



# Moana Primary School

## 2022 annual report to the community

Moana Primary School Number: 1071

Partnership: River Hub

Signature

School principal:

Mrs Kelly Patch

Governing council chair:

Caitlyn Anderson

Date of endorsement:

1 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Moana Primary School is approximately 35km from the CBD and within walking distance of Moana Beach. Our enrolments have seen a slight decline year on year from 2017. 4% of our students are ATSI, 5.5% of our students have a diagnosed disability, 1.31% of our students are EALD and 34% of our students receive school card.

### School Events and Highlights

Some of our usual events and highlights have been impacted for a third year by COVID-19 restrictions, in particular during the first semester of the year.

Where possible we have continued with our assemblies to share and celebrate student learning. We have recorded our assemblies and provided families with a secure link to watch at their leisure.

Sand Sculpture Day is an annual event which is highly valued by students, staff and families. We were able to hold this great community event this year.

Sports Day was able to go ahead this year in its traditional format with families on site for the whole day. We raised funds on the day towards our new play equipment with an Art Gallery selling children's framed piece of art, ice cream and slushy sales and a coffee van.

Aquatics and swimming programs were held for all year levels. As a community living so close to the beach these programs are vital for our children.

We held our End of Year Celebration on the oval, each class performed with their buddy class, the school choir performed and the school staff performed an item too. The event was very well attended by our families.

Our Year 6 and 7 students performed dances and musical items at their graduation. This was preceded by a lunch at the Seaford Hotel.

We held our annual Bookweek parade outside again this year and children paraded around the oval and courts for families to watch.

Music is Fun performed at our school and the performance was a hit with students of all ages.

## Governing council report

In 2023, Moana Primary's Governing Council consisted of 8 parents and 2 staff members and 1 community member and the school principal who met twice each term.

Throughout the year many items were discussed, and decisions were made in hopes of benefiting our school. Items included:

- Overseeing the school's budget, including amending and approving of the 2023 materials and services fees, as well as an increase in the Canteen manager's wages.
- Removal of attendance rates on student reports (for 2022 only).
- Endorsing changes in the Governing Council constitution.
- Reviewing of school policies including the Dress Code.
- Reporting on the NAPLAN results.
- Proposals of continual improvement of the grounds and facilities.

COVID-19 restrictions continued to bring many challenges at the beginning of 2022, particularly with council meetings. We were lucky enough to be able to 'attend' a few council meetings via Microsoft Teams.

Throughout 2022 we farewelled some staff members, Helen Pillen, Tahny Hicks, Amy Brooks, Natasha Beinortas, Kim Clarke, Sam Hicks, Julian Smith and Gen Skeehan, and welcomed some others, Amy Hepple (PCW), Holly Hays, Ryan Bilney, Kirra Carson, Dani Hanson and Sophie Sherriff.

We were able to complete work on the pavers outside the library/senior block to manage several problematic puddle prone areas and had a new bench placed in line of sight from the Front Office which has been used and appreciated by staff, parents and students alike.

The children were fortunate to participate in our annual Sand Sculpture Day, as well as the RAA Street Smart Program, a Science incursion, Animal expo, Camp Quality Puppet Show and Book Week Parade, just to name a few.

As the 2022 year ended, we had happy kids ready for the holidays, and staff too, all knowing that 2023 would bring some new and exciting learning adventures for all.

# Quality improvement planning

Moana Primary School's self-review and improvement planning processes and practices are rigorous and effective in determining priorities and identifying key actions for sustained improvement.

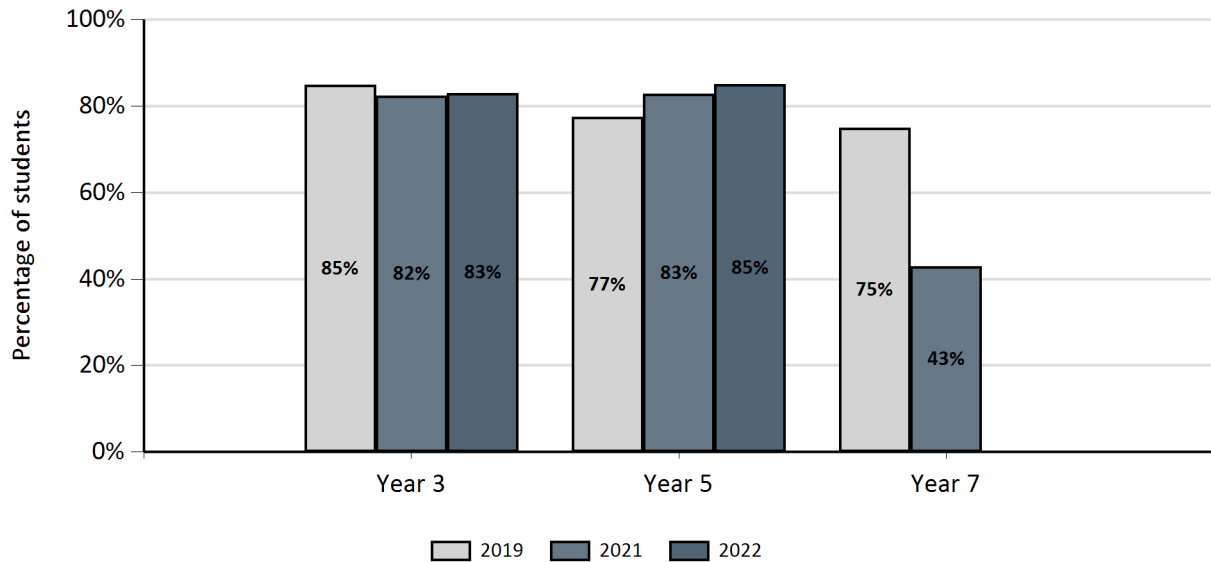
Each iteration of our Site Improvement Plan (SIP) is developed following detailed data analysis of a variety of data sets including NAPLAN, PATR/M, Running Records, Phonics Screener, A-E Grades and pre and post testing effect sizes. Our whole school commitment to the Brightpath writing initiative has given us a second writing data set to ensure continued growth for all students. Teachers follow a writing teaching and learning cycle which involves a pre-assessment, moderation, setting student goals, explicit teaching, post assessment and final moderation. Teachers are committed to the development and review of One Plans to ensure learning growth for all students. We also look to include the directions from our External School review. Each year during Term 4 the whole staff, and our Governing Council, are involved in an evaluation of our achievement against the current SIP targets. From this evaluation our targets are re-assessed in preparation for the next year. The school leadership team monitor progress towards the targets of the SIP on a regular basis through our leadership meetings. All performance and development professional conversations have actions which are directly linked to SIP goals. Any whole school professional development is closely linked to the outcomes of the SIP. An 'Assessment, Analysis, Reflection, Monitoring and Reporting Schedule' is developed and implemented each year. Teaching teams are supported and provided with opportunities to work collaboratively, to share best practice, to participate in professional learning conversations and to build on their collective teacher efficacy. This support and opportunity comes through teams being released for NIT together and allocated time at staff meetings. Policies and procedures are reviewed and updated on a rolling basis.

# 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

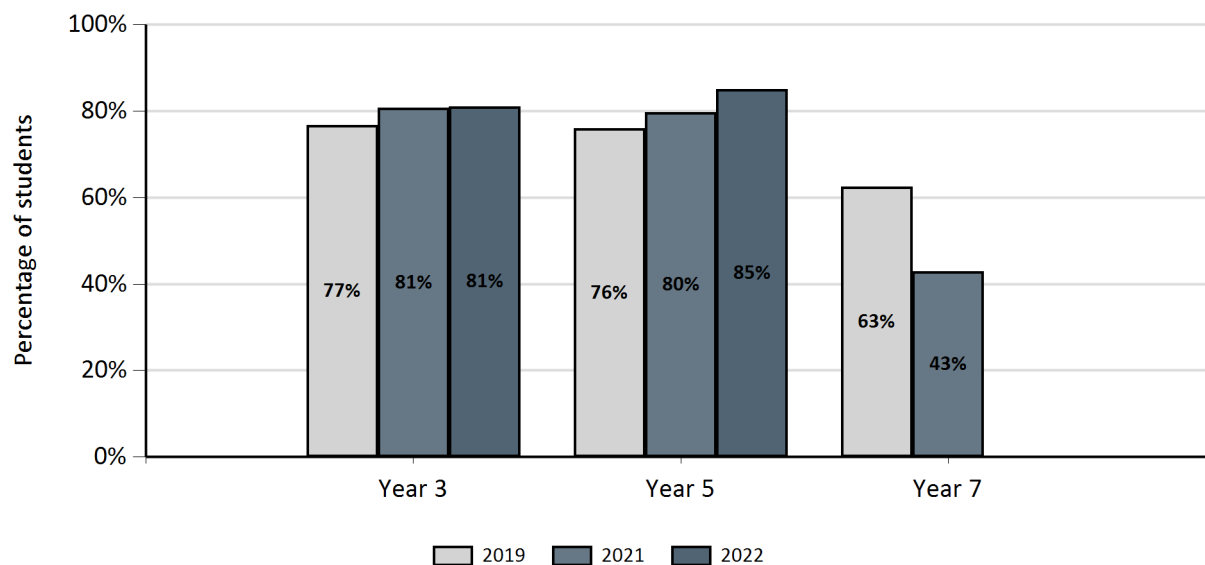


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

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## 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 03 2022	53	53	26	15	49%	28%
Year 03 2021-2022 Average	55.0	55.0	22.0	12.5	40%	23%
Year 05 2022	60	60	22	8	37%	13%
Year 05 2021-2022 Average	62.0	62.0	18.0	10.0	29%	16%
Year 07 2021-2022 Average	7.0	7.0	0.0	0.0	0%	0%

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

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

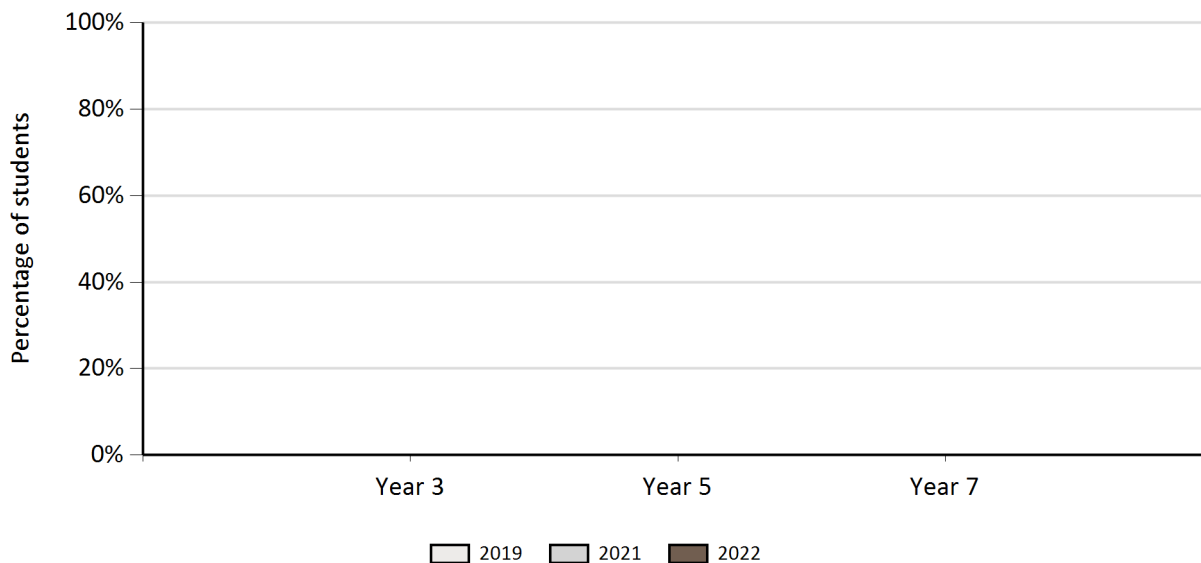
<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



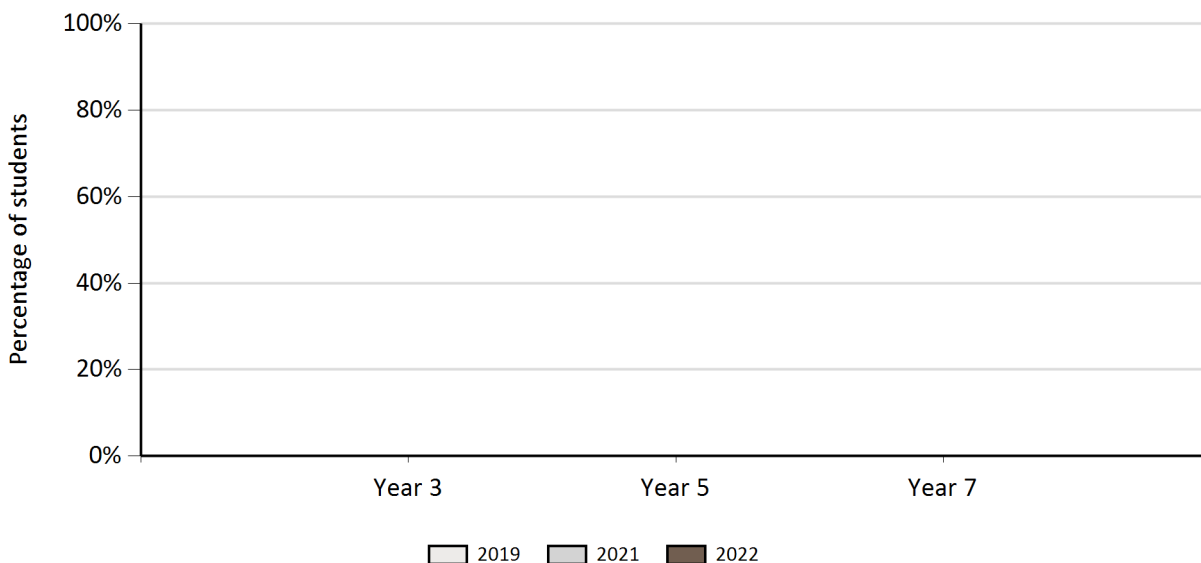
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

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 <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 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.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Continuity of Learning

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

- Principal, Literacy and Numeracy Coach and ACEO meet twice a term to review ATSI data
- ATSI data incorporated with other data but spate data also presented to staff for review
- Discuss what is happening for our ATSI learners during the termly teacher meetings with leadership
- Include goals for ATSI learners in the SIP
- School leadership team to ensure questions relating to specific outcomes for Aboriginal learners are part of all staff PDP conversations.

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

- 50% of Year 3 students achieved SEA in NAPLAN numeracy
- 68% of Year 5 students achieved SEA in NAPLAN numeracy
- 50% of Year 3 students achieved HB NAPLAN reading
- 67% of Year 5 students achieved SEA in NAPLAN reading
- 100% of Year 3 students achieved HB in NAPLAN writing
- 100% of Year 5 students achieved SEA in NAPLAN writing

# School performance comment

55% of Year 1 students achieved the benchmark in the Phonics Screening Check which is slightly down from the 2021 result.

The 2021 Running Records data shows:

- 59% of Year 1 students achieved the SEA
- 63% of Year 2 students achieved the SEA

The 2021 NAPLAN Reading data shows:

- 82% of Year 3 students achieved the SEA
- 48% of Year 3 students demonstrated high achievement
- 86% of Year 5 students achieved the SEA
- 35% of Year 5 students demonstrated high achievement

The 2021 NAPLAN Numeracy data shows:

- 80% of Year 3 students achieved the SEA
- 29 % of Year 3 students demonstrated high achievement
- 82% of Year 5 students achieved the SEA
- 13% of Year 5 students demonstrated high achievement

The PAT-R 2021 data shows:

- Year 3 – 85% of students achieved the SEA
- Year 4 – 91% of students achieved the SEA
- Year 5 – 91% of students achieved the SEA
- Year 6 – 86% of students achieved the SEA

The PAT M 2021 data shows:

- Year 3 – 89% of students achieved the SEA
- Year 4 – 97% of students achieved the SEA
- Year 5 – 86% of students achieved the SEA
- Year 6 – 93% of students achieved the SEA



# Attendance

Year level	2019	2020	2021	2022
Reception	92.5%	89.6%	89.2%	87.0%
Year 1	92.0%	91.1%	89.2%	85.4%
Year 2	92.3%	91.1%	90.5%	83.2%
Year 3	90.9%	89.2%	91.9%	87.6%
Year 4	91.2%	88.9%	91.0%	86.6%
Year 5	90.4%	88.8%	89.4%	84.7%
Year 6	92.6%	88.8%	90.6%	83.1%
Year 7	88.9%	88.0%	83.6%	N/A
Total	91.5%	89.5%	90.1%	85.3%

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

## Attendance comment

During 2022 staff have followed the school processes and procedures for attendance and the SWL and ACEO have followed up with parents and facilitated meetings with the DfE Attendance and Engagement Officer. COVID-19 has once again impacted upon our attendance rates this year. To reduce unexplained absences we send letters home to parents and have informed parents of our attendance rate via the School Star App.

## Behaviour support comment

We have seen a 17% reduction in behaviour incidents as from the previous year. There has been an increase in the number of incidences recorded for threatened or perpetrated violence. We have seen an increase in the number of students suspended from school. At Moana Primary School we value the provision of safe, consistent, predictable routines for every child, every day in every classroom. We want all students to be present, centred and ready to learn. We are a trauma sensitive school and recognise that the effects of stress or traumatic stressors impact child development and classroom learning. The model provides strategies which empower teachers to teach and get students excited about their learning. Our whole school trauma sensitive agreement includes; morning routines, interoception, brain breaks, a Zen Den in each learning space and the use of ready to learn plans. From 2022 to 2024 Moana Primary School is participating in the PBL (Positive Behaviour for Learning) initiative.

# Parent opinion survey summary

94 parents completed the parent opinion survey in 2021.

62% of respondents agree or strongly agree that teachers and students respect each other at Moana Primary School. 53% of respondents agree or strongly agree that their child is important to the school. 56% of respondents agree or strongly agree that they receive enough communication from school and 55% of respondents agree or strongly agree that the school communicates effectively with them.

34% of respondents agree or strongly agree they know the standard of work the school expects from their child. 39% of respondents agree or strongly agree that teachers at the school provide their child with useful feedback. 38% respondents agree or strongly agree that they have useful discussions with the school about their child's learning and 35% of respondents would like the school to address their child's need better.

95% of respondents talk with their child often about what happens at school. 34% of respondents agree or strongly agree that the school provides an opportunity for them to have input about their child's learning. 31% of respondents agree or strongly agree that the school provides them with useful tips on how to help students learn at home and 48% of respondents agree or strongly agree that the school encouraged parents to help students learn.

75% of respondents strongly agree that education at school is important to their child's future.

The challenges we have all faced with COVID-19 have certainly impacted on opportunities for families to have the ad hoc conversations they would usually have with class teachers during 2020, 2021 and 2022. Some families state their readiness to move on from COVID-19 which conflicts with some school practices still required on the advice of SA Health and the Department for Education.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	29.4%
OV - LEFT SA FOR OVERSEAS	1	5.9%
QL - LEFT SA FOR QLD	2	11.8%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	52.9%

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

Moana Primary School adheres to processes for ensuring compliance with DfE Relevant History Screening for Teachers, DfE employees, Families SA employees, parents, volunteers, contractors and third party providers. Comprehensive records are maintained including clearance dates, role and expiry dates.

# 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	47
Post Graduate Qualifications	8

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	25.0	1.0	14.1
Persons	1	31	1	19

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

## Financial statement

Funding Source	Amount
Grants: State	\$4,070,001
Grants: Commonwealth	\$2,000
Parent Contributions	\$89,184
Fund Raising	\$8,811
Other	\$9,963

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	School Support Officers employed to work on a one to one basis and with small groups of students as per One Plan Goals and Agreement.	All students continue to work towards goals identified in their One Plan.
	Improved outcomes for students with an additional language or dialect	Teaching teams work with literacy coach to collaboratively plan, engage in professional conversation and share pedagogical practice. Teams of teachers supported with time to assess student work and share feedback with all staff.	Improvement - literacy and numeracy as per site improvement plan targets.
	Inclusive Education Support Program	IESP funding was used to place Student Support Officers in classes with targeted students to assist with their engagement in learning. Also to support students interoception skills and organised play in the yard at breaks for social skills.	Students are working on individual goals and gaining independence through IESP funding.
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	APAS funding used to support students to reach benchmarks in reading. ACEO works with individual students and groups of students to support academic outcomes. AET supports teachers with strategies to engage and support students to achieve academic outcomes. Students not at benchmark for reading participate in the reading intervention programme, students not at benchmark for maths participate in Quicksmart or Quicksmart online. ACEO and leadership continue to work with families to improve attendance rates.	All students showed improvement in reading levels.
Program funding for all students	Australian Curriculum	N/A	N/A
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Literacy and Numeracy Coach employed to support teachers to use data to formulate next teaching points and formulate student goals and use evidence informed practice in their classrooms.	Improvement - literacy and numeracy as per Site Improvement Goals.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

