



# Manoora Primary School

## 2021 annual report to the community

Manoora Primary School Number: 0245

Partnership: Lower Mid North

Signature

School principal:

Ms Tricia Thompson

Governing council chair:

Nathan Voigt

Date of endorsement:

18 March 2022



Government  
of South Australia  
Department for Education

## Context and highlights

Manoora Primary School is a small school with 35 students R – 7 in 2021. 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 Years 4 – 7. Thirty-five students were expected for the start of the 2021 school year.

Manoora Primary School is located nine kilometers from Saddleworth and eighteen kilometers from Riverton, where students attend one of two government high schools, although some families choose to access non-government schools for secondary education in either Gawler or Tanunda.

Reception students have generally attended preschool in Saddleworth. A Manoora Playgroup started on-site during the 2018 school year with local families attending to participate. Stable numbers of children and parents attend this with planned visits from health professionals starting in 2020. During 2021, the Playgroup was postponed due to COVID and staffing issues.

Manoora Primary School is part of the Lower Mid North Partnership, joining sites in Balaklava, Hamley Bridge, Owen, Port Wakefield, Riverton, Saddleworth and Tarlee. As schools and pre-schools, we work together to improve learning outcomes for all students across the Partnership.

The school curriculum at Manoora Primary School covers the 8 learning areas: Mathematics, English, Science, Humanities and Social Sciences (HASS), Health and Physical Education, Design and Technology, The Arts and Languages Other Than English (Japanese).

We have a weekly cooking and gardening program.

We were very fortunate to receive Sporting School Grants, which gave our students the opportunity to participate in sporting activities that they normally wouldn't be able to access. In 2021, we participated in table tennis, lacrosse, athletics and orienteering.

Parent support continues to be a strong feature, with most families represented through either Governing Council or Parents' Club and all families providing support to the school, staff and students in some way.

## Governing council report

2021 was another interesting year with Covid 19 still prevalent in the community.

Firstly, I would like to thank the teachers and helpers for all they have done over the past 12 months Without their expertise and knowledge the school would not be what it is today.

Big thanks to Trish Thompson for everything she has done from Manoora Primary and for making it what it is today. Good luck on her next venture, and I am sure Tricia will have a big impact on the next school that she is going to in Tasmania. Also, a big thankyou to Julie Baxter for everything that she did for Manoora Primary school. Julie had a massive influence on the running of our school and often went above and beyond to make our school a better place. I hope Julie enjoys her time in retirement and enjoys seeing what Australia has to offer.

Thanks to Madeline for her stint at Manoora Primary as well. I know the children really enjoyed her short time with us. And for everyone else that makes our school run, office staff, SSO's, Parent Club, volunteers, community members and many others, a big thank you also, for making our school run smoothly and successfully, and offering our students many opportunities they may not otherwise have or be exposed to. The future is looking bright!

I would like to welcome Steve Cornish as our acting principal for the first semester, I look forward to hearing his ideas for our school improvements, and welcome back Heather Merritt to our upper primary class. We also welcome Kristen Winders and Vivienne Churchett as our new junior primary teachers.

In closing, hopefully the Covid pandemic will settle down and allow us to get back to the new normal that we know now to be.

Yours sincerely,  
Nathan Voigt  
Manoora Primary School Governing Council Chairperson

# Quality improvement planning

Our Site Improvement Plan focused on Numeracy and using Big Ideas in Number. While our reading and writing data shows strong positive growth, our numeracy data has not seen the same improvement increase. Staff worked with outside agencies, engaged in Professional Development and worked on an agreed pedagogical practice for the structure of our maths lessons. The aim is to increase the number of students that reach the Higher Bands in Numeracy and to decrease those students not making the Standards of Education as set by the Department for Education. As a result, we had positive growth in our children's Big Ideas in Number testing, and slight growth in NAPLAN and PAT-M results.

Our whole school priority was to improve the standard achieved by each individual student at Manoora Primary School.

2021 Targets included:

All student exceed DfE standards for Educational achievement

All students in Years 3 and 5 achieve middle to high growth in Reading and Numeracy.

Moderated work samples and task design across all year levels show strong evidence of differentiation within the curriculum offered and opportunities for all students to achieve at higher levels (above a C grade)

All students tested achieved the SEA in PAT-M and PAT-R

NAPLAN testing indicated 72% of students were in the middle to upper growth bands in reading and writing.

41% of our students were in the middle to upper growth bands in numeracy. This is a continued area of focus as we move forward.

Staff worked with their Partnership colleagues to moderate numeracy tasks in order to develop consistency of judgement and plan to differentiate tasks to stretch and engage students. Moving into 2022, Manoora Primary School staff will be attending further training in mathematical teaching ideas and using the Inquiry process, so that every student will have a more differentiated program in order to reach their individual learning goal.

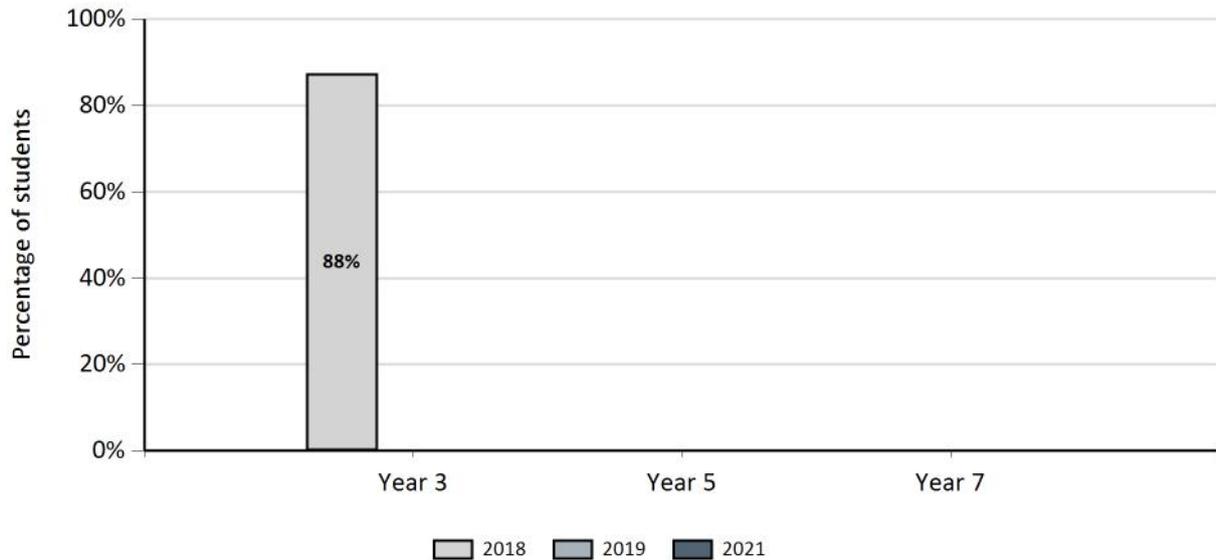
Analysis of A-E grade achievement in reading and numeracy demonstrated positive growth

# 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

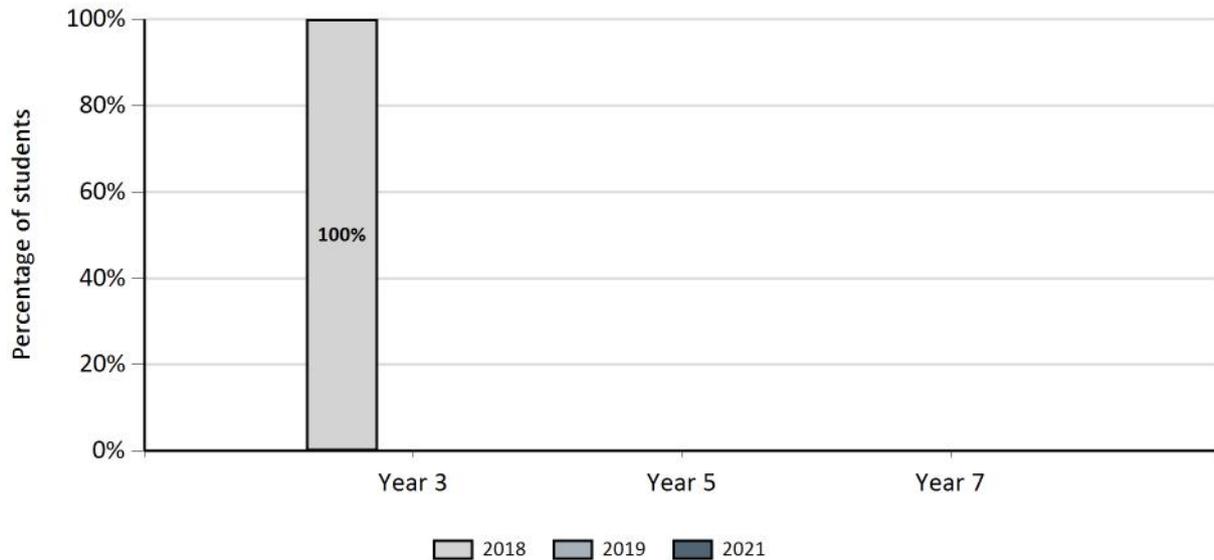


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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 2021.

\*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 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

\*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 <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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

<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 2021: Quality Teaching

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

Tracking the Aboriginal learners by focusing on their achievement once a term in staff meetings. Teachers regularly check up on the learners in their goal setting, Principal does regular walkthroughs with a focus on the catering the learning towards individual learner needs,

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

Due to our very low number of Aboriginal learners at Manoora Primary School, this is unable to be given, however there was significant progress with 75% of our Aboriginal learners.

# School performance comment

As a school that had fewer than 5 students eligible to sit NAPLAN, small changes to cohorts and student achievement can cause large changes in the percentages for each year level. This makes it difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

The graphs detailed in the previous pages indicate that the cohort for Years 3 and 5 was below 5 and therefore no data has been entered for this current year.

Analysis of the NAPLAN data indicated that nearly all students reached the National Minimum Standard. Growth data from Years 3 - 5 were strong.

Running Records - The 2021 DECD Standard or Educational Achievement for Year levels R-2 are set to ensure all students are developing at the standard rate. 98% students achieved the SEA.

PAT R and PAT M results for all students tested showed all reached the DECD SEA with a number of students achieving in the higher bands.

Manoora Primary School had many Achievements in 2021, such as:

- State Science Awards at the Royal Adelaide Show
- High Achieving school in Premier's Be Active
- 100% participation in the Premier's Reading Challenge
- Young Writer's Awards
- Clare Library Literacy Awards
- Several students participating in SAPSASA sports
- Participation in Science Week and Book Week
- Having three terms of Sporting Schools coaching

## Attendance

Year level	2018	2019	2020	2021
Reception	93.9%	90.7%	89.0%	87.8%
Year 1	94.2%	95.8%	81.9%	87.6%
Year 2	95.0%	95.9%	94.5%	89.8%
Year 3	92.5%	95.8%	97.4%	94.6%
Year 4	92.2%	95.8%	96.4%	94.9%
Year 5	93.7%	94.1%	95.4%	98.0%
Year 6	86.3%	94.0%	95.4%	91.1%
Year 7	97.5%	N/A	N/A	87.5%
Total	93.2%	94.9%	92.9%	91.1%

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

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

## Attendance comment

Attendance is satisfactory, with no attendance concerns.

## Behaviour support comment

We are most fortunate to have had little need for behaviour interventions in 2021. Our students are respectful of the school rules, their peers and staff members. They willingly take on extra responsibilities and contribute positively to the school culture.

3 behaviour incidences were recorded in our system.

## Parent opinion survey summary

From the online Parent Survey in Term 4, and 27% of our families responded. We surveyed on communication, quality of relationships, reporting to parents, learning programs, curriculum and school planning. 90% of our parents believe that teachers at this school expect my child to do his or her best. 90% also believed that teachers at this school provide my child with useful feedback about his or her school work. 78% thinks our school looks for ways to improve.

The overwhelming majority responses fell in the very good to excellent range. Comments included:

- \* I think Manoora does an amazing job of Nature Play and I can't wait until the school community sees more of it
- \* I like that the children are allowed to play in the trees and sand etc.
- \* I like the idea of expanding more, although I don't think spending a lot of money is beneficial.
- \* Great school with an excellent kitchen and garden program and the beginnings of nature play
- \* The teachers / parents involved work hard to provide the children with learning through play and life skills necessary for adulthood
- \* The children have so many opportunities to learn

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All volunteers and members of Governing Council and Parents Club have undertaken relevant history screening. All original documentation is verified by the principal. All staff are registered with the new online DCSI procedures

## 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	0

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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 2021 .

## Financial statement

Funding Source	Amount
Grants: State	\$726,148
Grants: Commonwealth	\$7,137
Parent Contributions	\$7,872
Fund Raising	\$10,542
Other	\$9,787

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

## 2021 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 2021 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	Support kitchen and garden programme, the Enterprise Education units and supplementing the activities led by our pastoral support worker	More improved attendance rates and the WEC survey showed positive progress
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Increased SSO support, MacqLit intervention, in class daily support	Increased literacy and numeracy achievement
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	<p>One on One support with SSO with social skills program</p> <p>Subsidising funds for Camps, Excursions and Swimming lessons</p> <p>Share in access to an Aboriginal Education Officer</p>	<p>Improved access to educational opportunities</p> <p>Access to indigenous culture</p> <p>Improved behaviour, being respectful to peers and staff and organisation</p>
Program funding for all students	Australian Curriculum	Release time for teachers to engage in relevant professional development	Teachers were able to work with peers and develop their own learning/pedagogy
Other discretionary funding	Aboriginal languages programs Initiatives	Assist with the Aboriginal projects around the school, such as the yarning circle, indigenous food planting and the beginnings of an Acknowledgment of Country video	Yarning Circle completed by working with Aboriginal people
	Better schools funding	Big Ideas in Number Intervention - equipment and staffing	All learners in the programme increased their number achievement
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

