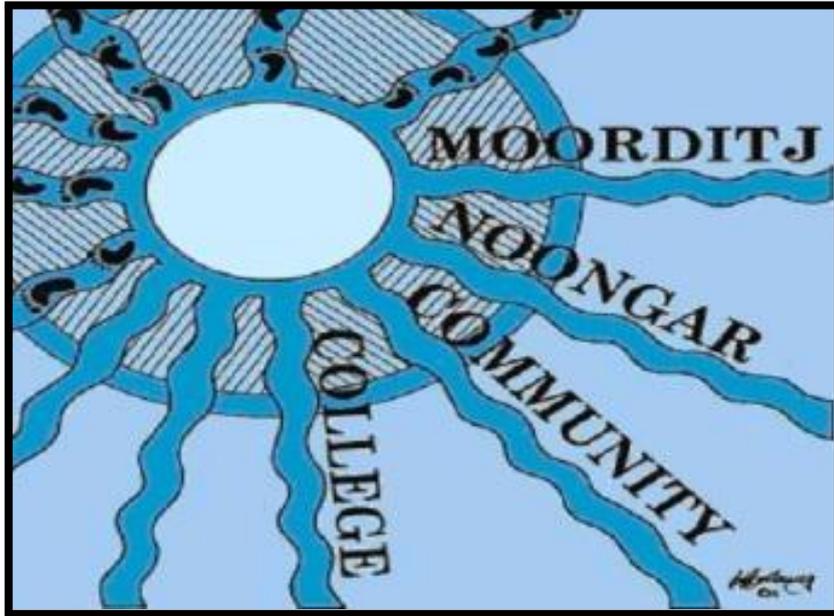


2021 Annual Report



KOORLANGKA KAADADJINY YIRAK YIRABINY

STUDENT LEARNING WILL BE RAISED HIGHER

Moorditj Noongar Community College

It is with pleasure that I present the 2021 Annual report for Moorditj Noongar Community College. MNCC engages in an ongoing improvement process to ensure that the needs of our students and community are addressed. Our approach to teaching and learning is based on a set of beliefs that have been agreed on by staff and the school community. They also adhere to and embrace the Western Australian Curriculum.

The 2021 school year was a complex and challenging one for our school community. A worldwide pandemic in COVID-19 had far reaching implications for all Australians and the community of Moorditj Noongar Community College was also impacted. Significant additional resources were required to deliver curriculum, provide a clean and safe environment for our school community and to provide supplemental welfare support to struggling family groups in both 2020 and 2021.

MNCC receives a targeted initiative funding provision above our SCFM allocation. This funding allowed the school to employ extra teaching staff, provide Education Assistants in every room and continue to provide the smallest class sizes in the Metropolitan area, a significant driver in working towards closing the gap in Aboriginal Education. Our school development plan was designed with a clear emphasis on Literacy, Health and Wellbeing as well as a strong focus on pastoral care. Moorditj has continued to develop its partnership with the *North East Language Development Centre* that supported us to develop a clear and succinct Whole school literacy plan throughout 2021.

Despite the many challenges of the year we have managed to achieve a great many important milestones. Moorditj successfully conducted its Public School Review in 2021 and was commended for the achievement of the students, quality of the teaching, high level of instructional leadership and the safe, caring and engaging learning environment that has been built. The recommendation of developing a School Business Plan and a Reconciliation Action Plan will be a priority in 2022.

The AIEO's at Moorditj have continued to be the conduit between the school and our families. Our cultural growth has developed as a school which culminated in an outstanding celebration during NAIDOC week. Moorditj also collaborated with the Shire of Swan for the Kambarang Festival in 2021 which allowed our students to perform in front of many hundreds of community members with Gina Williams and Guy Ghouse. Together with improved cultural offerings, we have enjoyed a period of stability in terms of student numbers at Moorditj.

I look forward to the year ahead and the challenge of continuing the development of our vibrant, growing school and its unique and important role in the lives of our families who entrust us with their children. An important job indeed.

Mr Pete Freeman

Principal.

SCHOOL VISION

The moon was high and full in a cloudless night sky, lighting the land between two creeks. Around the remains of a large fire the old people sat talking and worrying about the past, the future and their children. The oldest man leaned forward, took a handful of the warm white ash from the edge of the fire and threw it into the air. As the group watched the mist of ash in the moonlight air, they saw the future bright and clear.

Noongar kids leading the Wadjela world as prominent business people, doctors, lawyers and teachers, champion sportsmen and women. Noongar people supporting each other and making their culture strong. This is the dreaming of the old people. We can make that dreaming happen.



BACKGROUND INFORMATION

Moorditj Noongar Community College is a departmental school set in the quiet surrounds of Black Adder Creek, Midland, Western Australia. Moorditj NCC opened in 2001. The design of the buildings is symbolic of Aboriginal culture, with its mosaics depicting a meeting place for the community and Noongar seasons. Buildings are angled to give the shape of the Wakari, and Aboriginal art work is prominent in the Administration block and Library. Over 2021 there was a peak enrolment of 129 students between Kindergarten and Year 6. The classes remain small compared to other schools, and this enables students to receive significantly more teacher-pupil time together. Every classroom also has a fulltime Education Assistant supporting the children. Moorditj provides a bus service to transport the students to and from school, collecting from the Midland area and immediate surrounding suburbs.

SCHOOL BOARD

The school board consists of interested parents and carers, school staff and community elders. The members of the board give direction and guidance to the school. The board aimed to meet each term in 2021 however, due to Covid restrictions only two meetings occurred. They meet to discuss the allocation of funds, assist with cultural direction, and offer guidance around governance and support of pastoral efforts.

STUDENT NUMBERS AND ATTENDANCE

Numbers fluctuate throughout the year due to a number of complex factors. These include cultural reasons, the main one being families moving in and out of the metro area. Our numbers at the March 2017 census were only 72. Diligent efforts from the whole staff to promote Moorditj raised our numbers to a peak enrolment of 129 in 2021. A bus service is provided that collects students from their homes and returns

them to their family at the end of the school day. Students come from a wide area that encompasses a 15 km radius from the school.

The school uses a variety of strategies to encourage and engage students to ensure attendance is at an acceptable level. The school continued the text messaging program – “Message You” as well as daily phone calls to students not in attendance. To promote regular attendance rewards were organised for students with 85% attendance or higher.

Thanks to our ongoing partnership with Carey Education Group we were also able to provide a tiered reward system to improve attendance. Individual students were rewarded weekly for having 100% attendance and classes were supplied with use of our BMX bikes and ice-creams if they had the best percentage in the school. Students that had 100% attendance for the term were acknowledged and all students that achieved 85% were able to attend a reward incursion. As can be seen from the data below Moorditj continues to display modest improvement as a result of these measures. We employed a 0.2 attendance officer in 2019 to make daily calls and support the management of chronic non-attenders which has also supported improved rates which continued in 2021.

Sem	School Name	Attendance Rate			Regular 90% or greater		Indicated 80% - <90%		Moderate 60 - <80%		Severe <60%		Students		
		Attend. Rate	Auth %	Unauth %	Stud.	%	Stud.	%	Stud.	%	Stud.	%	Current	Former	Total
20211	Moorditj Noongar	83.0%	44.2%	55.8%	53	43.8%	29	24.0%	31	25.6%	8	6.6%	110	11	121
20212	Moorditj Noongar	77.2%	31.5%	68.5%	35	30.2%	33	28.4%	33	28.4%	15	12.9%	108	8	116

- The four schools with the greatest increase in overall attendance rate (2019 to '21) are:
 - Ocean Reef SHS: +7.9 percentage points
 - Westminster ESC: +6.9 percentage points
 - Moorditj Noongar CC: +5.3 percentage points
 - Yanchep SC: +4.4 percentage points

Our data shows that the greatest gains have been made in the management of our severe at-risk students. Like schools have 35.9% severe non-attenders and MNCC has minimised this number to only 12.9% in 2021.

BACKGROUND 2021

Moorditj Noongar CC is a school with a diverse student body, many of whom are from a lower socio-economic background. Our 2021 cohort of students is also diverse, with students coming from various family groups across the state. We have a high number of girls enrolled, and all of our students entered school speaking as original English.



Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	671
Average ICSEA value	1000

Data source	Census Data			
	Bottom quarter	Middle quarters		Top quarter
School Distribution	88%	10%	2%	0%
Australian Distribution	25%	25%	25%	25%

STAFFING PROFILE 2021

All teaching staff meet the professional requirements to teach in Western Australian public schools and can be found on the public register of teachers of the Teacher Registration Board of Western Australia. We were able to retain high staffing levels again in 2021. We employed enough EA's to ensure that each classroom had two staff members to support the students. A Noongar Elder also teaches LOTE.

Administration Staff	No	FTE	AB'L
Principal	1	1.0	0
Deputy Principal	1	1.0	0
Total Administration Staff	2	2.0	0

Teaching Staff			
Other Teaching Staff	12	8.4	2
Total Teaching Staff	12	8.4	2

School Support Staff			
Clerical / Administrative	2	2.0	1
Gardening / Maintenance	1	0.4	0
Cleaners	3	1.3	1
AEIO's	3	1.7	3
Non-Teaching Staff	11	8.7	2
Total School Support Staff	20	14.1	7

Total	34	24.5	9
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BEHAVIOUR MANAGEMENT

Behaviour management continues to be a high priority at Moorditj. Throughout 2021, the staff agreed to continue working on the Positive Behaviour Support Framework (PBS). The school has created a PBS committee, elected an in-school leader as well as coach who ensure the fidelity of the PBS implementation. The staff have decided to continue with the well-defined step system. The PBS team also continued to use the positive behaviour system for Moorditj called “Birdiya Booyi”. Birdiya Booyi is defined as turtle boss and is our school mascot. Birdiya Booyi promotes responsible, respectful and caring behaviours.

Students received Birdiya Booyi tokens for demonstrating caring, respect or responsibility behaviour. The tokens were placed in a container and winners were drawn out at fortnightly at assemblies. The winners received prizes from a mystery box and were highly valued by the students.

As can be noticed by the data below, our suspension numbers have dropped over the years with only 5 students suspended in 2021 for a total of 14 days suspension. This outstanding result is reflected in the safe and inviting environment that Moorditj offers to its students and the high expectations



demanded from the staff. I firmly believe that is has resulted in student growth as well.

SUSPENSIONS	2013	2014	2015	2016	2017	2018	2019	2020	2021
Number of days lost	163.5	96.5	223	150	152	15.5	5.5	5.5	14
Number of students suspended	28	33	25	19	19	9	5	4	5

CULTURAL OFFERINGS
Advancing Aboriginal Education and Engagement

Collaboration between the School Council, Admin and the staff has created greater cultural opportunities for the students at Moorditj. Our NAIDOC celebration was shared with Freshwater Bay Primary in 2021 and involved both schools working together to explore Aboriginal culture. Students performed the creation dance with Olman Walley for local Elders and the school community. Our boys also enjoyed making and throwing didgeridoos while the girls learned about bush tucker and tried many different foods.

Moorditj had a Smoking Ceremony to welcome the school year and students learned about reconciliation during studies of culture. Nana Roma continued to offer Noongar language classes to the students and direction to the staff. The school also enjoyed learning about other cultures on Harmony Day. Moorditj also observes Sorry Day, and Reconciliation to improve cultural outcomes for our students.

Students participated in a community project for the Kambarang Festival. Students worked from terms 1-3 with local artist Karen Hethey on the creation of giant booyi TURTLE, noorn, ANTS, and koolbardi FISH puppets that they paraded at the Midland junction Kambarang Festival. They also wrote and produced a song in Noongar language which the choir also performed at the festival with Gina and Guy.







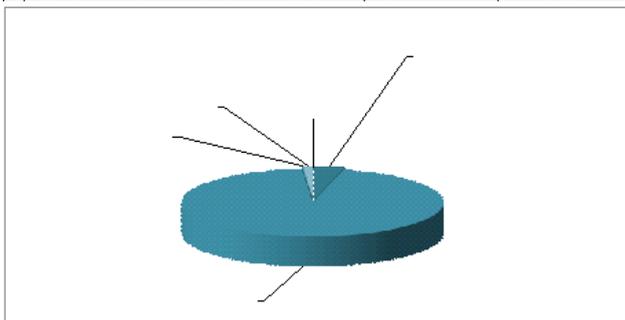
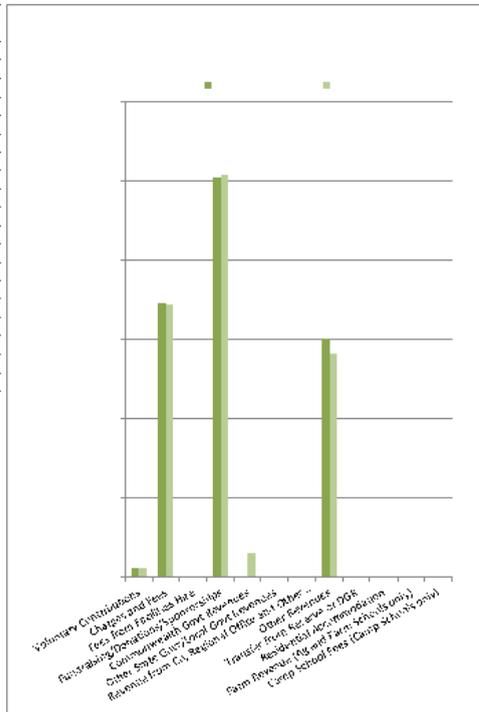




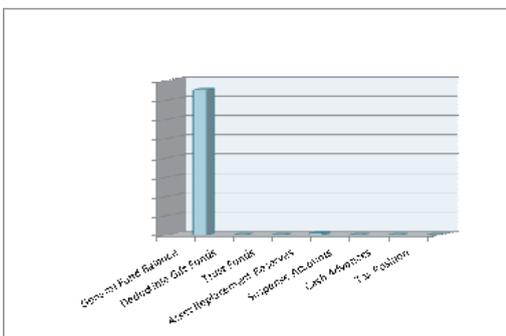
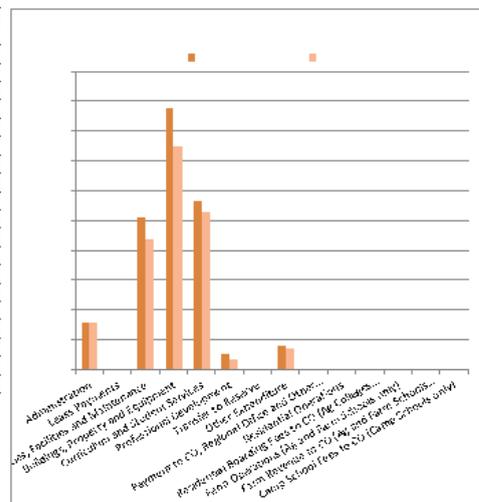
FINANCE INFORMATION

Moorditj Noongar Community College
Financial Summary as at
31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1. Voluntary Contributions	\$ 200.00	\$ 200.00
2. Charges and Fees	\$ 6,821.00	\$ 6,886.74
3. Fees from Facilities Hire	\$ -	\$ -
4. Fund raising/Donations/Sponsorships	\$ 10,085.00	\$ 10,187.84
5. Commonwealth Govt. Revenues	\$ -	\$ 602.87
6. Other State Govt/Local Govt Revenues	\$ -	\$ -
7. Revenue from Co., Regional Office and Other Schools	\$ -	\$ -
8. Other Revenues	\$ 6,003.00	\$ 5,644.90
9. Transfer from Reserve or DGR	\$ -	\$ -
10. Residential Accommodation	\$ -	\$ -
11. Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12. Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 23,209.00	\$ 23,522.35
Opening Balance	\$ 101,039.00	\$ 101,039.56
Student Centred Funding	\$ 382,972.00	\$ 430,196.89
Total Cash Funds Available	\$ 507,220.00	\$ 554,757.80
Total Salary Allocation	\$ -	\$ -
Total Funds Available	\$ 507,220.00	\$ 554,757.80



Expenditure - Cash and Salary	Budget	Actual
1. Administration	\$ 31,130.00	\$ 31,293.04
2. Lease Payments	\$ -	\$ -
3. Utilities, Facilities and Maintenance	\$ 102,390.00	\$ 87,539.81
4. Buildings, Property and Equipment	\$ 175,317.00	\$ 149,424.29
5. Curriculum and Student Services	\$ 112,811.00	\$ 105,467.09
6. Professional Development	\$ 10,000.00	\$ 6,708.91
7. Transfer to Reserve	\$ -	\$ -
8. Other Expenditure	\$ 15,297.00	\$ 13,851.49
9. Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10. Residential Operations	\$ -	\$ -
11. Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12. Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13. Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14. Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 446,945.00	\$ 394,214.63
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 446,945.00	\$ 394,214.63
Cash Budget Variance	\$ 60,275.00	



Cash Positions at:	
Bank Balance	\$ 171,139.00
Made up of:	
1. General Fund Balance	\$ 160,542.97
2. Deductible Gift Funds	\$ -
3. Trust Funds	\$ -
4. Asset Replacement Reserves	\$ 12,114.31
5. Suspense Accounts	\$ 1,087.72
6. Cash Advances	\$ (100.00)
7. Tax Position	\$ (2,512.00)
Total Bank Balance	\$ 171,139.00

STUDENT PROGRESS - NUMERACY

Average Test Score

NAPLAN	NAPLAN - Numeracy								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	290	420		296	405		295	380	

Percentages of students Above, At, and Below National Minimum Standard Levels

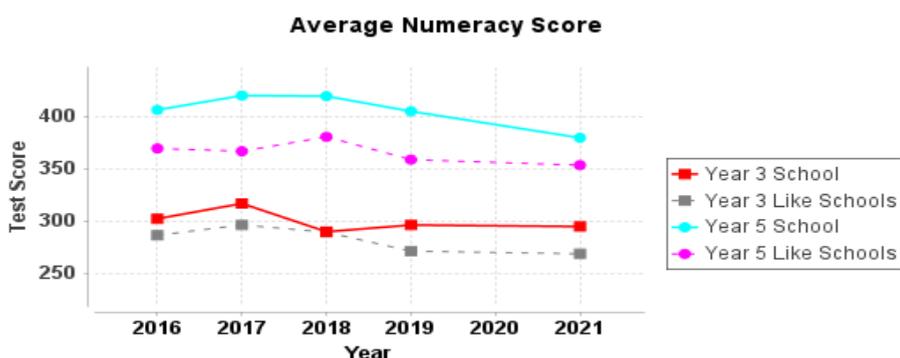
NAPLAN National Minimum Standard (NMS)	NAPLAN - Numeracy								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	18%	33%		29%	43%		27%	9%	
At NMS	55%	50%		43%	43%		45%	45%	
Below NMS	27%	17%		29%	14%		27%	45%	

Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Numeracy								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

- Below Expected performance in comparison to the results of all other WA public schools
- Expected performance in comparison to the results of all other WA public schools
- Above Expected performance in comparison to the results of all other WA public schools
- No data available or number of students is less than 6 or the Socio-Economic Index is under review



Numeracy data continues to compare favourably to like schools with Yr3 and Yr5 students. In 2021 our students performed slightly lower than 2019 students in numeracy. Measures used to improve numeracy performance will be refined in 2021. Further exposure to technology will occur in 2021 with students from Yr1-6 participating in IT lessons weekly, we believe this will lead to greater student confidence in undertaking the NAPLAN tests.

STUDENT PROGRESS - READING

Average Test Score

NAPLAN	NAPLAN - Reading								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	276	437		294	399		288	379	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Reading								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	27%	83%		11%	29%		17%	9%	
At NMS	45%	17%		67%	57%		67%	36%	
Below NMS	27%	0%		22%	14%		17%	55%	

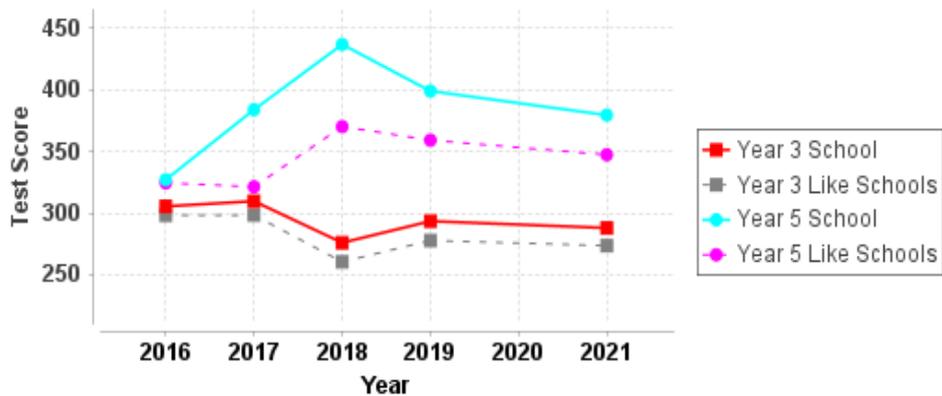
Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Reading								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

- Below Expected performance in comparison to the results of all other WA public schools
- Expected performance in comparison to the results of all other WA public schools
- Above Expected performance in comparison to the results of all other WA public schools
- No data available or number of students is less than 6 or the Socio-Economic Index is under review

Average Reading Score



Reading data continues to result in expected performance compared to like schools. Measures used to improve reading such as synthetic phonics, decoding groups, Talk For Reading and a home reading program have been implemented to improve these results.

STUDENT PROGRESS - WRITING

Average Test Score

NAPLAN	NAPLAN - Writing								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	239			302	355		354	393	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Writing								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	31%			44%	25%		64%	20%	
At NMS	15%			33%	25%		27%	30%	
Below NMS	54%			22%	50%		9%	50%	

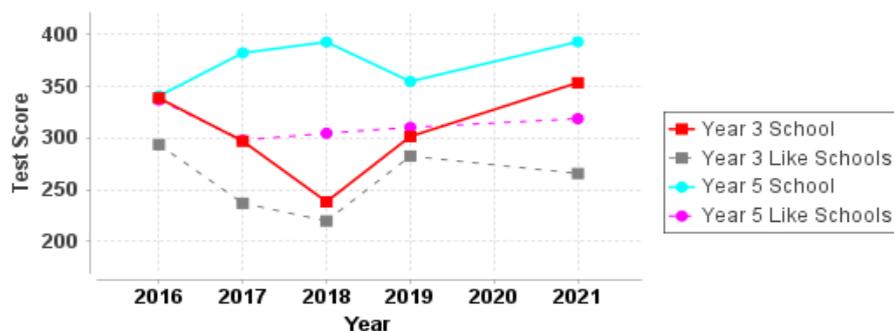
Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Writing								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

	Below Expected performance in comparison to the results of all other WA public schools
	Expected performance in comparison to the results of all other WA public schools
	Above Expected performance in comparison to the results of all other WA public schools
	No data available or number of students is less than 6 or the Socio-Economic Index is under review

Average Writing Score



Writing data compared to like schools was above expectations in 2021. Year 3 and 5 students showed growth in writing and examination of past data shows a trend upwards in writing scores at MNCC. Measures used to improve writing performance such as Talk for Writing and Brightpath seem to be effective and will be retained. Improved access to technology in 2022 will hopefully prove effective.

STUDENT PROGRESS - SPELLING

NAPLAN	NAPLAN - Spelling								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	250			301	396		283	363	

Percentages of students Above, At, and Below National Minimum Standard Levels

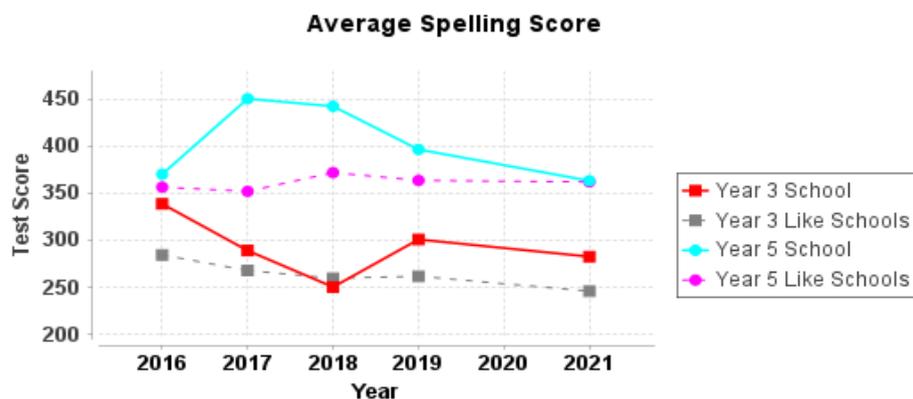
NAPLAN National Minimum Standard (NMS)	NAPLAN - Spelling								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	0%			43%	57%		25%	18%	
At NMS	31%			14%	0%		25%	9%	
Below NMS	69%			43%	43%		50%	73%	

Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Spelling								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

- Below Expected performance in comparison to the results of all other WA public schools
- Expected performance in comparison to the results of all other WA public schools
- Above Expected performance in comparison to the results of all other WA public schools
- No data available or number of students is less than 6 or the Socio-Economic Index is under review



In 2021 year, 3 students scored an average of 283, while year 5 students scored an average of 363 in NAPLAN spelling. Targeted phonics groups will be implemented as early intervention in 2022 to improve spelling outcomes. The support of the NMELDC will be used to refine our practises and provide teacher feedback.

STUDENT PROGRESS – GRAMMAR AND PUNCTUATION

Average Test Score

NAPLAN	NAPLAN - Grammar & Punctuation								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Average Score	182			324	365		261	363	

Percentages of students Above, At, and Below National Minimum Standard Levels

NAPLAN National Minimum Standard (NMS)	NAPLAN - Grammar & Punctuation								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Above NMS	8%			43%	14%		25%	27%	
At NMS	38%			29%	14%		8%	9%	
Below NMS	54%			29%	71%		67%	64%	

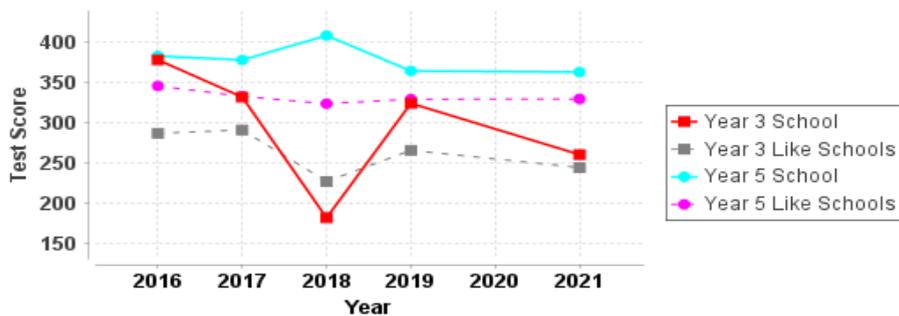
Percentages may not add up to 100% due to rounding.

School Performance in comparison with all WA Public Schools

NAPLAN	NAPLAN - Grammar & Punctuation								
	2018			2019			2021		
	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7	Year 3	Year 5	Year 7
Comparative Performance									

- Below Expected performance in comparison to the results of all other WA public schools
- Expected performance in comparison to the results of all other WA public schools
- Above Expected performance in comparison to the results of all other WA public schools
- No data available or number of students is less than 6 or the Socio-Economic Index is under review

Average Grammar & Punctuation Score



Year 3 and 5 students performed at the expected level in comparison to like schools in the area of Grammar and Punctuation in 2021. Measures used to improve grammar and punctuation seem to be having impact but will be further refined in 2022. The support of the NMELDC will be used to refine our practises.

2021 GRADUATES



DESTINATION HIGH SCHOOLS

High School	Male	Female	Total
Ballajura Community College	0	0	0
Swan View Senior High School	2	2	4
Governor Stirling Senior High School	1	1	2
Darling Range Sport College	0	0	0
Kiara College	5	1	6
Total	8	4	12

SURVEY DATA

A school survey was not completed in 2021 as they are done every 2 years. Below summarised data collected in 2020.

Students commented positively on liking school, agreeing that teachers treat them fairly, that teachers managed behaviour well and 100% felt safe at Moorditj.

Teachers commented that there were high expectations placed on students at Moorditj, staff felt well supported by Admin, student behaviour was well managed, student's individual needs were being met and 100% felt that the school was looking to improve.

Parents commented positively on the bus service offered to Moorditj students. They also noticed improvements in the management of



student behaviour, enjoyed the cultural offerings that MNCC had for students and believed that their children were improving.

2021 SCHOOL HIGHLIGHTS

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Senior Camp - Busselton ● Smoking Ceremony – to begin the school year ● NAIDOC celebrations – Freshwater Bay Primary School ● Christmas concert/ Graduation ceremony ● LDC Partnership & Professional Learning Program ● Faction Carnival – new format ● Freshwater Bay Primary School Cultural Partnership ● Deliver and improve on Newsletter format ● Upper primary students learnt how to surf at Trigg beach ● Celebrated <i>Book Week</i> by reading shortlisted books and enjoyed an incursion ● School Review – Positive Findings ● Puppet art program with artist Karen Hethey ● Writing and recording a song with Gina Williams and Guy Ghouse. ● Parading puppets and singing at the Kamarang Festival ● Participated in the <i>Mirvac</i> art project ● Development of a gardening project behind Rm 10 ● Development of a Partnership with <i>the Literacy Centre</i> – Viewing skills ● Developed a partnership with Aboriginal Corporation <i>Koya</i> – offered mentoring and health instruction to middle primary | <ul style="list-style-type: none"> ● Parent Open Night ● Reconciliation Day – Kings Park ● End of term attendance excursions ● Anzac Assembly ● Rypple Integration – linked to PBS ● Developed a relationship with Community Policing and WAPOL ● PBS Integration ● Conducting a 20th School Anniversary Celebration ● Daily breakfast club for every child ● Embedding of the Cultural Standards Framework occurred ● Facebook presence improved ● Families embraced the Home Reading Program – with students winning many books as prizes ● Boonderu Music flourished with MNCC and assisted in a NAIDOC partnership with Woodbridge Primary School ● Thanks to a partnership with Carey Education we were able to offer reward incursions for students with 85% attendance ● Swimming lessons – 100% attended ● Kindilink enjoyed many new theme days like Messy Mud day ☺ ● Completion of the new shaded seating area ● Increase in Chaplaincy FTE to manage mental health needs ● Developed a partnership with <i>Aboriginal Health and WellBeing</i> corporation to support health and cultural studies in upper primary. |
|---|---|



2022 FOCUS AREAS



- Literacy – Moorditj NCC and the North East Metro Language Development Centre (NEMLDC) will focus on reading instruction in 2022. Using the speech pathologists to support teacher planning and implementation of programs.
- Support the literacy attainment of students through the purchase of a 0.2 Speech pathologist to support staff and student in literacy development.
- Update of the whole school strategic plan.
- Development of a school business plan – linked to key focus area and created in collaboration with staff, school council and other key stakeholders
- Hiring of a school attendance officer – with the skills to further improve attendance rates and high expectations at Moorditj
- Continue to focus on the importance of education with our school community through increasing our Home Reading program, promoting Kindilink and ensuring that Moorditj is inviting and culturally appropriate.
- Set high expectations for behaviour across all year groups and ensure that Instructional Strategies are used in every classroom. Ideally, we will continue to maintain suspension rates at historically low rates.
- Send more Education Assistants to receive First - Aid Training through St Johns Ambulance – all EA's to be trained by the end of 2022.
- Ensure the literacy plan is embedded across the school via peer observations and collaborative planning.
- Continue to develop attendance strategies to improve school attendance rates – specifically the purchase of full time Attendance Officer in 2022.
- Continue to integrate the Cultural Standards Framework across the curriculum and offer PL to all staff on School Development Days.
- Ensure staff are competent and confident in the use and implementation of the West Australian Curriculum.
- Ensure students have access to more ICT. Use IT Network Support Officer to upskill teachers so they can embed ICT into all learning areas.
- Improve health network for students to include dental services and vision on top of Derbyl partnership, Ear Bus links and Community Health Nurse support.
- Improve mental health outcomes for students through the purchase of additional School Chaplaincy time in 2022.

