



# Moorook Primary School 2018 annual report to the school community



Moorook Primary School Number: 280

Partnership: Renmark Loxton

Name of school principal:

Sonya Warren

Name of governing council chair:

Jacey Koop

Date of endorsement:

19/02/2019

# School Context and Highlights

In 2018, Moorook Primary School's enrolment was 42 students, 14 JP and 28 UP students.

**COMMUNITY WORK and ENVIRONMENTAL SUSTAINABILITY** - In 2018 Moorook PS has forged closer links with our community through caring for our local YATCO Lagoon. We have developed a strong partnership with Loxton District Landcare, Yatco Wetland Landcare Group and Natural Resources Management Board. Students participated in regular visits to the YATCO Lagoon during the 'drying and wetting cycles' and were able to see how these cycles affected the ecology of the wetland environment. In 2019 all students will participate in regular water monitoring, completing bird surveys, frog watch activities and establishing photo points for the wildlife and vegetation at the YATCO Lagoon. This year our school was nominated and received an Environmental Sustainability KESAB award.

**VISIBLE LEARNING** - Teachers have completed mini-impact cycles on areas identified as requiring improvement. Leadership have completed regular observations in classes. The focus has been on improving teacher questioning and increasing student dialogue. An understanding of what an effective learner is and using learning intentions and success criteria has been further embedded, school wide. Teachers have maintained strong connections with each other through the Renmark Loxton Partnership PLC's. The focus for these sessions have been on collaborative task design and moderation in Maths.

**BERRY STREET EDUCATION MODEL** - All staff were trained in the Berry Street Education Model (BSEM). It focuses on actionable strategies through five developmentally-informed domains: Body, Relationship, Stamina, Engagement and Character. The five domains correspond with the child-development capacities that each student must build in order to be 'ready to learn'. We focus first on building their capacity to engage and then nurturing their willingness to engage. 2019 will see a full implementation of this approach school wide.

**GROUNDS and FACILITIES** - Student voice was the motivation for the creation of a Year 6/7 hang-out room, where older students could listen to music, play games, talk and socialise. Our PCW and students lined and painted the walls/ceiling of an old storage shed and installed a glass sliding door. Students also decorated the interior with couches, cushions and Fuze ball table. A new security fence was also installed alongside the driveway and some beautiful 'flower creations' along the metal fence of our school boundary.

# Governing Council Report

As the school year comes to a close, it is a great opportunity to reflect on the achievements of the Governing Council for 2018.

Firstly I would like to thank Jo Hogg for being our chairperson for most of the year. Jo was always a good driving force behind our activities and meeting's and with Zali leaving for High School, she will be missed on our Governing Council team. Jo had to step down during the year for family reasons and thank you to Tanya Beames who stepped in to fill the position. We've had a great year with Daryn Piltz, Julie Pantic, Bec Powditch, Claire Reimann and new members Heath Hera- Singh and Adrian Hogg. Life can be busy and it is sometimes tough to find a time for us to meet, but we always manage to come together as a team and help make decisions for our school. Thank you all for your help this year.

Our fundraisers this year included Berri Pacemakers Bingo, Riverland Field Days Car Parking, Quiz Night and the very first (and successful) Moorook Muster. Thank you to the Community for allowing us to be a part of this event. The success of these fundraisers would not be possible without help from our parents and families. Thank you to all who have contributed time and donated items, it is very much appreciated. As parent and staff member at Moorook, it is really great to see such support from our school community.

A big thank you needs to go out to our Principal, Sonya Warren. She is an amazing lady who always puts the needs of the students, staff and school first. Her dedication and hard work makes Moorook the fantastic school we are. Along with the rest of the staff members, our children's education is in great hands.

Thank you,

Jacey Koop

Governing Council Secretary

# Improvement Planning and Outcomes

## VISIBLE LEARNING

### LEARNING TARGETS - Teachers will:

- Show visible evidence of student achievement and growth in the classroom.
- Have visible Success Criteria and Learning Intentions displayed around the room.
- Use effective feedback and encourage student dialogue.
- Use whole school disposition characters and understand how they help students to be effective learners.
- Show evidence that their students are moving into the high achievement and high progress quadrants on the PAT R and M tools.
- Show individual progress towards the top three professional capabilities on the AITSL Teacher Professional Standards continuum.

### STRATEGIES

- Plan how to implement the agreed upon whole school VL strategies with colleagues from our site every Thursday afternoon, during our Collaborative Planning time.
- Be released from classrooms to meet with SLLIP/ Impact coach three times a term to work on implementing specific VL strategies.
- Participate in walkthroughs and classroom observations with colleagues from our site at least twice a term with the focus being on identifying effective VL strategies.
- Participate in Small School PLC groups at least twice a term to collaboratively plan and share effective VL strategies with teachers.
- Participate in Renmark Loxton Partnership Pupil Free Days on the VL Modules.

### LEARNING OUTCOMES

- Regular classroom observations and walkthroughs showed that student achievement and growth were more visible around the classroom through visual literacy and numeracy displays.
- Regular classroom observations and walkthroughs showed that Success Criteria and Learning Intentions were displayed in classrooms for literacy and numeracy lessons.
- Classroom observation checklists showed improvement in teachers using more effective feedback and questioning techniques to encourage increased student dialogue.
- Student surveys showed evidence that students were aware of the disposition characters and how to use these effectively to be more successful learners.
- There was an increase in students moving towards the high achievement and high progress quadrants on the PAT M and R tool.
- There was an increase in teachers moving towards the top three professional capabilities on the AITSL Tr. Professional Standards.

## ENGAGEMENT AND WELLBEING

### TARGETS

- We will achieve 95% attendance in 2018.
- The Year 3-7 students will score the school 4 or above on questions relating to 'Feeling safe' and 'Liking to be at our school' on the student opinion survey
- 80% of our Year 6-7 will say that they feel emotionally connected to their teacher or another adult on the MDI Survey.

### STRATEGIES - Staff will:

- Regularly review, analyse and evaluate attendance and behaviour data, Student Opinion Surveys, TFEL and Middle Years Index Surveys. Teachers will identify any students needing support and will ensure targeted students receive wellbeing and attendance support as required.
- Unpack, explore and embed the seven agreed upon 'Visible Learning Dispositions' across the whole school.
- Follow up unexplained absences immediately as per the school's attendance policy and procedures.
- Continue to be trained in and implement the latest KidsMatter modules and Berry Street Education Model strategies.

### LEARNING OUTCOMES

- We achieved 89.5% attendance in 2018.
- The Year 3-7 students scored the school a 4.3 out of 5 on questions relating to 'Feeling safe and 'liking to be at our school' on the student opinion survey.
- 86% of all Year 6/7 students said they felt emotionally connected to their teacher and other adults in their school community on the MDI Survey.

## 2019 - 2021 Site Improvement Priorities

In 2019 we will specifically focus on improvements in Reading (comprehension in UP and The Big Six - JP) and Numeracy. Please see Site Improvement Plan 2019 - 2021 for more specific targets and strategies.

# NAPLAN Progress

The data below represents the growth of students from 2016 to 2018 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) |
|-----------------------|----------|----------|-----------------|
| Upper progress group  | *        | *        | 25%             |
| Middle progress group | *        | *        | 50%             |
| Lower progress group  | *        | *        | 25%             |

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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) |
|-----------------------|----------|----------|-----------------|
| Upper progress group  | *        | *        | 25%             |
| Middle progress group | *        | *        | 50%             |
| Lower progress group  | *        | *        | 25%             |

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

\*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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|------------------------|---|----------|--|----------|--|----------|
|                        | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 3 2018            | *   | *        | *  | *        | *  | *        |
| Year 3 2016-18 average | *   | *        | *  | *        | *  | *        |
| Year 5 2018            | *   | *        | *  | *        | *  | *        |
| Year 5 2016-18 average | *   | *        | *  | *        | *  | *        |
| Year 7 2018            | *   | *        | *  | *        | *  | *        |
| Year 7 2016-18 average | *   | *        | *  | *        | *  | *        |

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

<sup>^</sup>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.

### READING

- Between Year 3 and 5 testing and Year 5 and 7 testing, 75% of students achieved M to U Growth in NAPLAN Reading.
- 9 of 11 Year 3,5 and 7 students achieved the DECD SEA in Reading or above.
- 21 of 25 Year 3,5 and 7 students achieved on or above DECD PAT-R Comp Standards.
- 19 or 25 Year 3,5 and 7 students achieved on or above the DECD PAT R Vocab Standards.

### NUMERACY

- Between Year 3 and 5 testing and Year 5 and 7 testing 75% of students achieved M to U Growth in NAPLAN Numeracy
- 10 of 10 Year 3,5 and 7 students achieved the DECD SEA in Numeracy
- 21 out of 25 Year 3,5 and 7 students achieved on or above the DECD PAT Maths standards.

### WRITING

- 10 out of 11 Year 3,5 and 7 achieved the DECD SEA in Writing or above.

### SPELLING

- 10 out of 10 Year 3,5 and 7 students achieved the DECD SEA in Spelling.

- 19 out of 21 students showed growth on Westwood Spelling

## Attendance

| Year level | 2015  | 2016   | 2017  | 2018  |
|------------|-------|--------|-------|-------|
| Reception  |       | 76.8%  | 88.6% | 83.4% |
| Year 1     | 94.7% | 100.0% | 91.2% | 93.7% |
| Year 2     | 95.3% | 95.1%  | 92.8% | 90.6% |
| Year 3     | 88.0% | 93.6%  | 93.6% | 98.0% |
| Year 4     | 91.9% | 86.4%  | 93.9% | 95.2% |
| Year 5     | 95.7% | 94.2%  | 88.3% | 95.3% |
| Year 6     | 98.7% | 92.1%  | 93.7% | 80.1% |
| Year 7     | 97.2% | 95.7%  | 97.4% | 93.1% |
| Total      | 93.5% | 90.5%  | 91.9% | 89.5% |

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
 Note: A blank cell indicates there were no students enrolled.

In 2018 our attendance was 89.5%. Attendance in Year 1,2,3,4, and 7 was 90% 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 and we haven't been notified by 11am office staff send a text to the parents.

## Behaviour Management Comment

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. The Berry Street Education Model and KidsMatter are our school's overarching framework. We place a large emphasis on developing Growth Mind Sets and the Visible Learning dispositions.

## Client Opinion Summary

### Parent and Caregivers Opinion Survey

6 families completed the survey.

The highest you can score on the survey is 5.0.

Our school scored the highest, 5.0 on two aspects of the parent/caregiver opinion survey, including- 'The school looks for ways to improve' and 'This school takes parent's opinions seriously'. We also scored highly, a 4.3 on the following aspects - 'Teachers at this school expect my child to do his or her best', 'My child feels safe at this school, and 'Student behaviour is well managed at this school'.

Our school had the lowest score, a 4.3, on one aspect 'My teacher treats all students fairly'. Even though this rating is still quite high it is an area that we will continue to try and improve on.

## Student Opinion Survey

17 students completed the survey.

Our school scored the highest, 4.4 on two aspects of the student opinion survey, including 'My school is well maintained' and 'My school gives me opportunities to do interesting things'.

Our school scored the lowest score 3.9 on 'I can talk to my teachers about my concern', 'Student behaviour is well managed at my school', and 'My school takes student's opinions seriously'. These are areas that we will seek to improve with our students this year.

## Staff Opinion Survey

4 staff completed the survey. Our school scored highest, 5.0 on three aspects of the staff Opinion Survey, including 'Teachers at this school expect students to do their best', 'This school looks for ways to improve', 'This school takes staff opinions seriously' and 'Staff are well supported at this school'.

Our school scored the lowest on 'This school is well maintained' and 'I receive useful feedback about my work at this school'. These are areas that we will seek to improve with staff in 2019.

## 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 SSOs 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 | 8                        |
| Post Graduate Qualifications | 0                        |

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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            | 3.2            | 0.0                | 2.0            |
| Persons               | 0              | 4              | 0                  | 3              |

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.



# Financial statement

| Funding Source       | Amount    |
|----------------------|-----------|
| Grants: State        | 639213.54 |
| Grants: Commonwealth | 3900      |
| Parent Contributions | 16393.13  |
| Fund Raising         | 2,477.25  |
| Other                | 13,355.71 |

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

## 2018 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 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes  | Outcomes achieved or progress made 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 <ul style="list-style-type: none"> <li>rural and isolated students</li> <li>Aboriginal students</li> <li>numeracy and literacy including early years support</li> </ul> First language maintenance and development<br>Students taking alternative pathways<br>Students with learning difficulties grant | 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.<br>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.<br>n/a<br>n/a | Equity<br>Students showed growth and improvement in PAT R, V, M and NAPLAN testing. |
| 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.        |