

Moorook Primary School 2017 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Moorook Primary School Number: 280

Partnership: Renmark Loxton

Name of School Principal:

Sonya Warren

Name of Governing Council Chair:

Jo Hogg

Date of Endorsement:

27/02/18

School Context and Highlights

In 2017, Moorook Primary School joined the Visible Learning Project. Our achievements have included:

- Devising a shared definition for what a Visible Learner is at our school- someone who can talk about what they are learning and why, knows where they are going and how they are going to get there. They are an independent learner who is resilient to challenge by seeing errors as opportunities
- Discovering through PAT Maths and Reading testing that our students are making good growth, but we need more students in the high progress, high achievement quadrant.
- Conducting regular classroom observations identified a need to increase dialogue between students and confirmed that teachers are successfully using learning intentions and success criteria.
- The decision to focus on seven dispositions with students-Managing Impulsivity, Challenge (creating, imagining and innovating), Persistence, Thinking & Learning Flexibly, Independent learning and resilience, Striving for Accuracy and Trust and Respect.
- In 2017 we have continued to meet twice termly for Professional Learning Communities. We worked on Annotation of Student Work in Writing and Maths, Collaborative Moderation, Task Design and Creating a Portfolio.
- Regular analysis of our school data identified the need for student writing and spelling improvement. We organised all students into three Literacy groups to be taken by a teacher for three sessions a week. The improvements in student writing and spelling through these Literacy blocks were evident and the feedback from students, parents and staff was also very positive. In 2018 we are implementing both Literacy and Numeracy blocks and students not meeting DECD targets will also be identified to work in specialised Literacy and Numeracy intervention groups.

The Grounds and Facilities have continued to develop with:

1. The addition of a mud kitchen and running stream with a bridge in our Nature Play area. The purchase of equipment such as hammers, rakes, spades and wheelbarrows through an approved Nature Play grant.
2. A colourful serpent designed and painted by the students on wooden slats on the bike shed.
3. A number of trees being removed /trimmed to improve the safety of the school.
4. The installation of a retaining wall near the front playground and softfall top up.
5. The purchase of three large ceiling fans for under the Pergola area, to keep families cool during the Christmas Concert and other social functions.
6. The purchase of a new oven for the Art Room, using fundraising money, allowing larger quantities of food to be prepared more efficiently on Special Lunch Days.

Governing Council Report

Hi All!

Well Welcome to the end of another year! (Not sure if it's just me but they seem to be flying by!) A big thankyou once again to all the amazing dedicated staff we have at Moorook. We had a TRT who works at many schools here and in Bali, send me an email about how impressed he was with our little school, amazing staff and students it was lovely to receive such positive feedback! A great acknowledgement of all our hard working staff and our students you should all be very proud.

A huge thankyou to my fellow governing council members for your support over the year another year well done! Tanya, Daryn, Jullie, Bec, Claire, Jacey, Sonya and Pauline. Our schools would not function so smoothly without you all.

Our fundraising again this year was well supported by the community from Bingo, field-days, down the river and Raffles, Thank you for all the support Moorook families that made these events such a success.

The fundraising money goes to great use to improve our school, this year we did our nature play area, Thank you Tanya and the crew for overseeing this project, Brenton completed our stream and mud kitchen which we also received a NRM Grant for earlier in the year. We had fans put into the undercover area and a retaining wall in the playground. A new stove in the art room for Mrs J to keep cooking our kids amazing special lunches.

We had an external review in week 7 this term. Which so far has had very positive feedback, the full report will be available in Term 1.

Thank you to all our staff, families and community members I hope you all have a merry Christmas, a safe and relaxing new year. See you all next year 2018!

Jo Hogg
Governing Council Chairperson

Improvement Planning and Outcomes

LITERACY (Spelling & Reading)

Improvement Outcome: To help our students to meet the DECD achievement standards or higher in all aspects of Literacy.

SPELLING

Strategies: Staff to use a consistent approach to teaching Spelling school wide eg. Daily 5 & Spelling Strategies.

Learning Targets:

- All Yrs 3-7 students will show growth on Westwood Spelling Testing throughout the school year.

Learning Outcome:

- 92% of Yrs 3-7 students showed good growth in their Spelling Age throughout the school year.

READING

Strategies: All staff to use a consistent approach to teaching Reading including Daily 5 and The Big Six.

Learning Targets:

- All Yrs R-2 students will show growth on Running Records and Waddington's Reading tests from 2016 to 2017.
- All Yrs 3-7 students will show growth on the Waddington's Reading test from 2016-2017.
- All Yrs 3-7 students will achieve the DECD standard or above on DECD PAT-R.
- All Yrs 3-7 students will show growth on the PAT R testing from 2016-2017.

Learning Outcomes:

- 100% of Yrs R-2 showed growth on Running Records from 2016-2017.
- 100% of Yrs R-2 students showed growth in the Waddington's Reading test from 2016-2017.
- 88% of Yrs 3-7 students showed growth on the Waddington's Reading test from 2016-2017.
- 88% of Yrs 3-7 students achieved the DECD standard or above on DECD PAT-R.
- 90% of Yrs 3-7 students achieved growth on the PAT R testing from 2016 to 2017,

NUMERACY

Improvement Outcome: To help our students to meet the DECD achievement standards or higher in all aspects of Numeracy.

Strategies: Staff to use a consistent approach-including Ann Baker Natural Maths & The Big Ideas in Number.

Learning Targets:

- All Yrs 3-7 students will achieve on or above the DECD PAT Maths Standards.
- All YRs 3-7 students will show growth on the DECD PAT Maths Standards from 2016-2017.
- All Yrs R-2 will achieve a Stanine 4 or above on the I Can Do It Maths.
- All Yrs R-2 will show growth on their I Can Do It Maths Testing from Term 1 to Term 4, 2017.

Learning Outcomes:

- 88% of Yrs 3-7 students achieved on or above the DECD PAT Maths Standards.
- 100% of Yrs 3-7 students showed growth on the DECD PAT Maths Standards from 2016-2017.
- 100% of Yrs R-2 achieved a Stanine 4 or above on the I Can Do it Maths.
- 100% of Yrs R-2 showed growth on their 'I Can Do It Maths' testing from Term 1 to Term 4, 2017, increasing by an average of 2 Stanine levels.

STUDENT WELLBEING

Improvement Outcome: Students will attend school regularly, feel happy & safe in their school environment.

Strategies: Teachers will follow up unexplained absences and the school will continue to implement the next phase of KidsMatter.

Learning Targets:

- The School will achieve 95% attendance
- All students will score the school 4 or above on questions relating to feeling happy and safe at our school on the Student Opinion Surveys.
- The Year 6/7s will report positive outcomes on the 2017 Middle Years Development Index Survey.

Learning Outcomes:

- The School achieved 92% attendance.
- 100% of students scored the school a 4 or above on the Student Opinion Surveys.
- 100% of our Year 6/7 students indicated that they 'felt engaged with their teacher'.
- 89% of our Year 6/7 students said they 'felt connectedness with adults at the school'.

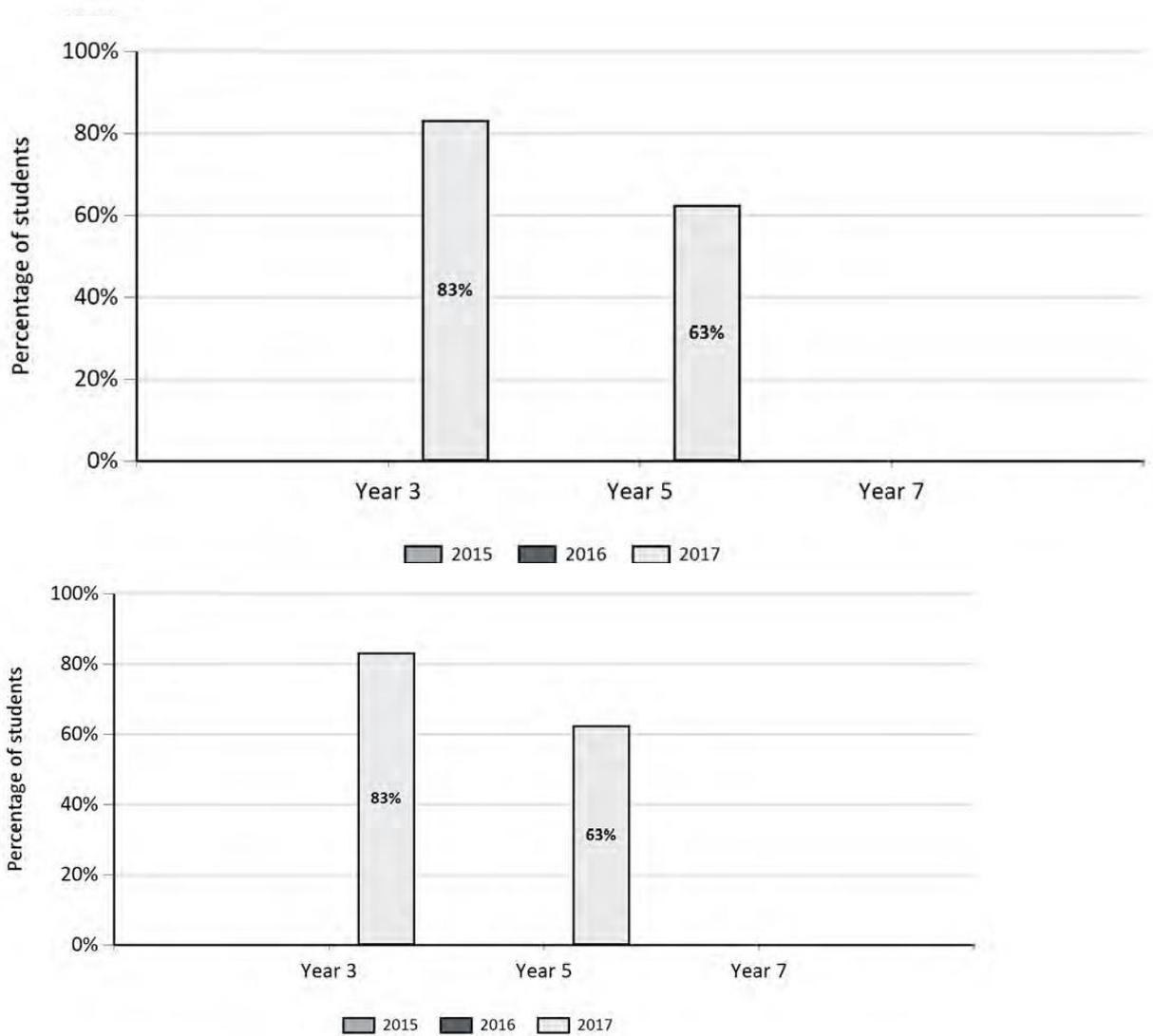
TEACHER QUALITY

Improvement Outcome: Our teachers will show improvement in the quality of their teaching. This will be evident through them moving towards the top two proficiency levels on the AITSL professional standards.

Strategies: Whole staff participated in the Three Year Visible Learning Project with the support of our Impact Coach/SLLIP and received regular T&D on Transforming tasks, LDAM and Collaborative Moderation.

Learning Outcomes:

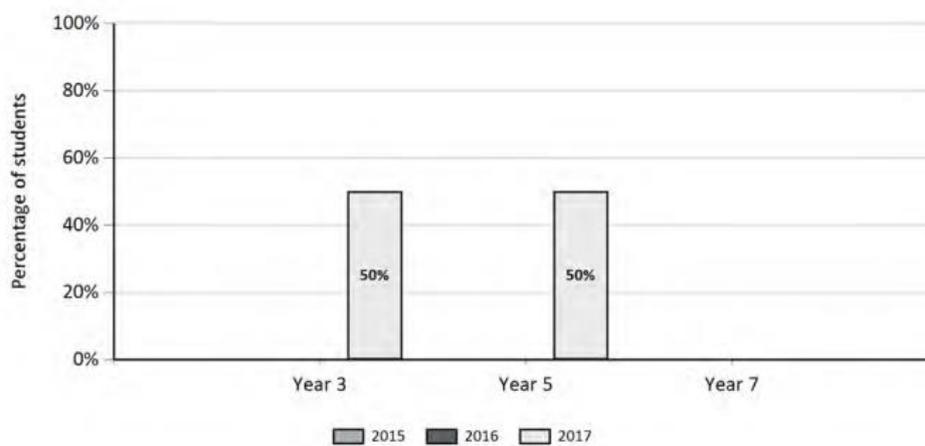
- All staff are implementing Visible Learning practices into their classroom and school wide. Practices include effective feedback, dispositions and making learning more visible to parents/caregivers in the classroom.
- All staff are implementing transforming task methodologies into the classroom.
- All staff are planning using LDAM strategies and participating in Collaborative Moderation.



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	40%	*	25%
Middle progress group	40%	*	50%
Upper progress group	20%	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	0%	*	25%
Middle progress group	75%	*	50%
Upper progress group	25%	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	6	6	2	2	33%	33%
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	8	8	1	0	13%	0%
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

NAPLAN

Reading

- 100% of our Year 3 students achieved the DECD SEA or higher in Reading.
- 100% of our Year 5 students achieved the DECD SEA or higher in Reading.
- 100% of our Year 7 students achieved the DECD SEA or higher in Reading.
- 75% of our Year 5 students showed medium to upper progress in Reading from Year 3 to Year 5.
- 75% of our Year 7 students showed medium to upper progress in Reading from Year 5 to Year 7.

Numeracy

- 83% of our Year 3 students achieved the DECD SEA or higher in Numeracy.
- 100% of our Year 5 students achieved the DECD SEA or higher in Numeracy.
- 100% of our Year 7 students achieved the DECD SEA or higher in Numeracy.
- 75% of our Year 5 students achieved middle to upper progress in Numeracy from Year 3 to Year 5.
- 75% of our Year 7 students achieved middle to upper progress in Numeracy from Year 5 to Year 7.

Grammar and Punctuation

- 67% of our Year 3 students achieved the DECD SEA or higher in Grammar and Punctuation.
- 80% of our Year 5 students achieved the DECD SEA or higher in Grammar and Punctuation.
- 100% of our Year 7 students achieved the DECD SEA or higher in Grammar and Punctuation.

Spelling

- 67% of our Year 3 students achieved the DECD SEA or higher in Spelling.
- 100% of our Year 5 students achieved the DECD SEA or higher in Spelling.
- 100% of our Year 7 students achieved the DECD SEA or higher in Spelling.

Writing

- 67% of Year 3 students achieved the DECD SEA or higher in Writing.
- 100% of Year 5 students achieved the DECD SEA or higher in Writing.
- 100% of Year 7 students achieved the DECD SEA or higher in Writing.

I have recorded the results for PAT Reading-Comprehension, PAT Reading-Vocabulary, PAT Mathematics, DECD Running Records and Engagement and Wellbeing in the Improvement Planning and Outcomes section because these were areas that we had identified for improvement in our School Site Improvement Plan. Please see the results above.

Attendance

Year level	2014	2015	2016	2017
Reception	92.5%		77.9%	87.7%
Year 1	97.4%	94.8%	100.0%	92.8%
Year 2	95.3%	96.3%	95.9%	94.6%
Year 3	97.3%	88.6%	96.1%	96.8%
Year 4	91.7%	91.8%	84.1%	94.5%
Year 5	100.0%	94.8%	94.3%	88.2%
Year 6	98.8%	98.0%	93.8%	95.4%
Year 7	94.1%	96.5%	97.9%	98.5%
Total	96.0%	93.6%	90.5%	93.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

In 2017 our attendance was 93%. Attendance in Yrs 2,3,4,6, & 7 was 93% or above.

Staff are vigilant at following up unexplained absences through calls, texts and messages. We have introduced a process whereby if a child is absent & we haven't been notified by 11am office staff send a text to the parents.

Behaviour Management

Our school has a Behaviour Code, Anti-Bullying Policy and School Values statement. These are reviewed annually and are located on the school's website. All parents and students are asked to read, sign and adhere to these codes, policies and statements at the beginning of each school year.

Governing Council are informed each term of any incidents of Bullying or Challenging behaviours and the processes implemented to respond to these incidences.

We implement many whole school approaches to support student engagement and wellbeing. KidsMatter is our school's overarching framework. We place a large emphasis on developing Growth Mind Sets, Habits of Mind & Dispositions and Visible Learning strategies.

Client Opinion Summary

PARENT/CAREGIVERS OPINION SURVEY

6 parents out of 15 families responded to the Parent/Caregiver Opinion Survey.

It is very rewarding to see that all of the ratings for the questions on the Parent/Caregiver Opinion Survey scored 4.3 or above. A 4-5 rating means that parents/caregivers agree or strongly agree with the question. 'The school looks for ways to improve' scored the highest rating, with a 5! 'Teachers at this school expect my child to do his or her best', 'My child feels safe at this school' and 'This school takes parents' opinions seriously' scored the next highest ratings both at 4.8. The lowest rating was 4.3, 'I can talk to my child's teacher about my concerns'. This is still a high rating but is something that we can focus on and work at improving.

STAFF OPINION SURVEY

In 2017 our attendance was 93%. Attendance in Yrs 1,2,3,4,6, & 7 was 92% or above. Our Reception attendance was down due to a student with challenging social & emotional behaviours requiring rest days for their successful transition. We also had twin in Yr 5 who suffered ongoing medical conditions causing them to have regular absences. Staff are vigilant at following up unexplained absences through calls, texts and messages. We have introduced a process whereby if a child is absent & we haven't been notified by 11am office staff send a text to the parents. here were 6 staff responses out of 6 staff. It was also very rewarding to see that all of the ratings for the questions on the Staff Opinion Survey scored 4.2 or above, with a 4 to 5 rating meaning that staff agree or strongly agree with the question stated. 'Teachers at this school expect students to do well', 'Teachers at this school treat students fairly', scored the highest rating of 4.8. The lowest rating was 4.2 which was 'The school is well maintained', and 'The school takes staff opinions seriously.' These will be areas that myself as the leader and staff can work together on in 2018.

STUDENT OPINION SURVEY

There were 17 student responses out of 25 students.

'My school gives me opportunities to do interesting things' scored the highest rating of 4.4.

'I feel safe at school', 'I like being at school' and 'My school looks for ways to improve' all scored a 4.3.

'I can talk to my teachers about my concerns', 'Student behaviour is well managed at my school' and 'My school takes student's opinions seriously' all scored the lowest on 3.9. I feel this indicates that we need to do more work around Student Voice which we will definitely be doing in 2018.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	3	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Moorook Primary School is compliant with the requirements for all DECD employees and volunteers to have relevant history screening, in order to work with children and young people in SA government sites and services. The SSO's efficiently manage staff documentation and record and update it regularly, with a copy stored for each staff member or volunteer working on site.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	10
Post Graduate Qualifications	0

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	4.1	0.0	1.6
Persons	0	5	0	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State (Landcare)	\$1,271.75
Grants: Commonwealth	\$6,703.33
Parent Contributions	\$13,183.12
Fund Raising	\$1,684.50
Other	-

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Resources bought for use in special projects-run by the Principal,PCW and teachers.	Improved behaviour by all students
	Improved Outcomes for Students with an Additional Language or Dialect	Release time for teachers to plan for the complexities in their class, allowing them to have access to data to determine where to go next with EALD students.	Utilising data effectively
	Improved Outcomes for Students with Disabilities	SSO hours were purchased and allocated to students with disabilities providing withdrawal and in class intervention as identified in their One Plans.	All students with disabilities accessed support either 1:1 or in class.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	We used some Rural and Isolated funding for curriculum related excursions eg The Arts performances, P.E.-SAPSASA Carnival & Sports, School Camps and Canberra Camp for Year 7s. SSO hours were purchased to run intervention programmes with students with learning difficulties in a withdrawal setting or in a class as determined by the needs of the students eg. Multi-Lit, Maths and Literacy intervention tasks. Ongoing tracking and monitoring occurred regularly.	Equity Students showed growth and improvement in PAT R, V, M and NAPLAN testing.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	n/a n/a	Teachers understanding of requirements
Program Funding for all Students	Australian Curriculum	We put resourcing into employing a Growth Coach and SLLIP to support with the implementation of the Australian Curriculum, learning design and transformation of tasks.	Teachers understanding of requirements
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	n/a	
	Better Schools Funding	Better Schools Funding was utilised to release teachers to participate in collaborative planning and site T&D activities with a focus on Literacy and Numeracy improvement eg. Results Plus, Big 6, Big Ideas in Number.	Students showed growth & improvement in school data, Pat M,R, V and NAPLAN tests
	Specialist School Reporting (as required)	n/a	
	Improved Outcomes for Gifted Students	n/a	
	Primary School Counsellor (if applicable)	We used the funding to employ our Pastoral Care Worker for an extra day a week. Our PCW worked on student wellbeing involving all children in projects such as gardening, Visual Arts projects and nature play activities.	Surveys show an improvement in students' engagement, learning and wellbeing.