



# Moree East Public School

## Annual School Report



# 2011



## Messages

### Principal's message

Moree East Public School prides itself on providing students with a quality education delivered by caring and dedicated staff. The staff at Moree East Public School are not just educators, they build positive relationships with the students and provide a safe supportive environment where students feel valued. In 2011 the reward for their dedicated approach was a more settled school environment with improved levels of student engagement.

There has been a strong emphasis on literacy throughout 2011, with the development of a whole school spelling program, the implementation of Accelerated Literacy in 4 of the 8 classrooms and staff professional workshops on grammar. We intend to continue this trend in 2012 along with a more focused approach to Numeracy.

Moree East Public School values and actively fosters strong school and community partnerships. We have worked hard this year to increase the level of community interaction within the school and as part of this process, have formed a community consultative group titled 'MEPS Community Connections'. A major goal of the MEPS Community Connections group is to get parents and caregivers more involved with their child's education. We have a number of initiatives planned for the end of 2011 and 2012 to help achieve this goal, such as an artist mentoring program, a men's group and parent workshops.



2011 also saw the completion of a new school hall and canteen under the Building Education Revolution (BER) program. Due to the lovely new facilities we were able to hold our Annual

Presentation Assembly during the evening instead of our usual morning time slot, to allow for greater community attendance. In fact attendance was so great we had to open the back door of the hall to accommodate everyone.

Again this year many students successfully represented the school in sporting activities and the 'Arts'. Our school dance group performed at a number of functions including the Aboriginal Awards in Moree and the CAPERS dance festival in Tamworth. The school choir was revived during Semester Two to perform at the Moree Community Carols, which were unfortunately cancelled due to wet weather. In addition, performers from the New England Conservatorium of Music conducted workshops with all the students at the beginning of Term 4 and the good news is that they will be returning in March 2012 to showcase a different range of instruments.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Mrs Melinda Mikaere**

### P & C and/or School Council message

I became involved with the Moree East Public Community Connections group in Term 4 2011, quickly finding myself elected President. The history of the formation being fresh at that time, it appears that the former P&C was struggling to continue due to a shortage of parents willing to commit to it. It was decided to reform as an informal support group made up of staff, parents and leaders from the wider community that share an interest in supporting the school and building a program of events that could encourage parents to become involved without fear of too great a list of responsibilities being placed on them. I have attended a few meetings since then and these have all been positive planning sessions.

Some of the activities that we have planned for 2012 are a Men's Group, Parent workshops, a Mural Competition, a Ladies Craft group and a School Fete. At this early stage we look forward



to more parents becoming involved as we promote awareness about the group and the programs it offers during 2012.

**Haydn McCormick**

## Student representative's message

I have loved my years at Moree East Public School as they have provided me with many quality educational and extra-curricular opportunities.



The School Captains, Vice-Captains and members of the S.R.C (Student Representative Council) have organised and run a number of fundraising activities for the school and for national fundraisers, such as 'Jeans for Genes' day and Cancer council.

We also paid respect to our elders by marching in the A.N.Z.A.C Day March and participating in Remembrance Day Ceremonies and NAIDOC Week activities.

Every week on Monday the School Captains and Vice-Captains run the Whole school assembly which is great for developing our public speaking.



Some great highlights of the year were the Year 6 farewell, school discos and festive celebrations.

I'm going to miss Moree East and will forever treasure the great fun we had. Also, thank you to the teachers that taught us so well.

**Emily Dyball (Year 6 Student Representative)**

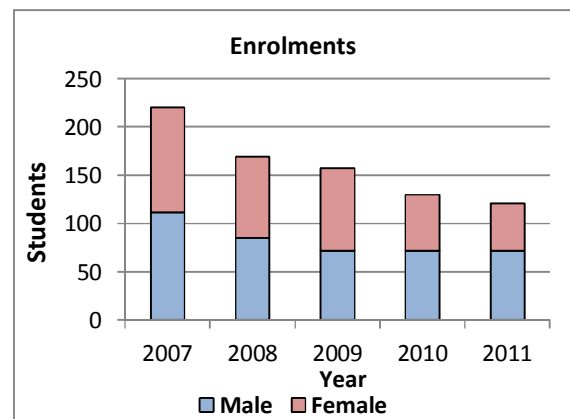
## School context

### Student information

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



### Student enrolment profile



Gender	2007	2008	2009	2010	2011
Male	112	85	72	72	72
Female	108	84	85	58	49

## Student attendance profile

School	Year	2008	2009	2010	2011
	K		82.5	78.2	80.9
	1		73.9	74.5	81.4
	2		78.4	67.0	75.3
	3		79.9	72.7	78.6
	4		83.9	76.9	73.8
	5		81.9	82.2	86.7
	6		79.7	78.8	81.2
	<b>Total</b>	<b>77.8</b>	<b>80.0</b>	<b>75.9</b>	<b>79.6</b>
Region	K		92.0	93.2	93.0
	1		92.0	92.3	93.0
	2		92.5	93.0	92.9
	3		92.0	92.9	93.3
	4		92.3	92.7	92.9
	5		92.2	92.8	92.6
	6		92.0	92.0	92.7
	<b>Total</b>	<b>92.1</b>	<b>89.9</b>	<b>92.7</b>	<b>92.9</b>
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	<b>Total</b>	<b>94.1</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>

This graph indicates that the average student attendance at Moree East Public School is significantly below that of New England Region and State, however there has been a positive shift in attendance patterns between 2010 and 2011.

Some of the reasons given by parents for the high levels of non-attendance are:

- lack of food for school lunches
- lack of transport
- parent or family illness
- visiting relatives out of town

## Management of non-attendance

The school has a number of initiatives in place to try and improve attendance.

- We have a school based attendance officer that monitors student attendance and co-ordinates attendance initiatives.

- Weekly letters or phone calls are initiated requesting reasons for student absences.
- Home School Liason referrals are lodged for students with high levels of non-attendance.
- Our school AEO makes home visits to discuss the issues surrounding non-attendance which enables the school to offer support.
- Student attendance plans are developed with families to address the issues of non-attendance.
- Incentives are in place to encourage attendance such as reward days and prizes.
- Regular, on-time attendance allows the students to gain points towards positive behaviour levels.

## Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

## Moree East Public School

### Class Sizes

Roll class	Year	Total per year	Total In class
K-23	K	15	15
K/1-24	1	22	22
1/2-S	2	17	17
3/4-20	3	11	21
3/4-21	3	8	20
3/4-20	4	10	21
3/4-21	4	12	20
5/6-10	5	9	18
5/6-12	5	8	18
5/6-10	6	9	18
5/6-12	6	10	18

## Structure of classes

In 2011, Moree East began the year with a total of 7 classes. The Primary classes were structured as stage composites to allow for more even class sizing and greater flexibility with gender mix, peer groupings and behavioural needs. The stage composites in the Infants department were constructed purely because enrolment numbers didn't allow for straight grade classes.

During second term the school used their staffing allocation to create a Learning Support Class with eight students from Years 2, 3 and 4. The students flourished in the smaller learning environment and achieved pleasing progress.

## Staff information

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

In 2011, there were 15 teachers based at Moree East PS, including specialist, temporary, part-time and permanent, employed at the school. The level of teaching experience ranged from first year out teachers to teachers with over 20 years of teaching experience.



All teaching staff meet the professional requirements for teaching in NSW public schools. All staff are provided with opportunities to attend a range of on-going professional learning courses in order to maintain the high level of teaching expertise expected by the school, the community and the NSW Department of Education.

## Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	2
Classroom Teachers	3
Primary Part-time Teacher	0.2
Primary Teacher RFF	0.21
Teacher of Reading Recovery	0.21
Support Teacher Learning Assistance	1.7
Teacher Librarian	0.2
Primary Priority School Funding Scheme	0.2
Counsellor	1
Itinerant Primary Teacher Learning Ass	1
Primary AP Learning Difficulties	1
Primary Integration Teacher	1
School Administrative & Support Staff	3.986
Total	17.716

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Moree East Public School employs a number of indigenous staff. This includes three classroom teachers, one School Administrative Manager, two Aboriginal Education Officers and three part-time temporary Student Learning Support Officers.

## Staff retention

This year the school has had a high turn-over of staff resulting in consistent re-training of new staff. Therefore it has been very difficult to maintain consistency across the school. Additionally, 50% of teaching staff are beginning or new scheme teachers who require a higher level of support and training than more experienced teachers.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	93%
Postgraduate	7%



## Financial summary

Date of financial summary:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	163064.03
Global funds	161651.35
Tied funds	291871.61
School & community sources	8664.43
Interest	11455.40
Trust receipts	48511.70
Canteen	46580.55
<b>Total income</b>	<b>731799.07</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	2351.29
Excursions	6742.40
Extra curricular dissections	4816.89
Library	986.55
Training & development	641.07
Tied funds	288032.91
Casual relief teachers	22053.60
Administration & office	31420.23
School-operated canteen	48824.77
Utilities	16492.37
Maintenance	15435.60
Trust accounts	46931.78
Capital programs	0.00
<b>Total expenditure</b>	<b>484729.46</b>
<b>Balance carried forward</b>	<b>247069.61</b>

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 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2011

The primary years of a child's life are vital learning years, where children are able to explore and experience trying new things. Moree East Public School provides children with access to a vast array of innovative programs that recognise and foster individual interests and talents.

### Achievements

Moree East Public School strives to provide a wide range of learning experiences and activities

to enhance student engagement and development. In 2011 some of these were:

- ❖ Harmony Day and NAIDOC Day activities celebrating the cultural diversity of Australia and traditions within our community.



- ❖ 'Parent Welcome' picnic and 'Family Footy Fun Day'. Both of these days were extremely well attended by parents and family members. The picnic day was relaxed and allowed teachers to meet parents and talk with them in a comfortable environment. The Family Footy Fun Day was a well organised and enjoyable afternoon spent with children playing football under teacher supervision and AEO guidance. Everyone had a great time.



- ❖ A number of out of uniform fundraiser days such as 'Crazy Hair Day', 'Dress as your Favourite Footy Player' were held with monies raised supporting the SRC.
- ❖ Easter Hat Parade and dance for students in Years K-2.
- ❖ Weekly assemblies where Merit awards, Principal's Awards, and Bronze, Silver and Gold level awards were presented.

- ❖ Community Observances such as Anzac Day and Remembrance Day. A number of children marched in the Moree Anzac Day March on April 25<sup>th</sup>.
- ❖ 'You Can Do It' Rewards Days were held once a term celebrating the efforts of children on Bronze, Silver and Gold levels. The children participated in enjoyable activities such as jewellery making, special lunches, canvas painting, a disco and the MEPS Amazing Race.



- ❖ Throughout Terms 1 and 2, the students participated in 'Clubs' which involved selecting craft or sporting activities designed to enhance and provide skill development.
- ❖ The whole school participated in the Golden Circle Fun Run, promoting good health.
- ❖ Glenn Austin, celebrity chef returned to the school for the second year in a row. He demonstrated to the students how to prepare a variety of pizzas, including a dessert pizza and donated pizza ovens to the school. Glenn cooked food for a selection of students and provided the ingredients free of charge.



- ❖ Participation in Education Week, Book Week activities, including dressing up as your favourite book character and two Book Fairs.
- ❖ Quality educational excursions to places such as Coffs Harbour and Dubbo Zoo.
- ❖ An entertaining Christmas Concert, attended by many parents and family members.

## Arts

Moree East Public School provides terrific educational programs in all areas of the Arts, including visual arts, dance, music and drama.



This year Miss McDonnell co-ordinated dance routines for Vibe Alive and CAPERS, performing arts events. CAPERS culminated with students performing at a series of concerts in Tamworth. They travelled to Tamworth with Miss Kirstie McDonnell and Mr Kyl Churchill. Vibe Alive was held in Moree and the girls were rewarded with winning gold. Glennis Roberts also won an individual Gold Medal during the Vibe Alive dance competition. The girls dance group were also invited to perform at the 2011 Aboriginal Awards for Excellence, held in Moree.



The whole school was lucky enough to be entertained by New England Conservatorium Of Music. They brought a bass, keyboard and violin with them and totally enthralled the students with their abilities.

In addition to class visits to the Moree Gallery, a group of students were selected to participate in art workshops as part of the Archibald Prize display. They spent a day at the gallery working with esteemed local artists and returned to school with a variety of artworks that they had produced.

## Sport

The staff and students at Moree East Public School made 2011 another successful sporting year. The year began, as always with the annual swimming carnival, organised by Miss Kirstie McDonnell. A number of students qualified for the McKechnie Shield Zone Carnival and recorded personal best times.

Touch football, traditionally a strong sport at Moree East Public School saw both the boys and girls sides advance to the second round of the knockout competition. The boys played against Moree Public School and won 7-1. They advanced to the second round of the regional knockouts held at Inverell. The girls played against Moree Public School and won 4-3. They also advanced to play at Inverell, where unfortunately both teams were defeated.

Jordon McKenzie and Richard McGrady were chosen to be part of the boys and girls North West Touch Football team that played in Sydney. Both students enjoyed this experience and were great ambassadors for Moree East Public School.

Our Junior and Senior League teams both attended the Legends Cup carnival in Moree and the senior team was the best on the day – winning the carnival.

This year saw some good results again in the cross-country. Taylha Craigie-Duke and Dyrell Hippi both proudly represented the school at Regional level in Coolah.

Students from Moree East Public School also participated in sporting trials and knockout competitions for soccer, netball, rugby union and cricket.

## Academic

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.

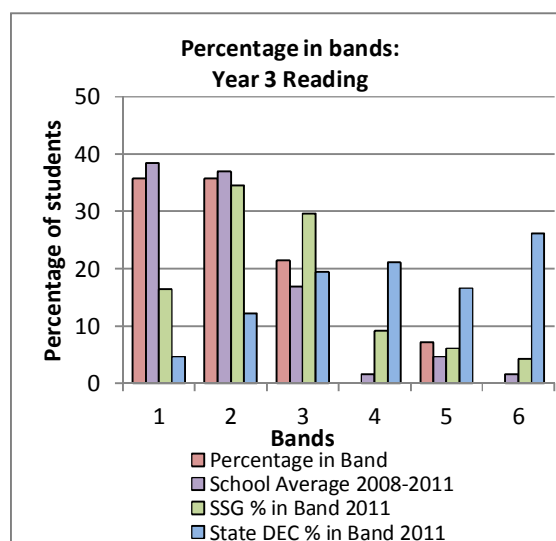
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

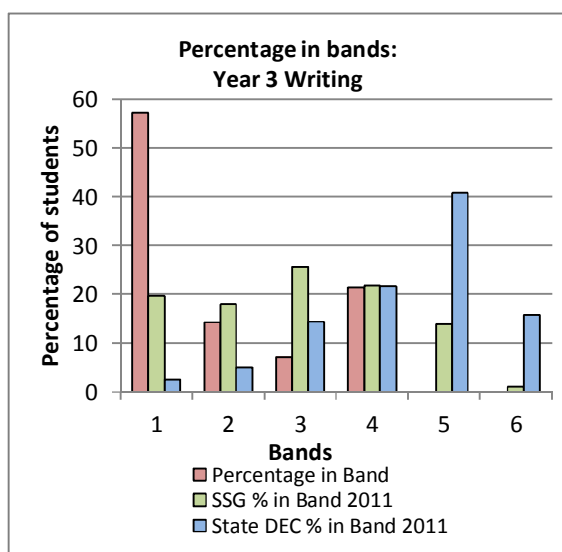


## Literacy – NAPLAN Year 3

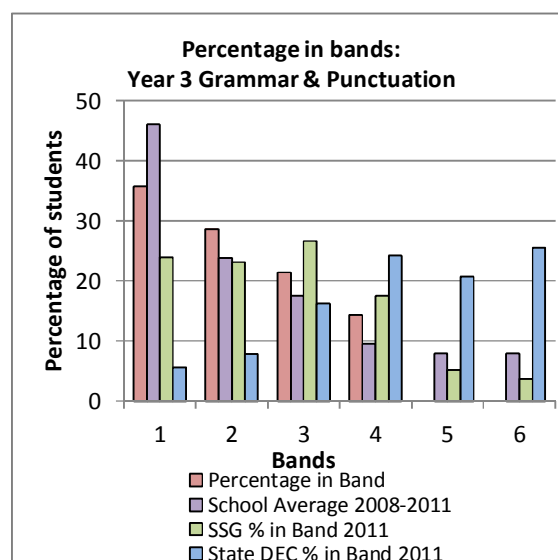


14 Year 3 students completed the NAPLAN Reading test in 2011. The distribution of students across Band 5 has grown by 7.1%.

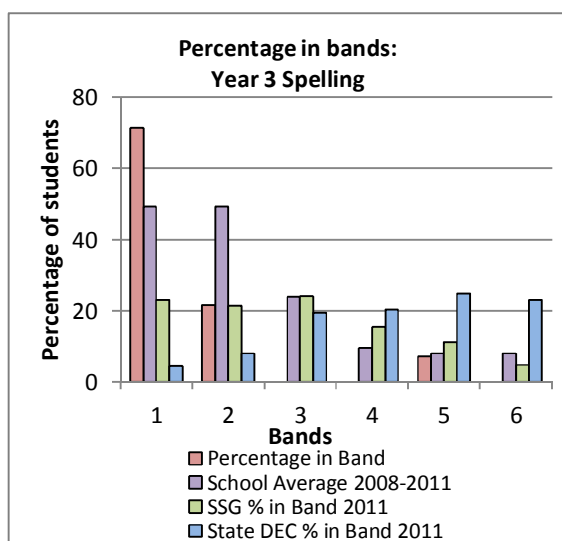




14 Year 3 students completed the NAPLAN Writing test in 2011. The percentage of students in Band 4 is 0.7% above State compared to previous years. Students in Band 1 totalled 57.1% of the group who undertook the test.

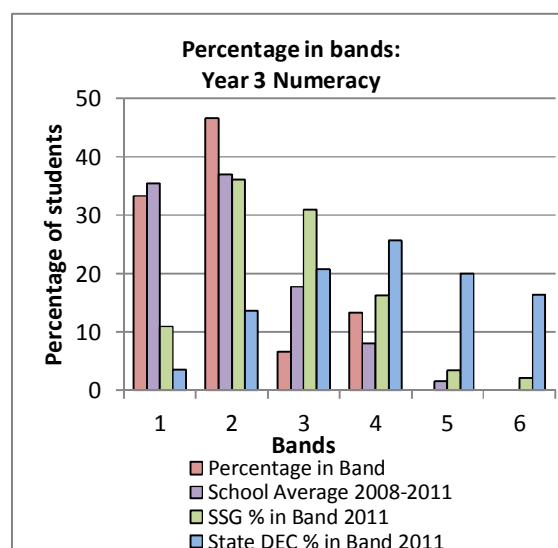


14 year 3 students completed the Grammar & Punctuation component of the 2011 NAPLAN Literacy test. There was a 29% reduction on 2010 for students achieving Band 1. Bands 2 and 3 saw an increase of 11% and 3.8% respectively on 2010.



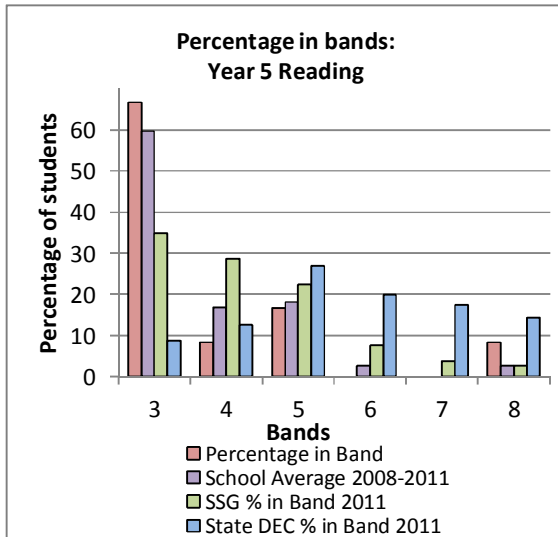
In 2011, 14 Year 3 students completed the NAPLAN Spelling component of the Literacy test. There is a 12.6% increase on 2010 for students in Band 1, however 7.1% of students achieved Band 5.

### Numeracy – NAPLAN Year 3

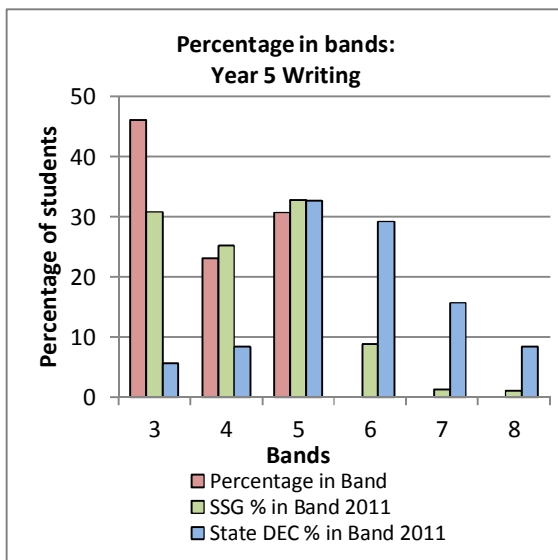


14 Year 3 students participated in the 2011 NAPLAN Numeracy test. Band 4 illustrates an improvement of 13.3% on 2010. Band 1 results reduced by 7.9% on 2010 and there was an increase in Band 2 by 11.4% on 2010.

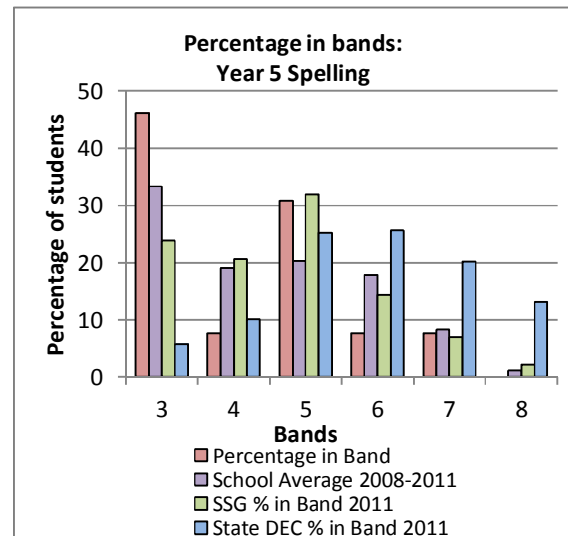
## Literacy – NAPLAN Year 5



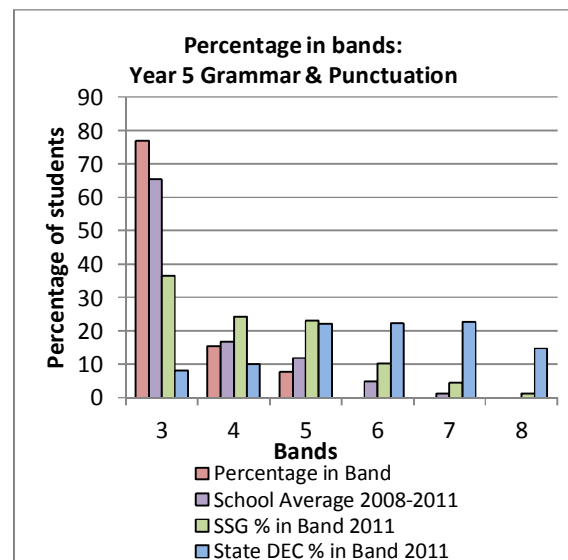
12 Year 5 students completed the NAPLAN Reading test in 2011. The distribution of students across Band 1 has remained the same as 2010. The results also indicate a 2.3% increase on 2010 in Band 5 as well as a 3.5% improvement in Band 8.



13 Year 5 students completed the NAPLAN Writing test in 2011. The results indicate that 30.8% of students achieved Band 5, which was very close to State, at 30.9%.

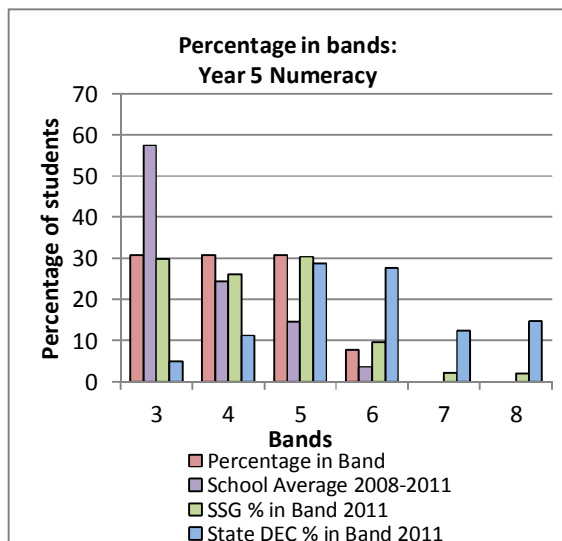


In 2011, 13 Year 5 students completed the Spelling aspect of the NAPLAN Literacy test. There was a significant decrease of distribution in Band 4, with an increase of 8.7% in Band 5. Bands 6 and 7 show a decline of 1.4%.



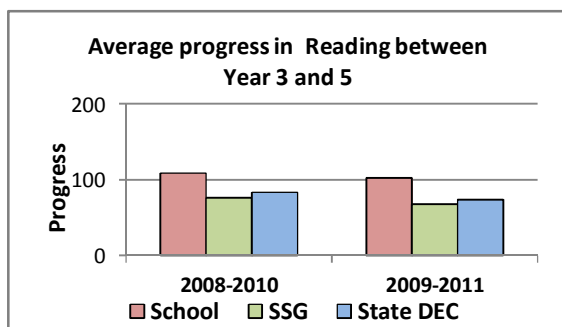
In 2011, 13 Year 5 students completed the Grammar & Punctuation component of the NAPLAN Literacy test. The results show an increase on 2010 of 1.8% in Band 4 and 3.2% in Band 5.

## Numeracy – NAPLAN Year 5

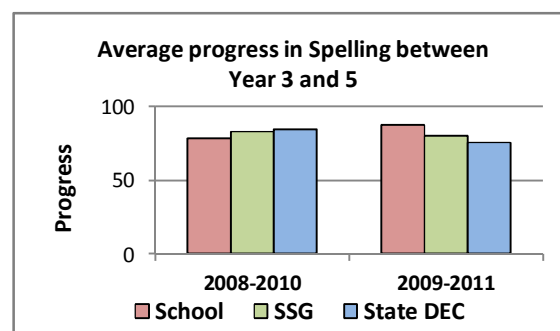


2011 saw 13 students complete the NAPLAN Numeracy test. Overall results in numeracy improved across Bands 4 to 6 compared to previous years, with Band 5 increasing a staggering 21.7% on 2010. As a result, there was a 23.7% decline across Band 3.

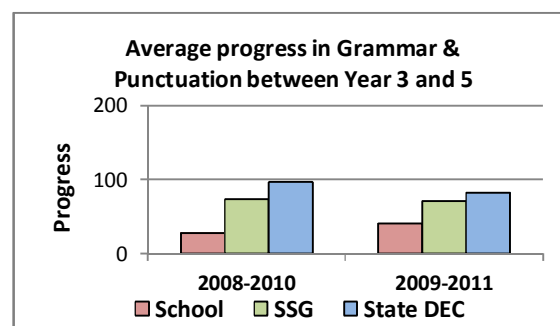
## Progress in literacy



Student growth in Reading is well above the Region and State, which is a reflection of strong Literacy programs being implemented at the school.

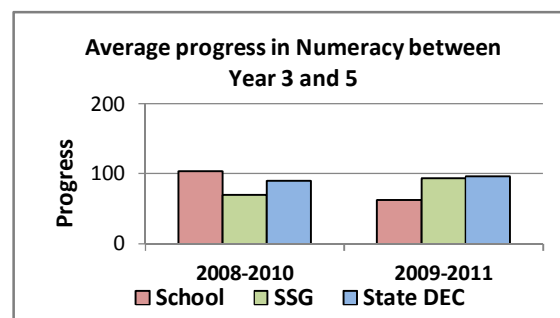


Spelling progress in Year 3 shows that the students are close to meeting Region and State levels. Year 5 growth is significantly above Region and State, which demonstrates that teaching and learning activities are producing appropriate spelling strategies.



Student growth in Grammar & Punctuation is well below Region and State results. This demonstrates a need to develop these skills and as a result is a focus in the school plan from 2012.

## Progress in numeracy



Year 3 has achieved higher than Region and State progress in numeracy, however Year 5 is significantly below the progress of both Region and State.



## Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	64.3
Writing	42.9
Spelling	28.6
Grammar & Punctuation	64.3
Numeracy	66.7

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	33.3
Writing	53.8
Spelling	53.8
Grammar & Punctuation	23.1
Numeracy	69.2

## Significant programs and initiatives

Moree East Public School is a Low SES school and as such attracts Low SES funding that allows us to implement a range of programs to support student learning and provide experiences that may not otherwise be available to our students.

### Aboriginal education

Is a very high priority for MEPS and a strong Aboriginal perspective is applied through all aspects of the curriculum. NAIDOC Week celebrations involved all students participating in Aboriginal cultural activities supported by parents, carers and community members. Programs such as PAS reinforce the school's emphasis through literacy, numeracy, attendance and student welfare.



All students have Personal Learning Plans developed in consultation with parents, students and class teachers.

Norta Norta funding was used to provide Aboriginal students not attaining national benchmarks with additional tuition in the areas of literacy and numeracy. Four tutors were employed to facilitate the Multi-lit Literacy program.

### Multicultural education

Harmony day at MEPS was a huge celebration. Individual classes learnt about their designated country and participated in celebrations where they cooked the national food and decorated their classrooms. Classes then shared what they learnt with each other.

### National partnership programs

Moree East Public School will commence participation in the Government funded National Partnerships for Low SES Communities Initiative at the beginning of 2012.

Through this National Partnership, schools implement actions across six reforms to make a measurable difference to student outcomes in identified schools. In implementing the reforms, schools will focus on:

- Identifying the outcomes that need to be achieved through rigorous data analysis
- Putting in place new strategies that can effect measurable change with teacher quality, improvement in student outcomes and strengthened community engagement as the priorities
- Identifying and addressing individual needs of students

- Strengthening accountability to achieve improvement in student outcomes with transparent planning and reporting
- Ongoing monitoring and evaluation to refine implementation

In preparation for joining the partnership the school was required to conduct a comprehensive situational analysis of the school that included input from staff, parents, community and students. A number of evaluations were conducted during 2011 and the information collected was used to develop the 2012-2014 School Plan.



The key strategies funded through the Low SES Communities National Partnerships for 2012 are as follows:

- Non-teaching Principal to co-ordinate, oversee and support staff in the effective implementation and management of all school programs.
- Maintain a non-teaching AP to mentor teachers in the effective implementation of Literacy and Numeracy as well as revise and strengthen supervision procedures and procedures for newly appointed staff induction and accreditation.
- Implement an after school homework centre in conjunction with the Salvation Army, 3 afternoons a week, to further support the development of effective literacy and numeracy skills.
- Teacher professional learning in explicit and systematic teaching of literacy and numeracy, including Accelerated Literacy, Literacy on Track, TEN program and Count Me in Too/Counting On.

## Other programs

**PAS Funding** enabled the school to employ two extra teaching staff. This allowed for smaller class sizes and for the Assistant Principal, supervising curriculum to be non-teaching and support staff to build their capacity to implement quality teaching and learning programs.

**The Country Areas Program Funding** allowed students and staff to attend a diverse range of training workshops throughout the year. This year some of the workshops we participated in were 'The Thinking Brain', 'Boys on the Move' and the Music workshop.

The funding was also used to purchase quality literacy and numeracy resources and support student excursions.

**Priority Schools funding** contributed to the Literacy and Numeracy initiatives planned by the school, such as Accelerated Literacy and Count Me In Too. Staff professional learning and the purchase of appropriate resources to enhance student learning were key areas supported by the funds.

PSP also supported the participation of parents and the community in school events and community consultations.

**Schools as Community Centres**, is an early intervention program based at Moree East Public School. We provide free activities within the school and in the community to support families with young children. SaCC as the program is better known, provides a number of great initiatives at Moree East Public School such as:

- Red Cross Good Start Breakfast Club every Monday, Wednesday and Friday.
- The SISTERS group (a woman's support group) is held every Wednesday and provides such activities as sewing, cooking and guest speaker discussion groups.
- Health screenings are provided through SaCC for the kindergarten students each year.
- SaCC facilitates a transition-to-school program in term 4, encouraging all students to attend thus enabling a smooth transition from preschool to school. In conjunction with transition SaCC facilitates an literacy program, the

3L's Learning, Language Literacy, at Kiah preschool in partnership with Hunter New England Community Health, Speech Pathologists.

- Schools as Community Centres is running the PaCE program "Smart Parents, Smart Children". This program is aimed at helping parents develop extra skills and resources to assist their children with their education. A Numeracy and Literacy workshop was run in Term 4 of 2011 and the program for 2012 will run as follows: Term One - Health and Nutrition – the Lunchbox; Term 2 - Behaviour and Attendance strategies; Term 3 – Curriculum Information. The PaCE funding will cease in September 2012.
- Schools as Community Centres run a supported playgroup with Moree Family Support every Tuesday during term time. This provides a forum for learning through play prior to school.

**Joblink Employment Program** provides unemployed community members the opportunity to gain work experience in an educational setting. Participants gain experience as Teacher's Aides, Library Assistants, General Assistants and Clerical Officers.

**Beyond the Line Program** provides great opportunities for student teachers to experience life in a rural community. The program enables the student teachers to observe lessons, spend time in classrooms and tour the community. This year we hosted two students from Macquarie University, who both said they enjoyed their experience at Moree East Public School.

### **Social Skills Programs**

MEPS is committed to providing programs which ensure students are taught skills to assist them in developing and applying the values of respect and responsibility.

The implementation of the You Can DO It Program in 2011 continued to reinforce these values through specialized lessons teaching students to understand and use the five keys of:

- Getting along
- Confidence
- Organisation

- Persistence
- Resilience

The school is developing the teaching of social skills further with the implementation of the Positive Behaviour for Learning (PBL) framework. This methodology will incorporate and reinforce the existing 'You Can Do It' values but introduces a new whole school positive approach to teaching them. The school community has developed a new set of core values which will underpin the framework:

### **RESPECT**

M – motivation

E – excellence

P – persistence

S – safety

By the end of 2011 the PBL team had completed a behaviour expectations matrix which outlines what each of the core values looks like in the different school settings e.g Respect in the playground means getting along with others. The goal for early 2012 is to develop social skills lessons that teach these expected behaviours.



## **Progress on 2011 targets**

### **Target 1**

***Increase the number of Year 3 and Year 5 students performing in higher bands of the NAPLAN Literacy and Numeracy Test by 5%.***

Year 3 students exceeded this target by 13% in Grammar and Punctuation, however, the 5% target was not met in the other strands of Literacy or in Numeracy.



Year 5 students met this target for Spelling and significantly exceeded it for Numeracy but did not meet the target for the other strands of Literacy.

Our achievements include:

- Year 5 growth in Reading exceeded State growth by 6.2 points.
- Year 5 growth in Spelling exceeded State growth by 5.0 points.
- Year 5 students improved by 114 scale scores from 2010 data in the test aspect of Grammar and Punctuation.

## Target 2

***The Quality Teaching Framework will be embedded in all aspects of teaching and learning, evident in all teaching programs and student work samples.***

Our achievements include:

- A marked improvement in the quality of teaching and learning programs was achieved by approximately 80% of staff.
- Staff reported improvements in Spelling after a term of implementing the newly developed whole school spelling program.
- Stage 3 teachers reported improvements in Grammar after implementing quality teaching strategies learnt at the 'Prioritising Grammar' workshop.

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Literacy Practices and Community Engagement/Communication Systems.



## Educational and management practice

The school community was asked to complete the National Partnerships Community Engagement Survey. The purpose of the survey was to assess the effectiveness of the school's practices in relation to community interaction with the school and the type of relationship that currently exists between the school and community.

In addition to the survey, the school ran a small focus group that allowed participants to further expand on the information gleaned from the surveys.

Staff were also surveyed in small groups, on a number of different occasions, to assess the viability of the schools' current management practices, with a particular focus on teacher induction and training.

## Background

In recent years parent and community involvement in the school has declined. Family and community members possess a wealth of knowledge that could enhance the education of our students so it was therefore a huge concern that access to this knowledge was rapidly declining. We felt it was important to assess why this was occurring and how we could improve current practices.

The other area we felt needed evaluating were our communication systems both for staff and community. During the last five years the school has experienced five changes of principal and at least seven changes within the executive staff. There is also a very high turnover with teaching staff both during the year and at the end of each year. Therefore good systems for communication need to be in place to ensure effective operation of the school.

## Findings and conclusions

### *Parents/community*

- The parents indicated that the communication structures within the school, both the systems and approachability of staff are a strength. They also felt family days, sporting events and carnivals are positive both for school cohesion and social skill development.
- Parents interviewed as part of the small focus group indicated several improvements that could

be made to the school newsletter such as the newsletter being produced once a week on the same day each week; the school phone number being included at the top of the newsletter; a timetable of events and occasions included in the newsletter at the beginning of every term. The parents felt they didn't know about events early enough.

- Phone contact with parents by staff, both positive and negative, was cited as a strength by the small focus group.

#### *Staff*

- 100% of surveyed staff indicated that a number of school systems, such as the communication of school processes to casual staff and beginning teacher induction need to be reviewed and strengthened.

#### **Future directions**

- Establish a community consultative committee that meets regularly to discuss how we can work together to improve student learning outcomes.
- Develop an Aboriginal mentoring program designed to provide positive role models, for Aboriginal students, who encourage them to strive for success.
- Ensure all Aboriginal students and students at risk have a Personalised Learning Plan which is developed with parents and/or caregivers and updated at least once a term.
- Conducting parent workshops, outlining strategies for supporting their children's learning both at school and at home
- School social events that promote relations between the school, parents and the wider community, such as welcome picnics, fetes, cultural events and family days.
- Develop school teams to review current practices. Teams to liaise with whole staff to develop strategies for improvement.
- Revise and strengthen procedures for newly appointed staff induction and accreditation, ensuring all beginning teachers are provided with a mentor.

## **Curriculum**

Literacy was chosen as the Key Learning Area for evaluation in 2011. It was a target area for evaluation as part of the Low SES National Partnerships Situational Analysis, as well as being identified by the school as an area of concern with regard to students' NAPLAN results.

Staff and students completed surveys regarding the effectiveness of the Literacy teaching and learning programs being implemented in the school.

#### **Background**

NAPLAN and school based assessment data indicates positive growth in Reading skills since 2008, however, student ability to locate directly stated information in a text is well below state and regional average. There has also been a significant decline in student spelling ability, particularly phonemic awareness and despite improved student scores in Grammar and Punctuation, students are functioning well below state and regional average in most areas. Therefore we felt it was important to assess how literacy is taught in the school, in order to highlight areas for improvement.

#### **Findings and conclusions**

##### *Staff*

- 100% of surveyed staff stated the professional learning in literacy meets their needs.
- 87.5% of surveyed staff feel confident implementing the English syllabus, and explicitly teach students how to comprehend texts. Staff training in Literacy on Track has provided staff with a more in-depth understanding of the English syllabus and how to use it to develop teaching and learning programs.
- 50% of teachers feel confident about using NAPLAN (SMART) Data to inform their teaching, and use activities that promote higher order thinking.
- 60% of staff understand the continuum of literacy development. It is well used in the K-2 area, however, Years 3-6 teachers have had minimal exposure to the continuum as it has only recently been extended to include Stages 2 & 3.

### *Students*

- 87.5% of students believe that English is important.
- 89% take pride in their work and do their best.
- 89% believe their teachers' lessons help them to learn.
- Over 80% of them believe they have good talking and listening, reading and writing skills.

### **Future directions**

- Maintain a non-teaching AP to mentor teachers in the effective implementation of Literacy and Numeracy
- Whole staff trained in Accelerated Literacy
- Ongoing Regional support with the implementation of the Literacy on track program
- Employ additional tutors to support Aboriginal students at risk of not meeting minimum standard in the NAPLAN assessments
- Establish networks with others schools in order to share teaching strategies that have proven to be effective in improving student literacy outcomes.
- Maintain and enhance the learning intervention programs currently being implemented by the school based STLA teacher.
- Professional learning provided by regional consultants to support teachers to implement quality learning experiences around grammar and punctuation
- Develop and maintain whole school approach to teaching Grammar and Punctuation, including the purchase of Jolly Grammar for Stage 1 classes.
- Ongoing professional dialogue regarding effective literacy strategies and practices at alternate weekly staff/stage meetings
- Whole staff to participate in professional development regarding ESL strategies for Aboriginal students
- District STLA teacher to support staff to implement a whole school spelling program that will ensure continuity in the development of each student's knowledge and understanding of spelling.

- Provide professional learning to support and improve the teaching of spelling across the school
- Implement an after school homework centre, 3 afternoons a week, to further support the development of effective literacy skills.
- Conduct parent workshops, outlining strategies for supporting children in Literacy and Numeracy at home, prior to and during their school years.
- Kindergarten/STLA teachers to visit main feeder preschool to model lessons and share program information.

### **Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Eighty percent of parents surveyed, value the contribution that the school is making to the education of their children. Education is valued in the school community and the majority of parents feel the school is engaging students positively both in terms of curriculum and social skill development.

The results indicate that parents are generally pleased with the school operation but see avenues for systems and human improvement such as:

- a greater level of parent involvement in school decision making and process development
- increased community participation through more parent workshops. Parents didn't stipulate specific areas for training so further consultation would be required to develop a workshop overview.
- implementation of a homework centre with tutors available
- the development or further enhancement of community role models.

The majority of students at the school believe their teacher clearly explains the skills they are learning. They also stated that the work challenges them and makes them think and their teacher tells them what they need to do to improve.

The majority of staff surveyed indicated that the school leaders have a good understanding of the



school's strengths and weaknesses, treat all members of the school community fairly and effectively implement change processes that impact positively on student learning outcomes.

The majority of staff also felt valued as a member of the school community.

### **Professional learning**

The staff at Moree East Public School were well supported in their professional development and accessed numerous Professional Learning opportunities throughout the year. One hundred percent of TPL funding, fifty percent of CAP and twenty percent of PSFP funding supported staff professional learning in 2010.

All Professional Learning is based on individual needs and the School Management Plan. Staff accessed training in a number of different areas, including Accelerated Literacy, New Scheme Accreditation, Quality Teaching, Literacy development strategies, Best Start, NAPLAN analysis, behaviour management, ICT, Prioritising Grammar, Aboriginal Education and Literacy on Track.

All staff received personal support from the Assistant Principal for curriculum in programming, assessment for learning and all other areas of professional development.

## **School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### **School priority 1**

#### **Outcome for 2012–2014**

Overall improvement in Growth and Performance for Literacy.

#### **2012 Targets to achieve this outcome include:**

- Decrease the percentage of students getting less than expected growth, from years 3 to 5, in Reading from 75% to 50%.
- Increase the percentage of Year 3 students achieving at or above the minimum standard (top 4 bands) in NAPLAN Reading from 43% in 2011 to 57% in 2012.

- Increase the percentage of Year 5 students achieving at or above the minimum standard (top 4 bands) in NAPLAN Reading from 32% in 2011 to 50% in 2012.

#### **Strategies to achieve these targets include:**

- Maintain a non-teaching AP to mentor teachers in the effective implementation of Literacy.
- Whole staff trained in Accelerated Literacy.
- Maintain and enhance the learning intervention programs currently being implemented by the school based STLA teacher.
- Implement an after school homework centre in conjunction with the Salvation Army, 3 afternoons a week, to further support the development of effective literacy skills.

### **School priority 2**

#### **Outcome for 2012–2014**

Overall improvement in Growth and Performance for Numeracy.

#### **2012 Targets to achieve this outcome include:**

- Decrease the percentage of students getting less than expected growth, from Years 3 to 5, in Numeracy from 100% to 75%
- Increase the percentage of students in Year 3 achieving at or above the minimum standard (Top 4 bands) in NAPLAN Numeracy from 66% in 2011 to 80% by 2012.
- Increase the percentage of students in Year 5 achieving at or above the minimum standard (Top 4 bands) in NAPLAN Numeracy from 69% in 2011 to 88% by 2012.

#### **Strategies to achieve these targets include:**

- Maintain a non-teaching AP to mentor teachers in the effective implementation of Literacy and Numeracy
- Implementation of the 'Targeted Early Numeracy' program in the K-2 area
- Strengthen the implementation of 'Count Me In Too', 'Count Me in Too Indigenous' and 'Counting On' Numeracy Frameworks across the school through teacher training and

mentoring sessions by Regional consultants and school based AP curriculum.

- Conduct parent workshops, outlining strategies for supporting children in Numeracy at home, prior to and during their school years and develop Numeracy kits for student use at home to consolidate skills learnt at school.

### **School priority 3**

#### **Outcome for 2012–2014**

Improved levels of student engagement through increased community involvement.

##### **2012 Targets to achieve this outcome include:**

- Increase the average daily attendance from 78% to 80% by 2014.
- Decrease the number of students with less than 80% attendance by 2%, from % in 2011 to % in 2012.

##### **Strategies to achieve these targets include:**

- Whole staff trained in the 'Positive Behaviour for Learning' (PBL) methodology and formation of a school PBL leadership team to oversee the overall implementation of PBL within the school.
- Continue with School Attendance Officer whose role includes developing initiatives to improve student attendance and supporting teachers with these initiatives.
- Continue with the establishment a community consultative committee that meets regularly to discuss how the school and community can work together, to improve student learning outcomes.
- Improve methods of communication between the school and community by:
  - Formation of a school promotions committee that includes staff and community members.
  - Creating an updated school brochure outlining the quality learning programs offered at the school for distribution to Preschools and relevant business houses that may cater to families new to the area.
  - Increased media coverage of school events and programs.

- Distribution of weekly school newsletter to local preschools.

### **School priority 4**

#### **Outcome for 2012–2014**

Build greater leadership capacity for improved school management.

##### **2012 Targets to achieve this outcome include:**

- Increase the percentage of teachers confident in the use of SMART data to inform planning and programming from 50% (according to a staff survey in 2011) to 90%.
- Increase the percentage of staff with opportunities to develop leadership capacity from 35% in 2011 to 80% in 2012.

##### **Strategies to achieve these targets include:**

- Revise and strengthen procedures for newly appointed staff induction and accreditation, ensuring all beginning teachers are provided with a mentor.
- Revise and strengthen staff supervision procedures, to ensure staff understand the process and feel supported.
- Teachers, through expression of interest, given the opportunity to join the Executive team to build their leadership capacity and develop a greater understanding of school management practices.
- Whole staff to participate in the 'Team Leadership for School Improvement' program.

### **School priority 5**

#### **Outcome for 2012–2014**

Reduced gap in performance between Aboriginal students and all students in NAPLAN assessments.

##### **2012 Targets to achieve this outcome include:**

- Decrease the percentage of Aboriginal students getting less than expected growth, from Years 3 to 5, in Reading from 75% to 50%
- Increase the percentage of Aboriginal students in Year 3 achieving at or above the

minimum standard in NAPLAN Reading from 43% in 2011 to 57% by 2012

- Increase the percentage of Aboriginal students in Year 5 achieving at or above the minimum standard in NAPLAN Reading from 32% in 2011 to 50% by 2012.
- All Aboriginal students will have a personalised learning plan, developed with parents and caregivers within 8 weeks of enrolment.
- Decrease the number of Aboriginal students with less than 80% attendance by 2% annually.

**Strategies to achieve these targets include:**

- Co-ordinators from the 'Dare to Lead' project to conduct a situational analysis of Aboriginal Education within the school. The outcomes of this analysis will be used to inform future strategic planning to improve the learning outcomes of Aboriginal students.
- Aboriginal Education Consultant to provide professional development for staff in using the Quality Teaching Framework to embed Aboriginal perspectives into student learning experiences.
- AEO's to work with teachers to develop whole school Aboriginal Education programs and support teachers in the classroom to implement the lessons and provide cultural knowledge.
- Ensure all Aboriginal students and students at risk have a Personalised Learning Plan which is developed with parents and/or caregivers and updated at least once a term.

## 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 Melinda Mikaere, Principal (R)

Miss Lisa Scott, Assistant Principal (R)

Mrs Anastasia Southon, Assistant Principal (R)

Mrs Paula Briggs, Classroom Teacher

Ms Diane Edge, Classroom Teacher

Miss Melanie Hammond, School Administration Manager

Mr Hadyn McCormick, Parent Representative

### School contact information

Moree East Public School

Adelaide Street, Moree 2400

Ph: 02 67521733

Fax: 02 67521553

Email: [moreeeast-p.school@det.nsw.edu.au](mailto:moreeeast-p.school@det.nsw.edu.au)

Web: [www.moreeeast-p.school@det.nsw.edu.au](http://www.moreeeast-p.school@det.nsw.edu.au)

School Code: 4118

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

<http://www.schools.nsw.edu.au/asr>