School context

Moree Public School is the largest primary school in the New England Region (West) school education group. Set in large, attractive and well maintained grounds, the school offers a range of extra curricula activities including dance, band, art, student leadership and sport. Students participate successfully in state-wide competitions, both sporting and academic, with many achieving awards.

Our school draws students from a diverse range of backgrounds and it is very highly regarded and well supported by the local and wider community. Classrooms are positive learning environments where parent helpers are welcomed and valued.

The school receives additional funding under the National School Partnership Low SES and Transitional Equity programs.

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.

Principal’s message

It is with great pleasure that I report on the achievements of Moree Public School in 2013. I congratulate our students and staff on a successful twelve months, a year in which we have strived for excellence – our core business being teaching and learning. Our students participated in the Premier’s Reading Challenge, ICAS competitions and Multicultural Public Speaking. NAPLAN results have shown growth in all areas, with some outstanding individual performances.

All staff are to be commended for their enthusiasm and commitment to enhancing the learning outcomes for our students. They have created many opportunities for students in sport, art, music and dance. The choir has performed in the Narrabri eisteddfod and numerous community events and a team of teachers encouraged artists with the after school Operation Art. The successful Studio Time program continued along with our dance groups, school band and violin group. Musical Minds, a new initiative, provided further opportunities for students to shine.

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 at zone, regional and several at state level. We continue to value and promote good citizens – children who engage with the local community and are willing to have a go.

In 2013 we implemented programs that support students in achieving success including Reading Recovery, Multilit and QuickSmart. The Opportunity Class continues to provide enrichment programs for high achieving students. The kindergarten, Books in Home program ensures that every child is presented with nine quality titles to read and share.

The achievements of our school happen through the joint work of parents, staff, students and community members. In particular, I acknowledge the valuable contribution of our P&C members who have worked tirelessly to support the school. The Variety Bash breakfast, was certainly one of the many highlights and presented the school community with a fantastic opportunity to share our country hospitality and showcase our school.

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 and/or School Council message

This year has seen many changes to the P&C. We started off with a number of new members, who were all eager to follow on from the previous committee’s success. In 2013 the P&C donated over $40 000 to the school for the purchase of hall curtains, student attendance to the Life Education van, home readers for our infants department, shade tents, blinds for primary classrooms, improvements to gardens and an iPad for the special education unit. We also committed a further $20 000 to install a pergola at the front of the school. This would not have been possible if not for the hard work and
dedication of this committee and the generosity of our wider school community.

We have had a very busy year. Commencing with our Easter raffles and our very successful Variety Bash breakfast. Following that, we have had Mothers and Fathers day stalls, athletics carnival, Christmas raffle and calendars and we are finished off with the South Sydney rugby league BBQ. All of these events take time and effort to prepare and I would like to extend a sincere thanks to the members who have taken on executive roles for their hard work over this year.

The P&C is a voluntary organisation and we are all here to ensure that we assist the school in achieving some of their goals. We are lucky to have such an incredible group of parents who sit on this committee.

To the school staff thank you for your ongoing support this year. Your dedication to our children is paramount in their early years.

Amy Quinlan

Student representative’s message

It has been a great honour to be the school captains for 2013. We will fondly remember our years are Moree Public – the fun times, the academic challenges, our friends and most importantly our first formal years of schooling. We are sure these thoughts are echoed by the Vice Captains and Prefects.

At Moree Public School we are reminded of the value of education, friendship and the importance of participating in all aspects of school life. We cannot achieve this alone, help and encouragement comes from our parents, grandparents, friends and teachers.

Highlights of our time as Students Leaders include:

- Meeting the Governor of NSW, Her Excellency, Mrs Marie Bashir;
- Attending the Young Leaders conference in Brisbane;
- Leading special ceremonies including ANZAC Day, NAIDOC Day and the school presentation evening; and
- Welcoming 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, I’d like to congratulate all staff for a productive and enjoyable year.

Isabelle Bilton & Andrew Newton

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 2013 the school had an enrolment of 632 students made up of 322 boys and 310 girls. There were 218 Aboriginal students (104 boys and 114 girls). This represents about 35% of the student population.
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 2013. The number of unexplained absences continues to be of concern.

Management of non-attendance

In 2013 the school continued to employ 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.

Workforce information

In 2013 Moree Public School had a staffing entitlement of 42 teachers. The school used funding from National Schools Partnership Low SES and Transitional Equity programs to employ an additional 7 teaching positions for special programs.

Workforce composition

<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>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>5</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>28</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

The Indigenous composition on the school workforce is approximately 7%.

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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>45</td>
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</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>610,628</td>
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<tr>
<td>Global funds</td>
<td>392,763</td>
</tr>
<tr>
<td>Tied funds</td>
<td>597,045</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>172,663</td>
</tr>
<tr>
<td>Interest</td>
<td>20443</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16,682</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>01,199,597</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning
  Key learning areas 1,437
  Excursions 88,145
  Extracurricular dissections 25,996

Library 7,467

Training & development 170

Tied funds 524,061

Casual relief teachers 48,898

Administration & office 91,693

School-operated canteen 0

Utilities 124,387

Maintenance 76,924

Trust accounts 16,682

Capital programs 56,287

Total expenditure 01,062,153

Balance carried forward 748,072

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 2013 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

Moree Public School provides a rich and focused learning environment for all students. Our school has produced students who are strong in academics and who can apply what they have learned.

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 country.

In school based assessments students demonstrate excellent growth in learning.

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.

Information on the schools performance in NAPLAN is available on the My School website. This 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 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 2013. Their hard work and dedication to their chosen fields will be rewarded with fantastic memories of what they have managed to achieve.

Arts

Moree Public School is very proud of the achievement of students in the Arts.

A highlight of the year was the biannual twilight concert which showcases the students in the varied range of performing arts taught by the school. Every student from kindergarten to Year 6 had the opportunity to perform through singing, dancing, playing with the violin group or as a compere for segments of the evening. The grand finale with over 500 students on stage singing while streamers were blowing in the breeze concluded a spectacular performance.

In 2013 the school commenced the Musical Minds program. This is a lunch time activity for students which is based on musical theatre. Students are taught many aspects of musicals and have the opportunity to learn and perform. The group of twelve students performed a selection from the musical Joseph and his Technicolor Dream Coat at the end of year twilight concert.

Studio Time, a unique program initiative devised by teacher, Mr Andrew McDonald continued in 2013. 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, Limitless, Hold on to the Memories, Party Machine and Knowledge Lights the Way. The group live performances at the formal school presentation ceremony (with an audience in excess of 700 adults and children) and school concert were exceptional. The local radio station 2VM gave the songs valuable airplay and featured two interviews with the students.
Students in Years 3-6 participated in dance groups and performed at the NAIDOC Day celebration, presentation night ceremony and at the school concert. All students in Years K-2 participated in dance and performed at the Easter Hat Parade. On all occasions a large, and appreciative audience applauded the students.

The school choir performed was again very popular with students. The choir performed at numerous events including the 2013 Education Week service of worship, school and community ANZAC commemorative services, Lions Club Christmas luncheon for senior citizens and the annual school presentation ceremony.

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, 600 MPS students joined with 500 000 children from around Australia to simultaneously sing, Keep On which was written by a group of secondary students mentored by John Forman & Katie Noonan. This is the seventh 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

Sport is an integral part of the Moree Public School curriculum. Students from Kindergarten to Year 6, benefit from a quality sport and physical education program. This year, students have participated in a wide variety of programs designed to enhance fitness and strengthen their skills of teamwork and sportsmanship through organised sports and games.

As educators, we firmly believe in the benefits that active participation in sport gives children. Increased skill development, increased confidence and enhanced fitness can be reflected in student learning within the classroom.

Highlights for Moree Public School sport in 2013

include:

• The high level of student participation in sporting activities. In excess of 120 children represented the Moree district in a range of sporting activities;

• Success in horse sports with a team of nineteen riders competing at four events. The team won three of the four march past trophies and was overall highest point score school on three occasions;

• Eleven teams were entered in the PSSA State knockout competitions. The cricket team reached the North West final of the PSSA state knockout;

• Moree Public School were runners-up at Heferen Shield for athletics and McKechnie Shield for swimming;

• The seven a side rugby union team won the Moree zone gala day of the Essential Energy Cup. They progressed to the regional final
where they were winners of the Plate division.

• Eight students represented the north west region at State Championship Carnivals;

• All children representing Moree Public School in a chosen sport did so wearing the correct school uniform;

**Significant programs and initiatives**

**Aboriginal education**

Moree Public School has 35% of its population identify as Aboriginal. Our school continues to ensure that Aboriginal education is a priority for all staff. Staff members are consciously aware of the learning needs and styles of all students and include Aboriginal perspectives 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. In addition, the school has a priority to increase the attendance rates of Aboriginal students.

An Aboriginal Education Resource Teacher (AERT) is employed to support improvements in language and literacy for Aboriginal students in Early Stage 1 and Stage 1. This program has had a positive impact on student achievement.

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. A full evaluation of the *MultiLit* program was conducted and is included in this report.

As a result of strategies and programs implemented NAPLAN results show an increasing percentage of Aboriginal students achieving above the National Minimum Standard for reading and numeracy in Years 3 and Year 5.

Student attendance rates for many Aboriginal students show significant improvement. The majority of Aboriginal students have attendance rates of greater than 85%.

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 school again held a formal assembly and hosted a day of activities to celebrate NAIDOC week. Community Elders participated in the ceremony including the raising of the flags. Renowned Aboriginal performer Roy Newman and his troupe performed for the large audience and presented workshops for students.
Aboriginal Education Officers (AEO) provide support for students with their academic pursuits, cultural and sporting activities.

**Multicultural education**

Multicultural education at Moree Public School aims to prepare students for life in our culturally diverse society. It 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 with specific units in HSIE devoted to world events and Australia’s neighbours.

*Harmony Day* was celebrated across the school with a range of class activities including creating posters and writing a short story.

Our students entered the *Multicultural Perspective Public Speaking* competition with representative team of four students competing against eight New England Region schools in the regional competition held in Inverell.

**Transitional Equity Funding**

Moree Public School was allocated Transitional Equity Funding in 2013. This was used 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 part of the school improvement plan these resources were targeted to:

- lifting student literacy and numeracy skill levels;
- improving students attendance and engagement in learning; and
- increasing the effectiveness of classroom and school organization.

The school used staffing and funding to establish a deputy principal position to focus on teaching and learning. This position coordinates current school initiatives such a *Focus on Reading* and the implementation of the English syllabus. The deputy principal teaching and learning also supported the development of quality teaching practices across the school through teacher mentoring and coordination of professional learning.

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.

As a direct result of this *Transitional Equity* 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.

**National partnerships and significant Commonwealth initiatives**

Moree Public School received significant funding through the National Partnerships Low SES program for 2013. 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:

- employ an additional Deputy Principal Teaching & Learning to implement the *Focus on Reading* program and provide professional learning to teachers in quality teaching practices;
- employ additional learning and support teachers to assist students experiencing difficulties in learning;
• release a teacher to train and support Stage 1 teachers to implement the Targeting Early Numeracy Program (TEN);
• implement the Books in Homes program for Kindergarten students;
• employ a teacher to follow up student attendance;
• provide increased support for early career teachers through mentoring;
• implement the speech and language program for Kindergarten students;
• implement QuickSmart Literacy and Numeracy programs;
• implement the MultiLit program for students needing extra assistance with reading; and
• Purchase resources to support teaching and learning programs.

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 employment of an additional deputy principal teaching and learning has made a positive impact on quality teaching resulting in explicit English 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. Many teachers have been trained in Focus on Reading and are using these strategies in the classroom.

The learning support coordinator position has ensured a systematic approach to the identification of students requiring additional assistance in learning and the more equitable provision of programs.

The TEN program continues to be 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 continues to have 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 and support 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 early impact has been very positive with teachers being well supported in developing their teaching skills in line with the professional teaching standards. Teacher report that they feel well supported by executive. They also indicate that their supervisor is available to assist them. Teachers agree that executive provide them with feedback which helps improve their performance.
New resources have been purchased to support the implementation of Focus on Reading, Home Reading Program and the new K-6 English syllabus.

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:

- Review of learning outcomes data
- Student, staff and parent surveys
- Focus group discussions

School planning 2012—2014: progress in 2013

Our school has a management plan which sets specific targets for improvement in student learning and outlines the strategies to achieve those targets. The school plan is available on the school website.

In 2013 the targets focused on literacy, numeracy and student attendance.

School priority 1

Literacy

Outcomes from 2012–2014

Increased levels of literacy achievement for all students.

Evidence of progress towards outcomes in 2013:

- An increase in the number of students performing at or above the National Minimum Standard in Year 3 ad 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;
- 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 reading group strategy in the classroom; and
- Implementation of targeted support programs for students experiencing difficulties in reading.
- 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 progress towards outcomes in 2013:

- An increase in the number of students performing at or above the National Minimum Standard in Year 3 ad 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
- 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 on the use of Count Me In Too strategies in the classroom.
- Implementation of QuickSmart Numeracy Program for targeted students.
- 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 progress towards outcomes in 2013:

- Maintenance of the average student attendance rate at 91%;
- 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; and
- Collaboration with the Home School Liaison Officer (HSLO) to follow up students whose attendance is of concern.

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.

Teachers of Stage 2 and Stage 3 classes participated in training in Focus on Reading in 2013. This program develops strategies and deep understanding in how to teach reading comprehension. Its aim is to reduce the gap between high and low performers and approach their needs in a balanced, integrated and strategic manner.

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

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 2013. Additional funding of approximately $185000 was spent from National School Partnership funding to release teachers to provide deliver training in Focus on Reading and Targeting Early Numeracy (TEN) and to mentor and support early career teachers.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Students want to get good results at school and teachers have high expectations of them. They feel very positive about the school, their teachers. They also enjoy coming to school each day and are engaged in learning.

Teachers believe that their core business is to improve student learning outcomes and enhancing the overall development of each child. Teachers enjoy being involved in extracurricular activities.

Parents generally 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.

Program evaluations

MultiLit

Background

Moree Public School has contributed significant resourcing towards implementation of the MultiLit program for two years. MultiLit is a one to one tutoring program designed to increase students reading ability through direct systematic teaching in four main areas – phonic word attack
skills, sights word recognition, regular supported text reading and comprehension. In 2013, 26 students participated in the program. The students were all in Year 3 and were selected because their reading level was below their grade level.

Three tutors were employed to implement the program. They were trained and supported by an experienced teacher.

In 2013 the school evaluated the program seeking feedback from tutors, students and parents and by analyzing student learning data.

**Findings and conclusions**

Implementation of the *MultiLit* program has a multifaceted positive effect on the students accessing daily assistance.

Feedback from students indicates that they enjoy participating in the program. They find the activities interesting and challenging.

The students and the tutors report an increase in confidence, enjoyment of learning and positive relationships with peers and staff.

Analysis of entry and exit data of student reading levels indicates that all participating students had shown improvement in reading ability. Approximately 60% percent of students had shown an improvement in reading age of greater than 12 months.

**Future directions**

Moree Public School will continue to implement the *MultiLit* program to support students experiencing difficulties in reading.

**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
Janine Carlin – Assistant Principal
Di Ireland – Assistant Principal
Katrina Lamey – assistant Principal
Marc Burgess – Assistant Principal
Andrew McDonald – Assistant Principal
Julie Williams – Assistant Principal
Helen Kaukiainen – Assistant Principal
Brett Cooper – Assistant Principal
Lindy Hosegood – Deputy Principal
Adrian King – Principal

**School contact information**

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Email: moree-p.admin@det.nsw.edu.au
Web: www.moree-p.schools.nsw.edu.au
School Code: 2618

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: