

# 2021 Annual Report

## Moree Public School



2618

# Introduction

The Annual Report for 2021 is provided to the community of Moree Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Moree Public School

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## School vision

Moree Public School will consistently and persistently aim for excellence. All students will be known, valued and cared for and learning will be at the centre of what we do. Our school believes that all students can achieve high standards given the right time and right support. We want all students to have a sense of belonging, be proud of their identity and become advocates for their own learning. For students to be aware of their strengths and empowered to take risks with their learning.

Our parents aspire to have their children be collaborative learners, to embrace opportunities, develop growth mindsets and have confidence in themselves. Parents want to have timely feedback within their child's report with clear directions on how they can further support their child within a safe, inspiring learning environment.

Our community aspires to have an authentic collaborative approach responsive to the needs our students will be required to develop in being responsive to changing needs of the future, such as critical thinking, problem-solving and curiosity. We aim to develop a community of collaboration that allows teachers to excel in their teaching, meeting the needs of all students, sustainable leadership and for every staff member to improve in their practice. There is a need to further develop external service providers in effective efficacy for our children and families.

Our collective goal is for every student of Moree Public School to reach their potential.

## School context

Moree Public School is located in the North West NSW. The school is set in large, attractive and well-maintained grounds. It has a population of 525 students, with 45% identifying as Aboriginal or Torres Strait Islander. We have an increasing number of Aboriginal children attending the school each year. The overall numbers of students have decreased over the past few years due to the impact of drought.

We are responsive to the needs of our students, families and community adjusting our teaching, learning and leading approach to support every student in reaching their potential. The school maintains high standards for student learning and behaviour and prides itself on having high quality programs and practices in place. Our students benefit from a broad range of academic, creative and performing arts and sporting programs. The school enjoys close ties with and is very highly regarded and well supported by the local and wider community. Students are drawn from a diverse range of backgrounds. Our school values are Equity, Excellence and Community.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will further develop and refine evidenced-based, data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning
- Highly effective research-based teaching practices

### Resources allocated to this strategic direction

**Professional learning:** \$20,000.00

**Socio-economic background:** \$137,111.60

**Aboriginal background:** \$40,000.00

**Literacy and numeracy:** \$14,613.48

**QTSS release:** \$597.03

**Per capita:** \$134,539.00

**Integration funding support:** \$60,000.00

### Summary of progress

No changes to the implementation plan of Visible Learning throughout 2021 as we continue to follow the plan initially developed. In regards to the Highly effective research-based teaching strategies, the use of What Works Best 2020 Update, has been minimal in it's implementation. This will be a focus in 2022 and 2023.

Whole school Professional Learning focused on Visible Learning Implementation and regular Staff Meeting schedules matched to our School Improvement Plan. Teachers engaged in the learning collaboratively which ensured a common understanding and deepened learning experienced in these sessions. Ongoing implementation through deepening understanding in 2022 and 2023

The situational Analysis of Visible Learning - triangulation of data (Observations, focus groups, teacher survey) was very beneficial to understanding where we are as a school, and supported planning our next steps. A plan has been created that will be implemented in 2022 to focus on student data that informs teaching. There has been improvements in teacher practice as a result of embedding Visible Learning in the school. This implementation has challenged teachers current practice and as a result growth is as expected.

The 'blind spots' in the data collected on the Visible Learning implementation, was in the time between when data is collected. As the data collection process is a significant task, this means that it is only able to be collected once a year. Finding another way to have a 'snap shot' of how we are going would be beneficial. A more consistent and regular focus on the teaching strategies in What Works Best are needed and reflective questioning needs to be implemented at a deeper level, especially in the area of programming. Blind spots were embedded within the implementation of Visible Learning as the Professional Learning is delivered as parts of the whole and the 'whole' view of Visible Learning is needed to make the whole school shift.

Next year in 2022 this initiative/strategic direction, **we will** continue with planned Professional Learning. To continue to collect timely data, monitor students' learning and implement further Learning Dispositions.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Reading	Reading -

<p>To achieve the 2021 school target of 26.4% of students in the Top 2 bands (or equivalent) we need an uplift of 5% from 2019 results.</p> <p>The 2021 target of 53.85% of students achieving expected growth we need an uplift of 3% from the 2019 results.</p> <p>Our Aboriginal students need an increase in NAPLAN Top 3 bands - Reading, with an increase of at least 5% to reach the 2021 target of 28.7%.</p> <p><b>Numeracy</b></p> <p>To achieve the 2021 school target of 19.2% students in the Top 2 bands we need an 4% uplift from 2019 results.</p> <p>The 2021 school target of 56.5% of students achieved expected growth has been locked in and we need to maintain the 2019 results to achieve the upper bound target of the target range.</p> <p>Our Aboriginal students need an increase in NAPLAN Top 3 bands - Numeracy, with an increase of at least 5% to reach the 2021 target of 18.7%.</p>	<p>24.5% of students achieved in the top 2 bands in Reading. The school is working towards its minimum bound target of 32.8%.</p> <p>In 2021 the school had 22% of its Aboriginal students students in the top 3 bands. The lower bound target is 34%.</p> <p><b>Numeracy</b></p> <p>In 2021 16.7% of students achieved in the top 2 bands for Numeracy. The school is working towards the lower bound target of 23.9%.</p> <p>In 2021 the school had 15 % of its Aboriginal students achieve in the top 3 bands for Numeracy. The school is working towards the lower bound target of 25%</p>
<p><b>School-based Target</b></p> <p>Learning Intentions and Success Criteria evident in reading and numeracy lessons in every classroom. Every student to have a learning goal for reading and numeracy which is reviewed every five weeks.</p>	<p>Success Criteria are visible within every classroom, in Literacy and Numeracy. Students can articulate what they are learning at increased levels - in 2020, 19% of students were able to articulate what they were learning with an increase to 61% in 2021. The use of learning goals in classrooms has increased from 24% in 2020 to 66% in 2021.</p>
<p><b>School-based Target</b></p> <p>Evidence of explicit teaching during classroom teaching observations, evaluated with resources from What Works Best 2020 Update.</p>	<p>We were expecting to see elements of 'What Works Best' (WWB) within classrooms during 2021. Visible Learning has supported implementation of some aspects of WWB.</p>

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

We are committed to providing a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning and Support
- Attendance

### Resources allocated to this strategic direction

**Integration funding support:** \$37,408.00

**Socio-economic background:** \$279,053.04

**Aboriginal background:** \$494,219.14

**Low level adjustment for disability:** \$385,159.98

**Literacy and numeracy intervention:** \$94,179.12

### Summary of progress

Within the area of Learning and Support we have demonstrated growth in personalising support for students. Our Professional Learning approach has increased the capacity of teachers to make adjustments to teaching and learning programs. While our wellbeing target was not met, due to many factors including disruptions to learning (COVID-related absence and localised flooding) and cancelling of programs that directly impact student wellbeing participation. Positive behaviour of students are tracking at levels above NSW Govt schools.

Our attendance data did not meet expected levels at the end of 2021 despite our Learning and Support Team implementing high-quality processes and practices. There was an increase in the level of parent engagement contacting the school regarding explanations of absences. Our Aboriginal Education Officers meet with our Learning and Support Team weekly in further efforts to support our students and families attendance at school during 2021.

Despite not meeting our expected targets, there are strong improvements in the whole-school Learning and Support Team processes and there has been many improvements within individualised student support for their learning.

A summary of planned next steps are:

- \* further development of our learning and Support Team, embedding practices that support all student learning need to a higher level.
- \* Implementation of additional resources that support improved attendance rates, such as engagement of Aboriginal Education Officers at the weekly Attendance Meetings.
- \* Utilisation of a whole-school collection of data spreadsheet that facilitates the analysis of class, group and individual student data with a view to explicit planning to target student learning outcomes.

From 2020 to 2021, school suspensions decreased in both the number of students being suspended and the total number of suspension days.

Next year, in this initiative/strategic direction, **we will** increase our effective use and analysis of data.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The 2021 Target for wellbeing indicates Advocacy for school, expectations for	Our Wellbeing target progress has increased by 0.02% to 85.40% in 2021 from 85.38% in 2020. Advocacy - 87.74%, Expectations - 93.95%,

learning and belonging are within 90%.	Belonging - 74%.
<p>The 2021 school target of 84.3% of students attending &gt;90% of the time has been set from the 2019 attendance data.</p> <p>Evidence of attendance planning throughout the school in addition to Professional Learning in attendance protocols.</p>	<p>The 2021 school lower bound target of 69.79% of students attendance was not met with the actual student attendance being 47.39%. We need an uplift of 23.8% to meet the lower bound target in 2022.</p>

## Strategic Direction 3: High Expectations

### Purpose

Our whole-school priority is to support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Potential and Gifted Education
- High Impact Professional Learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$154,000.00

**Early Action for Success (EaFS):** \$343,025.94

**Professional learning:** \$33,331.18

**School support allocation (principal support):** \$28,066.41

**Location:** \$80,902.53

**QTSS release:** \$103,000.00

### Summary of progress

While Professional Learning is evident throughout the school, continued focus of teacher and staff collaboration is an area to further develop. During 2021, the utilisation of teacher colleagues from Lake Macquarie to provide relief for Teacher Professional Learning was highly successful and it is hoped this could be continued. The establishment of a Learning and Support Team (LaST) has positively impacted student learning outcomes and provided practices to ensure students' learning needs remain our focus.

Visible Learning being implemented during 2021 has resulted in increased levels of confidence in teacher practice and increase in student learning outcomes. There is a renewed focus on the goals within a Professional Development Plan (PDP) with goals being selected that improve student learning outcomes. Use of Professional Readings and use of research has resulted in a deeper understanding of best practice teaching. We have well developed plans as we move into 2022.

Planned next steps within High Expectations, include:

\*Explicit Professional Learning opportunities to embed What Works Best 2020 Update within the daily practice of teachers

\* Review of Professional Learning processes to ensure evaluation that will inform future decisions.

\* Continuation of Week out West (WoW) that will provide opportunities for Stage Teams to engage in high level collaborative Professional Learning activities.

Next year, in this initiative/strategic direction, **we will** focus more on teacher collaboration to improve teacher practice and improve student achievement. We will determine a common language regarding what is high-quality Professional Learning and how to embed the elements of effective Professional Learning into our school practice. We will look at the performance measures based on the School Improvement Plan focusing on teacher collaboration to improve teacher practice and boost student achievement.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By 2021, teachers will have participated in High Potential and Gifted Education Professional Learning. Evidence of the	Positive changes that have occurred in our High Impact Professional Learning have been; Learning and Support Team (LaST) has been established - supporting students, staff and families in relation to learning,

use of differentiation within teaching and learning programs.	wellbeing and attendance. This has occurred through regular check-ins, interventions and parent contact; Visible Learning implementation throughout the school, including a formation of a Committee; Beginning Teacher Mentor Program and Professional Learning days.
Evidence of Professional Learning planning within the school at an Executive level, Stage Team level and teacher level.	Throughout 2021, positive improvements in Professional Learning have included our Learning and Support Team - supporting students, staff and parents in relation to wellbeing, attendance and learning. This has been achieved through regular check-ins, tiered intervention and parental engagement. Teachers have demonstrated they have high expectations evidenced through the implementation of Visible Learning in every classroom.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$97,408.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moree Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly effective research-based teaching practices</li> <li>• Learning and Support</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased levels of confidence in teachers being able to plan for, teach and evaluate student improvement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to develop the capacity of teachers to respond to the identified learning needs of students to maximise individual student learning outcomes.</p>
<p>Literacy and numeracy</p> <p>\$14,613.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Moree Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased confidence of teaching staff when implementing Learning Intentions and Success Criteria within their literacy and numeracy lessons.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue embedding Learning Intentions and Success Criteria and developing the capacity to deliver point-of-need quality feedback to support student learning.</p>
<p>Professional learning</p> <p>\$53,331.18</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Moree Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• High Potential and Gifted Education</li> </ul>

<p>Professional learning</p> <p>\$53,331.18</p>	<ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased levels of teacher collaboration to deepen understanding of best practice teaching practices.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with collaborative Professional Learning targeted to the learning needs of students.</p>
<p>Socio-economic background</p> <p>\$570,164.64</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moree Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> <li>• Learning and Support</li> <li>• Attendance</li> <li>• High Potential and Gifted Education</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• supplementation of extra-curricular activities</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased levels of student engagement in student learning and increased planning to ensure implementation of personalised learning. Continued engagement of school community in celebration days.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ensure the students who require additional support are identified and the support offered is timely. Continued celebration days - ie Cooler @ School days.</p>
<p>Aboriginal background</p> <p>\$534,219.14</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moree Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Support</li> <li>• Visible Learning</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul>

<p>Aboriginal background</p> <p>\$534,219.14</p>	<p><b>The allocation of this funding has resulted in:</b> Personalised learning support for Aboriginal students, including social/emotional support that allows students to reach their potential. Increase in the level of targeted support responsive to the learning needs of Aboriginal students, with specific focus areas on attendance, social/emotional wellbeing and literacy/numeracy achievement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> An establishment of a whole school community evaluation of Aboriginal Education. This evaluation will focus on where we are, where are we going and how are we going to get there. Following this evaluation, a plan will be developed which will be communicated to all school community stakeholders.</p>
<p>Low level adjustment for disability</p> <p>\$385,159.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Moree Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Support</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increased levels of targeted support for students that allows them to participate in their learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to implement the Speech Therapy program for our Kindergarten students. Further develop the Learning and Support team (LaST) processes to provide adequate support for our students, teachers and families in a timely and supportive manner.</p>
<p>Location</p> <p>\$80,902.53</p>	<p>The location funding allocation is provided to Moree Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning - Week out West (WoW) through employment/hosting of casual teaching staff allowing collaborative Professional Learning of Stage groups of teachers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Professional Learning event supported all teachers in deepening their knowledge of best practice teaching practices within a collaborative, supportive learning environment.</p>

Location \$80,902.53	<p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Further development of the Week out West (WoW) collaborative Professional learning for teachers in Stage Teams. Planning to subsidise excursions that support all students to participate.</p>
School support allocation (principal support) \$28,066.41	<p>School support allocation funding is provided to support the principal at Moree Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Development of Week out West (WoW) days to ensure collaborative planning for teachers.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Additional Professional Learning events to increase teacher knowledge and engagement of best practice teaching using current curriculum and effective teaching strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued Professional Learning for Teachers targeting collaborative practice.</p>
Early Action for Success (EAfS) \$343,025.94	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Moree Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Potential and Gifted Education</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to support literacy and numeracy programs</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  All K-2 classes/teachers demonstrating best practice in their teaching. Data collection practices allow for personalised responses to student learning need and deepening of teacher knowledge of content and strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continued leading of K-2 in effective literacy and numeracy teaching strategies, while developing the capacity of teachers in the Years 3-6.</p>
QTSS release \$103,597.03	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Moree Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul>

<p>QTSS release</p> <p>\$103,597.03</p>	<ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> School Executive have opportunities to support teaching staff and developing the capacity of School Learning Support Officers to deliver small group lessons to students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Executive Staff to continue supporting teaching staff to deliver high-quality point-of-need teaching experiences to address the learning needs of students.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Moree Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and Support</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A dedicated K-2 teacher to support the delivery of intervention to students within literacy and numeracy instruction. Additional support has been provided by teachers to facilitate small group tuition targeting the specific learning needs of students. Increased student results and teacher capacity to utilise effective teaching strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Develop the capacity of additional staff to address student learning through analysis of data collected throughout the whole school. An embedded time for teachers to analyse their student data.</p>
<p>COVID ILSP</p> <p>\$305,816.07</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Increase in student results through targeted support and small group tuition.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Employ additional staff that will support several staff working with small</p>

COVID ILSP \$305,816.07	groups at the same time. Whole school data collection, and analysis for teachers that will build the capacity of staff to address the learning needs of their students.
Per capita \$134,539.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Moree Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning professional learning and the implementation of Learning Dispositions throughout the school.</li> <li>• Whole-school activities that engage all students focused on inclusive behaviours</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Facilitation of whole-school events that increase the engagement of students and allow them to experience opportunities available to peers in metropolitan locations. Additional whole-school Professional Learning of Visible Learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to hold whole-school engagement days for students focused on inclusive practice. Continued Visible Learning implementation.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	314	294	274	256
Girls	300	277	258	239

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	89	91.4	87.8	86.4
1	91.4	86.7	89.6	83
2	91.2	91.3	87.6	86.3
3	90.4	89.7	90.3	82
4	91.3	90.1	88.5	87.3
5	91.1	90.3	88.4	83.7
6	88.9	87.3	88.6	86.4
All Years	90.5	89.5	88.8	85
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.47
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.3
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	9.56

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,711,494
<b>Revenue</b>	8,199,388
Appropriation	8,080,292
Grants and contributions	107,796
Investment income	1,300
Other revenue	10,000
<b>Expenses</b>	-7,849,352
Employee related	-6,692,375
Operating expenses	-1,156,977
<b>Surplus / deficit for the year</b>	350,036
<b>Closing Balance</b>	2,061,530

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	97,408
<b>Equity Total</b>	1,489,544
Equity - Aboriginal	534,219
Equity - Socio-economic	570,165
Equity - Language	0
Equity - Disability	385,160
<b>Base Total</b>	5,152,285
Base - Per Capita	134,539
Base - Location	80,903
Base - Other	4,936,844
<b>Other Total</b>	899,164
<b>Grand Total</b>	7,638,401

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our school P&C Committee continue to dedicate time and resources to ensure every student is supported to thrive at school. Through a P&C operated canteen and uniform shop, students' wellbeing is prioritised. Parental engagement is important to ensure a focus on working together in the best interests for every child. Parents are contacted when negative incidences occur with an acknowledgement that student's behaviour improve when we work together. Student engagement is a high priority with whole-school celebration days, such as 'Cool @ School' - a social/emotional program that focuses on self-esteem and wellbeing. Student's comments were reflective of 'the best day ever'. Students acknowledge that they experience explicit teaching practices and feedback at higher levels than NSW Govt. mean and our students identify that they are the victims of bullying at a much lower rate of 28% than NSW Govt mean of 36%.

Teachers agreed that they had opportunities too collaborate with colleagues to significantly higher rates than their colleagues in NSW, with data of 8.1 in comparison with the NSW Govt, mean of 7.8. Inclusive practice was an additional area that teachers identified that they strive to understand the learning needs of students with special learning needs. Teachers recognise that leaders have supported them during stressful times at higher levels than the NSW school mean.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.