

Moree East Public School Annual Report



2015



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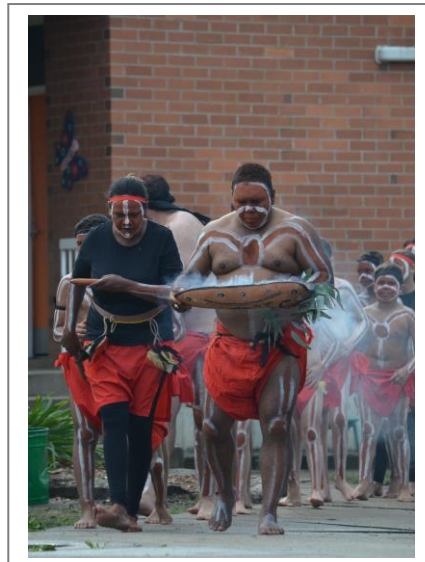
Introduction

The Annual Report for 2015 is provided to the community of Moree East Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Muriel Kelly

Executive Principal



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Executive Principal's Message

During 2015, Moree East Public School, a Connected Communities school, initiated and participated in many exciting events, celebrated success and maximised opportunities. Our success is the result of a 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.

Key initiatives in 2015 included the commencement of the major capital works, the rebuild of the school; the trial of new school operational hours, to maximise student learning; and the development and implementation of a Gommeroi Culture and Language program. Also, new partnerships were formed with agencies that either implemented programs or provided specialised services for our students and their families.

I would like to thank all staff, the School Reference Group, the school community, the Aboriginal Education Consultative Group Inc. and key agencies who have worked tirelessly in 2015, to improve the school's learning environment and student outcomes.

Muriel Kelly

School background

School vision statement

Moree East Public School inspires excellence in teaching and learning by providing engaging, individualised and culturally relevant programs that foster positive and supportive relationships and resilience.

At Moree East Public School we provide students, at all stages of their learning and development, with a broad range of innovative curriculum opportunities and quality teaching and learning experiences. Our goal is to foster strong and independent learners who have a love of learning, who demonstrate ethical values and social responsibility and are inspired to continue to learn throughout their lives.

At Moree East Public School we are leaders in transformational change and provide high levels of school leadership, teaching and learning, innovation and community involvement. We employ and retain quality teaching staff that are committed to the values of Public Education and engage and consult with community to ensure authentic engagement with community partners reflects community aspirations and priorities, establishing a shared vision.

School context

Moree East Public School is a P5 Primary School located in the north west of New South Wales and stands proudly on Gomilaroi Country.

Moree East Public School provides a safe and positive environment for students to learn. It has an enrolment of 135 students. The students are predominately from low socio-economic backgrounds and 89% of the student body identify as Aboriginal.

Major infrastructure over 2015 and 2016 will rebuild the school to create tailored learning spaces for students as well as an early childhood centre and a community precinct.

In addition to the major infrastructure the school has a combination of targeted programs that are aligned to support the aspirations, additional needs and learning of students; innovation and quality of staff and; the inclusion of and partnering with community. These include: Connected Communities, Early Action for Success and Schools as Community Centres.



Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2015, staff, students and community of Moree East Public School participated in surveys, forums and feedback sessions to self-assess the school's progress against the practice statements of the School Excellence Framework. The process has provided evidence to validate excellent practice as well as inform future planning in response to changing needs.

LEARNING: The school has focussed on providing a learning environment that promotes positive and respectful relationships between students and staff. Positive Behaviour for Learning (PBL) underpins a whole-school approach to wellbeing that clearly defines behavioural expectations, creating a positive teaching and learning environment.

MEPS has established strong relationships with community, there has been an emphasis on strengthening student transition with the implementation of systematic processes that actively collect and use information to support a smooth transition for every student at every year level. The school is working on embedding explicit systems for collaboration to ensure consistency and high quality curriculum delivery.

TEACHING: The implementation of Performance and Development Plans has strengthened the link between professional goals and the Australian Professional Standards for Teachers. Supporting a culture of evidence gathering to support the PDPs is something that will need to be strengthened in 2016.

Efforts this year have primarily focused on data skills and use, and effective classroom practice. Teachers analyse and use student assessment data to understand the learning needs of the students. The school is working on embedding explicit systems for collaboration across the school to ensure consistency and high quality curriculum delivery due to consistently changing staff and executive members as well as the number of early career teachers.

LEADING: The school's Leadership strategy promotes succession planning, distributed leadership and a commitment in building leadership opportunities for students, staff and the community. In the domain of Leading our efforts have primarily focused on innovative community engagement with the community through authentic consultative decision making. The school has productive relationships with many external agencies such as Aboriginal Education Consultative Group Inc., Pius X Aboriginal Corporation, Family Support, Art Gallery, PCYC, Salvation Army, and Mainly Music Australia.

These relationships have been strengthened by the School's Reference Group, who are a strong group of identified key stakeholders supporting the implementation of the Connected Communities strategy. The Group specifically led a 12 month trial of adjusted school operational hours.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

School community inclusion, empowerment and informed decision making.

Purpose

To create authentic opportunities for parents/carers and identified community/government key stakeholders, to be genuine partners in shaping a learning environment that meets the child's social, emotional, physical, cultural and academic needs.

School and community programs must reflect the needs, values and aspirations of all stakeholders, promoting a collective responsibility for positive partnerships.

Overall summary of progress

During 2015 the school tirelessly worked towards creating opportunities for parents/carers and community to increase their participation in their child's learning and school life. This included the relocation of the Guuma_Li Playgroup back onto our school site, the development of the Mainly Music Playgroup, empowering community through the Galamaay Brothers and the Sisters. The school also implemented different strategies to increase parent engagement. This included information forums and a parent teacher dinner. The key to successful outcomes of increased community engagement is heavily attributed to the School's Reference Group and the Senior Leader.

Progress towards achieving improvement measures		Resources
Improvement measure	Progress achieved this year	Resources
Collaborative planning and agreed strategies and data collection processes in place to measure parent/carers and community inclusivity in Personalised Learning Plan meetings; school community forums; school events; Playgroup; transition programs; home-school communication; school community consultation and feedback contributing to school planning evaluation and future directions.	<p>In 2015 the school has seen an increase in parents and community members working in partnership with the school and contributing to school planning.</p> <p>Numerous school events, which included the parent/teacher dinner; Smoking Ceremony, ANZAC day, Easter Hat Parade; Harmony Day; NAIDOC; Reconciliation Week, Annual School Presentation; Mother's Day; Year 6 Farewell were well supported.</p> <p>Also in 2015 as a strategy to increase parent engagement at Guuma_Li playgroup the venue changed from an offsite venue to a new Early childhood room in addition to the establishment of a new music playgroup, Mainly Music.</p> <p>The employment of a Transition to School teacher was a critical factor in the success of the engagement of parents to develop a strong transition plan for their child.</p>	<p>Minor Expenses \$13,337.59</p> <p>Transition \$10,276.18</p>

School Reference Group, key stakeholders remain committed to the Connected Communities strategy and are honouring the Terms of Reference and their roles and responsibilities.	Frequent Reference Group meetings, at least once a month, attributed to members individual understanding of the Group's purpose and their role within. As a result the Group became more effectively involved in decision making within the school.	
Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.	<p>Parent satisfaction increased</p> <ul style="list-style-type: none"> • Employment of local Aboriginal people. • Smaller class sizes. • With the strategies that were put in place to accommodate and support students and their families with the trial of the new hours. 	
Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.	<p>A K-6 Gommeroi Culture and Language program, led by the Senior Leader, commenced implementation within the classrooms on a weekly basis. A local Gommeroi woman was employed to assist in the delivery of the program.</p> <p>The school was represented or performed at various community events such as Sorry Day and Closing and the Gap. The school also paid special tribute to the local Aboriginal service men and women at the school's ANZAC service.</p> <p>Other critical events included the Smoking Ceremony and ongoing celebrations such as NAIDOC; Reconciliation Week.</p>	<p>Culture and Language tutor + professional learning.</p> <p>\$51, 095.86</p>

Next steps

The following future directions will ensure the 3 year plan remains on track to provide high quality educational outcomes:

- Continue to be innovative with engaging parents to ensure the strategic directions are dynamic and responsive to emerging needs.
- Review and strengthen the data collection that informs parent inclusion and satisfaction.
- Continue to grow the membership of the School Reference Group and develop their leadership capacity. A priority for the Group will be to formalise partnerships with key agencies making all services more accessible to our school community.

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To inspire excellence in teaching, learning and leadership through focussed professional development (PD) that promotes the creation of high quality teaching and learning environments and provides personalised learning and clear expectations, where all students achieve success to become successful, creative, culturally competent and confident life-long learners.

Overall summary of progress

During this year Professional Learning occurred on a weekly basis and staff reported that it was building capacity for quality teaching, however it would need to continue for the growth of all teachers. Evidence of this was seen in some classrooms where all students are not only on task but actively involved and engaged in their learning. PL around formative assessment however, was not addressed this year and will be a focus for 2016. This will further enhance the capacity of teachers.

Progress towards achieving improvement measures		Resources
Improvement measure	Progress achieved this year	Resources
Increase the number of students K-6 achieving grade appropriate benchmarks in Literacy and Numeracy by 10%.	Student performance is being monitored, analysed and measured by PLAN and NAPLAN data, running records and Best Start. At this stage there is a small increase (3%) in students achieving grade appropriate benchmarks in Literacy and Numeracy. The Early Action for Success program is heavily supporting the K-2 students and teachers.	\$11,825.69
Increase the number of students K-2 achieving grade appropriate benchmarks in Writing and Comprehension by 10%.	Staff are continuing their training in L3 and this runs in classrooms K-2. This program is showing an improvement in student outcomes in comprehension. Two teachers completed Kindergarten L3 training which focusses on Writing and Comprehension	
100% of teachers developing and delivering differentiated learning tasks that are underpinned by formative assessment strategies.	Professional Learning around developing differentiated learning tasks was undertaken with evidence in some classrooms of teachers delivering lessons underpinned by formative assessment strategies.	

100% of staff supported to reach professional learning goals through continuous and differentiated professional learning.	<p>All staff have developed individual professional learning plans that explicitly target the development of teacher capacity based on the Australian Professional Teaching Standards. Most teachers feel supported in reaching their goals by PL opportunities.</p> <p>Collaborative planning and reflection based on peer observations and quality feedback was used by the Instructional Leader with some teachers</p>	
100% of staff report that their PL opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class.	<p>Teachers embraced opportunities, when available, to undertake accredited courses that would support their PDP's and the requirements to achieve accreditation. 100% of teachers were engaged with their supervisors in designing their own professional goals using the performance and development plans in line with the Australian Professional Standards.</p> <p>Additional Executive staff, with specialised skills, were employed to provide ongoing in-school and in-class professional development. Professional learning has been a focus in teachers daily classroom practice to enrich the quality of their teaching.</p>	<p>Courses \$3,327.00</p> <p>Teachers \$70,000 \$68,000</p>
100% of staff report that their professional learning opportunities build their cultural understandings and connections with the community.	Due to the high percentage of Aboriginal students, employment of local Aboriginal people which includes a Senior Leader and Language and Culture Tutor, staff are regularly engaged in formal and informal professional learning that has built their cultural understanding and connections with community. Thus meeting the requirement of the Aboriginal Education Policy.	
Staff are culturally competent and cultural diversity is acknowledged, valued and celebrated.	Staff were continually engaged with local employees and community creating a well informed understanding of the importance their Culture, Language and community history. This has provided the staff with knowledge skills and understanding to value diversity and celebrate it in a respectful and sensitive manner.	
Local Gommeroi Language and Culture program is inclusive of the school curriculum.	Local Gommeroi Language and Culture program was implemented across K – 6 with the inclusion of a very successful whole school 'Return to Country' excursion. Weekly lessons are delivered in the classroom to all students which allows teachers to continue to build their cultural competencies. The knowledge, skills and understanding gained by the	

	teachers allows them to revisit and reinforce with their students.	
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Next steps

The following future directions will ensure the 3 year plan remains on track to provide high quality educational outcomes:

- PL on Formative Assessment and associated strategies to be a focus in 2016
- Continue PL opportunities to build capacity and increase commitment to improving the quality of teaching.
- Progress the Culture and Language program across the school and extend into the Barwon Learning Centre
- Strengthen the capacity of teachers to use evidence from a variety of sources to plan for curriculum differentiation.
- Build on creating a collaborative teaching culture through peer observation and feedback.



Strategic Direction 3

Student Wellbeing, Engagement and Academic Excellence

Purpose

To foster positive and supportive relationships between students, teachers and school community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations, where achievements are acknowledged and celebrated to develop responsible, positive and resilient 21st century citizens and leaders.

Overall summary of progress

This year the focus has been on creating a learning environment that is inclusive, supportive and engaging that enhances positive relationships between students and staff. Staff have been supported to deliver teaching and learning programs that are tailored to individual needs and there has been an emphasis on providing each student with a variety of extra-curricular opportunities.

The implementation of tailored intervention, individual learning plans and access to specialised support from external agencies compliments the 'Every Student, Every School' reform and promotes a culture of high expectations for all students. A review of our systems and processes has resulted in the establishment of clearly articulated protocols for monitoring student progress and ensuring early intervention for students experiencing difficulty as part of the Early Action for Success strategy. The instructional leader has worked closely with the Learning support and specialist personnel to cater for individual needs.

Positive Behaviour for Learning underpins the school's welfare policy and supports positive relationships and clear expectations of behaviour. Our Core values Respect, Motivation, Excellence, Pride and Safety have been clearly articulated and supported.

2015 saw the commencement of the rebuild of Moree East PS, The Year 3 to 6 classrooms were completed and handed over in December. Staff also identified new innovative resources to fill the learning spaces that will support student's independence and diversity of learning styles.

Progress towards achieving improvement measures		Resources
Improvement measure	Progress achieved this year	Resources
100% of students with additional learning needs have current and active Personalised Learning and Support Plans.	Teachers worked with parents and the Learning Support Team to ensure that all students have a current and active PLSP. The ongoing review of the student PLSP enable the actioning of priority needs.	
100% of staff clearly understand and implement school PBL procedures.	Over 2015 the coordinator of PBL viewed best practice in a variety of schools and at a regional sharing day. This allowed the coordinator to provide staff with progressive professional learning to consolidate the program and its implementation. Staff received the professional learning at Staff Development Days. PBL was also	

	an agenda item at weekly staff meetings.	
5% increase in the student attendance rate.	<p>Staff have continued to work on improving student attendance and decreasing leave where an unsatisfactory explanation or no reason is given for absences.</p> <p>In 2015 a number of strategies have been used to monitor student attendance. These include phone calls made to parents if the student is absent for two consecutive days; weekly meetings with the Home School Liaison Officer (HSLO) and Aboriginal Student Liaison Officer; staff PL on new Attendance Guidelines.</p> <p>Our goal is to take a proactive approach rather than a reactive one. The school has encouraged regular attendance through the daily breakfast club with a special hot breakfast on Friday's, daily attendance draws, school bus service, Term rewards for students who have an 85% attendance rate.</p>	<p>Breakfast program \$3,728.15</p> <p>Prizes and awards \$1,485.08</p> <p>Resources \$9,506.46</p>
A 10% decrease in suspensions.	A combination of strategies around the change of school hours, 8am to 1.15pm, has improved student engagement and behaviour which has led to the decrease in the number of minor and major incidents. The overall outcome is a significant decrease, of 64%, in suspensions.	
All key stakeholders are inclusive of the shaping of the new school learning environment.	In 2015 the SRG remained committed to the school rebuild. Key stakeholders were also kept informed by the members of the Group. Updates were provided via a variety of mediums. Key groups were inclusive at the Smoking Ceremony and the Turning of the Sod.	<p>Community Consultation \$3242.25</p>
<p>Formalised partnerships, with local community groups and government agencies.</p> <p>School service hub is operational and is meeting the needs of the school community.</p>	<p>Work has commenced in identifying key agencies and the services. Yarn-ups, led by the SRG, informed key stakeholders of the school intent and the mapping of a way forward.</p> <p>The school set up a community space allowing agencies to provide their service on site.</p>	

Next steps

The following future directions will ensure the 3 year plan remains on track to provide high quality educational outcomes:

- Strengthen strategies and procedures around attendance. Continue to strengthen relationships and support with students and parents to increase attendance rates.
- Proactive approach to Student Wellbeing by addressing identified priority needs of the students. A focus will be on: strengthening of PBL, parent relationships, Transition to School, engaging specialist services and target wellbeing programs.
- Identified services will be accessible in the new Service Hub for students and families. Formalised Partnership Agreements with key stakeholders will be signed.
- An independent evaluation will occur and outcomes will provide direction in maximising student learning.

Key initiatives and other school focus areas

Key initiatives	Impact achieved this year	Resources
Aboriginal background funding	<p>Funds received were used to implement the School Plan.</p> <p>Supported the effective functioning for the School Reference Group, by purchasing resources, provision of catering for meetings and the costs incurred by members inclusion at required events.</p> <p>Participation of students, staff and Reference Group members at the Coonamble Connected Communities Field Day.</p> <p>Employment of additional Student Learning Support Officers to provide extra student support.</p> <p>Ensured the inclusion and participation of Aboriginal students in school activities and general school life.</p> <p>Supported the celebration of significant Aboriginal events, such as NAIDOC, Reconciliation Week and the Smoking Ceremony.</p> <p>MEPS also received targeted funding as a part of the Norta Norta in Class Tuition program. Students receiving this support were identified through NAPLAN results from the previous year. The tutors worked with students based on their individual areas of need in literacy and numeracy.</p>	<p>\$258,780</p> <p>Less x2 AEO's, \$123, 175.</p> <p>Flexible funding, \$135, 605.</p>
Socio-economic funding	<p>Funds received were used to implement the School Plan by:</p> <p>Employment of additional staff, that is, classroom teacher to reduce class size and SLSO's to provide additional student support.</p> <p>Employment of an additional Assistant Principal to support the high numbers of students with specialised needs.</p> <p>Supporting the implementation of the Positive Behaviour for Learning program by purchasing resources and funding activities.</p> <p>Supporting the inclusion of students in general school life and participation in special organised activities.</p>	<p>\$252,003</p> <p>Less 0.1 Classroom teacher, \$10,050.</p> <p>Flexible funding \$241,953.</p>
Low level adjustment for disability funding	<p>The funding received was used to support targeted students in the classroom by funding additional Learning and Support staff as well as SLSO's to support students at key transitional points, and the implementation of Individualised Educational Plans.</p>	<p>\$161,542</p> <p>Less L&ST, 1.2</p> <p>Flexible funding \$40, 941</p>
Support for beginning teachers	<p>In 2015 two teachers received funding under the Great Teaching Inspired Learning reform which was used to release the staff members for additional professional learning opportunities. Each teacher was guided by a mentor and given opportunities to observe lessons by colleagues, take part in workshops/courses, as</p>	<p>\$3669.00</p>

	well as network with other schools to observe best practice.	
Other school focus areas	Impact achieved this year	Resources (annual)
Early Action for Success (EAfS)	<p>Funds were used to:</p> <p>Meet the professional learning costs for the Instructional Leader.</p> <p>A teacher employed to provide extra in-class support to teachers to implement the program.</p> <p>Release teachers for professional learning and individualised support provided by the Instructional Leader.</p> <p>As a result:</p> <p>The Instructional Leader built professional and program capacity to implement the program.</p> <p>All K-2 teachers were trained in the Kindergarten L3 program with two teachers completing the training.</p> <p>As a result there has been, in 2015, some very significant improvements. Some highlights include:</p> <p>Kindergarten</p> <p>A 43% increase in the number of students reaching the expected level or higher in comprehension and a 20% increase in the number of students reaching the expected level or higher in reading.</p> <p>Year 1</p> <p>A 26% increase in the number of students reaching the expected level or higher in Early Arithmetic Strategies and a 20% increase in the number of students reaching the expected level or higher in reading.</p> <p>Year 2</p> <p>A 38% increase in the number of students reaching the expected level or higher in reading and a 14% increase in the number of students reaching the expected level or higher in Early Arithmetic.</p>	\$72,507.41
Schools as Community Centres	<p>Funds were used to:</p> <p>Purchase food items to contribute to the Breakfast Club.</p> <p>Employ a community person to support the Supported Playgroup, run in partnership with Moree Family Support, as well as the Sisters Group.</p> <p>Provide catering for supported Playgroup, Mainly Music playgroup and the Sisters, female school community group.</p> <p>Support the implementation of programs, that is Paint the Town</p>	\$36,162

	<p>REaD, Books in Homes and the Imagination Libraries throughout the community.</p> <p>Encourage parent participation at school events, showcasing student's capacity in the performing arts, such as Easter and Christmas.</p> <p>As a result, parents and community participation was supported with new parents engaging in programs. New and continuing programs were supported, resulting in successful implementation.</p>	
Connected Communities	<p>The Connected Communities strategy is in its third year of implementation at Moree East Public School. The strategy mandates the formation of a Reference Group that is made up of key stakeholders and chaired by the local Aboriginal Education Consultative Group Inc., President. The Group provides advice to and supports the Executive Principal to implement the Connected Communities strategy.</p> <p>Three key initiatives of the Connected Communities strategy in 2015 which were led by the Executive Principal and the School Reference Group included:</p> <p>Major capital works: In 2013 it was announced by NSW Minister for Education, Mr Adrian Piccoli, that Moree East Public School would receive a major upgrade. In 2014 and Term 1, 2015 the Reference Group and the Executive Principal led the school community consultation, in partnership with the appointed GHD of the design of a new school for Moree East Public School. In Term 2, Milestone 1, the building of the Year 3-6 classrooms commenced but not before a traditional Smoking Ceremony was performed at the Turning of the Sod Ceremony. Throughout the year the Group and Executive Principal would regularly meet with the Project Manager to monitor progress and ensure the rebuild stayed on track. In the last week of the school year Milestone 1 was handed over to the school community. The school community was in awe of the new innovative 21st century learning spaces and was looking forward to occupying them when they returned in 2016.</p> <p>Trial of new school hours: In 2014 the Reference Group worked with the Executive Principal to identify strategies to improve student learning. After exploring possibilities, it was agreed upon that a change in school operational hours could be a solution. Consultation took place with the school community, who supported the idea, and a submission was submitted for consideration. The approval for a 12 month trial of new school operational times was granted in Term 1 and the new school times, 8am to 1.15pm, commenced in Term 2. Over Terms 2, 3 and 4 a positive change in student behaviour and engagement occurred and data indicated the improvement in learning outcomes. An independent evaluation will be conducted in Term 1, 2016.</p>	

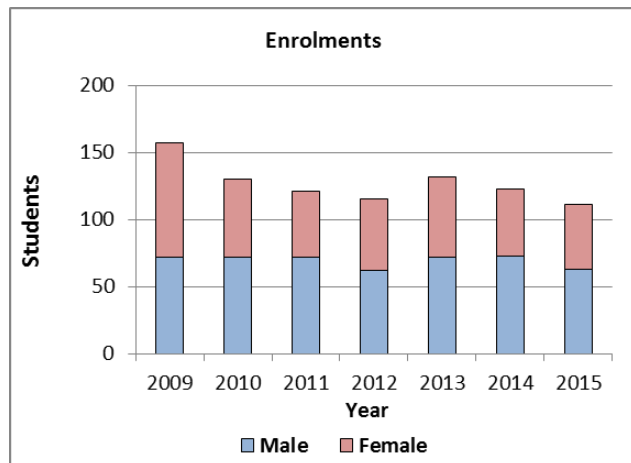
	<p>Interagency Partnership</p> <p>2015 was the year that the school worked with identified agencies to commence the building of partnerships that could provide services to support students and their families. Agencies that Moree East Public School worked closely with in 2015 included Moree Aboriginal Education Consultative Group Inc., Moree Family Support, Moree Plains Art Gallery, Pius X Aboriginal Corporation, the PCYC, Salvation Army, Renoylds and Fogerty Bus Company, Mainly Music Australia and the Australian Red Cross. The school will work towards formalising partnerships to create a Service Hub.</p>	
<p>Poitive Behaviour for Learning</p>	<p>Moree East Public School is a Positive Behaviour for Learning school with the school rules of Be Safe, Be Respectful, Be a Learner. Professional Learning was provided for staff at the beginning of the year and the committee, who met every fortnight, reviewed and planned its implementation across the school. At weekly staff meetings the PBL coordinator communicated committee meeting outcomes and discussed the following week's lesson. The teacher then delivered the lesson to their class which was reinforced across the school. Finally, students worked towards a PBL Rewards Day by collecting weekly merit certificates.</p>	



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



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	78.2	80.9	61.0	74.8	78.8	83.2
	1	74.5	81.4	80.1	64.1	82.2	79.8
	2	67.0	75.3	79.8	83.0	75.5	89.2
	3	72.7	78.6	74.9	74.1	83.2	75.9
	4	76.9	73.8	80.0	69.6	84.5	83.4
	5	82.2	86.7	74.2	81.8	77.7	87.7
	6	78.8	81.2	83.0	75.8	82.0	77.8
	Total	75.9	79.6	76.6	74.7	80.4	82.4
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0



Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	-
Assistant Principal(s)	1.0
Head Teacher(s)	-
Classroom Teacher(s)	5.0
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.2
Teacher of ESL	-
School Counsellor	1.0
School Administrative & Support Staff	3.986
Other positions	1.702
Total	15.588

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

In addition to the staffing allocation, two additional teachers were employed to create smaller class sizes and School Learning Support Officers were also employed so that all 7 classes had additional student support. Also an additional Assistant Principal was employed to support staff and students.

In 2015 there were 12 Aboriginal staff members working at MEPS with positions ranging from Executive, Administration, Teaching, Culture and Language and Support staff. Four staff positions are Aboriginal identified this being two Aboriginal Education Officers, a School Administrative Officer and the School Administrative Manager.

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	5.9%

Professional learning and teacher accreditation

At Moree East PS all staff members were engaged in ongoing professional learning which was accessed in staff, stage and individualised meetings as well collaborative planning and peer observation and feedback. Staff also participated in professional development on Staff Development Days at the beginning of Term 1, 2 and at the end of Term 4. In addition, members of staff participated in courses provided by external personnel.

All staff participated in the required mandatory training including CPR, Child Protection updates, Emergency Care and Code of Conduct.

The teaching staff at Moree East Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of the key priorities outlined in the school plan. Beginning teachers were also given the opportunity to attend professional development courses and observe best practice in other schools, to further enhance their individual classroom teaching skills.

Examples of staff professional learning included.

- PLAN
- Literacy and Numeracy Continuums
- Personal Development Plans
- Positive Behaviour for Learning
- L3
- Boys Education
- English and Science Syllabus
- Prowise Electronic Boards.

Accreditation Level	Number of teachers
Number of teachers working towards BOSTES accreditation	2
Number of teachers seeking voluntary accreditation at Highly Accomplished or Lead	3



Financial information

Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	826178.94
Global funds	176056.15
Tied funds	609343.50
School & community sources	7550.97
Interest	18321.75
Trust receipts	15824.60
Canteen	23205.50
Total income	1676481.41
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	6059.67
Library	619.06
Training & development	10623.51
Tied funds	755590.20
Casual relief teachers	15344.43
Administration & office	58963.75
School-operated canteen	25364.90
Utilities	83747.73
Maintenance	19509.13
Trust accounts	17994.71
Capital programs	0.00
Total expenditure	993817.09
Balance carried forward	682664.32

School performance

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 skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#)

and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinion of parents, students and teachers about the school.

Their responses are presented below.

Moree East Public School has a priority focus on building relationships with students and parents to make them feel valued, inclusive and build their self- confidence. These are aspects that were identified by students, parents and staff.

As a result students and parents are demonstrating their willingness and capacity to voice opinions about things that may be of concern, but also about what they believe the school needs to do in respect to making this school a welcoming and successful learning environment.

In consultations held with staff during 2015 in staff and stage meetings and surveys, they have indicated that they are satisfied with professional learning opportunities, with the structure of the executive and program support, and with the school operational structure. However, they have indicated that communication could be better and improvement of parents inclusivity of their child's learning.

Policy requirements

Aboriginal Education

Moree East Public School has an 87% Aboriginal student population, so therefore has a strong commitment towards improving outcomes for Aboriginal students and teaching all students about Aboriginal culture, people and history. This drive is led by the school's Aboriginal Education Committee and the School Reference Group.

The School Plan is highly reflective of the Department's Aboriginal Education Policy, the Connected Communities strategy and the Aboriginal Education Consultative Group Inc., Partnership Agreement.

Aboriginal staff at Moree East Public School in 2015 was a total of 12, with 10 of the Aboriginal staff being of local origin. The employment of local Gommeroi people is invaluable and highly respected by the staff as they provide a critical link to the Aboriginal community, assist in the development of relationships between staff, parents and students, and provide ongoing formal and informal cultural professional learning.

The School's Reference Group, a group of key stakeholders who advise the Executive Principal on the implementation of the Connected Communities strategy, continues to be a valuable asset to staff and the school as a whole, in identifying and leading initiatives and strategies to support the improvement of Aboriginal student outcomes.

The School's Reference Group is chaired by the President of the local Aboriginal Education Consultative Group Inc. The partnership with the Aboriginal Education Consultative Group Inc. is highly valued, so much so that the school works closely not only with the local but also the regional and state Groups. The advice and support provided by the Group enables the school to be more understanding and sensitive to the cultural needs of Aboriginal students and their families. Thus, the school is able, to more clearly identify appropriate professional learning for staff, develop programs and implement strategies that are having a positive impact on Aboriginal student engagement and outcomes and community engagement.

Key Aboriginal Education initiatives in 2015 included:

Traditional Smoking Ceremony: performed at the Turning of the Sod Ceremony to mark the beginning of the school rebuild. Led by Aboriginal staff, students and community this important event included the whole school community and our visitors.

ANZAC Day: Special tribute to the local Gommeroi service men and women. Descendants, in particular Moree East Public

School students laid flowers in honor of their heroic ancestors.

Gommeroi K-6 Culture and Language program. The Senior Leader works in partnership with the state Aboriginal Education Consultative Group to develop a K-6 Gommeroi Culture and Language program using their framework. A Culture and Language tutor was employed to assist in the writing of the modules of knowledge and its delivery, which commenced in Term 3 for all students within their classes on a weekly basis.

The school also acknowledges and celebrates significant days, National Apology Day, Sorry Day, Close the Gap, NAIDOC, Reconciliation Week and Harmony Day, with organised school events and the participation in the community events.

Multicultural Education and Anti-racism

Moree East Public School values the diversity of the school and wider community and provides opportunities to celebrate this at a whole school level.

Aboriginal Education is a high priority within the Moree East Public School, as it is a Connected Communities school and has an 87% Aboriginal student population. In response to this, the school acknowledges and celebrates NAIDOC, Sorry Day and Reconciliation Week. A Gommeroi K-6 Culture and Language program was developed and commenced implementation in Term 3. The program is delivered to all students on a weekly basis.

The school is also fortunate to have a teacher of Thai background who proudly and regularly shares aspects of her culture with the students and staff. In particular the teacher's students were taught aspects of Thai culture such as song, dance, language and food.

Also, every year, Harmony Day is a prime opportunity to acknowledge the diversity that exists within the wider community. In 2015, the students and staff experienced 'A Taste of Harmony' whereby students and staff had the

opportunity to experience food from different cultures.

In regards to anti-racism, Moree East Public School has an Anti-Racism Contact Officer to who is available to the school community should they have any concerns about expressions of direct or indirect racism. The school also addresses racism in its Positive Behaviour for Learning program.

School programs

Early Action for Success

The implementation of Early Action for Success continued at Moree East Public School in 2015. The school received a Training Grant for staff professional development; an Intervention Allocation to employ staff and an Innovation Grant.

The Training Grant allowed the school to fund a new *Language, Learning and Literacy (L3)* training group for four teachers and an ongoing professional learning group for four teachers in their second year of training. Additionally, it provided opportunities for the K-2 teachers to participate in weekly professional learning sessions with the Instructional Leader. Writing, comprehension and the number strand in Mathematics were the main focuses for weekly professional learning sessions. These weekly professional learning sessions were delivered by the Instructional Leader through a lesson study approach. The first element of this approach involved weekly planning sessions with Early Stage 1 and Stage 1 teachers, who analysed cluster markers from the Literacy and Numeracy Continuums, pinpointing the knowledge, skills and understandings students need to be successful. Lesson plans were jointly constructed, with clear learning goals and success criteria. The second element of this approach involved teachers taking turns to observe each other teaching the prepared lessons. The lesson study approach has proved to be very successful. It provides regular opportunities for coaching, peer mentoring and shared planning, ensures that the necessary learning content is taught thoroughly and

student learning is assessed and monitored more efficiently.

The Instructional Leader has also worked consistently with teachers to develop clear learning goals for their students through professional learning sessions, joint programming and modelling of effective practice. 75% of teachers are now consistently providing students with clear learning goals and success criteria, as opposed to 14% at the end of 2014. To complement the effectiveness of setting learning goals, the Instructional Leader worked with teachers and students on the effective use of data walls in classrooms. Data walls assist students to self-regulate their learning, set personal learning goals and motivate them to strive for success. K-2 teachers at Moree East Public School trialled a data wall that reflected the students' current reading level. Teachers observed discussion between students regarding their desire to work harder so they can move up levels as well as friendly competition between students. The students are taking notice of their learning and expressing a desire to achieve at a higher level. Each level movement is celebrated and students are encouraging of their peer's success.

The Intervention Allocation was used to employ an experienced Interventionist Teacher three days a week to target students not meeting benchmarks in Literacy and Numeracy. In addition, the Interventionist teacher developed and led a weekly preschool transition program during Term 4.

Schools as Community Centres (SaCC)

The SaCC program facilitates partnerships with families with children 0-8 years of age with the main focus being on the early years 0-5. The SaCC also supports families in need to link with relevant agencies and vice versa.

In 2015 SaCC was a part of a number of community partnership programs that delivered on site programs at Moree East Public School. The programs that were delivered for students, families and parents and community included:

Breakfast Cub, Guuma_Li Playgroup, Mainly Music Playgroup, Books in Homes, Paint MEPS REaD and Sisters, a women's group. The Imagination Libraries were delivered throughout the community.

Through the work that the SaCC has been undertaking within the community, it has opened doors for Moree East Public School students and their families to access community services, the Moree Plains Art Gallery being testament to that. The development of close working relationships has resulted in the provision of after school activities delivered by some agencies.

Overall, it has been a very successful year for the SaCC programs.

Environmental Education and sustainability

The highlight of 2015 for the students of Moree East Public School were the experiences provided by the Warrumbungles Environmental Education Centre. All students thoroughly enjoyed the interactive outdoor activities on offer.

Family and community programs

Gaaymaalbah (Little One's Place) 'Transition to School'

Moree East Public School offered a Gaaymaalbah (Little One's Place) 'Transition to School' program that operated in Term 4 and was run every Wednesday morning from 8.15am until 10:15am. The Gaaymaalbah 'Transition to School' program was staffed by experienced teachers who offered quality play-based interactions.

It was a great opportunity for children to build friendships and develop confidence in a school setting.

The program was evaluated as highly successful engaging the majority of children and their parents who enrolled for Kindergarten for 2016.



The Sisters

Established in 2002, *The Sister's* are an extraordinary voluntary group, who meet every Monday and Wednesday (prior to 2015 every, Wednesday) at Moree East PS. Over lunch and a cuppa, they create a circle of friendship and provide support to each other whilst together, they map out their action plan in regard to supporting the students, parents and staff of Moree East PS.

The Sisters were finally recognised in 2015 at the Moree Reconciliation Awards, winning the Community Group Award.



Galamaay Brothers

The Galamaay Brothers group was formed in 2013 and has grown in size and strength over the years. The group is made up of men with a focus on health, wellbeing, culture and reconciliation.

Highlights in 2015 for the Group included Back to Country camp out; a yarn up with NSW Education Minister, Mr Adrian Piccoli and a NAIDOC Art Exhibition.



Achievements in arts and sports

Sports

The students at Moree East Public School were provided with an array of sporting experiences. All students participated in daily physical activity. All students were given the opportunity to participate in the Intensive Swim program. The school also took advantage of the Cricket Australia coaching clinic.

Students aged 8 and older participated in the school Athletics and Swimming carnival as well as Cross Country. Students also participated in PSSA knockout as well as individual student trials in Touch Football, Rugby League, Rugby Union, Soccer and Netball. The school's highest achievement was a Year 6 boy who gained selection in the North West Regional teams in Rugby League, Rugby Union and Touch Football, and participated in the NSW state carnivals.

The school also participated in the 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 Award. 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.

The Arts

During 2015, 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.

MEPS students also had access to two visiting shows that enabled our students to see and experience highly engaging live performances. The shows linked to units of works across key learning areas. The artists were highly qualified in their chosen field and actively engaged students throughout the performance. Responses from both students and staff who attend these visiting performances were very positive.

