



**WORK HARD
BE KIND**

Moorook Primary School

2020 annual report to the community

Moorook Primary School Number: 280

Partnership: Renmark Loxton

Signature

School principal:

Mrs Sonya Warren

Governing council chair:

Adrian Hogg

Date of endorsement:

24 February 2021



Government
of South Australia
Department for Education

Context and highlights

In 2020 Moorook Primary School's enrolment was 27 students, 6 JP & 21 UP students. This year we have embedded evidence based reading strategies, InitiaLit & Reciprocal Reading & all students have been heard read aloud everyday by an adult. We introduced comprehension boxes & students were levelled according to their reading ages. Students then chose activities at their level which focused on practising the comprehension strategies of predicting, inferring, analysing, synthesising. Students worked through the levels & kept personalised records of their progress. Strategies for Numeracy improvement included implementing 'The Big Ideas in Number,' (BliN) strategies school wide. The Impact Coach assessed all students on their skills with trusting the count, place value, multiplicative thinking, partitioning, proportional reasoning & generalising. Teachers then worked with the Impact Coach to identify patterns & gaps & planned learning to address these. Teachers accessed Professional Development from the Learning Improvement Division Co-ordinator-Sarah Centofanti on implementing high impact strategies to address student gaps in mathematics learning. Teachers met with other teachers from schools within the Renmark Loxton Partnership to continue collaborative task design & moderation in Maths. In 2020 Moorook & Kingston-On-Murray teachers regularly joined together for Professional Learning Communities. The focus was on 'visible learning' & teachers have regularly evaluated their impact on student reading improvement. Teachers identified an area for improvement in reading & then implemented a change in practice through a mini-impact cycle process. Teachers collected evidence of student improvement through using formative assessment tools such as reading progressions. Mrs Clarke has continued to work with teachers one day a week to support with the implementation of the Berry Street Education Model. BSEM lessons have focused on the way that our brain works & what we can do to get into our 'thinking' brains rather than 'fight' & 'flight' mode. Students have also learnt about calming techniques, de-escalation, being ready to learn, gratitude & the difference between fair & equitable. Using Sporting in School's grants students have participated in athletics, (T1) hockey, (T3) & tennis (T4) workshops. Students have completed positive artwork in the boy's & girl's toilets & designed a vibrant recycled bottle top mural displayed on the side of the Year 6/7 shed. An old cubby house was acquired which students have begun renovating for the Junior Primary & this will continue into 2021. Two new air conditioners were also installed.

Governing council report

I think 2020 has taken a meaning of its own, first drought then fires, flood & politics that were all major calamities in themselves but nothing has affected our global community more than the Covid-19 pandemic & neither the school or its governing council has been immune to its affects. I must commend our school community on the resilience and caring support we have shown each other throughout this time. The patience & dedication that the staff of our school has shown has been exceptional & I think that we all owe them a big 'thank you' for their commitment to our children & their families. They have shown both compassion & understanding to the emotional and economical stress that the pandemic has bought to our community & strived to help us in a professional yet personal way. Another big 'thank you' must be said to all of the unsung heroes of our school too, namely our cleaners and volunteers. If this year has proven anything it's that, the people who toil away behind the scenes are often the most important. The volunteers range from grounds care to activities with the kids & this involvement shows our students the role of a happy community. Despite our setbacks this year our little school is doing very well. The governing council has had a diminished role this year but that is in part by design. We knew that the pandemic & isolation would be causing financial stress in our community so we have endeavoured to keep our fundraising to a minimum to help in that capacity. Also social gatherings have had very strict guidelines to adhere to which ruled out at times meetings & organisation of any public events for our school. One of the big topics that we have had to tackle this year is the year 7 transition to high school. We want the best care for yr 7s when they enter the high school & a lot of discussion has already been had. We want to urge anyone who has any concerns or suggestions regarding the yr 7 transition to high school to please seek out any of the school staff or governing council to make your voice heard. There will be more consultation coming in the final weeks of term 4 & early next year so please put some thought into the transition so that we can address it with an open mind. I have again really enjoyed my time this year on the governing council & I urge anyone who has an interest in our school to consider becoming a member of the council. Being apart of the council is a great way to help guide our school to be the best it can be, but if you don't feel comfortable joining please seek out any of the council members with any questions or suggestions that you have or would like to be presented at a meeting.

Quality improvement planning

Reading Goal 1 & 2-Increase student achievement in Reading R-7.

KEY ACTIONS

Employment of Impact Coach 0.03 to work with UP teacher to analyse Running Records, InitialLit testing, phonics screening data, PAT R & NAPLAN Reading data to identify patterns in student learning during Pupil Free Days
UP & JP teacher collaboratively planned reading activities with Impact Coach to address these learning gaps using Reciprocal Reading & InitialLit strategies.

UP & JP teacher worked with the Impact Coach to devise formative assessment tools eg. Reading Progression checklists, InitialLit screeners & individually made phonics checklist to track & measure student's progress in meeting targets.

Impact Coach team taught 'Reciprocal Reading activities' with the UP teacher in the classroom.

JP teacher and Impact Coach collaboratively planned reading activities for Literacy Groups, based on the Big Six of Reading & student learning needs.

UP & JP teachers collected data on how students were progressing as part of their mini-impact cycle on the implementation of Reciprocal Reading, InitialLit & the Big Six Of Reading.

At fortnightly staff meeting teachers analysed student's formative & summative assessment data in reading to track student's progress with comprehension skills, word recognition & phonics knowledge to inform next learning steps.

PROGRESS TOWARDS ACHIEVING OUR IMPROVEMENT GOALS & TARGETS

We achieved our reading goal of 2/2 students in Reception in 2019 achieving the DfE Reading Standards.

We achieved our reading goal of 1/2 students in Year 1 in 2019 achieving the DfE Reading Standards.

We achieved our reading goal of 3/4 students in Year 2 in 2019 achieving the DfE Reading Standards.

We achieved our reading goal of ALL R-2 students in 2020 demonstrating growth on InitialLit screener from T1 to T4.

We achieved our reading goal of ALL R-2 students in 2020 demonstrating growth on InitialLit decodable level readers from T1 to T4.

We achieved our reading goal of 3/4 students in Year 3 in 2019 achieving at or above the scale score in PAT Reading.

We achieved our reading goal of 6/6 students in Year 5 in 2019 achieving at or above the scale score in PAT Reading.

We achieved our reading goal of 4/4 students in Year 7 in 2020 achieving at or above the scale score in PAT Reading.

We did not achieve our reading goal of 2/2 Receptions from 2019 achieving the DfE Phonics Standards in 2020. (1/2)

NEXT STEPS

To implement Yr2 InitialLit programme in Term 4.

To improve the collection of Reading Progression Mapping from R-7.

Mathematics Goal-Increase student achievement in Maths 3-7

KEY ACTIONS

SITE LEVEL-Employment of an Impact Coach 0.03 to work with UP teacher to analyse PAT M & NAPLAN Numeracy data to identify gaps in student learning.

Teachers collaboratively planned activities for numeracy groups to address these gaps using the ACER website & the Big Ideas in Number Resources.

Impact Coaches visits worked with UP teacher to analyse numeracy formative & summative assessment tools to track student's progress & to plan next steps.

PARTNERSHIP LEVEL-Teachers attended BiN workshops. (cancelled due to COVID-19)

Teachers released to meet in PLC groups to plan lessons on Trusting the Count, Place Value.

SLLIP checked in with teachers & provided feedback about moving the learning forward.

Teachers released to work with PLC group for Numeracy Moderation & Planning

KEY PROGRESS TOWARDS ACHIEVING OUR IMPROVEMENT GOALS & TARGETS

We achieved our Math goal of 4 out of 4 students in Year 3 in 2019 scoring at or above the scale score in PAT Maths.

We achieved our Math goal of 5 out of 6 students in Year 5 in 2019 scoring at or above the scale score in PAT Maths.

We did not achieve our Math goal of 4 out of 4 students in Year 7 in 2020 achieving at or above the scale score in PAT Maths. (3/4)

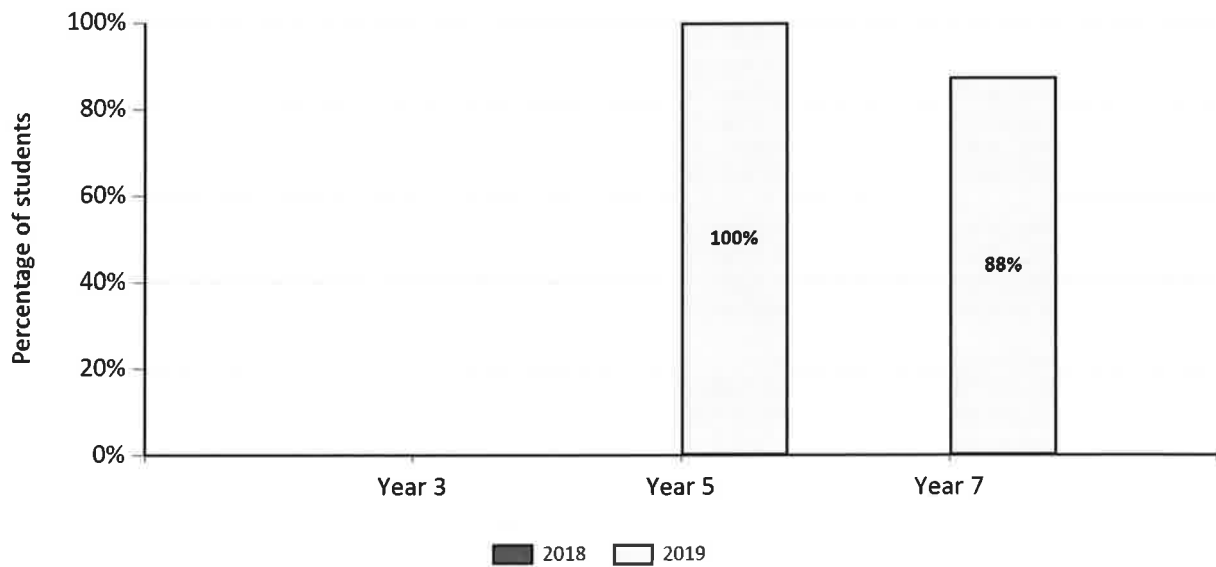
NEXT STEPS Sarah Centofanti working with all teachers on Math Improvement Strategies & coordinating PLC's & a Pupil Free Day on student mindsets & high impact strategies.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

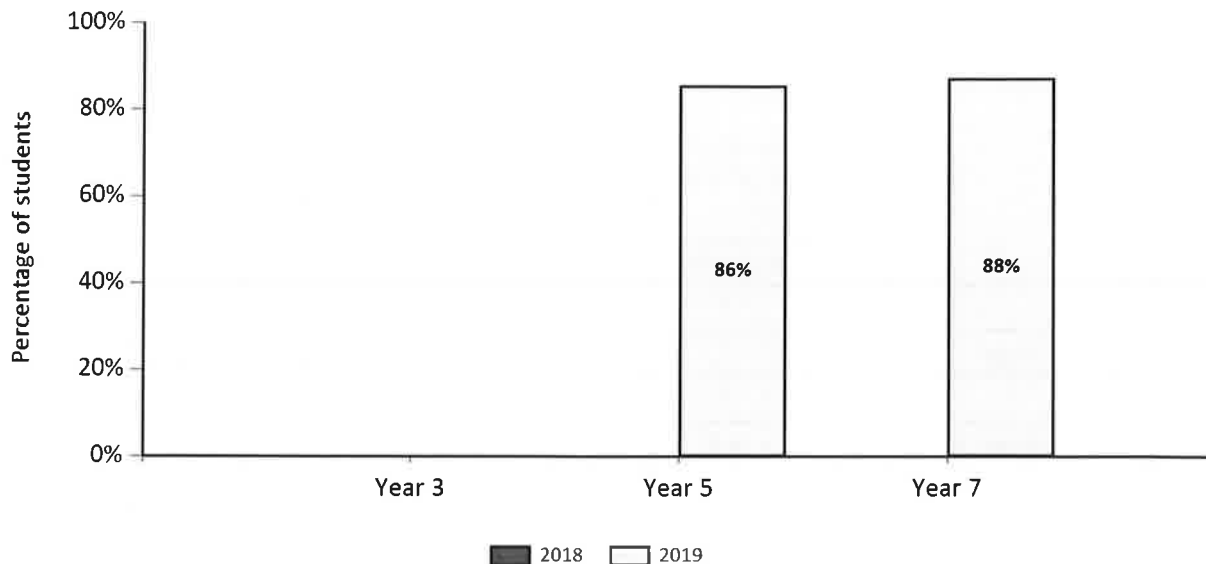


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2017 to 2020 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: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	*	*	*	*	*	*
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	7	7	3	2	43%	29%
Year 5 2017-2019 Average	6.3	6.3	1.7	1.0	26%	16%
Year 7 2019	8	8	1	0	13%	0%
Year 7 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

Running Records

100% of Receptions achieved DfE Running Record Standard of 5. (1/1)

50% of Year 1s achieved the DfE Running Record Standard of 15.(1/2)

67% of Year 2s achieved the DfE Running Record Standard of 21. (2/3)

DfE Phonics Screening

50% of Year 1 students achieved the DfE phonics screening standards.(1/2)

PAT Maths Yr R-7

100% of Year 1 students achieved at or above scale score in PAT M.

100% of Year 2 students achieved at or above scale score in PAT M.

100% of Year 3 students achieved at or above scale score in PAT M.

100% of Year 4 students achieved at or above scale score in PAT M.

100% of Year 5 students achieved at or above scale score in PAT M.

83% of Year 6 students achieved at or above scale score in PAT M.

75% of Year 7 students achieved at or above scale score in PAT M.

PAT Reading Yr R-7

100% of Year 1 students achieved at or above scale score in PAT R.

50% of Year 2 students achieved at or above scale score in PAT R.

66% of Year 3 students achieved at or above scale score in PAT R.

75% of Year 4 students achieved at or above scale score in PAT R.

100% of Year 5 students achieved at or above scale score in PAT R.

100% of Year 6 students achieved at or above scale score in PAT R.

100% of Year 7 students achieved at or above scale score in PAT R.

Attendance

Year level	2017	2018	2019	2020
Reception	87.7%	83.3%	86.8%	91.8%
Year 1	92.8%	93.4%	83.1%	83.2%
Year 2	94.6%	90.5%	93.0%	83.5%
Year 3	96.8%	97.5%	91.6%	92.5%
Year 4	94.5%	95.1%	93.2%	95.7%
Year 5	88.2%	95.2%	93.4%	90.4%
Year 6	95.4%	80.0%	96.4%	96.2%
Year 7	98.5%	92.8%	86.6%	94.3%
Primary Other	N/A	N/A	N/A	35.2%
Total	93.0%	89.3%	90.5%	91.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Our overall attendance for 2020 was 91.2%, an increase of 0.6% from 2019. Our Reception, Year 2 and Year 5 attendance was slightly down on 2019 figures. Student Attendance of course was impacted by the COVID-19 epidemic in 2020 with parents/caregivers being very cautious and keeping children at home home if they had symptoms of colds etc.

Our attendance procedure is to SMS, call or send a message on ClassDojo to parents/caregivers if we have not heard by 11am why a student may be absent that day. Office staff always follow up any unexplained absences also. Absentee books are checked again on Friday and Admin staff ensure that all unexplained absences have been followed up by the classroom teacher or admin staff.

Behaviour support 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 'Be You' are our school's overarching frameworks.

Client opinion summary

Staff Opinion Survey

This year we had 9 out of 11 staff complete the Perspective Survey-82% participation,

The highest scoring questions were the following:

89% At our site, improvement decisions are supported by the available evidence/data.

89% At our site, major change initiatives are well managed and help us to deliver better performance (ie improved learner outcomes)

89% At our site, staff understand how site changes will impact their practice.

89% At our site, the improvement priorities we set translate into and influence practice

89% At our site, we make high quality decisions to achieve our improvement goals.

89% At our site, we regularly evaluate our progress to adjust our plans and approaches

89% Decisions made by site leaders are consistent with the departments strategic directions.

89% Our site effectively distributes leadership responsibility among staff or for improving teaching practice.

89% Our site leaders are primarily focused on the quality of teaching and learning.

89% Our site leaders effectively monitor the quality of instruction.

89% Our site leaders help us to understand the reasons for change.

89% Our site leaders monitor the implementation of curriculum/early years framework standards.

89% Our site provides clear direction for the future.

89% There is strong evidence of effective leadership from site leaders.

89% We are confident that the results from this survey will be acted upon by our site leaders.

The lowest scoring questions were the following:

63% Compared to last year, the quality of teaching and learning has improved at this site.

67% At our site, we set ambitious improvement targets/goals.

IN 2021 as a whole school we will look at ensuring that we are quality of teaching and learning and setting more ambitious improvement targets and goals.

Parent Opinion Survey

Unfortunately we did not have enough parents/caregivers complete the online survey for a report to be generated for our school.

Student Opinion Survey

On the Student Wellbeing and Engagement Survey for 2021:

71%of students chose High Wellbeing for the indicator that they felt that there was an important adult at school.

79% of students chose High Wellbeing for the indicator that they felt connectedness to the school.

36% of students chose Low Wellbeing for the indicator of Emotional Wellbeing.

This will be something that we will continue to address through the Berry Street Education Strategies that we implement each week.

Intended destination

Leave Reason	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	12	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Moorook Primary School is compliant with the requirements for all DfE 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.

Qualifications held by the teaching workforce 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	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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 Equivalentents	0.0	3.1	0.0	2.6
Persons	0	5	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$704,785
Grants: Commonwealth	\$5,800
Parent Contributions	\$10,592
Fund Raising	\$2,397
Other	\$11,003

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

2020 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 2020 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 wellbeing and engagement	All staff now trained in Berry Street Education Model. One new teacher trained this year. Employed a 0.1 teacher to support the implementation of Berry Street Strategies school wide. Funded extra PCW hours.	Connectedness at school up to 79% wellbeing in the Wellbeing Survey.
	Improved outcomes for students with an additional language or dialect	Not applicable	Not applicable
Targeted funding for groups of students	Inclusive Education Support Program Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Teachers & support staff employed to support identified student's social/emotional needs in the classroom as well as to work with them 1:1 using Initial-Lit, Multi-Lit & Big Ideas In Number strategies. Teachers & support staff implemented Multi-Lit & Initial-Lit programs. They also implemented Reciprocal Reading and Big Ideas In Number strategies. An Impact Coach was employed 0.01 to work with teachers on improving reading teaching and learning, with a strong focus on Guided and Reciprocal Reading. Teachers released to complete assessments in Numeracy with the Impact Coach using the Big Ideas In Number Assessment & to analyse literacy and numeracy data with students.	Students showed growth in DfE RR levels, initialit screeners, PAT M & R tests. 1/1 Receptions, 1/2 Yr 1s, 2/3 Yr 2s achieved the DfE Running Record level Standards. 1/2 of Yr 1s achieved the DfE Phonics Screening Standards.
Program funding for all students	Australian Curriculum	Employment of Impact Coach 0.01 to work with teachers to assess and map student growth using the Australian Curriculum, Numeracy and Reading progressions.	88%Yr 1-7 achieved PAT R or above, 92%Yr 1-7 achieved PAT M or above.
	Aboriginal languages programs Initiatives	Not applicable	Not applicable
	Better schools funding	Impact Coach worked with teachers on improving reading teaching & learning, with a focus on guided & reciprocal teaching. TRT release for reading & numeracy data analysis.	88%Yr 1-7 achieved PAT R or above 92%Yr 1-7 achieved PAT M or above.
Other discretionary funding	Specialist school reporting (as required)	Not applicable	Not applicable
	Improved outcomes for gifted students	Not applicable	not applicable