Annual Report 2013
Manoora Primary School is a small, mono-cultural school with 24 students R – 7 in 2013. Students are generally from a farming or rural background and the school population is stable, with low transience.

The school population is divided evenly between two full time classes, R – 3 and Years 4 – 7. Twenty-five enrolments are expected in 2014 and twenty-eight for the start of the 2015 school year. Numbers decrease after 2016 with the departure of seven students to Year 8 and high school.

The school curriculum covers the 8 learning areas: Mathematics, English, Science, Society and Environment, Health and Physical Education, Language Other Than English (French), the Arts and Technology.

Manoora Primary School is located 9 kilometers from Saddleworth and 18 kilometers from Riverton, where students can attend the local government high school, 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.

There is a high level of community interest and involvement in the school, which has an extremely active and supportive Governing Council and Parent Club.

Assemblies are held in the ‘Church’ twice a term.
At Manoora Primary School there is a strong emphasis on the students’ learning and ensuring that the learning experiences on offer are rich, relevant and value-add to the curriculum. Examples include:

- **Assemblies**
  - French plays by the R – 3 class
  - musical performances
  - poetry readings
  - Book Week

- **Curriculum**
  - Book Week Literary Luncheon
  - Choir
  - Christmas craft afternoon
  - excursions
    - local history
    - book launch at Saddleworth Library
    - careers
    - cooking with mushrooms at Riverton and Districts High School
  - introduction of the Premier’s Reading Challenge R – 7
  - Lower North Cyber Safety Week
  - PAT-R and PAT-M testing undertaken in Years 2 – 7 for the first time
  - R – 3 Primary Maths Association Competition win

- **Governing Council**
  - fundraising
  - working bee

- **Grounds and Facilities**
  - re-cladding of the Admin building
  - vegetable garden and tree planting

- **Horrocks Hill Hub**
  - Year 6/7 leadership activities each term
  - Rock and Water programme and training
  - GRIP Leadership conference
  - Year 7 Canberra trip
  - Drum Beat (Years 5 – 7)
  - visiting theatre performances (R – 7)
  - combined staff meetings
  - Student Free Days focussing on the Australian Curriculum, History and Geography

- **Parent Club**
  - First Aid course for Year 6/7
  - special lunches
  - fundraising

- **Sports Days and PE activities**
  - our own Sports Day
  - Gilbert Valley Sports Day
  - swimming
  - Upper Primary Netball and Football Carnival

- **Student Representative Council**
  - cubby house purchase
  - disco
  - fundraising for charities
  - special lunches.

Photographs of many of these highlights are included throughout this report.
Report from Governing Council

The 2013 Governing Council has a great representation of parents, with 10 out of a possible 13 families from the school represented on the committee.

This year the Governing Council had a clean-up at the school grounds and at Dean Schunke’s property after the summer storms, accumulating about 15 tonnes of wood that is still currently for sale at the school. We also put together a brand new cubby house for the kids, which has seen its fair share of use already!

![Cubby House](image.png)

*The cubby in question, bought and paid for by the SRC with support from the Parent Club.*

This year’s main fundraiser was run on 23 August, with Dave Prior entertaining us at the Manoora Centenary Park. The night included a cocktail supper with drinks provided at the bar. The event was open to the public with money raised going towards upgrading the school’s facilities for the benefit of all of the children.

We also oversaw the re-cladding of the Admin building, which looks fantastic.

The school ran a great local Sports Day and did very well at the Interschool one held at Owen.

A highlight for the year was the annual end of year Concert, which was once again a great success due to the organization of the staff, help from lots of parents and amazing performances from all the kids.

I believe that our role as Governing Council is to keep improving the facilities at the school, to give the children the best possible environment to continue ‘learning, caring and sharing for all’.

Although we are a small school, the Governing Council and the motivated staff work together, striving to reach our goals.

*Shayne Willmott*

**CHAIRMAN**

Manoora Primary School Governing Council
Focus on Learning: Literacy

Our Goal: To improve students’ comprehension of what they read and view.

Targets for 2013
- All students in Years 3, 5 and 7 reach the National Minimum Standards (NMS) for Reading.
- All students in Years 5 and 7 record average to high growth in reading between NAPLan tests.
- 10% improvement in reading scores shown between 2012 and 2013 Year 3 cohorts.
- All students in Reception, Years 1 and 2 meet the following regional targets for reading:
  - Level 8 after four terms of Reception
  - Level 20 by the end of Year 1
  - Level 26 by the end of Year 2.

Key Strategies
Classroom programmes were reviewed with consideration to the types of tests used, the level of questioning, the regularity of reading lessons, explicit instruction, differentiation and the use of reading groups. Individual student responses to the NAPLan tests were analysed to develop foci for inclusion in classroom reading programmes.

A whole school Literacy Agreement was developed and documented to unify approaches to the teaching of reading, writing, spelling, punctuation and grammar.

Regular assessments were conducted to monitor students reading progress and achievement and targeted intervention processes were implemented for identified students.

Training and development for staff included Sheena Cameron’s Reading Comprehension workshop and the ‘Principals as Literacy Leaders’ (PALL) course.

Book Week in the library here at school.
Our Achievements
All students achieved the NMS for reading.

Students’ mean scores in Reading (NAPLaN) equalled (Year 3) or exceeded (Years 5 and 7) the scores across the region. Reading scores in Years 5 and 7 were also significantly better than those achieved nationally and in schools with the same category of disadvantage.

92% of R – 2 students met or exceeded the regional targets for reading as stated above. Class reading levels of these students compare favourably with students across the state, with no students’ results recorded in the lower levels.

Directions for 2014
To develop the quality of students’ writing through explicit teaching and the provision of structures for each text type.
**Focus on Learning: History**

**Our Goal** To provide students with a comprehensive and engaging History curriculum.

**Targets for 2013**
- All students have accessed the Australian History Curriculum through the implementation of classroom programmes.
- All student work has been assessed, moderated and graded according to the standards provided.
- Classroom programmes demonstrate a clear understanding of the elements of Learning Design and reflect our small school context.

**Key Strategies**
Staff explored pedagogical approaches and support materials during staff meetings, Student Free Days and hub meetings and by utilising the expertise of local and regional personnel and facilitators.

**Local history excursion to Mintaro.**

**Our Achievements**
The History curriculum was successfully implemented in each classroom and reported upon to parents in Terms 3 and 4.

The Geography curriculum was introduced to staff in Term 4 2013, with this work to continue in 2014.

Results of a survey conducted by the regional Australian Curriculum facilitator showed that three-quarters of the staff believe that they have either a functioning knowledge of the history curriculum or are able to embed this within their existing programme.

**Directions for 2014**
To continue to deepen our knowledge and understanding of all areas of the Australian curriculum in order to develop and implement engaging, relevant programmes for students that meet stated outcomes.
Student Achievement

Reading Levels

Year 1

Class reading levels compared to State

Students at Manoora Primary School compare very favourably with students from across the state, with no students’ reading achievement in the lower levels.

Year 2

Class reading levels compared to State

One of four visiting theatre performances – this one by Splash Theatre Company – shared with Horrocks Hill Hub sites.
In 2013 there were two students at each year level in Years 3, 5 and 7.

### Year 3

#### Table 4: Year 3 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Numeracy</td>
<td>382.5</td>
<td>376.2</td>
<td>401.7</td>
</tr>
<tr>
<td>Reading</td>
<td>392.4</td>
<td>374.6</td>
<td>385.4</td>
</tr>
<tr>
<td>Writing</td>
<td>368.1</td>
<td>422.5</td>
<td>388.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>348.0</td>
<td>375.7</td>
<td>398.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>371.1</td>
<td>402.3</td>
<td>454.6</td>
</tr>
</tbody>
</table>

Apart from Writing, all scores show an improvement on last year.

Mean scores in Year 3 are consistently above the regional score in each test aspect. Scores were higher than the national scores and scores in similar schools in Grammar and Numeracy. Scores in Reading and Writing were significantly lower than national scores, ie greater than 25 points.

#### Table 1: Year 3 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 3</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50.0</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>50.0</td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>50.0</td>
<td></td>
<td>50.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50.0</td>
</tr>
</tbody>
</table>

Students were placed in the middle to high proficiency bands in each test aspect.

*New sand in the sand pit – we are all there!*
Year 5

Table 5: Year 5 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>468.5</td>
</tr>
<tr>
<td>Reading</td>
<td>477.2</td>
</tr>
<tr>
<td>Writing</td>
<td>471.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>507.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>492.3</td>
</tr>
</tbody>
</table>

Numeracy results at Year 5 are of particular concern. Numeracy – in particular problem solving – will be a focus of the 2014 Site Improvement Plan.

Results in other aspects of the test come across as ‘average’, particularly when looking at the proficiency bands for each student’s results.

Table 2: Year 5 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt 3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50.0</td>
</tr>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>50.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>50.0</td>
</tr>
</tbody>
</table>

In Year 5, mean scores are above the region in Grammar, Reading, Spelling and Writing, but Numeracy scores are lower when comparing regional, national and like school data. This trend is reversed when looking at Reading, Spelling and Writing data.

Long jump on our Sports Day.
Year 7

Table 6: Year 7 Mean Scores

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>583.0</td>
</tr>
<tr>
<td>Reading</td>
<td>539.0</td>
</tr>
<tr>
<td>Writing</td>
<td>531.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>504.3</td>
</tr>
<tr>
<td>Grammar</td>
<td>519.0</td>
</tr>
</tbody>
</table>

The scores are a significant improvement on last year’s results, which may have more to do with the particular cohort of students rather than any other factor. Writing is of the most concern, hence its inclusion in the 2014 Site improvement Plan as a focus area.

Scores in Year 7 were above the regional, national and like school scores in every test aspect and results were in the higher proficiency bands for every test aspect apart from writing, when results were in the middle bands.

Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exempt</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
</tbody>
</table>

Further comment

While results at Year 7 are pleasing, in other year levels the results are mixed. There needs to be greater emphasis and consistency in teaching reading and writing across the year levels and staff may need additional support and training to ensure this occurs in line with the school’s Literacy Agreement.

Swimming lessons in Term One.
Student Data

Attendance

Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td>87.4</td>
<td>92.4</td>
<td>88.9</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>87.8</td>
<td>90.4</td>
<td>99.0</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>93.5</td>
<td>78.6</td>
<td>91.0</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>88.8</td>
<td>95.4</td>
<td>92.7</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>91.2</td>
<td>91.0</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>94.2</td>
<td>93.7</td>
<td>90.8</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td>90.2</td>
<td>92.7</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td>96.4</td>
<td>93.6</td>
<td>82.1</td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td></td>
<td>91.2</td>
<td>92.3</td>
<td>90.9</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td></td>
<td>91.8</td>
<td>92.3</td>
<td>91.5</td>
</tr>
</tbody>
</table>

Our attendance rates are affected by issues including sickness and family holidays taken during school time. In many respects our data is below that of other like schools, i.e., small schools locally, so there is room for improvement. Aiming for an attendance rate of 95% at all levels of schooling is realistic and also in line with DECD targets.

Most families take responsibility for informing the school of the reason/s for their child/ren’s absence. Where no phone call or note is forthcoming, absences are followed up with a phone call from the school, a note requesting reasons for any unexplained absences and, if needed, a letter outlining the importance of regular school attendance and the next steps that will be taken by the school, such as referral to the regional Student Attendance Counsellor.

Students in Years 5 – 7 participated in the Drum Beat programme as part of a Horrocks Hill Hub initiative and performed at an Assembly for the school community.
Two students transferred from government schools into Manoora Primary School during the 2013 school year, one from interstate. Both transferred out, to government schools, prior to the end of the year.

All students in Year 7 (2013) transitioned to a non-government school for 2014.

‘The Three Little Pigs’ as performed, in French, by the R – 3 class for Assembly.
Behaviour Management

There were no students suspended in 2013 and behaviour is managed within the current site based policy, which was reviewed during the year. Student 'reward days', given for exemplary student behaviour during the term, were discarded as not needed given our current clientele. Students can, and are expected to, behave appropriately without the promise of a reward.

Incidents of bullying and/or harassment are dealt with by the class or yard duty teacher as they arise and parents contacted if needed.

Both photos are of the mushroom cooking demonstration organized by staff at Riverton and District High School for local primary school students.
Client Opinion

School Opinion Survey data was not available in 2013 and the National School Survey tool will be used to inform the 2014 Annual Report. This year, students, staff and parents were surveyed and anecdotal comments recorded. A summary of these comments and a brief analysis is printed below for your information.

Students

Students in Years 6 and 7 have the opportunity each year to participate in a Leadership Programme facilitated by the staff and Principals of each of the five schools in the Horrocks Hill Hub, with at least one major activity planned for each term.

Activities in 2013 included:
- Drum Beat
- Orienteering
- Red Banks excursion
- the Rock and Water programme
- the GRIP Leadership conference and
- swimming.

Students comments about these activities were overwhelmingly positive, including statements like:

*We shared leadership and worked together to solve problems.* (Orienteering)

*Lots of learning about feelings and It was fun working together.* (Drum Beat)

Whatever the activity, students reported that *meeting people* and *making new friends* was an important aspect of their experience, comments that were backed by a parent who said that *if these opportunities had not been available to her child then she would have considered moving the child to another, larger school where they could have access to a larger group of peers and opportunities to socialise more widely.*

As well as working as a member of the Lower Mid North (LMN) Partnership in 2014, Manoora Primary School will maintain its strong links to the Horrocks Hill Hub and the opportunities it offers, not just for our senior primary students, but all students R – 7.

*Enjoying yard play in the sand pit.*
Students were also surveyed about aspects of their schooling, including what they have enjoyed learning about this year at school and what they might have liked to learn more about, as well as describing the teachers in the school and what areas of the school require improvement.

All students found at least one or two things that they had enjoyed learning across the eight curriculum areas, which is pleasing to note! The same could be also said for what students wanted to do more of or learn more about, with PE featuring several times with comments such as **trying out different types of sport**.

Another very telling comment by a student in answer to this same question was *More things suited to (my) year level – not just give the whole class the same sheet*. A similar comment was also made by a parent and will be followed up accordingly with teachers as part of the site’s Performance Management process.

On a positive note, students used words like ‘helpful’, ‘caring’, ‘creative’, ‘respectful’, ‘smart’, ‘there for you’, ‘understanding’, ‘awesome’ and my personal favourite: ‘sweet’ to describe their teachers. One student wrote that teachers had **good ideas and lessons we did this year**.

Students are interested in their classrooms and school environment, with issues such as new basketball hoops, the width of the cricket pitch and the state of the oval, toilets, paving and cement were also raised by a number of students. The lack of a male teacher was also mentioned by two students.

Student Voice is an area that requires further development in 2014 so that students can tackle issues of real interest to them. As people who also use and enjoy the resources and facilities of the school, students need to be encouraged and supported to become more active participants in their education and schooling.

*Cooking on a Friday afternoon with Nadine, our Christian Pastoral Support Worker (CPSW).*
Staff

Staff were also surveyed in a similar way and used words such as ‘productive’, ‘new learning’, ‘satisfying’, ‘interesting’, ‘rewarding’, ‘fulfilling’, ‘happy’ and ‘enjoyable’ to describe their year.

Things that the staff felt we did well as a school this year included:
- putting students’ learning first, ie the focus on the students
- having higher expectations of ourselves
- the newsletter (also supported by parents’ comments)
- working as a team
- communication
- policy review
- collaborative fundraising effort.

Some of these, such as policy review, are ‘works in progress’ while others, for example, team work, are things that we need to continue to develop and grow.

Teachers are keen to do more training and development, organise team meetings to discuss consistent ways of supporting students and to establish goal setting processes, both for themselves as professionals and for the individual students they teach. Again, this last issue was supported by comments made by parents who are keen to see that teachers know and teach their child as an individual.

Staff clearly identified the priorities for this year’s Site Improvement Plan as Writing and Numeracy (particularly problem solving) and with an emphasis on the individual needs of each and every child.

There is work to be done if we are to meet our own high expectations of ourselves and it can be best summed up by the statement made in response to the question ‘How do you think parents would describe this school to others?’

The answer? Full of potential.
Parents

Parents were invited to fill out a ‘report card’ for the school, addressing such areas as communication, relationships, reporting to parents, learning programmes, curriculum and school planning. Thankyou to all those parents for the wonderful response and the wealth of information we have gained as a result.

Over 80% of parents rated the school as either ‘very good’ or ‘excellent’ in all of the areas mentioned, which is a great result. Some of the comments provided under each of the headings are given below. These will be used to inform our work this year and into the future.

Communication

All responses indicated that communication had improved in 2013 and that more information about what is happening in the classrooms is desirable.

Relationships

Feedback in this area was positive from all respondents. As one parent stated:

I think that the school can be graded very highly for the relationships that students have with other students. I think that students feel comfortable with the staff and are able to approach them at any time. I feel that parents feel welcome at the school and feel confident in approaching staff with concerns when necessary.

Reporting to Parents

While all parents rated this area highly, several also saw opportunities to improve what we do, including the possibility of introducing a three-way interview that involves the student as well as their parents and teachers and formalising an interview process for third term while there is still time for ‘action to be taken’.

Learning Programmes

While over 80% of families rated the learning programmes highly, there was a real interest expressed in learning more about some aspects of the curriculum, including Jolly Phonics, Words Their Way and how maths is taught within the school and across the year levels.

Curriculum

This area generated the most feedback with over 50% of families providing more detail in a written response rather than just ticking a box. Issues that were of concern and that require follow-up include the balance between class time and other outside activities, such as theatre performances, leadership opportunities, choir and sport for all students R – 7. Depending on the year level of individual students, some felt the range of additional learning experiences were ‘out of kilter’.

Other information about our school (and others) can be found at My School website
http://www.myschool.edu.au/
Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>7</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>1</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>4.00</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Tree planting around the school grounds (both photos).
## Financial Statement

### Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$496,625.20</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$15,286.73</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$4,343.00</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>