



Education &
Communities



Moree East Public School Annual School Report 2014 4118



SCHOOL CONTEXT STATEMENT

Moree East Public School is a P5 Primary School with a student enrolment that fluctuates between 130-140 students. 92% of the student body identifies as Aboriginal. Moree East Public School services the students of South and South East Moree.

Executive Principal's Message

Welcome to Moree East Public School's (MEPS), 2014 Annual School Report. The Report is a summary of the progress and achievements in implementing the School Plan.

Over 2014, the Connected Communities School initiated and participated in many exciting events, celebrated success and maximised opportunities. Our success is paramount to committed staff, close working relationships with parents and the partnership with key stakeholders. We all work to achieve the same goal, which is to improve the learning outcomes of students.

I trust this Report will assist MEPS parents, the community and yourself, the reader, to see where MEPS is succeeding and future directions for improved student learning outcomes.

Muriel Kelly, Executive Principal

Moree East Public School Reference Group

The Moree East Public School Reference Group was established in Term 4, 2013 and was fully functional during 2014. Chaired by the President of the Moree Aboriginal Education Consultative Group, it is representative of the school's key stakeholders who advise the Executive Principal on the implementation of Connected Communities.

The cohesive group had a very productive and busy 2014, investigating, exploring and presenting new ways to retain and support staff, engage parents, and to partner with community groups, all with the focus on improving student learning outcomes. Membership was deemed an honour and opportunity embraced by the members.

The Group worked over-time in finalising the design of the new school, engaging in student and school celebrations, raising the profile of the

school and hosting VIP's which included the Minister for Education, Mr Adrian Picolli.

The Group also endorsed the submission of a proposal to trial new school operational hours in 2015 to maximise student learning. The proposed school hours are 8.00am to 1.15pm.

The Group is very pleased with the positive advancement within the school and look forward to another productive and exciting 2015.

Craig Duncan and Lloyd Munro

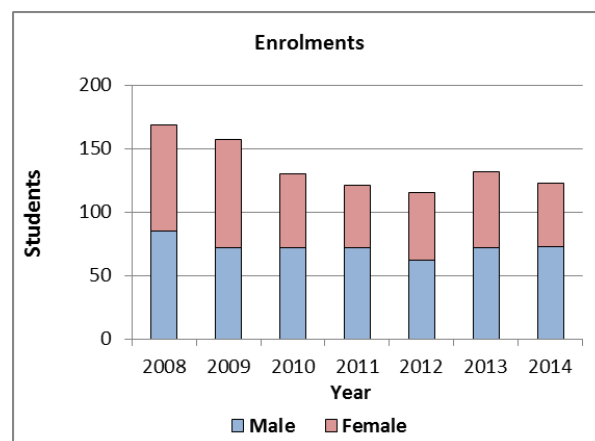
STUDENT INFORMATION

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

Enrolments during 2014 increased. This resulted in an additional class being maintained to support the learning needs of students. Enrolment numbers fluctuate due to student mobility. For families returning to Moree the school supports their return home through re-enrolment and shared enrolments.

Our Kindergarten enrolments were the highest seen over seven years. Other new enrolments were spread evenly between infants and primary.

Student enrolment profile



Student attendance profile

	Year	2011	2012	2013	2014
School	K	80.9	61.0	74.8	78.8
	1	81.4	80.1	64.1	82.2
	2	75.3	79.8	83.0	75.5
	3	78.6	74.9	74.1	83.2
	4	73.8	80.0	69.6	84.5
	5	86.7	74.2	81.8	77.7
	6	81.2	83.0	75.8	82.0
	Total	79.6	76.6	74.7	80.4
State DEC	K	94.7	94.3	95.0	95.2
	1	94.2	93.9	94.5	94.7
	2	94.2	94.2	94.7	94.9
	3	94.4	94.4	94.8	95.0
	4	94.3	94.3	94.7	94.9
	5	94.2	94.2	94.5	94.8
	6	93.8	93.8	94.1	94.2
	Total	94.3	94.2	94.7	94.8

WORKFORCE INFORMATION

Workforce composition

Position	Number
Executive Principal Connected Communities	1.0
Assistant Principal(s)	1.0
Classroom Teacher(s)	4.2
Release Teacher	0.21
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.2
Teacher other	0.1
School Counsellor	1.0
Home School Liaison Officer	1.0
Total Teaching and Executive Staff	10.11
School Administrative & Support	3.986

During 2014 through the use of school funds, MEPS staff included a non-teaching Deputy Principal, a non-teaching Assistant Principal, two teaching Assistant Principals and additional classroom teachers to have a total of eight classes K-6. The school also employed additional office and support staff throughout the school year.

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

Including all staff employed at MEPS in various capacities, the Aboriginal composition is 41%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	6%

Professional learning, teacher accreditation and beginning teachers

Local Culture and Language; Language, Literacy and Learning (L3); and Targeted Early Numeracy (TEN) have been a major Professional Learning programs for the teachers at MEPS. 37% of classroom teachers were trained in L3 and 62% of classroom teachers were trained in TEN during 2014.

During staff meetings and Staff Development Days, all K-6 classroom teachers were trained in the Literacy and Numeracy Continuum and in how to track students using the NSW departmental PLAN data tool. Training was also provided on the new English and Mathematics Syllabi. All classroom teachers will be implementing the new English and Mathematics Syllabi in 2015. Ongoing professional development will be provided to teachers relating to these documents throughout 2015.

The whole staff engaged in the local Aboriginal Education Consultative Group's, 'Connecting to Country' at the beginning of the school year. This was reinforced through informal and formal culture and language teachings led by the Senior Leader, Community Engagement and Connections. Staff untrained in English as an Additional Language Dialect also received professional learning in this critical area.

16% of teaching and executive staff during 2014 were beginning teachers who had taught for less than 5 years. Each teacher has continued to compile evidence towards their Proficient Teacher Accreditation.

An additional 39% of teaching and executive staff during 2014 were maintaining Proficient Teacher Accreditation.

In 2014 one permanent beginning teacher was appointed. Specialised and experienced supervisors and executives guided and mentored the teacher to adjust to the new role. Identified professional learning opportunities and experiences, as well as the provision of in-school, on-class guidance continues to support the teacher as they develop knowledge, skills and experiences as a classroom teacher.

FINANCIAL INFORMATION

Financial Summary

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 December 2013 to 30 November 2014 due to the change-over in financial systems for our school.

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

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	561698.26
Global funds	181457.03
Tied funds	880289.76
School & community sources	18209.18
Interest	22673.21
Trust receipts	38085.03
Canteen	49764.10
Total income	1752176.57
Expenditure	
Teaching & learning	
Key learning areas	11329.82
Excursions	1550.23
Extracurricular dissections	17373.27
Library	1749.49
Training & development	4737.41
Tied funds	613101.09
Casual relief teachers	16871.49
Administration & office	66643.43
School-operated canteen	55194.21
Utilities	89985.41
Maintenance	24866.89
Trust accounts	21986.89
Capital programs	608
Total expenditure	925997.63
Balance carried forward	826178.94

A full copy of the school's 2014 financial statement is tabled at the annual meeting of the School Reference Group. Further details concerning the statement can be obtained by contacting the school.

SCHOOL PERFORMANCE

ACADEMIC ACHIEVEMENTS

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skill and understanding demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest)

Year 5: from Band 3 (lowest) to Band 8 (highest)

In 2014, 7 students in Year 5 at MEPS sat NAPLAN. Due to this small cohort of students, privacy protocol prevents disclosure of specific student data. Parents have been advised of individual student results.

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' to access the school data.

ACHIEVEMENTS IN THE ARTS, SPORT AND OTHER SCHOOL PROGRAMS

Sport

2014 has been an outstanding year in all areas of sport for MEPS. This has ranged from students participating in weekly class sport activities to students excelling in zone, regional and state competitions. Highlights of the sporting year include the following:

- K-6 fundamental movement skills program where students engaged in activities that developed skills for a variety of different games and sports.
- Participation in PSSA trials for touch football, rugby league, rugby union and netball. A number of students were successful in gaining

selection to Zone representative teams. One student was successful in being selected for the state Rugby League Team.

- Teams competed in PSSA Knockout for Rugby League, Touch Football, Netball and Soccer. MEPS for the second consecutive year were crowned regional champions for the boys touch football and participated in the State Quarter Finals Knockout Carnival.
- Participation in visiting sports association K-6 coaching clinics in cricket and rugby league.
- Participation in school swimming, cross country and athletics carnivals. Competitive squads represented the school at the Moree Zone PSSA carnivals with overall school results being excellent.
- Premier Schools Sporting Challenge: The aim of the challenge is to engage students in sport and physical activity and to encourage them to lead healthy active lifestyles. The Challenge involved all classes participating in a 10 week sport and physical activity challenge. Classes received a Bronze, Silver, Gold or Diamond Awards. These awards were based on how much time they accumulated in a broad range of sports and recreational pursuits during lunchtime, school sport programs, class time, after school or in weekend physical activities.
- Swim program. Participating students were engaged in skill development that focused on water confidence, basic swimming skills and also to start to establish knowledge on breathing techniques and swimming strokes.

Creative and Performing Arts

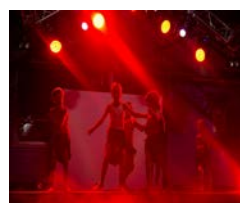
During 2014, all students at MEPS participated in a variety of opportunities in the area of Creative and Performing Arts. Along with in class lessons there have been some wonderful activities that our students engaged in.

Visiting Performances

MEPS students had access to five visiting performances. The visiting school performances enabled our students to see and experience highly engaging live performances. The performances link to units of works in Literacy, Personal Development, Human Society and Its Environment, Drama and Music. The artists were highly qualified in their chosen field and included actors, storytellers, circus performers and dancers. Responses from both students and staff who attend these visiting performances were very positive.

Festival Of The Brolga

In December 2014, the local Gomeroi Dreaming story of the Brolga was brought to life by the MEPS students in the Festival of the Brolga under the leadership of Senior Leader, Matthew Priestley. The on-stage, culturally inspired works used a variety of mediums to captivate an audience of 300 people. Throughout the year students and teachers were involved in teachings that developed their technical and story-telling skills in dance, performance, theatre, film and song. Community members joined in the cultural celebration which was deemed a huge success.



School Spectacular

Eight students participated in the Aboriginal Dance Ensemble at the 2014 School Spectacular at the Qantas Credit Union Arena, Sydney.

The students were committed to four days of rehearsals and then performed in four shows over two days.

Whilst in Sydney, the students also met the Street Warriors, toured the Koori Radio station and were interviewed by NITV.



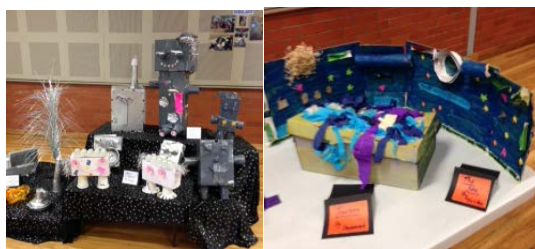
Environmental Education

Enviroweek

As part of its environmental education program, MEPS participated in 'Cool Australia's Enviroweek' for the second year. All students participated in the 'Wild Child Challenge' involving getting outside to play sport and enjoy their school environment. A senior class participated in the 'Foodie Challenge' which required them to swap a negative food habit for healthier options. Students were able to experience cooking and analysed what is in the food they are eating and the environment in which it comes from.

Recycling Week

Students K-6 along with students from the 'Transition to school program', created recycled artworks using cardboard, paper, and rubbish found around school and their homes. The creations were displayed in our school hall as 'A Recycle Artwork Gallery'. By reusing resources found in the school environment, students were able to understand the key concepts of reusing and recycling item.



COMMUNITY ENGAGEMENT

Community Engagement is a high priority at Moree East Public School. Events included Mother's Day Morning Tea; Father's Day BBQ; a school Fete; Easter Hat Parade; Harmony Day; Christmas Carols and the Festival of the Brolga.



Two established and very strong school community groups include the 'Sister's Group' and the 'Galamaay Brothers'.

MEPS also participates in the wider community events such as the Moree Show where artworks were entered. Kindergarten students painted portraits of 'My Mum' whilst the Years 1 & 2 painted portraits of 'Someone in my Family'. The students used oil pastels and pencils to create their works.



SIGNIFICANT PROGRAMS AND INITIATIVES

Aboriginal Education

Aboriginal Education is a high priority for Moree East Public School and we continue to strive to provide a balance of culture, language and education for our students. The work of the Aboriginal Education Committee is critical in identifying, supporting and evaluating the cultural competencies of staff, cultural inclusion within the curriculum and connections with the community. The employment of the Senior Leader, Community Engagement and Connections strengthened the work of the committee and led the acquisition of cultural competencies for staff, as well as improvements in the cultural and language learnings of the students and the school community. The committee ensured that significant events on the Aboriginal calendar were acknowledged and celebrated accordingly within the school. Our

school was also inclusive of the wider community events including Sorry Day; Reconciliation Week; NAIDOC Week; and, Aboriginal and Torres Strait Islander Children's Day. Staff engaged in the Moree Aboriginal Education Consultative Group 'Connecting to Country program', as well as professional learning in English as an Additional Language Dialect and Personalised Learning Plans. The student's cultural and language learnings were continually celebrated through dance and song at school and within the community. The culmination of this was showcased by students, staff and the Moree East Public School community at the Festival of the Brolga, which was supported by Beyond Empathy.

Every Aboriginal student at Moree East PS, has a Personalised Learning Plan which is developed in consultation with parents, the student and classroom teacher. The collaborative plan identifies short term and long term goals accompanied by strategies to support the student to achieve their set goals.

The Connected Communities Reference Group continues to advise and support the Executive Principal on the implementation of the Connected Communities strategy as well as providing a critical link to the wider school community which enables opportunities for shared decision-making about school needs which is reflected in the school plan. In 2014 the Reference Group's biggest accolade was their commitment to overseeing the design the new school which includes a community precinct. Construction will commence in 2015.

In addition, a Parent and Community Engagement Officer, employed by the Aboriginal Education Consultative Group, strengthened the involvement of parents in particular the men within our school community through the formation of the Galamaay Brothers.

MEPS continues to work in partnership with the Moree Aboriginal Education Consultative Group who is an advisory body on Aboriginal Education as well as Culture and Language.

Multicultural education and anti-racism

Moree East Public School continues to ensure that a staff member is fulfilling the role of the Anti-racism Contact Officer. The person fulfilling this role receives annual training to support the school community should concerns or issues arise.

Moree East Public School teaches and promotes students to value and respect individuality and race. This is done through the Positive Behaviour for Learning program, welfare support and identified areas within the curriculum

Multicultural Education is a valued component of the school's curriculum, as are the beliefs, customs and cultural backgrounds of all students enrolled in our school. Multicultural education is predominately taught through the Key Learning Area of Human Society and Our Environment.

Moree East Public School encourages the community to participate and to be involved in regular school events, as well as culturally significant days. This year our school community celebrated days such as Harmony Day, ANZAC Day, Sorry Day, Reconciliation Week, NAIDOC Week and Remembrance Day.

Learning and Support

The Learning and Support Team at Moree East Public School supports classroom teachers to cater for the diverse student needs in a Low SES school environment. It ensures all students have access to equitable learning opportunities that respond to their individual learning needs. Students have been supported through individualised learning programs that have engaged students and their parents/carers in consultative and collaborative processes. In 2014, teacher professional learning has been a key strategy to build teacher capacity in the delivery of quality differentiated teaching programs that are inclusive of all students. With the engagement of additional specialist teachers, a speech pathologist, Instructional Leader, and links to community services and external agencies there has been an increased level of student engagement in learning resulting in improved student learning outcomes.

ANZAC Day

An emotional and spiritual service was held on the front lawn of the school grounds. Special guests joined our school community to honour the ANZACs and pay special tribute to our local heroes.

As usual, MEPS also participated in the local ANZAC Day March and Service. The school community contingent was led by the School Captains and Student Representative Council.

It was wonderful to see such dedication, respect and school spirit at both the school and town events.



Harmony Day

In 2014 Harmony Day was acknowledged by all students with classes learning about different cultures. In an attempt to identify and celebrate the cultural diversity that exists in the Moree community people representing different cultures were invited into the classrooms to share their stories.

Technology

MEPS acknowledges the need for our students to be familiar with, and develop, technology skills. At MEPS teachers use technology in their daily teachings. Every class room is equipped with an Interactive whiteboard or LCD screens. All classes are equipped with computers, and iPads and XO's are used in daily teaching. MEPS has one XO per student for Years 3 to 6, and one ipad per student for Years K-2.



EQUITY FUNDING REQUIREMENTS

Aboriginal background

MEPS is a Focus School under the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP), 2010 to 2014, as well as being a Connected Communities (CC) school which commenced implementation in 2013.

In combination, MEPS clearly addresses the six domains of the ATSIEAP and the identified elements of the CC strategy.

The employment and professional learning of Aboriginal community people in the roles of Student Learning Support Officers (SLSO) and Norta Norta Tutors created a strong positive role model presence within the school. Their knowledge of the students and their home life assisted them to work with the school executive and teachers to provide a valuable insight into factors that may impact on the students learning. This knowledge assisted to strengthen individual staff cultural competencies which enabled them to be accommodating and sensitive to individual student needs. In addition, the targeted professional learning received enabled the SLSO's to acquire specialised educational skills to assist the teacher to support the students in their learning.

A primary focus was on increasing participation and inclusivity of students and their parents. Through the funding of activities and purchasing resources it meant that our students were engaging confidently in school life, having fun and accessing opportunities available to them. Parent activities were coordinated and catered for to celebrate special events and school community forums. The forums created an opportunity for the school and the parents to share information and for the school to consult with parents on various topics.

As a result these strategies have had a positive impact on student attendance, behavior, attitude towards school engagement, and learning outcomes. It has also strengthened school community relationships.

Norta Norta Program

Norta Norta Program funding was used to provide Aboriginal students with additional tuition in the areas of Literacy and Numeracy.

Qualified tutors were employed to support reading groups and support targeted students in literacy and numeracy in Years 4 and 6.

Socio-economic background

In 2014 MEPS had an Aboriginal student population of 92%. The majority of strategies identified and implemented for Aboriginal Education were also key for socio-economic background.

Accessing opportunities and gaining experiences to build solid cultural and educational foundations was a focus throughout 2014. Students were given the opportunities to develop knowledge, skills and values that will benefit them in the 21st century so that they are not deemed as being educationally disadvantaged.

The role of the Assistant Principal was structured to provide intensive and focused welfare support for students and their families. The second Executive role at Deputy Principal level provided specialist support for teachers from K-6.

Student and Family Connections

In 2014 MEPS continued to build on the relationships with community organisations in order to ensure families and student needs were addressed, not only at a school, but also at a community level.

Some families were linked with support services to enable them to be able to access specialist support specific to their needs. This has had a positive impact on student wellbeing, engagement and learning. It has also assisted with developing more positive relationships between families and the school, with many parents now actively seeking assistance from the school.

OTHER SIGNIFICANT PROGRAMS AND INITIATIVES

Investing in Focus Schools and Connected Communities

As reported in the Aboriginal Education section, MEPS is a Focus School under the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP), 2010 to 2014 as well as a Connected Communities (CC) school which commenced implementation in 2013.

In combination, MEPS clearly addresses the six domains of the ATSIEAP and the identified elements of the CC strategy.

The key element to the success of the CC strategy is the advice and support that the Schools Reference Group provides to the Executive Principal.

Early Action for Success

The Early Action for Success initiative was in its second year of implementation at MEPS, during 2014. This initiative combines high quality leadership, a focus on the individual students and early intervention to ensure students at risk of not achieving expected outcomes are identified and receive additional support.

A key feature of this initiative was the appointment of an Instructional Leader to the school in 2013. The Instructional Leader, Literacy and Numeracy has a strong understanding of effective classroom practice and strategies in literacy and numeracy learning. The Instructional Leader's primary focus in 2014 was to build staff capacity in the teaching and assessment of Literacy and Numeracy, through the collaborative evaluation of teaching and its effect on student learning. In addition, the Instructional Leader supported teachers with the ongoing collection and monitoring of student assessment data and development/implementation of learning support programs for students at risk of not meeting expected benchmarks.

Positive Behaviour for Learning (PBL)

Positive Behaviour for Learning (PBL) is a school wide behavior initiative currently in use at MEPS. PBL was introduced to encourage positive behaviour from students, which has been shown to improve their self-confidence and motivation to learn. The PBL program commenced in 2011 and has remained embedded within our student welfare policies since then. All teachers are part of the school PBL team and students are rewarded each day with PBL tickets for their commitment to the school rules and core values.

In previous years MEPS has focused on the core values as determined by school and community members. The Core values of PBL are Respect, Motivation, Excellence, Pride and Safety. However this year's focus has been the three

school rules of 'Be Safe, Be Respectful and Be a Learner'. Students are able to identify the school rules and the correlation between the rules and the core values.

2014 has seen the introduction of PBL School hats and staff shirts where the values and rules were proudly display.

On the school's PBL Celebration Day students were introduced to "Yurrandali" (Gomeri for Goanna) the new PBL school mascot. He wears different coloured capes to represent the core values of PBL and he can be seen at major school events or popping into classes.



Schools as Communities Centres (SaCC)

The SaCC program facilitates partnerships with families with children 0 to 8 years of age with the main focus being on the early years before school. The SaCC links families with suitable organisations for their needs. Where there is a gap in the provision of services SaCC will work with other community agencies to provide suitable services. SaCC also undertakes fundraising and sponsorship for the school.

SaCC activities included:

The Good Start Breakfast Club

This program runs Monday to Friday at MEPS. A nutritious breakfast is available for all students to access.

The Sisters

The Sisters group is predominately a women's support group. The women of all ages support each other through the trials and tribulations and are considered a part of our school life. The Sister's group engage cooking and, arts and crafts activities such as knitting, crocheting and sewing.

The Sisters also support MEPS through fundraising and supporting events.

Guuma – Li Playgroup

Guuma – Li Playgroup runs every Tuesday (except school holidays) which is held at the Salvation Army except for the the last Tuesday of the month where it is held at a local park.

The group is for all children up to school age and their parents. Playgroups encourage parents to play and learn with their children and encourage a strong bond. The playgroups offers parents the chance to enjoy their children by joining with craft, painting and other activities. The playgroup aims to support carers and parents to build confidence and strength in their parenting skills, encourage playing and connectedness with children and as a support for children, carers and families.

Transition to School

The Transition to School Program supports children and their parents to have a smooth transition into their first formal year of school. The SaCC supports the school transition program by promoting the school and by assisting parents with the enrolment process

3L's Program – Language, Literacy and Learning Program

The 3L's program is a Families NSW program auspice by MEPS and delivered through Kiah Preschool. The program is for Aboriginal and Torres Strait Islander Children. Pre-schoolers have their speech assessed and enter into the program if assessed as eligible.

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 included:

- collation and analysis of school based and external data
- Staff, student and school community forums for monitoring and feedback of programs and initiatives.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

- Increase the percentage of students achieving at or above minimum standards in Reading by 5% as determined by NAPLAN data
- Increase the percentage of students achieving at or above minimum standards in Writing by 5% as determined by NAPLAN data
- Increase the percentage of K-6 students at or above state standards in Reading benchmarks by 5% as determined by school based assessments

Evidence of achievement of outcomes in 2014:

- The percentage of Year 3 students achieving at or above minimum standard in Reading in 2014 increased by 12.5% on 2013 results.
- The percentage of Year 5 students achieving at or above minimum standard in Writing in 2014 increased by 12% on 2013 results.
- The percentage of Kindergarten students achieving at or above state standards in Reading benchmarks in 2014 increased by 37% on 2013 results.

Strategies to achieve these outcomes in 2014:

- Learning and Support Teacher targeted teacher and student support for Year 4.
- Implementation of the Early Action for Success program targeting Year 2 in the L3 program
- Employment and targeted training of tutors under the Norta Norta program.
- Ongoing teacher professional learning in the Literacy Continuum and Bench marking.
- Staff professional learning on English as an Additional Language Dialect.

School priority 2

Numeracy

Outcomes from 2012–2014

- Increase the percentage of students achieving at or above minimum standards in numeracy by 5% as determined by NAPLAN data.
- Increase the percentage of students achieving at or above minimum standards in the aspect of Early Arithmetical Strategies by 5% as determined by TENS data.

Evidence of achievement of outcomes in 2014:

- The percentage of Year 3 students achieving at or above minimum standards in Numeracy in 2014 increased by 24% on 2013 results.
- The percentage of students K-2 achieving at or above state standards in 2014 in the aspect of Early Arithmetical strategies increased from 90% in 2013 to 93% in 2014.

Strategies to achieve these outcomes in 2014:

- Learning and Support Teachers targeted support
- Implementation of the Early Action for Success program targeting Year 2 in the TEN program
- Employment and explicit training of tutors under the Norta Norta program.
- Employment and explicit training of Student Learning Support Officers.
- Ongoing teacher professional learning in the Numeracy Continuum.
- Staff professional learning on English as an Additional Language Dialect.

School priority 3

Engagement and Attainment

Outcomes from 2012–2014

- 5% increase in Aboriginal student attendance
- 5% increase in overall student attendance

- Decrease the number of students with less than 80% attendance by 2% from 40% in 2013 to 38% in 2014.

Evidence of achievement of outcomes in 2014:

- Average attendance in 2014 was 80.4% which is a 5.7% increase from 2013.
- The number of students with less than 80% attendance decreased to 37% in 2014.
- Aboriginal student attendance in 2014 was 73.7% this is an increase of 5.3% from 2013.

Strategies to achieve these outcomes in 2014:

- Continued and strengthened implementation of the Positive Behaviour for Learning Initiative (PBL) program.
- Explicit system in place to monitor and reward student attendance on a daily, weekly and term basis.
- Attendance Team consisting of AEO, AP-Welfare, HSLO and SAO developed to monitor attendance strategies and support parents and students on a daily basis. This included home visits by staff, regular contact with parents and development of specific attendance plans and goals to support individual students/families.
- Teacher Professional learning in Sentral to record and monitor attendance and behavior.
- Continued communication with parents in regard to the legality surrounding required attendance and the learning and social implications for students.
- Attendance programs, including breakfast and fruit break program to support daily attendance and engagement in learning.

School priority 4

Leadership and Management

Outcomes from 2012–2014

- Increase the percentage of teachers confident in the use of SMART data to inform planning and programming from

69% (according to a staff survey in 2012) to 90%.

- Increase the percentage of staff with opportunities to develop leadership capacity from 83% in 2011 to 90% in 2013.

Evidence of achievement of outcomes in 2014:

- 100% of teachers trained and supported in PLAN data.
- Five staff members performing higher duties, in Executive positions.

Strategies to achieve these outcomes in 2014:

- Professional learning delivered by Instructional Leader and the Learning and Support Teacher provided to all classroom and support teachers on the analysis of SMART and PLAN data.
- Staff Professional Learning Plans to be monitored and refined during EARS and TARS procedures with supervisor and the Executive Principal.
- Employment of two classroom teachers into Teaching Assistant Principal (AP) positions. One AP for Years K – 2 and one AP for Years 3-6.
- High retention of staff from 2013 to 2014. Executive retention was 100% Teacher retention was 92%; Administrative staff 100% ; and Support staff was 100%.
- Opportunity for a targeted classroom teacher to relieve throughout the year in an Assistant Principal position.
- Employment of part-time School Administrative Officer into full-time School Administration Manager (SAM) for Term 4 while SAM on leave.
- Targeted professional learning for Executives.

School priority 5

Aboriginal Education

Outcomes from 2012–2014

- Increase the percentage of Aboriginal students achieving at or above minimum standards in Reading by 5% as determined by NAPLAN data
- Increase the percentage of Aboriginal students achieving at or above minimum standards in numeracy by 5% as determined by NAPLAN data

Evidence of achievement of outcomes in 2014:

- The percentage of Year 3 Aboriginal students achieving at or above minimum standard in Reading in 2014 increased by 1.5% on 2013 results. The target was not met, however, improvements were achieved.
- The percentage of Year 3 Aboriginal students achieving at or above minimum standards in Numeracy in 2014 increased by 16% on 2013 results.

Strategies to achieve these outcomes in 2014:

- Employment of the Senior Leader Community Engagement and Connections to provide professional learning to staff in regard to cultural learning and to strengthen parent and community engagement.
- Whole staff engagement in the Moree Aboriginal Education Consultative Group, 'Connecting to Country' program.
- Employment of Aboriginal, Student Learning Support Officers.
- Consolidation of the School Reference Group advising and supporting the Executive Principal on the Connected Communities strategy.
- Development, monitoring and evaluation of Personalised Learning and Support Plans for all Aboriginal students K-6.
- Continuation of parent engagement activities, held on and offsite, such as excursions, PLP barbeque and parents workshops.

- Continuation of working in partnership with the Moree Aboriginal Education Consultative Group.

- Employment of, and professional development of, Aboriginal tutors under the Norta Norta program.

Parent/caregiver, student and teacher satisfaction

Communication is a high priority between school and home as identified by students, parents and staff in forums, telephone calls, meetings and daily conversation.

Although improvements have been noted over the year, hardcopy notes sent home with the child seem not to be reaching their parents and the school website is not being accessed. The school has a Skoolbag app but more intense promotion of the device is required. However, it has been noted that a widely used uniform communication system in the community is Facebook.

As a result parents continue to report that they unaware of events happening at the school and would appreciate better communication system between the home and school.

Parents have also requested that they would like more positive, regular feedback in regard on student progress.

Staff have voiced their frustration not being able to make immediate contact with parents for urgent or just general issues due to the frequent changes in parent contact numbers.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school's website from the beginning of Term 2 2015.

The new school plan is developed through a collaborative approach which engages principals, teachers, students, parents/carers and community partners in conversation to realise their dreams and aspirations, and shape the educational priorities of their school. The plan uses three strategic directions determined by the school community to ensure key improvements are made and the school's vision is upheld.

Moree East Public School encouraged and provided opportunities for students, staff and parents/caregivers and the wider community to identify what they perceived to be the three strategic directions in the 2015-2017 School Plan. Consultation occurred and input was welcomed at staff meetings, School Reference Group meetings, Student Representative Council meetings, school community forums and the Moree Aboriginal Education Consultative Group meeting.

Moree East Public School Plan 2015 - 2017

School Strategic Direction 1

School Community Inclusion, Empowerment and Informed Decision Making

To create authentic opportunities for the parents/carers and identified community/government key stakeholders to be genuine partners in shaping the students learning environment.

School Strategic Direction 2

Quality Teaching And Leadership

To inspire excellence in teaching, learning and leadership.

School Strategic Direction 3

Student Wellbeing, Engagement And Academic Excellence

To foster positive and supportive relationships between students, teachers and school community members.

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.

Mrs Muriel Kelly	Executive Principal
Mrs Melinda Mikaere	Instructional Leader
Mrs Michelle Gallop	Deputy Principal
Ms Kate Brennan	Assistant Principal
Mrs Jennifer Schiller	Assistant Principal
Ms Melanie Hammond	School Admin Manager
Matthew Priestley	Senior Leader

School Contact Information

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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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>