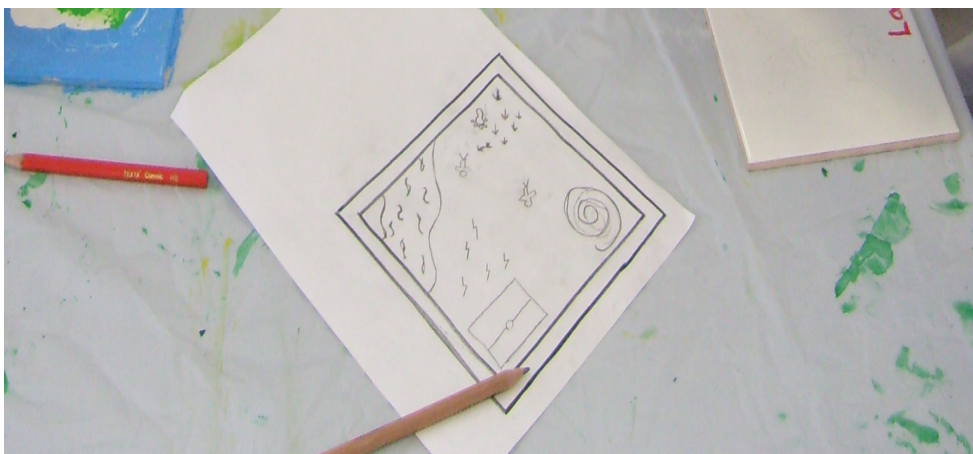




Moree East Public School Annual School Report

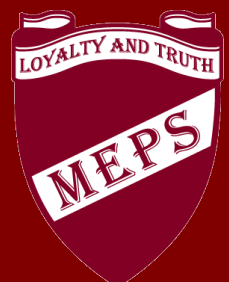


Education &
Communities

Public Schools NSW

4118

2012



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.

As with every year, 2012 was filled with a myriad of experiences, some challenging, others uplifting. The Year 3 and Year 5 students sat the NAPLAN test in May and results indicate above average growth for the Year 5 students in Grammar & Punctuation as well as a 25% improvement in students achieving expected growth from Year 3 to 5. The school received North North funding to support our students sitting the NAPLAN and we used the funding this year to employ a teacher to support students at risk, in Literacy and Numeracy. This teacher was able to work with targeted individual students and students in small groups. As a result of this I am extremely pleased to say that all of the students who participated in this program made significant progress.

Also in May, 10 students from Years 5 & 6 attended a leadership conference in Moree. The conference was designed to build confidence in public speaking and leadership and the students reported that they gained a lot from the experience.

Moree East places high importance on the teaching of Literacy and Numeracy, however we also recognise that a well-rounded education includes the development of skills in areas such as Physical Education and the Arts. The students at Moree East are extremely talented in the sporting arena and again this year, many students successfully represented the school in sporting activities, with two students representing the North West Region across three different sports.

In terms of the Arts, five of our talented dance students performed at the School Spectacular in Sydney. The students were wonderful ambassadors for our school and it must be remembered that opportunities like these only

occur as a result of the dedicated staff that give their time to organise every aspect of the experience.

Moree East Public School values and actively fosters strong school and community partnerships. We have worked hard again this year to increase the level of community interaction within the school and our MEPS Community Connections Group, a group of parents and community members formed in 2011, has been a key focus in 2012. The biggest achievement for our group this year was the school fete in October. We haven't organised a fete for many years and the support we received from the community and local business houses was extremely uplifting.

Another of our major projects this year was the organisation of the Positive Behaviour for Learning framework, better known as PBL, within the school. PBL is a whole school positive approach to teaching the core values of respect, motivation, excellence, persistence and safety. Lessons around these core values will begin next year and a PBL launch will take place at the end of Term 1.

In May of 2012 it was announced that Moree East Public School would become a Connected Community School in 2013. Involvement in this project will see a number of changes within the school including the appointment of an Executive Principal in early 2013. Further information regarding Connected Community Schools can be found on the Department of Education and Communities website.

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.

Melinda Mikaere

P & C and/or School Council message

This year saw the continuation of the MEPS Community Connections group, which is a group of like minded community people and school staff looking at how we address the following issues:

- Getting more parents and community members supporting and involved at Moree East.
- Involving more parents in their child's education.
- Raising the school profile and promoting the school.

Our committee meet once a month to discuss how we can support Moree East. This year some of our big projects included the MEPS School Fete in October, NAIDOC Day and Grandparents Day.

The school currently has a 'Sisters Group' as part of the Schools as Community Centres Program and one of the aims of the MEPS Community Connections Group in 2013 is to organize a 'Mens Group' to work within the school to mentor and support the students.

Our committee started off with only a few participants but it has gradually grown as the word has spread about what we want to achieve.

Eddie Pitt

Student representative's message

We are so proud to have had the chance of being the School Captains for 2012. As students of Moree East Public School we have had many opportunities to develop our leadership skills, including a Leadership Conference, which was held in Moree. We were able to meet leaders from other schools and share our experiences with them.

As members of the SRC we contributed to fundraising activities, which included guessing competitions, raffles and a disco. The money was used to buy resources for the school.

As student leaders of the school, part of our role was to run whole school, Monday and Friday assemblies. This helped us to develop both our public speaking skills and confidence.

Other important activities we were involved in leading were the ANZAC Day March, Remembrance Day and NAIDOC Day.

We also greatly enjoyed our excursion to Canberra this year. The highlight of this trip was our visit to the snow, as it was the first time many of us had seen snow.

Lastly we would like to thank the amazing teachers who have helped us along the way to become better leaders.



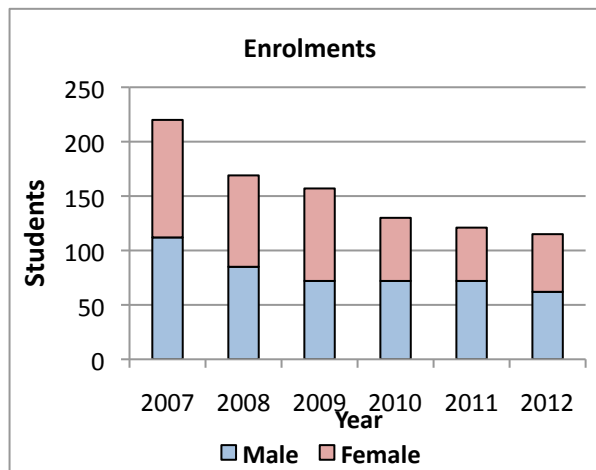
Raymond Heaton, Jordan McKenzie, Adrian Smith and Elizabeth Green

School context

Student information

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

Student enrolment profile



Student attendance profile

Year	2008	2009	2010	2011	2012
K		82.5	78.2	80.9	61.0
1		73.9	74.5	81.4	80.1
2		78.4	67.0	75.3	79.8
3		79.9	72.7	78.6	74.9
4		83.9	76.9	73.8	80.0
5		81.9	82.2	86.7	74.2
6		79.7	78.8	81.2	83.0
Total	77.8	80.0	75.9	79.6	76.6

This graph indicates that the average student attendance at Moree East Public School is significantly below that of New England Region and State. There has been a negative trend between 2011 and 2012 in overall attendance, however there have been some significant upward shifts in the attendance patterns of specific grade groups.

Management of non-attendance

The school has in place a variety of different strategies that focus on improving student attendance:

- A school based Attendance Officer who closely monitors student attendance, has regular contact with parents and caregivers and co-ordinates attendance initiatives.
- Weekly letters or phone calls to parents and caregivers requesting reasons for student absences.
- Home School Liason referrals are submitted for students with high levels of non-attendance.
- Aboriginal Education Officers from the school make regular home visits to parents and caregivers to discuss the issues surrounding their child's non-attendance and the support that the school can provide to help families.
- Student attendance plans are developed with families to address the non-attendance issues relating to their child.
- Class based and whole school incentive programs such as rewards days and attendance prize draws are in place to encourage regular attendance.
- Structured, high interest activities are run before school starts to encourage students to arrive at school on time.

Staff information

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

In 2012 the school employed a total of 12 teaching staff over the course of the year. A number of these teachers were employed using extra funding which included Priority Action School funding, National Partnership funding and

Norta Norta funding. The level of teaching experience ranged from Early Career Teachers to teachers with more than 20 years of teaching experience.



Staff establishment

The table below reflects the school's staffing allocation based on student enrolments.

In 2012 an additional 3.4 teaching positions were funded under the National Partnerships Low SES and Priority Action School funding programs.

Position	Number
Principal	1
Assistant Principal	1
Classroom Teachers	3
Primary Part-Time Teacher	0.2
Primary Teacher RFF	0.21
Primary Priority School Funding Scheme	0.2
Teacher of Reading Recovery	0.21
Support Teacher Learning Assistance	1.7
Teacher Librarian	0.2
Primary Home School Liason Officer	1
Primary District Guidance Officer	1
Itinerant Primary Teacher Learning Ass	1
Primary AP Learning Difficulties	1
Primary Integration Teacher	1
School Administrative & Support Staff	3.986
Total	16.706

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

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

Staff retention

The turn-over of staff from 2011 to 2012 was minimal and therefore a higher level of continuity with regards to whole school vision and program implementation was maintained.

The executive structure within the school also remained stable.

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

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

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	247069.61
Global funds	168163.70
Tied funds	393241.19
School & community sources	18744.21
Interest	10912.32
Trust receipts	27832.61
Canteen	48420.96
Total income	914384.60
Expenditure	
Teaching & learning	
Key learning areas	12839.55
Excursions	21872.00
Extracurricular dissections	25850.60
Library	9942.81
Training & development	11180.22
Tied funds	334412.58
Casual relief teachers	35209.34
Administration & office	57446.23
School-operated canteen	57693.79
Utilities	43145.02
Maintenance	29284.28
Trust accounts	47160.64
Capital programs	4507.92
Total expenditure	690544.98
Balance carried forward	223839.62

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Community Group.

Further details concerning the statement can be obtained by contacting the school.

School performance 2012

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 2012 some of these were:

- ❖ Harmony Day activities celebrating cultural diversity within Australia. Each class was assigned a different country and spent the weeks leading up to Harmony Day studying the different aspects of that country such as language, food, customs etc. On Harmony Day each class made some of the traditional foods from their country to share with the rest of the school.
- ❖ Naidoc Day activities celebrating Aboriginal culture and traditions. The students rotated through a variety of workshops such as Aboriginal story telling, Johnny Cake making and Aboriginal dot painting. Family and community members also participated in the workshops and everyone enjoyed a barbecue lunch together before the afternoon touch football competition.



- ❖ '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 relaxed 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.

- ❖ Fundraising Disco at the Moree PCYC to raise funds for the Queensland and NSW flood appeals.
- ❖ 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 25th.
- ❖ '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 cooking, special lunches, swimming at the pool, a disco and a trip to the movies.
- ❖ The whole school participated in the Golden Circle Fun Run, promoting good health.
- ❖ 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 Canberra, Lake Ainsworth and Inverell Pioneer Village.

- ❖ 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, a number of students from Years 5 and 6 were given the opportunity to participate in a music, dance and drama workshop held at the MAX Centre in Moree in early April. Many schools from around the district participated in this workshop.

Also, students from Years 3-6 were given the opportunity to watch the Moree Secondary College perform their school musical "The Lions Pride". This was very exciting for the students of Moree East Public School to observe, as many of the students had siblings and relatives that were a part of this production.

Once again the Moree East Public School dance group participated in the New England Regional Dance Festival, which required an overnight stay in Tamworth. Miss Kirstie McDonnell and the students worked on choreographing a dance to incorporate the theme of fire. The same dance was performed at the official opening of the school's Building the Education Revolution School Hall and Canteen in Term 2.



In addition, students represented our school in the 2012 Schools Spectacular in Sydney. Mr Kyl Churchill and Miss Kirstie McDonnell accompanied 5 children to Sydney for an action packed week of rehearsals, culminating in a performance on the big stage with other schools from around the state.

Sport

Sport is extremely well catered for at Moree East Public School with all students participating in at least two hours of physical activity per week, with a strong focus on fundamental movement skills.

Whole school carnivals for swimming, cross-country and athletics were successfully run during the year with a large contingent of students attending zones trial as a result of their strong performances at these carnivals.



School sporting teams and individual competitors were well catered for this year with students attending both sporting trials and regional knockout games in soccer, touch football, rugby league, rugby union, cricket and netball

Touch football is traditionally one of the stronger sports at Moree East and this year was no exception with the Girls Touch Football side advancing to the third round of the knockout competition. Unfortunately Glenn Innes won the game but the girls certainly did our school proud. The Boys Touch Football side played a great game but unfortunately were defeated in the first round by Moree Public School.

Jordan McKenzie was chosen to be part of the Girls North West Touch Football team, while Daryll Sharpley gained selection in the boys North West Touch Football, Rugby Union and Rugby League teams.

Our Senior League team attended the Legends Cup carnival while the Junior League team attended the Captain's Cup carnival, both in Moree. The senior team were runners-up in their division and received a wild card entry into the carnival held at Gunnedah. A senior and junior girls Aus-Tag team also competed at both carnivals with the senior team advancing to the

next round at Gunnedah. Both teams that attended the carnival in Gunnedah were a credit to our school and demonstrated fantastic sportmanship.

The school's Open Boys Rugby League team and Open Girls Netball team both attended the Ricky Walford Shield in Walgett. Both teams demonstrated fantastic sportmanship and were commended on their impressive performances throughout the day.

In addition, the school regularly hosts Sporting Development Officers who co-ordinate skill-based clinics for the students.

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)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

Significant programs and initiatives

Moree East Public School implements a variety of programs to develop and broaden student learning. As a Low SES school, we also receive a number of additional funding grants that help supplement these programs.

Aboriginal education



Aboriginal Education is a very high priority for Moree East Public School 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 'Priority Action Schools' reinforce the school's Aboriginal Education focus through literacy, numeracy, attendance and student welfare.

All students have Personal Learning Plans (PLP's) developed in consultation with parents, students and class teachers that include student's short and long term goals for the future.

Norta Norta funding was used to provide Aboriginal students not attaining national benchmarks with additional tuition in the areas of literacy and numeracy. A qualified tutor was employed to facilitate the Multi-lit Literacy program as well as support targeted students in classroom Numeracy sessions.

Additionally this year, the school invited the 'Dare to Lead' team to visit the school and conduct an external, independent review of the Aboriginal and Torres Strait Islander education conducted at Moree East Public School. The Dare to Lead project provides support for schools endeavouring to improve learning outcomes for

Aboriginal and Torres Strait Islander students and to improve the curriculum across all schools about traditional and contemporary history and culture.

Multicultural education

Multicultural Education is a valued component of the school's curriculum as are the beliefs, customs and cultural backgrounds of all students enrolled in the school. It is predominantly taught through the Key Learning Area of Human Society and It's Development, however multiple opportunities for broadening student knowledge of cultural diversity also regularly arise during Literacy and Creative Arts Lessons.

Harmony Day, which highlights the diversity of cultures within Australia, is always an important date on our yearly calendar. In the weeks leading up to Harmony Day each class studies a specific country then shares what they have learnt with the other students on Harmony Day. In addition, each class prepares some of their country's national foods to share and enjoy.

National partnership programs

Moree East Public School has just completed its first year as part of the National Partnerships for Low SES Communities Government Initiative.

Through this partnership the school implemented a variety of actions across the six reforms in an effort to strengthen teaching practices and improve student learning and welfare.

The key strategies funded through the Low SES Communities National Partnerships for 2012 were 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 Assistant Principal 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.

A comprehensive evaluation of these programs was conducted at the end of 2012, by all the relevant stakeholders and the school plan was updated to reflect the necessary changes and improvements that were made as a result of this process.

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 welfare to be non-teaching and support staff to build their capacity to implement quality programs to enhance student welfare.

The Country Areas Program (CAP) 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 'Student Technology Camp, 'CAP Chefs' and the 'Amazing Maths Race'.

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.

Priority Schools Funding 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 an early 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 included: Term One - Health and Nutrition – the Lunchbox; Term 2 -Behaviour and Attendance strategies; Term 3 – Curriculum Information. The PaCE funding finished in September 2012.

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 six students from Southern Cross University in Lismore.

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' was sustained in 2012 as the Positive Behaviour for Learning (PBL) team continued to make preparations for full implementation of the PBL framework in 2013. The PBL framework will incorporate and reinforce the existing 'You Can Do It' values but introduces a new whole school positive approach to teaching them. In 2011 the

school community developed a new set of core values which will underpin the framework:

RESPECT

M – motivation

E – excellence

P – persistence

S – safety

During 2012 the PBL team achieved their goal of developing a set of quality lessons that will teach expected behaviours related to the core values. In addition the team also purchased a range of PBL signs for the school and organized the PBL launch for early 2013.

Progress on 2012 targets

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.

Target 1 - Literacy

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.

Our achievements include:

- The percentage of students in Year 3 achieving at or above minimum standard in 2012 NAPLAN for Reading is 45.5%. The target of 57% was not met however an improvement of 2.5% was achieved on 2011 results.
- 100% of staff surveyed report that the mentoring they received from the non-

teaching Assistant Principal was beneficial in developing their programming, teaching and behaviour management skills.

- 100% of staff surveyed feel that the Accelerated Literacy teaching strategies are effective for improving student learning.
- The Multi-lit Literacy program has been very successful, with all students accessing the program achieving positive progress.

Target 2 - Numeracy

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.

Our achievements include:

- Less than expected growth in 2012 NAPLAN, from Years 3 to 5 in Numeracy was 75%, which is an improvement on 2011 of 25% and meets the target.
- The Targeted Early Numeracy (TEN) program was highly successful. 75% of Kindergarten students, 94% of Year 1 students and 67% of Year 2 students achieved positive progress of at least one level on the Learning Framework in Number.

Target 3 – Engagement and Attainment

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.

Our achievements include:

- The number of students with less than 80% attendance as of November 9, 2012 was 40% which is an improvement of 1% on 2011.
- Classroom observations and discussions with staff indicate that staff are implementing more effective behaviour management strategies and classes are more settled than at the beginning of the year.
- Interviews with students by the Dare to Lead team in June 2012 indicated that there is not enough Aboriginal culture taught at the school. To initiate change in this area, an Aboriginal cultural program was implemented by the AEO's in Infants classes during Semester Two, which was well received by the students.
- A dedicated attendance officer within the school has been very effective with regards to locating missing students and developing strategies within the school to improve and track attendance. The attendance officer also maintains regular contact with the Home School Liaison Officer (HSLO) to draw on their high level of knowledge in the attendance area.

Target 4 – Leadership and Management

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.

Our achievements include:

- Staff were surveyed about the use of SMART data to inform their teaching practice. 69% of staff indicated they were confident with using SMART data, which is an improvement of 19% on 2011 survey results.
- In 2012 staff were given the opportunity to join the executive team for a term to build their leadership capacity and gain a better understanding of school management processes. A number of staff took up the opportunity to participate which has

increased the total percentage of staff with leadership experience from 35% to 83%. This exceeds the set target by 3%. In addition, one classroom teacher was given a non-teaching position which involved supervising teachers in K-2 and taking responsibility for the welfare programs in the school.

Target 5 – Aboriginal Education

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.

Our achievements include:

- The percentage of Aboriginal students in Year 3 achieving at or above minimum standard in Reading is 62.5%. Therefore the target was met and exceeded by 5.5%.
- All Aboriginal students have a current PLP, however it needs to be updated and regularly reviewed to make it more relevant for student achievement.
- The number of Aboriginal students with less than 80% attendance as of November 9, 2012 was 40% which is an improvement of 1% on 2011.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations of the changes occurring as a result of the school's participation in the Low SES School Communities National Partnership. We evaluated the overall changes that are occurring in school functioning such as learning and teaching practices, relationships and student engagement.

Change 1: Changes in staff confidence in use of student data to inform planning

Background

In 2011, 50% of classroom teachers were in their first year of teaching and 33% were in their first 3 years of teaching. There was little or no evidence of assessment for learning in teacher programs and survey results indicated that only 50% of teaching staff were confident with using SMART data to inform their planning.

Findings and conclusions

During Term 4, 2011 a number of professional development sessions around the use of NAPLAN data to inform planning were held for staff and during the course of 2012 all teaching staff attended a series of Literacy on Track workshops around quality lesson programming and assessment for learning. In addition, the non-teaching Assistant Principal mentored staff throughout 2012 on a variety of programming strategies, including assessment for learning. As a result, 80% of teaching programs in 2012 now include assessment for learning strategies, 100% of classroom teachers are implementing a specific whole school assessment schedule once a term in addition to their daily assessment routines and survey results now indicate 69% of staff confident with using SMART data to inform planning.

Future directions

- The strategies implemented in 2012 were obviously effective for achieving progress towards the target, however some of these strategies were not implemented early enough or well enough to meet the target, therefore the aim in 2013 is to improve the implementation and timing of these strategies to reap the full benefit as opposed to only part benefit.

- Development of teacher learning communities within the school that will meet regularly to seek out best practice and work together to continuously improve practices.
- Continued professional development around Assessment for Learning as part of the Learning and Support Teacher role.
- Ongoing professional development and support with incorporating learning goals into all lessons.
- Continuation of the non-teaching Assistant Principal role with a specific goal of the mentoring session being to improve the capacity of teachers to teach quality lessons more relevant to student interests and abilities.

Change 2: Changes in building pathways/transition points for students, specifically transition from preschool to school

Background

Prior to 2012, transition programs for preschool to kindergarten ran for 3 hours a week for 6-8 weeks during Term 4. These programs did not appear to be having any impact on school readiness, however as Best Start results the following year were quite poor and many students found it difficult to maintain appropriate school behaviour. In 2012, however the school decided to implement an extended preschool to kindergarten transition program with our main feeder preschool.

Findings and conclusions

The program began in Term 2 and was co-ordinated by an experienced teacher for two hours every week. At the beginning of the program the preschool students were very difficult to manage and unable to concentrate for extended periods of time. The preschool staff accompanying the students reported that they had had little training in the preschool curriculum and weren't implementing it effectively with the students.

At the conclusion of the 2012 program, both the co-ordinating teacher and preschool staff reported a settled group of students with improved preschool literacy and numeracy skills. The co-ordinating teacher also worked with

preschool staff on developing strategies for use back in the classroom. Parents and staff of the preschool students were surveyed regarding the extended transition program and 100% of respondents stated that the extended transition program improved school readiness.

Future directions

- Continuation of an extended Kindergarten Transition program, beginning in Term One 2013 for two hours a week.
- Liaise with other Preschools in the Moree area to extend an invitation to join our kindergarten transition program in 2013.
- Continue with the distribution of resource kits to distribute to preschool parents, for use at home, to further support the development of student literacy and numeracy skills.
- Kindergarten/STLA teachers to visit main feeder preschool to model lessons and share program information.

Change 3: Changes in provision of leadership development opportunities appropriate to staff at differing career points

Background

At the end of 2011, 35% of the teachers on staff had had opportunities to develop their leadership skills. In 2012 the school implemented a new strategy aimed at building the leadership capacity of teachers on staff. Teachers were invited to join the executive team for a term and participate in executive meetings as well as take on a specific role appropriate to their level of experience, such as overseeing the development, production and distribution of the take-home numeracy packs. In addition, a position was created for a teacher to work off class co-ordinating all the welfare programs within the school as well as supervising teachers K-2. Additional release time was also offered to another teacher to allow her to co-ordinate attendance initiatives.

Findings and conclusions

As a result the staff involved report an increased knowledge of school and department policies and procedures, a deeper understanding of what an executive position entails and the skills they would need to develop to step into such a position and that it was a confidence building experience. At the end of 2012 the percentage of

teachers within the school who have had the opportunity to build their leadership capacity is now 83%.

Future directions

- The School feels that providing leadership opportunities for staff is highly beneficial for building teacher capacity. We will continue in 2013 to provide leadership opportunities for all staff.
- 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.
- Continue to provide quality professional learning opportunities around leadership.

Parent, student, and teacher satisfaction

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

Their responses are presented below.

Parents

- 100% of parents surveyed felt that the Kindergarten transition program started in Term 2 was very beneficial for the development of their child's skills.
- The school would benefit from greater parents and community involvement within the school.
- The teaching staff at the school do a good job of teaching the curriculum, however they would benefit further from participating in Cultural Awareness training to understand better how Aboriginal people think.
- The school seems much calmer in 2012 with less disruptions.
- Moree East caters well for students with learning difficulties.

Students

- The Year 5 and 6 students were surveyed extensively and 48% indicated that teachers are not relating student learning to things they are interested in, however, over 80% of students believe that their teacher cares

about them and makes them feel good about themselves and their learning.

- Over 90% of the students surveyed indicated that their teachers expect high standards of work from them.
- 89% of the students surveyed indicated that the things they learn at school are important.
- 78% of the students surveyed indicated that they are proud to be a member of the school.
- Interviews with students by the Dare to Lead team in June 2012 indicated that there is not enough Aboriginal culture taught at the school. To initiate change in this area, an Aboriginal cultural program was implemented by the AEO's in Infants classes during Semester Two, which was well received by the students. A program for primary students will be developed early in 2013.

Staff

- 100% of staff surveyed report that the mentoring they received from the non-teaching Assistant Principal was beneficial in developing their programming, teaching and behaviour management skills.
- 20% of teachers feel that their professional development needs are not being met with numeracy.
- Classroom observations and discussions with staff indicate that staff are implementing more effective behaviour management strategies and classes are more settled than at the beginning of the year.
- Teacher discussions and survey responses indicate that 50% of staff don't feel confident implementing parts of the Accelerated Literacy (AL) pedagogy and feel they require further professional development in this area, however, 100% of staff feel that the AL teaching strategies are effective for improving student learning.
- 100% of staff surveyed report that their knowledge of the English Syllabus has improved as a result of the Literacy on Track process. Some of the comments teachers made include: "programming is simplified" and "I have begun to understand the importance of teaching the students what

they are ready to learn rather than completely confusing them with information they're not ready for."

Professional learning

The staff at Moree East Public School are well supported in their professional development and accessed numerous Professional Learning opportunities throughout the year. One hundred percent of TPL funding, in addition to a portion of CAP and PSFP funding supported staff professional learning in 2012.

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, Instructional Leadership, Writing and Comprehension strategies, Best Start, NAPLAN analysis, Prioritising Grammar, Behaviour Management, ICT, Aboriginal Education and Targeting Efficient Numeracy strategies. 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 and Numeracy with a reduced gap in performance between Aboriginal students and all students in NAPLAN assessments through increased quality learning experiences and levels of student engagement.

2013 Targets to achieve this outcome include:

- Decrease the percentage of students getting less than expected growth, from Years 3 to 5, in Reading from 85.7% in 2012 to 65% in 2013.

- Increase the percentage of students in Year 3 achieving at or above the minimum standard (Top 5 bands) in NAPLAN Reading from 45.5% in 2011 to 57% by 2013.
- Increase the percentage of students in Year 5 achieving at or above the minimum standard (Top 5 bands) in NAPLAN Reading from 19% in 2011 to 35% by 2013.
- Decrease the percentage of students getting less than expected growth, from Years 3 to 5, in Numeracy from 75% in 2012 to 50% in 2013.
- Increase the percentage of students in Year 3 achieving at or above the minimum standard (Top 5 bands) in NAPLAN Numeracy from 54.6% in 2012 to 73% by 2013.
- Increase the percentage of students in Year 5 achieving at or above the minimum standard (Top 5 bands) in NAPLAN Numeracy from 40% in 2012 to 55% by 2013.

Strategies to achieve these targets include:

- Continuation of the non-teaching Assistant Principal role with a specific goal of the mentoring session being to improve the capacity of teachers to teach quality lessons more relevant to student interests and abilities.
- Ongoing professional development and support with incorporating learning goals into all lessons.
- Ongoing support and mentoring for staff newly trained in the Targeting Early Numeracy Program.
- Access to the Targeting Early Numeracy Program training for any untrained or new staff in the K-2 area.
- Continued professional development and mentoring targeted at teachers from Years 3 – 6.
- Development of teacher learning communities within the school that will meet regularly to seek out best practice and work together to continuously improve practices. Purchase of resources such as study texts.

School priority 2

Outcome for 2012–2014

Increased levels of student engagement, through increased community involvement. Improved levels of student attendance and increased quality learning experiences for all students, leading to a decreased number of student suspensions.

2013 Targets to achieve this outcome include:

- Increase the average daily attendance from 70.3% to 75% in 2013
- Decrease the number of students with less than 80% attendance by 2%, from 40% in 2012 to 38% in 2013

Strategies to achieve these targets include:

- Revise administration procedures for recording absences.
- Build an attendance component into Personalised Learning Plans.
- Implementation of more structured, high interest morning playground programs to encourage more students to get to school on time.
- Liase more regularly with outside agencies such as Family Support to help support parents and caregivers with getting their children to school regularly.
- Review and maintain the Aboriginal cultural program currently being implemented K – 2.
- Develop and implement an Aboriginal Cultural program for grades 3 – 6.
- Employ a teacher to continue Kitchen Garden program under Release from Face to Face. As part of the program students will learn about nutrition, cooking and gardening.
- Employ a teacher to support staff with their implementation of technology in the classroom.

School priority 3

Outcome for 2012–2014

Build greater leadership capacity for improved school management, including efficient systems to support strategic priorities and increased quality learning experiences for all students.

2013 Targets to achieve this outcome include:

- Increase the percentage of teachers confident in the use of SMART data to inform planning and programming from 69% (according to a staff survey in 2012) to 90%
- Increase the percentage of staff with opportunities to develop leadership capacity from 83% in 2012 to 90% in 2013.

Strategies to achieve these targets include:

- Provide quality professional learning experiences and leadership opportunities.
- Development of teacher learning communities within the school that will meet regularly to seek out best practice and work together to continuously improve practices. Purchase of resources such as study texts.
- Provide the opportunity for beginning/New scheme teachers to visit other schools and observe more experienced staff who are implementing high quality teaching and learning programs.
- 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.
- All staff, in consultation with executive, to develop a professional learning plan related to school targets, ensuring all staff have a thorough understanding of the school targets and strategies and how they relate to their own professional learning.
- Whole staff to participate in the 'Team Leadership for School Improvement' program.
- Revise and strengthen staff supervision procedures, to ensure staff understand the process and feel supported.
- Conduct beginning teacher induction workshops as a community of schools project.

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.

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

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