purposeful sporting activities, both as an individual and within a team. Every Friday throughout the year, children participate in a wide range of different sporting activities. This promotes active participation, skill development, excellence and sportsmanship. The benefits of increased confidence and enhanced fitness through sporting participation are reflected in student learning within the classroom.

Those who have a particular sporting interest are able to join the many teams that Moree Public enter in the PSSA knockout competition, as well as numerous individual trials.

The level of student participation in sporting activities continues to be high with a large number of students competing for places in school and zone teams. This reflects the schools promotion of active healthy lifestyles

Throughout the year students representing Moree Public School demonstrated outstanding sportsmanship and skill. They competed in the spirit of the game and represented their school with pride.

Sporting highlights for 2014 include:

- winning the McKechnie Shield for swimming;
- winning the Heferen Shield for athletics;
- having eleven teams entered in the state knockout competitions with some impressive results in cricket, netball, hockey and tennis.
- having eleven students represent the north-west region at six different state sporting championship carnivals;
- winning three march past trophies (best presented school) and three overall highest point score trophies in horse sports; and
- having in excess of 120 children represent the Moree district in numerous sports.
Significant programs and initiatives – policy

Aboriginal education

Moree Public School has 218 students who identify as Aboriginal. This represents 35% of the school enrolment. Our school continues to ensure that Aboriginal education is a priority for all staff. Aboriginal perspectives are included in the planning and delivery of lessons.

The school strives to meet the goal for Aboriginal and Torres Strait islander students to *match or better the outcomes for the broader student population*, particularly in literacy and numeracy, through a balanced curriculum and a range of student programs.

The school has an ongoing commitment to provide experiences that teach all students about Aboriginal history, culture and life in contemporary Australia. These lessons continue to form part of the Human Society and its Environment (HSIE) syllabus and are taught across all grades.

The annual celebration of National Aborigines and Torres Strait Islander Day of Celebration (NAIDOC) was a resounding success due to the support by members of the whole school community. Our student leaders led a formal assembly and flag raising ceremony. Performances by renowned Aboriginal Performer Roy Newman and his team delighted the audience and actively engaged students. This was followed by cultural activities for all students.

Aboriginal Education Officers (AEO) and the Aboriginal Education Resource Teacher (AERT) provide support for students with their academic pursuits, cultural and sporting activities and other needs that may arise.

Multicultural education and anti-racism

Moree Public School has students from more than 26 cultural backgrounds from around the world – Greece, Turkey, Vietnam, India, Switzerland, Ireland, Philippines, The Netherlands and Serbia – to name just a few.

Multicultural education continues to be an integral part of each teachers program and is delivered through both planned and incidental opportunities. It features across all areas of the school curriculum, preparing students for life in our culturally diverse society.

Once again our students entered the *Multicultural Perspective Public Speaking* competition with a representative team of four students presenting speeches at the regional finals held in Inverell.

Support through the *English as a Second Language* (ESL) program was continued for students to develop the language skills to support their learning at school and prepare them for living in our community.
Significant programs and initiatives – equity funding

Aboriginal background

Moree Public School received approximately $240,000 to support programs to meet the goal for Aboriginal and Torres Strait islander students designed to match or better the outcomes for the broader student population, particularly in literacy and numeracy, through a balanced curriculum and a range of student programs.

The plan for use of the funds provided was developed in consultation with the schools Aboriginal Education Reference Group which includes school, parents and AECG representation.

Funding priorities as determined by the group included:

• to provide Aboriginal children with a Good Start to Kindergarten and school;
• purchasing resources to support teaching about Aboriginal history and culture; and
• establishing a homework centre in collaboration with Miyay Birray.

The funding provided includes the salaries for the two permanent AEOs.

Funding under the Norta Norta program was used to employ tutors to implement the MultiLit program with Aboriginal students at risk on not meeting reading benchmarks. Students participating in this program improved their reading and demonstrated increased confidence at school.

The Good Start program employed five Aboriginal people to work in Kindergarten classroom four hours per day from Monday to Thursday. This program has had a very positive impact on the students. Attendance rates for Aboriginal students in kindergarten increased from 80% in 2013 to 88% in 2014. The positions contributed to increased student engagement in class and this was reflected in improved behavior. The number of referrals for inappropriate behavior was reduced and no Aboriginal child in kindergarten was suspended on 2014.

The Aboriginal Education Resource Teacher (AERT) position was used to support children’s literacy and language development. The AERT taught students reading and implemented a language development program.

In NAPLAN there has been an improving trend in the performance of Aboriginal students in Year 3 and 5 reading, spelling and numeracy. The gap between the performance of Aboriginal students and all students is narrowing. This is not the case with writing and significant work will be required to address this 2015.

Socio-economic background

Moree Public School received $798,000 to address the needs of students from low socioeconomic backgrounds. This funding was used to implement a range of programs and staff training that aimed to support student learning with a particular focus upon quality teaching, literacy, numeracy and student attendance.

The school also provides a wide range of extracurricula activities to extend and enrich student learning. Student learning outcomes as measured by NAPLAN indicate that the school performs above the level of most similar schools.
Funds were used to:

- maintain an additional deputy principal position to provide training and support in *Focus on Reading* 3-6 and support the implementation of the new syllabus documents;
- release a teacher to train and support Stage 1 teachers to implement the *Targeting Early Numeracy Program* (TEN);
- employ a teacher part-time to follow up student attendance;
- provide increased support for early career teachers through mentoring;
- employ additional learning assistance and support teachers to teach students experience difficulties in learning;
- implement the speech and language program for kindergarten students;
- provide books for kindergarten children to read under the *Books in Homes* program;
- implement *QuickSmart Literacy* and *Numeracy* programs; and
- implement the *MultiLit* program for students needing extra assistance with reading.

The impact of these initiatives has been:

- to create a culture of high expectations of student learning in classrooms as confirmed by teacher, student and parent surveys indicating that the school sets high standards for academic performance;
- teachers provide a stimulating and challenging learning environment which caters for the needs of students of all abilities;
- continuing the additional deputy principal role has made a positive impact on quality teaching resulting in explicit programs that match student needs;
- a high number of early career teachers have been supported through in class assistance, lesson demonstrations and targeted professional learning;
- teachers have been trained in *Focus on Reading* and are using these strategies effectively in the classroom;
- student attendance rates showed improvement with the target of 92% being achieved;
- an 8% reduction in the number of students with less than 85% attendance;
- the establishment of partnerships with other organisations including Hunter/New England Health and Miyay Birray to support the delivery of educational programs in the school;
- an improving trend in NAPLAN data for Years 3 and 5 in reading, spelling and numeracy; and
- strengthened delivery of targeted learning support programs including reading groups, *MultiLit* and *QuickSmart*. 
Learning and Support

In 2014 the school received 2.2 teaching positions and $80,000 to provide assistance to students needing extra assistance with learning.

Using these positions and funding the school has significantly strengthened programs. It should be noted that these additional resources were supplemented by funding from those allocated for students from a low socio-economic background.

Staffing and funds were used to:

- employ a learning support coordinator to train and support teachers and school learning support officers in teaching students requiring additional assistance with learning;
- target learning assistance staffing to supporting students with the highest needs in reading groups based on reading assessments;
- employ additional learning support teachers and school learning support officers to allow the provision of support to more students;
- implement MultiLit and QuickSmart literacy programs using school learning support officers; and
- continue the speech and language program targeting students in kindergarten.

Some of the positive impact of these initiatives is outlined below.

- The learning support coordinator position has continued to ensure a systematic approach to the identification of students requiring additional assistance in learning and the more equitable provision of programs.
- Over twenty five children participated in the speech and language program. Of these twenty exited the program after significant improvement was made and their speech was within normal limits. Feedback from parents indicates that they believe their children are more confident, are learning, and they have a more positive attitude to school.
- The Reading group program has lifted student reading levels. A review of NAPLAN data indicates shows an increase in the number of students achieving at or above the national minimum standard in Year 3 in reading.
- All children participating in the MultiLit programs have made significant progress. Approximately 70% percent of students had shown an improvement in reading age of greater than 12 months. Feedback from students indicates that they enjoy participating in the program. They find the activities interesting and challenging.
- Increased student engagement with learning as reflected by lower suspension rates and greater attendance.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:
• reviews of school data for learning and behavior including NAPLAN;
• surveys of parents, staff and students; and
• focus group discussions with staff and parents.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Increased levels of literacy achievement for all students.

Evidence of achievement of outcomes in 2014:

• an increase in the number of students performing at or above the National Minimum Standard in Year 3 and Year 5 reading;
• an increase in the number of students performing at or above the National Minimum Standard in Year 5 writing;
• an increase in the number of students performing at or above the National Minimum Standard in Year 3 and Year 5 grammar and punctuation; and
• average progress in reading between Year 3 and Year 5 is above the state average.

Strategies to achieve these outcomes in 2014:

• implementation of Focus on Reading 3-6 in the school;
• targeted professional learning and in class support for Early Stage 1 and Stage 1 teachers on teaching reading;
• implementation of the reading group strategy in all classrooms;
• implementation of targeted support programs for students experiencing difficulties in reading including QuickSmart Literacy and MultiLit; and
• training of all staff in implementing the new English syllabus.

School priority 2

Numeracy

Outcomes from 2012–2014

Increased levels of numeracy achievement for all students.

Evidence of achievement of outcomes in 2014:

• an increase in the number of students performing at or above the National Minimum Standard in Year 3 and Year 5 numeracy;
• average progress in numeracy between Year 3 and Year 5 is above the similar schools group average;
• TEN data demonstrates improvement in stage one student achievement in number; and
• school based student assessment data demonstrated improvement in student numeracy achievement.
Strategies to achieve these outcomes in 2014:

- continued implementation of the Targeting Early Numeracy (TEN) program;
- training and support for teachers in the use of Count Me In Too strategies in the classroom;
- implementation of QuickSmart Numeracy Program for targeted students; and
- training of all teachers in implementing the new mathematics syllabus.

School priority 3

Engagement and attainment

Outcomes from 2012–2014

Increased student attendance at school

Evidence of achievement of outcomes in 2014:

- an increase in the average student attendance rate to 91.9%; and
- a reduction in the number of students with less than 85% attendance;

Strategies to achieve these outcomes in 2014:

- employment of a teacher to follow up student absences;
- frequent contact with parents of students whose attendance is of concern;
- recognition of students with excellent school attendance; and
- collaboration with the Home School Liaison Officer (HSLO) to follow up students whose attendance is of concern.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students believe that they come to a good school each day. They enjoy coming to school each day and are engaged in learning. They believe that teachers have high expectation and that they care about each student and their learning. They want to get good results at school. They feel very positively about the school and their teachers.

Teachers believe that their core business is to improve student learning outcomes and enhancing the overall development of each child. Teachers feel well supported by executive and their supervisor who is available to assist them. Teachers agree that executive provide them with feedback which helps improve their performance. The majority of teachers feel that they are provided with the resources to do their job well however some expressed a desire to make greater use of technology in teaching and learning and in administration.

Parents believe Moree Public School is a beautiful school with well maintained facilities and grounds. It provides a safe and secure environment for students with strong focus on learning. They believe that the school knows its community and that students are its main concern. They support and encourage the high standards set by the teachers. In focus group discussions parents indicated that they do not understand the assessment and reporting process and would like more opportunities to talk with teachers about the progress of their child. Some parents indicated that relationships between staff and parents could be strengthened with social activities.
**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2, 2015.

In 2014, a comprehensive process was undertaken to review current practices and collect evidence. Data relating to student learning outcomes, attendance and behaviour was considered in detail. Parents, staff and students were surveyed as to their beliefs about school programs and practices. Focus groups with students, staff and parents were also held using a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis approach. The National School Improvement Tool was used to provide direction for improvement.

The school strategic directions for 2015 – 2017 are:

- engagement through quality teaching;
- challenging and inclusive curriculum; and
- student and staff well being.

These directions seek to:

- ensure that teachers and the school leadership promotes and supports quality teaching practices consistently across K to 6 classrooms to engage students in learning and allow them to achieve their personal best.
- provide students with tailored learning experiences that result in opportunities them to excel and achieve the highest possible learning outcomes in all areas of schooling;
- ensure that staff, students and families feel that the school cares and that the school provides a safe and supportive learning environment in which the opinions of the school community are valued.

**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.

Amy Quinlan – President P&C Association

Jodie Withers – Sports Organiser

Di Ireland – Assistant Principal

Katrina Lamey – Assistant Principal

Marc Burgess – Assistant Principal

Dan van Velthuizen – Assistant Principal

Andrew McDonald – Assistant Principal

Julie Williams – Assistant Principal

Helen Kaukiainen – Assistant Principal

Brett Cooper – Assistant Principal

Janine Carlin – Deputy Principal

Lindy Hosegood – Deputy Principal

Adrian King – Principal

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: