

SCHOOL CONTEXT STATEMENT 2020

School number: 0279



Government of South Australia

Department for Education

School name: Moorak Primary and Preschool

School Profile:

Moorak Primary and 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 preschools, across the Mount Gambier area. We cater for a steady student population ranging between 110 and 130 students in the school and 22 in the Preschool. Moorak Primary is committed to the development of a challenging curriculum with an emphasis on thinking skills, positive learner dispositions 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 Choir, Instrumental Music Service, Pedal Prix and after school sports.

Moorak Primary and Preschool 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, as well as participating in the annual district sports days. Opportunities are available for students to work with different ages and interest groups through our Better Buddy Program and Reading Mentor Program. Students are encouraged to have a voice through an active Student Council and Student Leadership Team.

The school has proactive support and participation from the school community. We have strong participation in our Governing Council and Parent Club.

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 deliver high quality learning programs. The support of parents through Governing Council, Parent Club or volunteering within the classroom programs continues to be a highlight.

At Moorak Primary School and Preschool we are committed to providing:

- a balanced and relevant curriculum, promoting life long learning
- a safe and caring learning environment
- learning opportunities that cater for individual needs
- opportunities for community involvement
-

Our values are:

RESPECT, RESPONSIBILITY, INTEGRITY, COLLABORATION, PERSISTENCE, RESILIENCE

- We respect ourselves, others and the environment around us.
- We take responsibility for our actions, learning and behaviour.
- We are honest and demonstrate a considered sense of fairness.
- We cooperate and work collaboratively, leading or following as the situation demands.
- We remain focused and look for ways to reach our goals. **NEVER** giving up!
- We manage and learn from difficulties and mistakes, bouncing back and being self-reliant.

1. General information

- School Principal name: Peter Mitchinson
- Deputy Principal's name, if applicable:
- Year of opening: 1912
- Postal Address: PO Box 961, Mount Gambier 5290
- Location Address: 171 Yells road, Moorak, 5291
- DECD Region: Limestone Coast
- Geographical location – ie road distance from GPO (km): 7kms
- Telephone number: 08 87266261
- Fax Number: 08 87266225
- School website address: <https://web.moorakps.sa.edu.au/>
- School e-mail address: dl.0279.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

	2016	2017	2018	2019	2020
Preschool	16	12	22	25	21
Reception	9	14	14	22	24
Year 1	12	10	13	14	22
Year 2	20	11	13	10	16
Year 3	7	17	11	13	11
Year 4	20	8	17	12	11
Year 5	9	17	10	13	11
Year 6	10	8	18	13	12
Year 7	11	10	9	17	11
Total	114	107	127	139	139
% school card	16%	16%	28%	30%	27%
% ATSI	4%	4%	5%	6%	7%
% disabilities	4%	4%	6%	8%	6%

- **Student enrolment trends:**

In recent years enrolments at the school have continued to rise and over the last 5 years have averaged around 106 students in the school. Student enrolments have also continued to rise in the preschool which has an average of 19 across the last 5 years.

- **Staffing numbers (as at February census):**

There are 5 full time teachers, 2 part-time teachers and 1 Preschool teacher. There are 3 permanent part-time SSOs and 1 permanent part-time ECW. We have 5 temporary part-time ancillary staff who provide class support, intervention, ICT, preschool finance and clerical support. The principal has responsibility across the school.

- Public transport access: None
- Special site arrangements:
- Part of the Small Schools Learning Improvement Cluster (SSLIC) with 7 other small schools around Mount Gambier which involves staff in working collaboratively throughout the year on various inquiry projects and professional development.

2. Students (and their welfare)

- **Class Structure:**

Preschool - Monday and Tuesdays - odd weeks. Monday, Tuesday and Wednesdays - even weeks

Classes – We have 5 classes made up as follows:

Rec/Year 1, Rec/Year 1, Year 2/3, Year 4/5, Year 6 / 7.

- **General characteristics**

The school population is predominantly Anglo Saxon. English is the first / only language spoken at home.

The school provides an individualised and supportive learning environment for students with additional learning / physical needs, currently catering for numerous students with specific needs.

Staff work collaboratively and this is a very strong characteristic of our small team, providing numerous buddying activities.

The school values are **RESPECT, RESPONSIBILITY, INTEGRITY, COLLABORATION, PERSISTENCE and RESILIENCE**. Students are involved in many supplementary activities to highlight and build upon the school values.

The school is located in an idyllic rural setting only a short distance from Mount Gambier. The grounds are well maintained and offer students a variety of activities to be engaged in.

- **Student wellbeing programs**

The school is entitled to a student wellbeing leader one day per week.

The role includes assisting teachers with the implementation of programs which focus on student well being, including Child Protection curriculum, National Safe Schools framework and Better Buddies. Support is also provided to individual students.

- **Student support offered**

Specialised programs are in place for students with identified needs. There is a particular focus on literacy and numeracy intervention and ensuring students are supported in this area. Small classes and additional SSO / adult support provide extensive support to individuals.

- **Student management**

Behaviour Management Policy is reflective of the school values and also ties in with social programs, such as Play is the Way and Better Buddies, which are implemented within classrooms.

- **Student government**

Student consultation occurs in all classes. SRC is active and involved in relevant school based decision making issues and initiatives. The wellbeing leader/Principal currently facilitates and assists the management of SRC. We have an active student leadership program in our Year 6/7 class that drives various activities throughout the year.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

Site priorities are:

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

By adopting a common approach to explicitly teaching problem solving and using target setting and learning sprints to expand students fluency, we will increase student achievement in Numeracy in Years 4-7

Priority 2 - To increase the number of students Y1 to Y3 in the upper bands of reading

If we adopt a whole school common approach to explicitly delivering guided reading and implement Initial Lit from Reception through to Year 2 then we will increase the number of students achieving in the higher bands in reading from Year 1 to Year 3

Priority 3 - To increase the number of students achieving in the higher bands in writing

If we use Brightpath writing assessments more effectively to determine students strengths, next steps and set student goals, we will increase the number of students achieving in the the upper bands in writing.

- **Recent key outcomes:**

Individual student data is collected from school based standardised tests in the areas of reading, spelling and maths.

In school based assessments the data shows that we have a higher percentage of students achieving at or above age appropriate benchmarks the areas of literacy and numeracy.

NAPLAN results show an increase in the number of students achieving the SEA in Reading and Numeracy in Years 5 and 7.

Student progress from Y3 test to Y5 test and Y5 test to Y7 test show that we have a higher percentage of students making good progress compared to the state average. We also have fewer students making low growth than the state average.

The percentage of students achieving in the upper bands in NAPLAN in both reading and Numeracy have increased and are now similar to or higher than the state averages.

4. Curriculum

- **Subject offerings:**

Reception – Year 7 Australian Curriculum in English, Mathematics, Science, and History

Preschool – The Early Years Framework and the Indicators of Preschool Literacy and Numeracy

2020 NIT offers Science, Technology and a component of the Maths curriculum.

- **Open Access/Distance Education provision:**

Japanese.

- **Special needs:**

The site is fully equipped to cater for students with physical needs. The meeting of individual learning or physical needs is catered for with additional and allocated SSO hours. Specific literacy programs include Maq-lit, Mini-Lit, Initial-Lit and Quicksmart. Student progress is monitored and early Intervention programs are developed for identified students, in the areas of literacy and numeracy.

- **Special curriculum features:**

Whole school theatre production. Students from Preschool – Year 7 are involved in a production which links many aspects of learning and curriculum areas. Students are provided opportunities to develop skills in the Arts and utilise community resources, such as the Sir Robert Helpmann Theatre.

- **Teaching methodology:**

Teachers use a variety of approaches based around the Australian Curriculum and ensure that the individual needs of students are met.

The primary staff are guided by the TfEL document to implement the Australian Curriculum.

Preschool staff are guided by Respect, Reflect, and Relate document to implement the Early Years Framework.

Teachers plan using Learning Design guided by the TfEL document.

The middle and upper Primary staff make use of Google Classroom to support student learning and the Junior Primary and Preschool staff make use of the Seesaw platform.

- **Student assessment procedures and reporting:**

The school endeavours to provide parents/caregivers, staff and students with an ongoing record of what students know, can do and understand. As a school staff we are committed to

- Reporting to parents/caregivers on their child's progress and achievements every term.
- Providing accurate assessments with relevant feedback.
- Encouraging open communication between teacher/parent, and parent/teacher.
- Providing evidence of assessed students' work.

Reporting includes written reports (Term 2 and Term 4), parent teacher interviews, acquaintance night, assemblies (twice per term) and fortnightly newsletters.

Teachers and parents are encouraged to make contact at mutually agreeable times to discuss queries or concerns.

- **Joint programmes:**

Moorak is part of the Small School Learning Improvement Cluster which meets for the purpose of shared training and development. Teachers also have the opportunity to meet in Professional Learning Communities to

investigate and research their teaching practices in relation to TfEL. Principals of this group meet regularly to plan teacher support activities and work collaboratively on relevant matters.

5. Sporting Activities

The school has its own sports day and competes in a district sports day, involving small schools surrounding Mount Gambier. Students in Years 3/4/5 are involved in school football, netball, and T-ball in out of school hours time. Students have the opportunity to try for SAPSASA Representative Status. Sports Clinics are utilised when available to extend the range and familiarity of sporting options eg. Auskick, cricket, basketball, and hockey clinics have been accessed. Swimming lessons are accessed at the Mount Gambier Aquatic Centre, usually at the beginning of the year.

6. Other Co-Curricular Activities

The annual school production is a highlight of the year, with students working towards this outcome during Terms 3 and 4.

Assemblies are held twice per term, during which work is shared and students have extended opportunities to speak publically. Students are responsible for the organisation and running of the assemblies which provide students, staff and parents with an opportunity to see all classes across the school and observe the learning that has occurred.

An end of year celebration combines the Year 7 graduation with a social event.

Camps are offered on a biannual basis. Year 6 / 7s combine with students from other small schools to attend a camp in Canberra. Remaining students – (R-5) are offered a whole school camp opportunity.

As part of the Better Buddies program, buddying of classes where older students work with younger students occurs regularly, highlighting a particular curriculum area or event (ie. Harmony Day) and further builds our school values.

A variety of leadership opportunities exist for students, some of these include; representing class as an SRC representative, school team sports captain, assisting younger students, running school assemblies and school captains.

7. Staff (and their welfare)

• Staff profile:

Staff changes over the last few years have seen some changes but should be quite stable into the future as there are currently only 2 temporary teaching positions, the remaining 5 positions are filled with permanent employees. The staff makeup is representative of a variety of ages. Staff are highly dedicated to the students in their care, providing high quality programs to all students.

• Leadership structure:

Principal.

B1 Early Years Leader

Site Improvement Team – Made up of Principal, Early Years Leader, Literacy Leader and Numeracy Leader

All staff take on aspects of leading in curriculum or other identified staff support systems.

The school composition, processes and priorities naturally lead to a strong team ethos. The Principal and Site Improvement Team facilitate and support the professional development of staff.

• Performance Management:

Teachers meet with leadership at least once a term to discuss plans for future, programming and to receive feedback. The nature and structure of the school ensures that support and feedback is continuous, with both formal and informal processes occurring. The performance plans and discussions are based on current site priorities.

• Staff utilisation policies:

Each year utilisation depends on staffing. The enrolment distribution determines class compositions. One SSO is responsible for finance and statistics. Remaining SSO positions support classroom work, ICT, individual students and maintain the library.

• Access to special staff:

Our closeness to Mount Gambier ensures access to a full range of specialist staff and regional support personnel. IMS teacher attends each week to work with students from Years 4-7.

8. Incentives, support and award conditions for Staff

- **Complexity placement points**

None

- **Isolation placement points**

2

- **Shorter terms**

No

- **Travelling time**

10 minutes drive from Mount Gambier. No public transport

- **Housing assistance**

A range of housing in Mount Gambier can be accessed with help from Government Housing.

- **Additional increment allowance**

NIL

- **Designated schools benefits**

NIL

- **Aboriginal/Anangu schools**

NIL

- **Medical and dental treatment expenses**

NIL

- **Locality allowances**

YES

- **Relocation assistance**

After 3 years

9. School Facilities

- **Buildings and grounds**

One main stone building with one classroom, a library and a staff room, a computer pod of 23 computers, along with teacher preparation areas and administration and SSO preparation areas. Five transportables make up the other classrooms, all are linked to the main building with an under cover walkway. An outdoor classroom area comes off 3 of the classrooms An Activity/Art Room and kitchen area provide a wonderful venue for art and craft and cooking activities – this area is also regularly utilised by the Parent Club. Grounds shed, sports shed and furniture shed. Grounds are neat and attractive with ample space for sporting activities and play.

- **New Developments**

The building of our new Preschool classroom is scheduled to start sometime in 2020 which will have an increased capacity and located in a new area.

- **Heating and cooling**

All rooms and buildings have reverse cycle air conditioning

- **Student facilities**

Students have ample outdoor space including a large oval and playground. Staff and students have access to a nearby hall and tennis courts. A wide range of sports equipment is available to students. A well resourced library, complete with computer pod is also readily available.

- **Staff facilities**

Separate staff preparation/resource area. Recently upgraded administration area provides a pleasant working environment.

- **Access for students and staff with disabilities**

Access is provided for disabled students with railings and ramps being added providing access to all classrooms and admin building.

10. School Operations

- **Decision making structures**

Consultation and review processes in place for policies and procedures.

Site improvement plan available.

- Twice termly Governing Council meetings.
- Weekly staff meeting.
- Staff committees exist for other areas of responsibility
- Regular publications

Parent Information Booklet, weekly newsletter.

Staff Induction booklet. Class newsletters.

- **School financial position**

Good

- **Special funding**

NIL

11. Local Community

- **General characteristics**

The local Moorak community derives their income from farming and various trades or industries specific to Mount Gambier area eg. Pine industry. The Moorak township is not large (a hall, CFS unit, church, tennis court and school).

The community's close proximity to Mt. Gambier ensures a full range of shopping, sporting, health and entertainment facilities.

- **Parent and community involvement**

This is high, with parents willingly contributing their skills to improve the facilities and the learning outcomes.

Parent Club and Governing Council are very active and productive groups.

- **Feeder or destination schools**

Although we are a feeder school for Mount Gambier High predominantly most students transition to Grant High School.

- **Other local care and educational facilities**

A variety of childcare, preschool and primary situations are available, a majority of these are Mount Gambier based. Within Mount Gambier there are two public high schools, a private primary and a combined R-12 school, TAFE & University of S.A facilities are also available.

- **Commercial/industrial and shopping facilities**

A variety of commercial, industrial and shopping facilities exist within Mount Gambier area.

- **Other local facilities**

A full range of health, sporting and theatre facilities exist in Mount Gambier area. Specialists visit from Adelaide

- **Availability of staff housing**

Government housing provides a range of rental properties in Mt Gambier.

- **Accessibility**

Daily bus and air services to Adelaide and Melbourne. Public bus transport available around Mount Gambier but not in Moorak.

- **Local Government body**

District Council of Grant