Moree Public School

Annual School Report

2012
Messages

Principal’s message

It is with much pleasure that I report on the achievements of Moree Public School. We have provided a rich and focused learning environment for all of our students with many highlights and exciting activities throughout the year.

Our school has produced students who are strong in academics and can apply what they have learned. In NAPLAN our students showed growth in learning at above state average levels in reading and spelling and once again there were many outstanding individual performances.

In external competitions such as International Competitions and Assessments for Schools (ICAS) some students achieved at the highest levels, being placed in the top percentage of students in the country. Our students also participated successfully in the Premier’s Spelling Bee, Premier’s Reading Challenge and Multicultural Perspective Public Speaking.

Throughout the year students enjoyed a range of sport, art, music and dance activities with great success. The dance groups represented at the New England Dance Festival. The choir performed at the Eisteddfod and at the Schools Spectacular.

On the sporting fields our teams displayed a strong sense of school spirit and personal pride. In a large range of individual and team sports our students were successful with many going on to represent our school at zone, regional and state level.

In 2012 we established several new programs. The Targeting Early Numeracy Program (TEN) was implemented in K-2 classes. QuickSmart Literacy was added to our programs supporting students requiring additional assistance in reading. The Power of Positivity, or POP program, was established as an innovation to better engage students in literacy. These programs are already enhancing outcomes for 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

The P&C has continued to work hard at the school to raise money to benefit both the school and its students. Traditional fundraising events continued with very successful Mothers & Fathers Day stalls, Bulb drive, barbeques and food stalls at Athletics Carnivals, Horse Sports Day and Heferen Shield, Student Calendars, raffles for Easter and Christmas and of course the Year of the Farmer school fete which raised approximately $10,000.00.

A significant amount of money has been allocated to the school for such projects as new curtains for the school hall, purchasing home readers and new library books, upgrades to the canteen, new silver benches for infants and the Life Education Van.

Thanks go to the committee and the many wonderful volunteers, both from the school and wider community who gave their time and donations to assist with our fundraising – without them it would not be possible.

The canteen and uniform shop continue to be great assets for our school. Our staff and volunteers do an exceptional job and the money generated by the benefits each and every child that attends our school.

Lastly, thanks must also go to our teachers and support staff for their efforts throughout the year. The seven years that our children spend in infants and primary are the most important in their lives and we are lucky to have the staff and resources that we do. We are very lucky to have such an enthusiastic and dedicated group to help us and we would like to say a special thank you to our office staff who look after our children when they are sick, run messages for us when we forget to tell our children how they are getting home and who still smile at me when we come into the office and ask for their help.

It has been another wonderful, rewarding and exciting year for Moree Public School.

Jill Stewart

Student representative’s message

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. On behalf of our fellow...
students, we would like to congratulate all staff for a most productive and enjoyable year.

Special highlights during 2012 have included:

-  the Young Leaders conference in Brisbane;
- special ceremonies like Anzac Day, the Harmony Day regional assembly, NAIDOC week, Remembrance Day; and
- welcoming kindergarten students into school and helping them settle in.

We have found it a great honour to be the school captains for 2012. We will fondly remember our years at Moree Public, the fun times, the academic challenges, our friends and most importantly our first formal years of schooling.

We say thank you to our teachers who have guided our schooling throughout the year.

Jazmine Carrol & Angus Hattenfels

**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**

Student enrolments declined marginally from 655 in 2011 to 633 in 2012.

![Enrolments Graph]

**Student attendance profile**

Attendance for the majority of students is satisfactory.

The number of children with attendance rates of less than 85% has declined in 2012. The number of unexplained absences continues to be a concern.

<table>
<thead>
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<th>2012</th>
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<td>90.1</td>
<td>91.5</td>
<td>91.1</td>
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**Management of non-attendance**

In 2012 the school employed a teacher to coordinate initiatives to improve attendance. Class rolls were monitored each week and, where needed, formal letters were sent to parents reminding them of their responsibility to ensure their child attends school each day.

Parents were reminded about the importance of regular school attendance in newsletters.

Where a student’s non-attendance was of concern parents were invited to interview with the school principal. Several children were referred to the Home School Liaison Program because of persistent non-attendance.

**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>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>21</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>Priority Schools Program</td>
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<tr>
<td>Aboriginal Education Resource Teacher</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>9.762</td>
</tr>
<tr>
<td>Total</td>
<td>54.062</td>
</tr>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.
The Indigenous composition on the school workforce is approximately 7%.

Staff retention

Moree Public School retained the majority of teaching staff in 2012. One permanent teacher left the school and a number of staff went on long-term leave.

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>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

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

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<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<td>Total expenditure</td>
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</tr>
<tr>
<td>Balance carried forward</td>
<td>610628.10</td>
</tr>
</tbody>
</table>

The school is in a sound financial position. A significant amount of funding carried forward is tied grants for which there are strict guidelines for use.

General purpose funding has been committed for the replacement of assets and the purchase of resources that cannot be funded within a single year.

A full copy of the school’s 2012 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 2012

Students were able to participate in a wide range of activities across the full range of art, craft, performance and sport in 2012. Their hard work and dedication to their chosen fields will be rewarded with fantastic memories of their achievements.

Achievements

Academic

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 and enter the school name in the Find a school and select GO.

Arts

*Studio Time*, a unique program initiative devised by teacher, Mr Andrew McDonald was launched in early 2012. A group of senior students nominated to be part of the program that mentored song writing, studio recording and live
performance. The Studio Time group wrote and recorded several original songs, each with a positive message of life. The songs are titled, *Roller Coaster of Life, Nothing Comes Easy* and *Stand Tall*. Performances at a special launch; the formal school presentation ceremony (with an audience in excess of 700 adults and children); and school discos were exceptional. The local radio station 2VM gave the songs valuable airplay and featured two interviews with the students.

Moree Public School continued its dance program with 40 students and two teachers committed to rehearsals as a lunchtime activity.

The junior troupe performed a contemporary routine to an Elvis classic, *Jail House Rock*. The senior dancers prepared and performed to a compilation of Abba songs, with a routine titled, *Abba Revival*. Both groups presented in dazzling costumes and performed at the New England Dance Festival held in June at the Tamworth Regional Entertainment Centre and again at the school National Aborigines and Torres Strait Islander Day of Celebration (NAIDOC) and the P&C twilight fete. On all occasions a large, and appreciative audience applauded the students.

The school choir performed at numerous events including the 2012 Education Week service of worship, school and community ANZAC commemorative services, Narrabri Eisteddfod, Lions Club Christmas luncheon for senior citizens, Respite House luncheon and the annual school presentation ceremony. A highlight for sixteen primary members was being part of the combined choir performing at the School Spectacular held in November at the Sydney Entertainment Centre.

*Music Count Us In*, a nationwide event that celebrates music and singing for children again brought all students and staff together to sing. At 11.00am, 630 students and their teachers joined with 500,000 children from around Australia to simultaneously sing, *We Stand Together* which was written by a group of secondary students mentored by Mr John Foreman for the occasion. This is the sixth consecutive year of participation for our school.

Again our students had a high level of participation and success in both the state Multicultural Perspective Public Speaking competition and the Spelling Bee (coordinated by the DEC Arts Unit), with four students selected from the school competitions to represent at the respective regional finals.

**Sport**

Moree Public School continues to ensure all students are provided with the opportunity to actively participate in a range of meaningful sporting activities. The benefits of increased confidence and enhanced fitness through sporting participation are reflected in student learning within the classroom.
Moree Public School staff again took on the responsibility for coordinating the majority of zone sporting teams and carnivals. This includes the zone swimming and athletics carnivals.

Highlights for Moree Public School sport in 2012 include:

- winning the Moree and Warialda horse sports days and second place in the Bingara horse sports day;
- having students selected to play in North West representatives teams in:
  - cricket;
  - athletics;
  - rugby union;
  - rugby league; and
  - tennis.

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.

Significant programs and initiatives

Aboriginal education

Moree Public School has 34% of its population identify as Aboriginal. 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 received additional funding under the Norta Norta program and this 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.

In NAPLAN there was an increasing percentage of Aboriginal students achieving above the National Minimum Standard for reading and numeracy in Years 3 and Year 5.

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.

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.
The 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.

Multicultural education

Moree Public School has students from more than 20 cultural backgrounds from around the world - Greece, Turkey, Vietnam, India, Switzerland, Ireland, Philippines, The Netherlands, 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.

In 2012 Harmony Day was celebrated with MPS hosting the regional launch of the Hello posters. The Hello posters feature photographs of 72 students from across the entire New England school region representing 61 different cultural backgrounds. Each poster has hello written in the language of their home country.

Our students entered the Multicultural Perspective Public Speaking competition with representative team of four students presenting speeches at the regional competition 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.

National partnership programs

Moree Public School received significant funding through the National Partnerships Low SES program for 2012. The school used this funding 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.

Funds were used to:

- release a teacher to train and support Stage 1 teachers to implement the Targeting Early Numeracy Program (TEN);
- employ a teacher 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;
- implement QuickSmart Literacy and Numeracy programs; and
- implement the MultiLit program for students needing extra assistance with reading.
The impact of participation in the National School Partnership Low SES program has been very positive with significant improvements in student learning in many areas resulting from improved teaching practice and more effective support for students experiencing difficulties in learning.

The TEN program has been successful in contributing to enhanced student learning in number for students in Early Stage 1 and Stage 1. Regular collection of learning data indicates that there is a significant improvement in student learning in number.

The implementation of the speech and language program in collaboration with Hunter New England Health has had a positive impact on the targeted students. There has been improvement in the speech and language of the targeted students and teachers report that these children have significantly increased confidence in the classroom. The work of the additional Learning Assistance Teachers and the implementation of QuickSmart and MultiLit programs is having a positive impact on student learning. Feedback from parents indicates that they believe their children are more confident, are learning, and they have a more positive attitude to school.

The provision of additional release time to Assistant Principals to allow extra time for teacher mentoring was successful. The early impact has been very positive with teachers being well supported in developing their teaching skills in line with the professional teaching standards. Teacher surveys indicate that teachers feel well supported by executive. They also indicate that their supervisor is available to assist them and that their supervisor regularly visits their classroom. Teachers agree that executive provide them with feedback which helps improve their performance.

Other programs

Priority Schools Program (PSP)

This program supports literacy, numeracy, student engagement and parent participation in our school. In 2012 Moree Public School received a staffing supplementation of 1.2 teachers and $80 200 under the Priority Schools Program.

As part of the school improvement plan these resources were targeted to:

- lifting student literacy and numeracy skill levels;
- improving the quality of teaching and learning; and
- increasing the effectiveness of classroom and school organization.

A teacher was employed to support a collaborative literacy program designed to assist Stage 2 and Stage 3 students develop writing skills. This program allowed teachers to effectively differentiate the writing program to meet the specific instructional levels of all students. Additional support has been provided through a reduction in the student – teacher ratio for each class. Teachers have been able to spend more time with those requiring additional help and to also extend and challenge those who have grasped concepts more easily.

The QuickSmart Numeracy program was maintained. Tutors were provided with additional training to support their implementation of the program. Students participating in the QuickSmart program have demonstrated improved recall of number facts and have increased confidence in their ability. Teachers report that this increased confidence is transferring to other areas of learning in the classroom.

Funding was used to purchase two interactive whiteboards to ensure there was one in every classroom. In addition literacy and numeracy teaching resources were purchased to support the delivery of learning programs in these key areas.

Country Area Program CAP

Moree Public School was allocated funding under the Country Areas Program (CAP). This valuable support mechanism for rural and isolated schools aims to deliver a greater range of learning opportunities for students. It also aims to develop the skills of teachers by providing professional learning opportunities.

As a direct result of this CAP funding, our students and staff benefit from enriched experiences which have engaged them in learning and strengthened their connectedness to school. This has contributed to improved learning outcomes for students.
In 2012 the school trialed a program entitled the *Power of Positivity* (POP). This program sought to engage children in literacy activities through song writing. Equipment and resources were purchased to allow for the songs to be recorded. A second part of the project entitled *Studio Time* included recording and live performance of the music. This project was highly successful in engaging students and building their confidence. It also highlighted the fabulous talents of the students participating.

A visiting author, Ms Aleesa Darlison encouraged and supported children’s writing with 3 days of workshops for primary students.

CAP funding was again used to enhance the schools music program and provide opportunities, which are not readily available to our students.

A pianist was employed to assist the school choir and infants music program. Additional musical instruments were purchased and utilised throughout the school.

A special visit from renowned children’s entertainer Peter Coomb delighted the students and staff from Kindergarten to Year 4.

The performance was linked to all KLAs, especially HSIE with multicultural perspective.

Students in Years 3 to 6 received financial assistance to attend their respective excursions to Lake Keepit, Bathurst, Sydney and Canberra. CAP assisted in reducing the overall cost of each excursion by contributing to travel expenses.

A subscription to *Skwirk* was purchased to be utilised in classrooms by all staff. This interactive teaching tool aims to present important curriculum information in an extensive range of formats.

The lunchtime games rooms (infants and primary) have been updated to include new and exciting games that engage children and give alternatives for those children not wishing to utilise the playground areas and equipment.

Teaching resources to support the delivery of Key Learning Areas have been purchased across all stages.

**Progress on 2012 targets**

Our school has a management plan that determines strategies to support each child.

Each year improvement targets are determined that we work together to achieve. The targets for 2012 covered literacy and numeracy.

**Target 1**

**Outcome for 2012–2014**

Increased levels of literacy and numeracy achievement for all students.

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

- Increase the percentage of year 3 and year 5 students performing above minimum standard rate (top 4 bands) in *reading* by 2%.
- Increase the percentage of year 3 and year 5 students performing above minimum standard rate (top 4 bands) in *numeracy* by 2%.
- Increase the percentage of students achieving expected growth in *reading* and *numeracy* from year 3 to year 5 by 2%.

**Our achievements include:**

- An increase in the percentage of students achieving in the top four bands for Year 5 *reading*. 
• An increase in the percentage of students achieving above the expected level of growth between Year 3 and Year 5 in reading.
• An increase in the percentage of students achieving in the top 4 bands in Year 5 numeracy.

**Target 2**

**Outcome for 2012–2014**

Increased levels of student attendance at school.

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

- Increase student attendance rates by 1%.
- Reduce the number of students with less than 85% attendance by 5%.
- Increase the attendance rate of Indigenous students by 5%.

Our achievements include:

- A 91% average attendance rate for the school.
- A reduction in the number of students with less than 85% attendance.
- A 2% improvement in the attendance rate for Aboriginal students.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of teacher support and supervision practices.

**Teacher Support and Supervision Practices**

**Background**

The school has a high percentage of early career teachers requiring guidance and support from the executive staff. In 2012 the school evaluated the implementation and effectiveness of school practices to support and supervise teachers. Data was collected using:

- teacher surveys
- focus groups
- review of school documentation

**Findings and conclusions**

Teachers believed that supervision and support are essential to improving student learning outcomes. They indicated that supervisors support them through stage meetings and classroom visits. They indicated a desire for even greater support.

Executive teachers indicated they valued the opportunity to visit classrooms to provide teachers with support however student welfare issues often dominated their time.

Teachers did not have a good understanding of the processes by which their performance is measured. There was limited awareness of the Teacher Assessment and Review Schedule and its relationship to the Professional Teaching Standards.

Understandings of professional learning differed amongst teachers and there was an identified need to strengthen this area through a more focused approach.

**Future directions**

The school will:

- implement a revised system for negotiating teacher professional learning plans based on school priorities and the professional teaching standards;
- establish a second deputy principal position to coordinate professional learning and support for early career teachers; and
- strengthen the new teacher induction program.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students believe that the school is a place where they like to go each day and they feel happy. They also believe that their teachers treat them fairly and help them to do their best. They indicate that they find schooling relevant to their future and they fitted into school social life well.

Parents were surveyed. Responses indicate that they believe the school provides helpful
information about their child’s progress and teachers care if their child is not doing as well as he or she can. They believe that parents and teachers work together to support student learning and as a result children are more confident and happy to come to school.

Teachers indicate that they feel well supported by executive and that their supervisor is available to assist them with many indicating that their supervisor regularly visits their classroom. Teachers agree that executive provide them with feedback which helps them improve their performance.

**Professional learning**

Teachers attended professional learning activities throughout the year. The focus on professional learning was the implementation of whole school programs to meet priorities as set out in the school plan.

Teacher support and mentoring was a focus for 2012. All teachers were provided with mentoring support from an experienced teacher.

Early Stage 1 and Stage 1 teachers were trained in the Targeting Early Numeracy (TEN) program and provided with support to implement it in the classroom.

Teachers were trained in the Count Me In Too program to support the delivery quality numeracy lessons in the classrooms.

Office and support staff also attended professional learning activities to develop skills in their areas of work.

Teachers worked collaboratively with their supervisors to develop professional learning plans. These plans included goals and strategies to achieve professional growth for personal areas of interest, class teaching skills and whole school involvement.

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

A total of $29698 was spent from professional learning funds in 2012. Additional funding of approximately $185000 was spent from National School Partnership funding to release teachers to provide mentoring and in class support for programs.

**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.

**School priority 1**

**Outcome for 2012–2014**

Increased levels of literacy achievement for all students.

**2013 Targets to achieve this outcome include:**

- Increase the percentage of students in the top 4 bands in reading to 60% in Year 3;
- Increase the percentage of students in the top 4 bands in reading to 70% in Year 5; and
- Increase the percentage of students achieving expected growth in reading from Year 3 to Year 5 to 60%.

**Strategies to achieve these targets include:**

- 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 reading group strategy in the classroom; and
- Implementation of targeted support programs for students experiencing difficulties in reading.

**School priority 2**

**Outcome for 2012–2014**

Increased levels of numeracy achievement for all students.

**2013 Targets to achieve this outcome include:**

- Increase the percentage of students in the top 4 bands in numeracy to 62% in Year 3;
- Increase the percentage of students in the top 4 bands in numeracy to 75% in Year 5; and
• Increase the percentage of students achieving expected growth in numeracy from Year 3 to Year 5 to 50%.

**Strategies to achieve these targets include:**

• Continued implementation of the Targeting Early Numeracy (TEN) program;

• Support for teachers on the use of Count Me In Too strategies in the classroom.

• Implementation of QuickSmart Numeracy Program for targeted students.

**School priority 3**

**Outcome for 2012–2014**

Increased student attendance at school

**2013 Targets to achieve this outcome include:**

• A 1% increase in student attendance rates

• A 2% reduction in the number of students with less than 85% attendance

**Strategies to achieve these targets include:**

• Employment of a teacher to follow up student absences;

• Frequent contact with parents of students whose attendance is of concern; and

• Collaboration with the Home School Liaison Officer to follow up students whose attendance is of concern.

**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.

Jill Stewart – President P&C Association

Dan Van Velthuizen – Assistant Principal

Janine Carlin – Assistant Principal

Di Ireland – Assistant Principal

Katrina Lamey – Assistant Principal

Julie Williams – Assistant Principal

Brett Cooper – Assistant Principal

Lindy Hosegood – Deputy Principal

Adrian King – Principal

**School contact information**

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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: