Moorak Primary School and Moorak Child Parent Centre

2022 annual report to the community

Moorak Primary School Number: 279

Moorak Child Parent Centre Number: 1601

Partnership: Blue Lake

	Signature
School principal:	Mr Peter Mitchinson
Governing council chair:	Jeremy Martin
Date of endorsement:	6 February 2023

Government of South Australia

Department for Education

Context and highlights for the combined site

Moorak Primary & Preschool is located in a rural setting 5km from Mount Gambier. The student population consists of students local to the area and also those from Mount Gambier who choose to access a small school environment. Moorak is a part of the Blue Lake Partnership of schools and kindergartens, across the Mount Gambier area. Moorak Primary and Preschool caters for a steady student population which in 2022 was 90 in the school and 16 in the preschool.

Moorak Primary is committed to the development of a challenging curriculum with an emphasis on growth mindsets, positive learner dispositions, student agency and a strong focus on literacy and numeracy. Specialist learning areas for all students include Japanese, Science, the Arts and Technology. Optional interest areas include IMS school band, Recorder, Pedal Prix and out of school sports. Student population included 7% of students qualifying for additional support, through the 'Students with Disabilities, 17.5% families on School card, and 6% students from an Indigenous or ESL background.

Moorak continues to have a focus on well-being, following restorative practices and fostering open communication between all school community members.

We have well maintained facilities across the school with new verandas being added to both the school and the Reception classroom. Our on-site preschool was replaced by a new purpose built preschool as part of the National Quality Improvement Framework during the beginning of year holiday with the centre opening for students in week 3 of term 1. The Preschool was officially opened by the Honourable Blair Boyer, Minister for Education on 8th June 2022. The new facility has certainly proved popular with our Playgroup families who are attending in greater numbers. This has resulted in increased enrolments for the 2023 school year.

Moorak Primary School prides itself on knowing and respecting each student and family. Relationships are developed through curriculum activities and celebrations, including whole-school assemblies, camps and school concerts. The annual small-school sports day went ahead in term3 rather than term 1 due to COVID restrictions. Although the results for Moorak was disappointing, it was good to be back together for this annual sporting event. Opportunities are available for students to work with different ages and interest groups through our Better Buddy Program. Students are encouraged to have a voice through an active Student Council and Student Leadership Teams.

Moorak Primary and Preschool continues to place student learning and the individual student at the centre of all that we do. A committed and highly professional team of staff have delivered high quality learning programs. The support of parents through Governing Council, Parent Club or volunteering within the classroom programs continues to be a highlight. This valuable help and support really does help build stronger relationships within the school and local community. As always, our students will face challenges and hurdles in their learning and growing but we hope that they continue to develop the personal skills, qualities and mindset to work through the challenges and overcome the hurdles. Congratulations to all our year 6 students on graduating primary school. We hope you remember your time at Moorak Primary School as a positive, enjoyable and rewarding experience. We wish them all the very best as they move on.

Governing council report

Not received at this stage. To be added once received.

School quality improvement planning

Goal 1 - To increase the number of students achieving in the higher bands in Numeracy

Progress – Continued our strong focus on effective on mental routines and problematised situations. Strong focus on developing mathematical vocabulary through creating a Moorak Primary scope and sequence document. Teachers focused on developing this mathematical vocabulary through their mental routines and through Number talks early in term 4. A group of students from the 4/5/6 class continued their involvement in the Quicksmart online research project across the State with a focus on improving the instant recall of number facts to enable students to free up their working memory to aid more effective problem solving.

Impact

In 2022 the numeracy results as measured by NAPLAN indicate that 72% of year 3 students and 78% of year 5 students demonstrated the expected achievement against the SEA. For year 3 this is similar to last year but is 28% below the target set. For year 5 this result represents a decrease of 8% from 2021 and is 8% below the target.

In 2022 28% of year 3 and 11% of year 5 students achieved in the top 2 NAPLAN numeracy bands. For year 3 this is a small decrease from last year and is 14% below the target. For year 5 this result represents a small decline from 2021 but is 31% below the target. Although student movement and lack of previous NAPLAN data for these cohorts may explain some discrepancies, it is clear that this will need to have strong focus moving forward into 2023.

PAT Math's data across the site (year 1 to Year 6)

The PAT data shows that most cohorts except for the current Year2 and Year 6 had a slight decrease in the number of students achieving SEA or above from results in 2021. All cohorts apart from the current Year 6 class increased the number of students achieving in the top 25th Percentile.

Goal 2

Although there wasn't a strong focus on reading throughout 2022, the work done over the last few years is certainly starting to show dividends. Observations and feedback show that the staff at Moorak continue to use the high impact strategies for modelled, shared and guided reading which continues to develop the student's comprehension skills. InitiaLit is now embedded across the junior primary classes and has had huge impact on reading fluency. The cumulative reviews are now used to better guide future learning and interventions to support and stretch students. Reading data is now better used to not only measure growth and progress but to also identify current gaps. PFD in term 4 allows staff to work together to delve deeper into the data to plan future school directions.

Impact

In 2022 50% of year 3 and 22% of year 5 students achieved in the top 2 NAPLAN reading bands. For year 3 this result represents an improvement of 25% from 2021 and a decrease of 3% for Y5 students.

In the Year 1 Phonic screening test we had 82% of students achieve SEA which was an improvement of 26% from 2021.

In our Running Records data for Years 1 and 2 we had 73% of students in Year 1 achieve SEA and 81% of students in Year 2 achieve SEA. For both year 1 and year 2 this result represents an improvement from 2021.

The PAT R data showed that Students at SEA or above had an increase from previous years and the number of students in the upper 25th percentile also increased.

Preschool quality improvement planning

Text engagement has remained a clear focus throughout the year and some practices have become embedded. Review of children's observations and other pedagogical documentation shows that all children have developed an understanding that text carries meaning. Educators have observed children increasingly seeking out texts independently to support their wonderings, aid their play, create shared meaning and experiences with educators and peers, and as a catalyst to initiate sustained conversations. The environment has been intentionally set up to support children's sustained text engagement. Educators strengthened their approach to unpicking the book at the story table following the oral language professional development. Children have increasingly transferred tier 2 and 3 vocabulary into their conversations with peers and educators. This has significantly improved with the introduction of inquiry-based planning. Over the course of the year children's identity as readers has also increased. Educators are now seeing more children being confident to read to their 'reading mentor' and understanding that they are 'reading like a 4 or 5 year old'. They are increasingly using images, illustrations and other text features to support their meaning making from texts.

Educators have been highly reflective of children's learning and have become more intentional in the learning experiences and provocations provided. The new preschool environment has enabled this and opened up additional learning possibilities. Educators have been highly intentional to ensure that all experiences and spaces provide children with the ability to engage deeply with texts and links back to the site improvement priorities.

Educator intentionality to create learning environments that are literacy and print rich (with a variety of text type provocations in each space). The learning environment also features displays/ prompts/ supports for educators to refer to when engaging with children.

The new educator team shares the same philosophy and view of children. They quickly formed a collaborative team which focused on building consistency and learning from each other and their experiences. The educator team are open and eager to learn to improve their practice.

Staying the course and keeping within the same site improvement priority area enabled some practices to become embedded whilst building consistency between educators.

Teaching sprints and professional development have been targeted towards educator practice and directly linked to our PQIP. 4 Inquiry-based planning and the use of floorbooks has strengthened our pedagogical documentation and is an area we will continue to build on in 2023.

Community of Practice has started and has been an effective way for the lead educator to build capacity to nudge site improvement. Co-constructing and reflecting with peers has led to a positive shift in leader thinking and actions.

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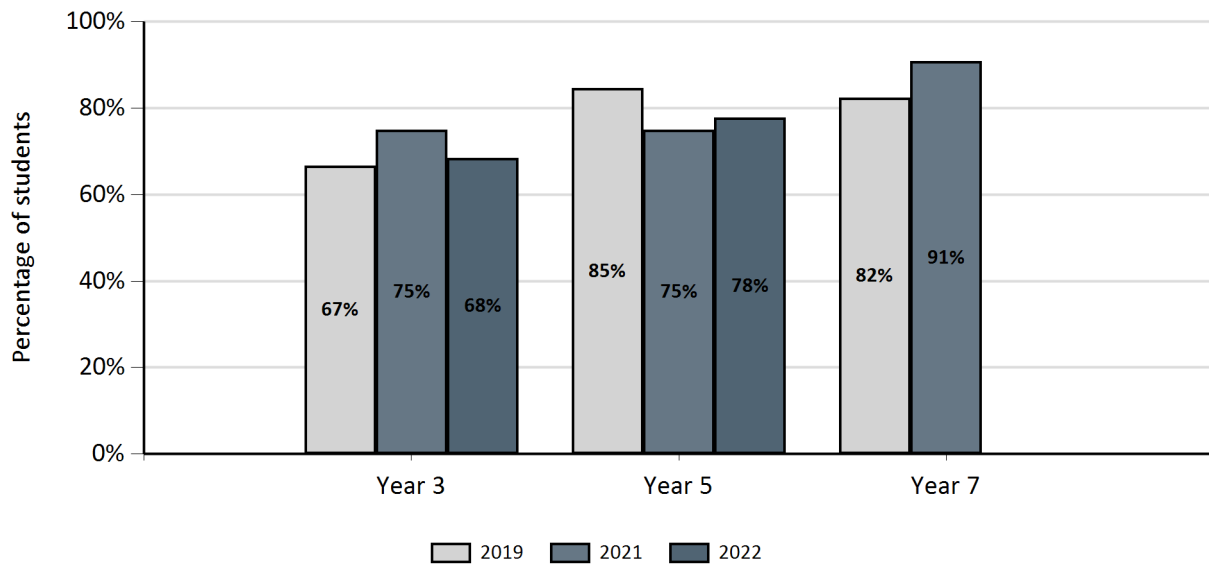
Reading
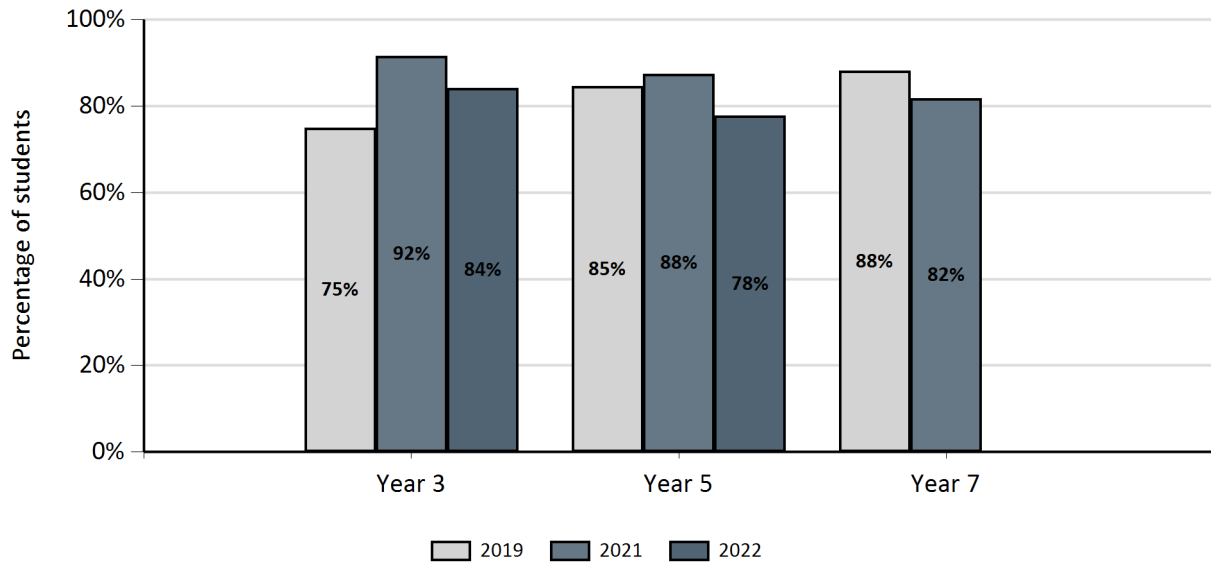
*NOTE: No NAPLAN testing was conducted in 2020.

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	19	19	9	5	47%	26%
Year 03 2021-2022 Average	15.5	15.5	7.0	4.5	45%	29%
Year 05 2022	9	9	2	1	22%	11%
Year 05 2021-2022 Average	8.5	8.5	2.0	1.0	24%	12%
Year 07 2021-2022 Average	11.0	11.0	2.0	2.0	18%	18%

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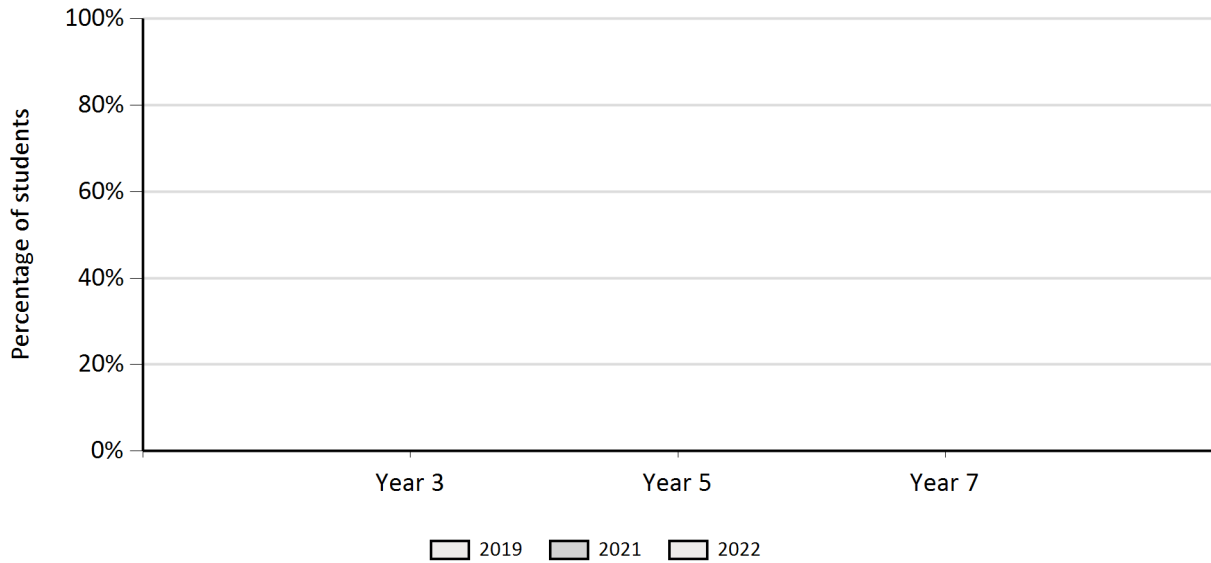Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
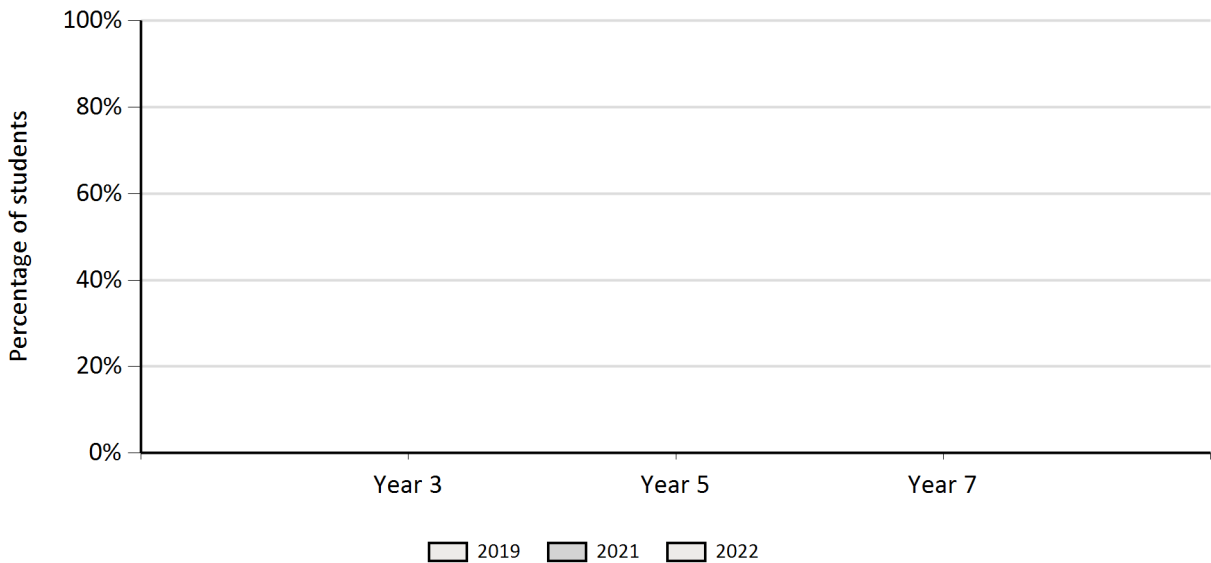Data is only shown for Aboriginal learners.

Numeracy

*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.

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 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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

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

All Aboriginal students were identified as focus students in regard to improvement practices and Literacy and Numeracy assessments. Students' achievement and progress was tracked and used to plan next steps in their learning.

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

7 out of 8 students are at or above SEA and all students made at least expected growth in reading as measured by NAPLAN, PM benchmark and PAT Reading. 5 out of 8 students are at or above SEA as measured by PAT Maths and 2 out of 2 students are at SEA as measured by NAPLAN.

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."

Individual Student data is collected from school based standardised tests in the areas of reading, spelling and maths. Tests used include PM Benchmarking (reading), Running Records (reading), Phonics screening, One minute maths, PAT Reading and PAT Maths. This student data is collated and combined with NAPLAN data. We analyse the data to track progress of year levels, cohorts of students and individuals and identify clear priority areas to work on in 2022. Staff have spent considerable time investigating data PAT & site collected data). Our results show the following:

READING

NAPLAN - 2022 results as measured by NAPLAN indicate that 84% of year 3 students and 78% of year 5 students demonstrated the expected achievement against the SEA. For both year levels this result is similar to the historic baseline average. 47% of Year 3 students and 22% of Year 5 students achieved in the upper bands. This represents a slight increase from the baseline average.

PAT R – We have 84% of students at or above the SEA compared to 74% in 2021. It also shows that we have 37% of students achieving in the higher bands compared to 29% in 2022

Running Records – 82% of Year 1 students at SEA compared to 67% in 2021 and 75% of year 2 students were at SEA compared to 57% in 2021

Phonic Screening (Y1) 82% of students were at SEA – An increase of 26% from 2021.

WRITING

NAPLAN – We had 90% of students in Year 3 achieve SEA or above with 63% achieving in the upper two bands. We had 56% of Year 5 students achieve SEA and no students achieving in the upper two bands.

Brightpath – Data shows that we had 78% of students at or above SEA for narrative writing which is a slight increase from last year, 85% of students at or above SEA for persuasive writing which is similar to last year and we had 80% of students in Information Report writing which is similar to last year.

NUMERACY

NAPLAN - 2022 results indicate that 68% of year 3 students and 78% of year 5 students demonstrated the expected achievement against the SEA. For both year levels this result represents a slight decline from the historic baseline average. 26% of Year 3 students and 11% of Year 5 students achieved in the upper bands. These results are a slight decline from the baseline average.

PAT M – We had 82% of students at or above the SEA compared to 83% in 2021. We had 29% of students achieving in the higher bands compared to 15% in 2021.

The 2022 data shows that we will need to focus on the following:

Reading- Continue embedding effective strategies for effective teaching of reading and comprehension through shared, modelled, guided and independent reading.

Writing –Develop the use of writer's workshop across the middle and upper primary classes as this may be the reason for the high achievement in writing in the Year 3 NAPLAN.

Numeracy – Investigating, developing and implementing effective strategies for effective teaching of problem solving through the use of real life problematised situations that provide stretch for all students.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	95.2%	93.6%	94.4%	92.8%
2020 centre	92.2%	86.2%	90.3%	93.9%
2021 centre	95.7%	100.0%	92.9%	94.3%
2022 centre	88.8%	96.2%	91.1%	84%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.
Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.
*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	89.8%	88.1%	93.0%	88.4%
Year 1	92.3%	92.4%	93.3%	87.6%
Year 2	91.1%	88.4%	95.4%	90.4%
Year 3	95.2%	89.6%	95.7%	94.5%
Year 4	93.9%	91.0%	96.9%	90.5%
Year 5	92.3%	89.2%	94.5%	88.9%
Year 6	90.6%	92.4%	91.6%	87.2%
Year 7	94.9%	85.0%	88.9%	N/A
Total	92.4%	89.6%	93.6%	90.1%

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

Attendance comment

Attendance at school sat around the 91% mark which is an decrease from last year of about 3% and is below the current DECD target of 95%. In the Preschool attendance averages around the 90% mark.
We will need to continue to develop school attendance improvement plans to improve these figures and make improvements especially in the classes that fall below the DECD target.
Possible Strategies could include:
- attendance reports sent to families at the end of each term.
- Teachers to follow up on unexplained absences and lateness more effectively.
- Regular focus in school newsletter.
- identify trends from attendance data each term as staff and target students with poor attendance.
- work closely with Regional attendance support services.

Preschool enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	25	25	25	25
2020	21	20	21	20
2022	16	16	16	16
2021	14	14	14	16

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

At Moorak Primary and Preschool we regard student well-being as an important foundation for learning. This is promoted through: Site based programs/strategies, class meetings and whole school assemblies, funding of additional SSO support, SRC events, Better Buddies and involvement in extra-curricular opportunities
Generally we have a low level of behaviour incidents at Moorak Primary School. Low level in terms of severity and regularity.
We constantly strive to create the safest possible learning environment for our students where they understand and develop positive personal skills, characteristics and relationships.
There was 1 recorded incident of suspension and 0 recorded incidents of exclusion at Moorak Primary School in 2022.

Parent opinion survey summary

In 2022 all client opinion surveys were completed online via a link provided by the Department.
Almost all respondents to the Preschool parent opinion survey indicated that they agreed or strongly agreed with all questions based around Quality of teaching and learning, leadership and decision making, support of learning and relationships and communication.

In the school opinion survey the questions were around school maintenance, behaviour management, improvement initiatives, parent opinions, working with parents, expectations and feedback on children, listening to parents concerns, fair treatment, motivation of child to learn, feeling safe at school, enjoying coming to school, making good progress and meeting child's learning needs
There were 18 responses to the survey.
Areas of strength.
Parents felt that the school staff and students were respectful.
Parents felt that they received enough communication.
Parents talked with their child about school and felt that education was important.
Parents also felt equipped to help plan future pathways for their child.

Some areas for discussion / improvement that came out of the survey include:
-Parents want more help and support from the school in addressing the needs of their child and would like a greater input into their child's learning.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
724 - Compton Primary School	4.0%	5.3%	0.0%	6.3%
279 - Moorak Primary School	80.0%	79.0%	71.4%	93.8%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	80.0%

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.

Destination comment

13 preschool students (81%) will be attending Moorak Primary school.3 students (19%)
Year 6 students
5 students attending local Public High Schools
4 students attending local private school

Relevant history screening

All People working or volunteering with children in South Australia must, by law, have a Working with Children Check before being allowed on our site to work or assist staff in the classroom.
A Working with Children Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the Screening Unit will look at criminal history, child protection information and other information. Teachers are also screened through the TRB - this screening is applicable to teaching positions only.* These categories are described in the Screening and Suitability- Child Safety policy definitions. This screening needs to be updated every 3 years.

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	14
Post Graduate Qualifications	3

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	1.0	7.0	0.0	3.7
Persons	1	7	0	8

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

Financial statement

Funding Source	Amount
Grants: State	$889,720
Grants: Commonwealth	$2,000
Parent Contributions	$46,654
Fund Raising	$0
Other	$0

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	Increased and targeted SSO support in class, small group or 1:1 basis as required to meet the wellbeing and engagement needs of students.	Students more engaged and completing work in class more consistently.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Inclusive Education Support Program	Funding used to provide targeted SSO support in class. Resources to make modifications to curriculum more effective in meeting the needs of the student.	All IESP students have made good growth in meeting their one plan goals.
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	Funding was used to - top up and support a range of expenses, including the support of family expenses with financial difficulties (eg camp, travel, resourcing) - allow school to access performances/excursions. - fund intervention/ support programs to improve Literacy and Numeracy - help fund staff T&D	Students able to access activities not normally available to them and not missing out due to financial hardship. More students access to intervention programs.
Program funding for all students	Australian Curriculum	Funding was used for SSO support for all students to access relevant curriculum at an age and ability appropriate level	All students accessing Australian curriculum areas with some support when and if required.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Better Schools Funding is combined with school funding and used to target students from educationally disadvantaged backgrounds. Focus areas include meeting literacy and numeracy targets for identified students.	Students assessed and identified for support and intervention required and delivered.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Funding used to support students with identified learning needs to provide some 1:1 support using specific programs and initiatives. Used also to provide T&D for staff to further develop their pedagogical approaches with a focus on reading and Numeracy	Educator knowledge and understanding of reading and numeracy has increased. Targeted support provided in class to meet student needs.
Inclusive Education Support Program	IESP funding was used to support verified students and for the implementation of speech support programs.	Verified students received support in working towards their identified goals.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.