1. General information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>MOOROOK PRIMARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No.</td>
<td>0280</td>
</tr>
<tr>
<td>Principal</td>
<td>Ms Warren</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 36, Moorook 5332</td>
</tr>
<tr>
<td>Location Address</td>
<td>Wachtel Rd, Moorook 5332</td>
</tr>
<tr>
<td>District</td>
<td>Riverland</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>210 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
</tbody>
</table>

Phone No. : 08 85839284
Fax No. : 08 85839201

February FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary, Special, N.A.P. Ungraded etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reception 3.0</td>
</tr>
<tr>
<td>1</td>
<td>6.0</td>
</tr>
<tr>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>5</td>
<td>6.0</td>
</tr>
<tr>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>7</td>
<td>3.0</td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>12 plus</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 29.0 27.0
Part B

- **Deputy Principal**: There is no deputy at the school.

- **School e-mail address**: www.moorookps.sa.edu.au

- **Staffing numbers**
  - 0.11 FTE
  - 12 hrs of SSO
  - Principal teaches 0.4
  - 1.8 full time teachers

- **OSHC**: No Facilities— but currently investigating this.

- **Enrolment trends**: There is an expectation that the numbers will drop during the next 5 years.

- **Year of opening**: At the current site: 1923.

- **Public transport access**: Nil.

2. **Students (and their welfare)**

- **General characteristics**: The school promotes a ‘family atmosphere’ where older children are encouraged to care for and guide younger school community members.

- **(Pastoral) Care programs**: A strong sense of community exists within the school. Each and every individual is responsible for each other’s learning and safety. This is encouraged by home group teachers. Parents are always welcomed into classrooms. We currently share a Christian Pastoral Support Worker with Cobdogla Primary School. He works at Moorook 2 days a week-Monday and Thursdays.

- **Support offered**: Constant revisiting of school values and aspects of a ‘learning community’ enable us to keep all students aware that everyone is genuinely concerned for students’ well being and learning.
• Student management
  :Student Behaviour Management is based upon individuals being responsible for their own behaviour by showing care, concern, consideration and cooperation with others. A Behaviour Code is in place, where all students are required to understand all school rules, procedures and consequences.

• Student government
  :A strong SRC operates in the school and reports to the staff and the Governing Council. This promotes student decision making and leadership in the school.

3. Key School Policies

• Mission statement
  :Moorook Primary School is a safe and supportive community where windows of opportunity enable students to maximise their potential through a responsible balance of collaborative activities and individual pursuits.

• Site Learning Plan
  1. Reading: To improve all student’s Reading skills.
     The staff will follow the Whole School Literacy Agreement for Reading. This will involve:
     1. All teachers will implement the Big Six of Reading into their classrooms on a daily basis (fluency, oral language, vocabulary, phonemic awareness, phonics and comprehension).
     2. All junior primary children will be listened to read aloud everyday, including sight words and WRAP sounds.
     3. The Upper Primary class will read aloud to the teacher or adult in a variety of ways including reading aloud to the teacher, Reader’s Theatre etc.
     4. The Junior Primary and Upper Primary classes will all be involved in guided reading lessons weekly.
     5. All students Reading skills will be tested using PAT-R, Waddington’s and Running Records each term and progress recorded.

  2. Writing: To improve all student’s Writing skills.
     The staff will follow the Whole School Literacy Agreement for Writing. This will involve:
     1. Yr R-7 students will focus on Non-Fiction Writing using the Teaching and Learning model (joint construction, deconstruction and independent construction.)
     2. Teachers will focus on exposition writing in Term 1 and will then ensure that all other genres are taught by the end of the year.
3. Margaret Menner methodologies to be used across the whole school.
4. Teachers will use student and teacher made Writing Rubrics to assess growth in student’s specific writing skills each term.
5. Staff will be involved in moderating student samples of Non-Fiction Writing with other teachers from other schools.

3. Spelling: To improve all students Spelling skills.
   The staff will follow the **Whole School Literacy Agreement** for Spelling. This will involve:
   1. Teachers will use **WRAP to teach Spelling**
   2. An increased focus on the teaching of effective **Spelling Strategies by Margaret Tofler**.
   3. Students will be tested using the Westwood Spelling Test and the Morris and McCall test each term and progress recorded.

4. Numeracy: To improve all student’s Numeracy skills.
   The staff will follow the **Whole School Literacy Agreement** for Numeracy. This will involve:
   1. Staff will continue to use open ended and critical questioning in Maths. (M4LI methods)
   2. Teachers will attend three training and development sessions by Ann Baker.
   3. Students will be tested using the PAT-Maths test (UP), and the ‘I Can Do It test’ Maths test (JP) and progress recorded.

5. Wellbeing: To improve/maintain student attendance and wellbeing.
   1. Teachers will follow up unexplained absences immediately.
   2. The SRC- Student Wellbeing Committee will be actively involved in improving student wellbeing. Eg organising lunchtime activities etc.
   3. The Principal will do Wellbeing Surveys at Regular intervals during the term.
   4. The UP class will have sharing circles weekly to report any issues arising in the school.

5. To provide a comprehensive curriculum through planned programs especially encompassing **The Arts:**
   1. We have a teacher who is our Choir Trainer and our students are given the opportunity to participate in the Riverland Music Festival.
   2. Promote music at assemblies
   3. Use Instrumental Music Program and onsite music tuition eg keyboard.
6. To progressively integrate **Information Communication Technologies** into the curriculum

1. The school has just acquired 16 Netbooks, 3 Ipads and 2 Mac Books for student use as a learning tool.
2. The school has a service agreement with Office Everything to meet our ICT requirements.
3. Design and keep up-to-date the Moorook Primary School website.
4. Design the School Magazine on CD-ROM with all students contributing.
5. Facilitate access to the web and internet addresses.
6. Acquire the very best Professional Development.
7. Link the school to at least 2 community events throughout the school year.
8. Provide access to outside coaching clinics for our students.

7. Maximise the value of **public investment in education**:

1. Manage our asset management plan.
3. Improve Personnel Management.
4. Implement a range of programs, which will provide parents and students with a sense of community, as they become active, responsible and caring members of a changing society.
5. Encourage membership of a Student Representative Council and Governing Council.
6. Encourage completion of surveys.
7. Give recognition to achievement and celebrate success.
8. Participate in working bees and allocate tasks for people using rosters.

4. **Curriculum**

- Subject offerings
  : 8 areas, with teachers implementing the Australian Curriculum and Teaching For Effective Learning Framework. A cultural approach to teaching German is offered by our Junior Primary teacher.

- Special needs
  : Students targeted as requiring intervention, receive support from a School Services Officer. Currently we use the Multi-Lit Programme.

- Special curriculum features
  : Data is collected on a school wide basis and this is analysed to determine future priorities.
  
  All curriculum areas supported by an extensive range of resources.
Art/Technology room is a valuable facility.

- Teaching methodology
  : Due to multi-levelled classes, teachers provide differentiated curriculum for all students. Teachers need to be flexible and work collaboratively.

- Assessment procedures and reporting
  : Interviews once a year in Term 1, written reports twice a year in Terms 2 and Term 4. Profile books are compiled and sent home in the last week of Terms 1 and 3.

- Joint programmes
  There are joint Interaction Days with Kingston on Murray Primary School. Our students join in with students from the Small School Cluster of Schools for Be Active Afternoons and Small School Sports Day hosted by Cobby Primary.
  The Play Centre on site works extremely closely with the R-3 class to ensure a seamless transition to school.
  An effective transition program exists with Loxton High School.

5. **Sporting Activities**

Pupils involved in relevant SAPSASA sports competition. Kingston and Moorook share two netball teams. Many students are involved in local sporting activities such as football and tennis.
The school participates in the Riverland Small Schools Sports Days and Be Active Days.

6. **Other Co-Curricular Activities**

N/A

7. **Staff (and their welfare)**

- Staff profile
  Principal 1.0 Principal teaches 0.4
  Teachers 1.8
  SSO2 37.5hrs
  SSO1 12 hrs
  There is no groundsperson at the school. All of the school community maintains the grounds through adopting gardens, doing routine jobs on a regular basis and through busy bees.
  All staff live in nearby towns.

- Leadership structure
  : Principal
Personnel Advisory Committee.

- Staff support systems
  - Classroom teaching is shared by all 2.8 teachers. Release time is provided for Performance Development. A weekly bulletin keeps staff informed. A handbook assists with induction of new staff. There is a strong focus on Professional Development with budgets to cover TRT’s and fees. We are currently focusing on Student Wellbeing, Attendance, Literacy and Numeracy.

8. Incentives, support and award conditions for Staff

- Complexity placement points
  - Nil
- Isolation placement points
  - 3.5
- Shorter terms
  - No
- Travelling time
  - Adelaide 2½ Hrs, Barmera 15 mins, Loxton 25 mins.
- Housing assistance
  - Government Rental at Moorook, Loxton and Barmera.
- Cooling for school buildings
  - Refer to School Facilities section below.
- Cash in lieu of removal allowance
  - After 7 Years at this school, teachers will receive an allowance based on the cost of removal to Adelaide. This will be paid for 4 years.
- Additional increment allowance
  - No
- Designated schools benefits
  - No
- Aboriginal/Anangu schools
  - No
- Medical and dental treatment expenses
  - Travel and accommodation can be claimed when obtaining medical and/or dental assistance.
- Locality allowances
  - No.
- **Relocation assistance**
  On relocation of permanent headquarters due to placement or promotion, death or retirement of an employee, various forms of assistance are provided:
  * reimbursement of travel, overnight accommodation and appropriate meals
  * Payment of removal costs (or storage for remote schools)
  * provision of insurance cover for furniture and effects while in transit
  * allowances for packing and accelerated depreciation of furniture
  * reimbursement of costs of disconnection/reconnection of services (not for teachers)
  * reimbursement of costs of redirection of mail (not for teachers)
  * possible eligibility of special leave with pay when relocating (unusual for teachers).
  Contract teachers are entitled to the asterisked items in the above list, at both the beginning and end of their contract.

- **Principal's telephone costs**
  The Principal can claim the rental cost of the 'home' phone.

9. **School Facilities**
- **Buildings and grounds**
  The school is located on attractive well maintained grounds; with a variety of play areas and equipment. It is essential that all people work together to maintain the grounds.
  Classrooms are Demac construction with library space, art/technology area, storage facilities, staffroom and preparation room. Some disabled access is available.
  A Play Centre and the administration area are housed in the original stone building.

- **Cooling**
  Reverse cycle air conditioners.

- **Specialist facilities**
  Large multi-purpose room for Science/Art/Technology.

- **Student facilities**
  Undercover Play area, Library, Fine Oval, Bike shed, tennis court, basketball and netball facilities, excellent shade from trees. Newly constructed play equipment and swings. Pergola area.

- **Staff facilities**
  Staff Room, undercover parking.

- **Access for students and staff with disabilities**
  Some disabled access is available.
Access to bus transport
: None – student's delivered by parents.

10. School Operations

- Decision making structures
  : The decision making policy is in place and used as required.
  We are now a Partnerships 21 school and the whole school community is involved in decision making.
  Governing Council - Active Council greatly assists and supports the school.
  Staff Meetings - Staff meetings are held each week.
  PAC – The PAC meets and advises the principal where necessary.
  SRC – The SRC meets once a fortnight and reports to students, staff and council.

- Regular publications
  : Fortnightly newsletter which is well received in Moorook.

- Other communication
  : Staff handbook outlines school procedures and policies.
  Parent Information Handbook.

- School financial position
  : Moorook is a Partnerships 21 School
  The Partnership Plan identifies priorities and the Global budget is allocated accordingly.
  Resources are relevant, current and well maintained.
  The school is in a sound financial position for its size.
  Parents’ fundraising efforts provide finances for school resources and improvements.

- Special funding

11. Local Community

- General characteristics
  : Some families are associated in either fruit growing or dry-land farming.
  Other parents are involved in a variety of occupations in and around the Moorook district.

- Parent and community involvement
  : Excellent support, commitment and involvement shown at Moorook.

- Feeder schools
  : Barmera and Loxton Kindergarten and the Moorook Play Centre cater for our pre school children.
Loxton High School operates a wonderful transition program and students in Year 7 have an opportunity to take part in the annual camp to Canberra.

- **Other local care and educational facilities**
  - Attached Play Centre.
  - Secondary students commute by bus to Loxton High School.
  - Other educational facilities are available in both Barmera and Loxton including community libraries and Recreation Centres.

- **Commercial/industrial and shopping facilities**
  - Local Store.
  - Good shopping, medical and sporting amenities are found in nearby Riverland towns like, Barmera, Berri and Loxton.

- **Availability of staff housing**
  - A government employee’s house is situated next door to the school.
  - Some local rental exists. Government housing is in Barmera and Loxton.

- **Local Government body**
  - The amalgamation of the Waikerie and Loxton councils puts Moorook almost in the centre of the district. The school receives good support from the council.

### 12. Further Comments

A strong sense of pride for the school exists in the community. This is something that the staff work hard to maintain.