Manoora Primary School

2022 annual report to the community

Manoora Primary School Number: 245

Partnership: Lower Mid North

	Signature
School principal:	Mr Steve Cornish
Governing council chair:	Nathan Voigt
Date of endorsement:	**21 March 2023**

Government of South Australia

Department for Education

Context and highlights

Manoora Primary School is a small school with 25 students R – 6 in 2022. Students are generally from farming or rural backgrounds and the school population is stable, with low transience.
The school population is divided evenly between two full time classes, R – 2 and 3 – 6. Manoora is located nine kilometres from Saddleworth and eighteen kilometres from Riverton, where students attend government high school, although some families choose to access non-government schools in Gawler or Tanunda for secondary education.
Highlights this year include:
• Playgroup being re-established and a quality program developed with a focus on early years learning through play
• Development of a bush garden in a previously unused area of the school. We had every student and family from the school involved in this project
• A new kitchen development to support our cooking program and garden program
• Breakfast Club being initiated
• Success at the Adelaide show with a first, second and third place in the Science Investigation
• Students achieving success at SAPSASA level, competing at 3 State Carnivals
• Arbury Park Outdoor Education School
• Swimming lessons at Tanunda Rex
• ANZAC Day and Remembrance Day services

We have an amazingly supportive parent community, who are highly engaged in the school. Our Governing Council and Parent Club are both very proactive in ensuring the students and school are well supported.

Governing council report

2022 was a busy year for everyone here at Manoora PS. I'd like to thank the school staff for everything they have done and look forward to the year ahead. As we know if it wasn't for all of the great staff here to keep the school progressing and teaching our children, the students wouldn't have as many opportunities. I'd like to thank the Parent's Club for all of the fundraising they do to go towards future school activities. We look forward to many more fundraising events. I'd like to thank the Governing Council for the support over the last 12 months, attending meetings and helping to make the school a great place. This report is fairly simple, but thanks everyone for your input into our awesome little school.

Quality improvement planning

SIP process has been integral in identifying the need to develop data collection processes.
There has been a large amount of staff input into SIP, reflections and next steps – the process has been conducted regularly at staff meetings and during Week 0 and student free days. Our individual student goals reflect our targets in the SIP.
Families have had input into the SIP through Governing Council and being involved in discussions around SIP target areas in 3 way interviews. We need to continue improving parent engagement in the SIP.
Staff development has targeted SIP goals (particularly through DfE support staff and LET team). All staff have articulated improved knowledge of SIP focus areas and have worked towards developing skills and expertise in the areas of reading and numeracy.

• Due to the impact of COVID, the second half of the year was a much better focus on explicit targeted instruction around Big 6, with reading group rotations evident in classes
• Monitoring of student achievement needs to be formalised and in line with teaching and learning cycle
• Need more focused PD around Big 6 and targeting individual aspects – development of resources needed
• Literacy rotations had a large impact on student learning and achievement – targeted learning goals
• Tracking progress needs to be a continued focus for 2023
• DfE units of work and support staff from DfE utilised to ensure teachers are supported to target outcomes
• Scope and sequence development continued – curriculum mapping to ensure targeting of outcomes

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.
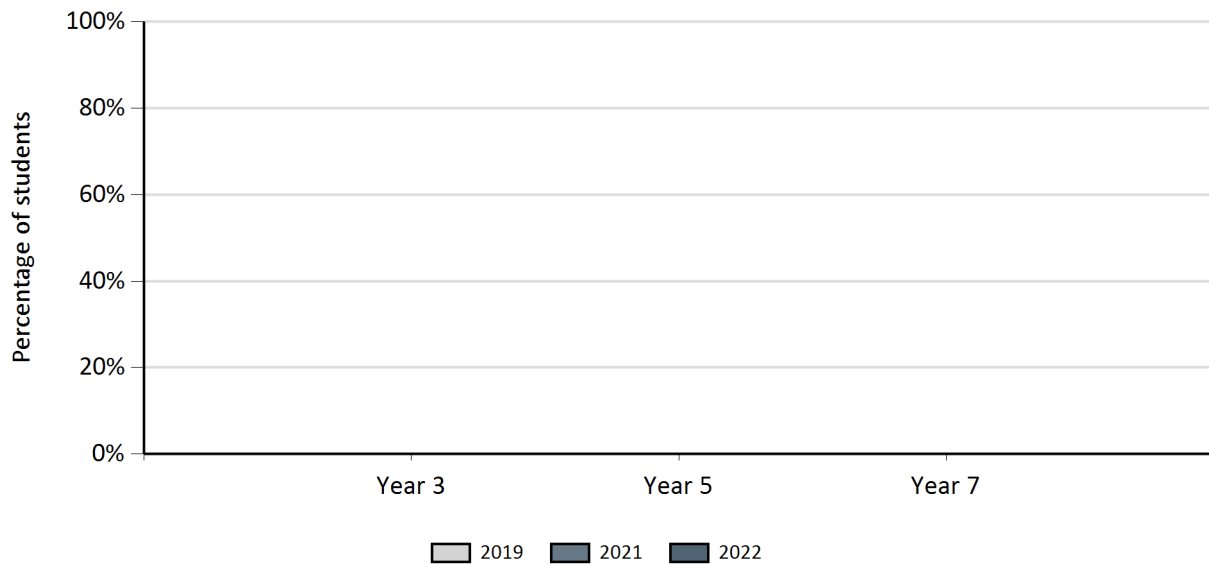
Reading
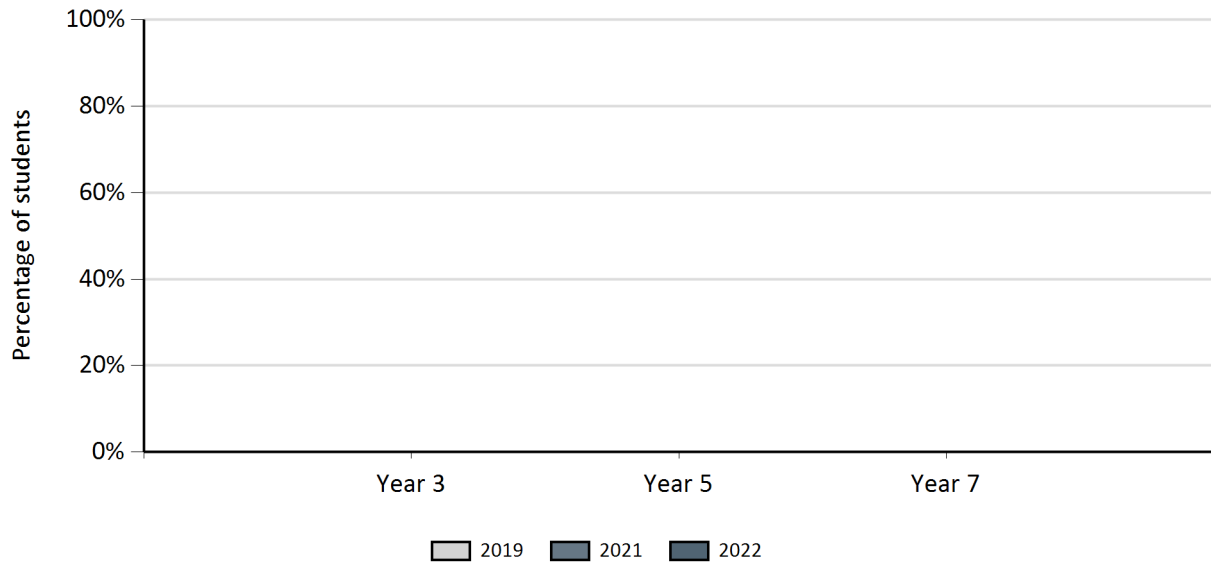
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
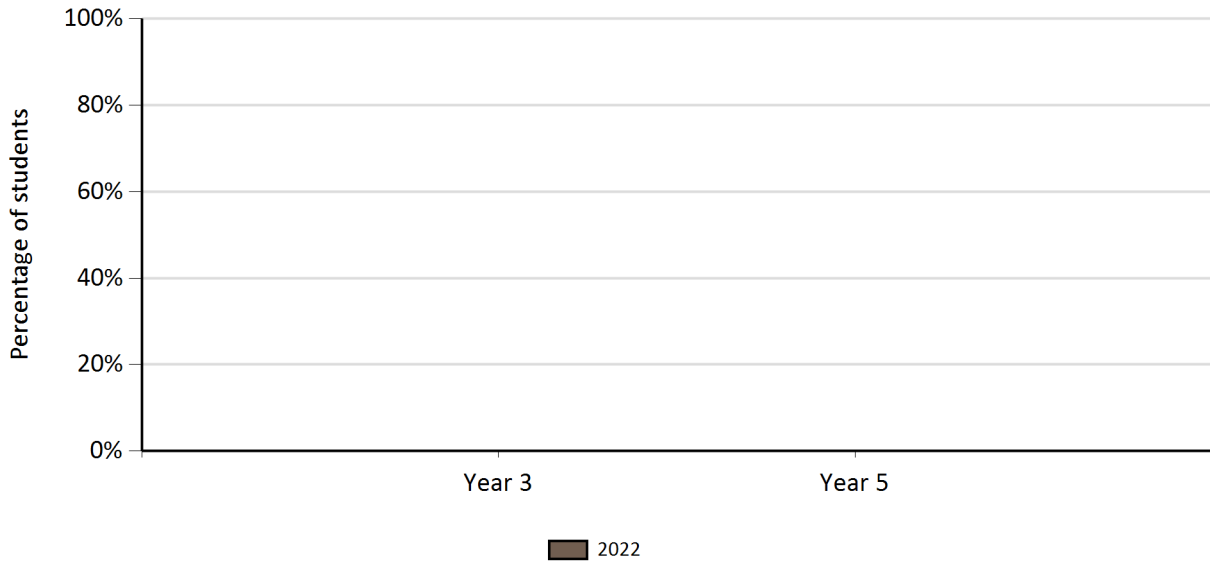Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
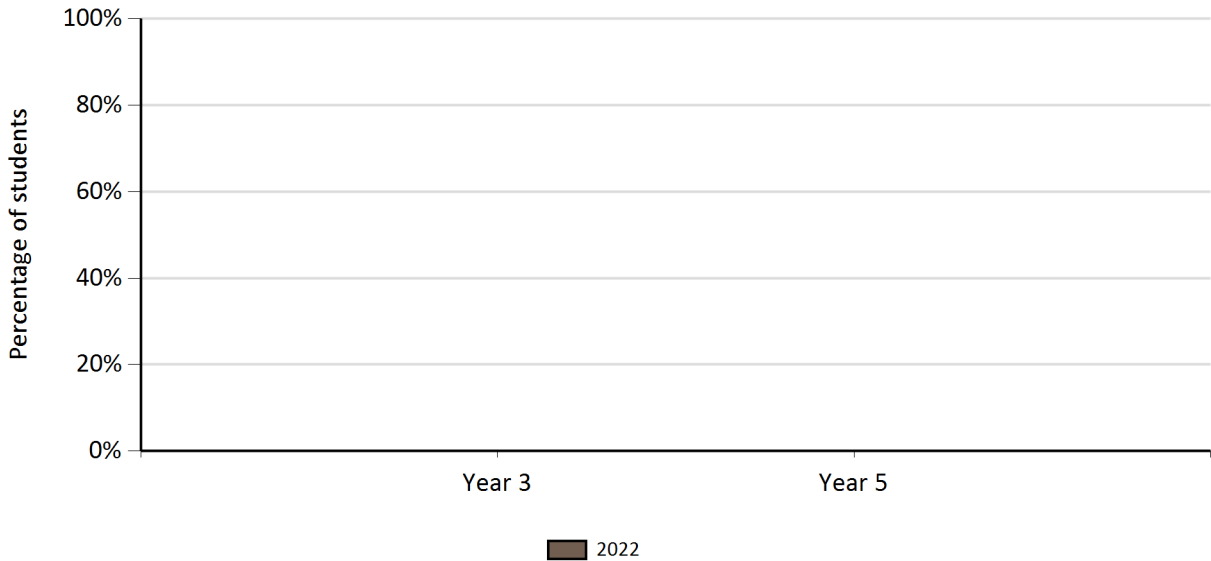Data is only shown for Aboriginal learners.

Numeracy

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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2022	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

A focus on Formative Assessment was developed to ensure teachers maintained high expectations and a growth mindset for all learners. Classroom walkthrough's ensured there was consistency of teaching and learning across the school with a focus on raising the level of achievement.
Teacher development focused around targeting school improvement areas, which led to a collective commitment to improvement which drove our direction and action. Teachers developed pedagogy that ensured all students were targeted at the level required and were given opportunity to continue to move forward in their learning.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

Student A made high growth progress last year in reading going from no Lexile level to 367 Lexile this year. He can read a book online and complete the quiz and his comprehension has shown high growth. He achieved band 4 in Naplan reading and is doing MacqLit program to improve his decoding of spelling words and reading fluency and comprehension. Student A has gone from being very dependent on teacher direction to logon to his computer to being able to access websites, email the teacher and type up assignments on Word and design on Makers Empire. He has made friends within the school and is building his independence across all areas of schooling.

Student B is a confident student who continued to show growth in reading and achieved high bands in reading and grammar and punctuation in Naplan. Student B is a confident public speaker and won the Max Fatchen statewide poetry competition and confidently read her poem to an audience.
Student B had a wonderful time on camp meeting students from other schools, playing Hot Shots tennis in Clare and developed her skills in being a good role model and leader.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year."

Attendance

Year level	2019	2020	2021	2022
Reception	90.7%	89.0%	87.8%	85.0%
Year 1	95.8%	81.9%	87.6%	73.5%
Year 2	95.9%	94.5%	89.8%	84.7%
Year 3	95.8%	97.4%	94.6%	70.8%
Year 4	95.8%	96.4%	94.9%	82.9%
Year 5	94.1%	95.4%	98.0%	83.3%
Year 6	94.0%	95.4%	91.1%	66.5%
Year 7	N/A	N/A	87.5%	N/A
Total	94.9%	92.9%	91.1%	80.3%

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

Attendance comment

Our attendance in 2022 was impacted greatly by COVID. Being a small site, close contact situations were evident when positive cases were in the school. Parents were very supportive of department policy in keeping students at home if they were unwell and ensuring all precautions were taken to avoid the spreading of COVID. Due to this our absences were higher than in previous years. We communicate regularly with families in regard to absences and ensure we are aware of reasons for students being away. Improved attendance is a focus for 2023.

Behaviour support comment

We are very fortunate to have outstanding levels of behaviour at Manoora PS. During the 2022 school year, we did not have a single reported incident of poor behaviour. Our students are respectful of each other and all members of the school community. Our teachers ensure there is support for students at all levels. We have a very strong focus on pastoral care, ensuring all students access the levels of support they need to be confident, enthusiastic learners.

Parent opinion survey summary

• Communication - Excellent improvement. Communication is great and timely. Thankyou.
• School climate – Great dedication, quality teachers. Fabulous little school.
•   Fabulous school.
• Home learning environment – We try to encourage good habits at home.

Having a small cohort impacts the number of responses to the Parent Engagement Survey. Overall parents were very positive about the school climate and learning. Based on feedback from parents, the school needs to be more proactive in supporting students learning at home. All parents thought their children were important at school.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff have required training and compliance up to date.
All teachers are Bachelor of Education trained.

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	6
Post Graduate Qualifications	

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	3.6	0.0	2.7
Persons	0	4	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$668,015
Grants: Commonwealth	$7,100
Parent Contributions	$4,492
Fund Raising	$5,769
Other	$6,661

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

2022 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 2022 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	Student wellbeing leader - Breakfast Club introduced to ensure students are not hungry, enabling them to better access learning opportunities. Additional support providing in the classroom during literacy rotations, supporting children 1-1 and in small group settings.	Students displaying improved engagement in class activities and had growth in reading lexile levels.
	Improved outcomes for students with an additional language or dialect	SSO support focusing on explicit phonics and language focus for 2 non-English speaking students. Students were supported 1-1 and in class setting to engage with the curriculum and develop their written and oral language skills.	Students progressed from having very limited English to being able to communicate effectively in class and social settings. They are able to access the curriculum and are moving forward in their learning. There is a continued focus on ensuring these students are supported in all areas of school.
	Inclusive Education Support Program	Provided SSO time to ensure all students received support to develop skills and knowledge. This support was a mixture of in-class support and specific focus small group and individual support.	Students supported to learn, particularly during literacy and numeracy sessions to ensure all students were receiving help to target our SIP goals. There was great growth, particularly in reading. Students were confident to attempt tasks and ask for help when required.
Targeted funding for groups of students	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	Artist in residence - we were able to access the services of Aboriginal Artist and Storyteller, Violet Buckskin to work with the students over 2 consecutive days. Violet, with the support of students created an artwork to be displayed on the end of our new building. SSO hours - in class support was provided to ensure students were able to access the curriculum. This SSO support was whole class, small group and individual support.	Students engaged in targeted learning experiences and were supported to learn and work at a level that was challenging to them. Individual focus areas were identified by teachers and students were supported in these areas by the teacher and in small groups assisted by an SSO.
Program funding for all students	Australian Curriculum	Resources were obtained and quality online learning platforms were subscribed to, to ensure all students were engaged in quality teaching and learning activities, being supported through hands on and online resources. These resources targeted our goals from our SIP.	Student lexile levels through Scholastic Online continue to improve, with all students encouraged to continue reading and access online resources to support them at school and home. Mathletics and Prodigy Maths programs enable students to utilise digital technologies to continue to improve their skills and understanding of curriculum concepts.

	Aboriginal languages programs Initiatives	Aboriginal Artist, Violet Buckskin conducted painting and storytelling workshops with all students. The 'stories' were a strong part of the process and a mural was created for our context.	Students learnt a lot about culture in our area and were able to use the stories to develop an art piece that was significant to them and the area. It is planned that Violet will work with our students again in 2023.
	Better schools funding	Funding was used to improve classroom learning spaces and develop flexible learning spaces to cater for the needs of all learners. This was done through the purchase of a variety of classroom furniture that catered for individual needs through enabling group work. Standing desks, wobble stools and collaboration desks were also a significant investment, improving learning spaces.	Students are able to work more efficiently in a quality learning environment. Flexible designs enable students to work independently, in pairs or small groups easily. These options are imperative for literacy and numeracy groups to function effectively. Movement and standing helps some students to regulate. The flexible furniture targets these needs directly.
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA