Coorara Primary School

2022 annual report to the community

Coorara Primary School Number: 323

Partnership: Panalatinga

	Signature
School principal:	Mrs Steph Tulloch
Governing council chair:	Lanie Zerna
Date of endorsement:	20 February 2023

Government of South Australia

Department for Education

Context and highlights

Coorara Primary School is an Index Disadvantage 3 school in the southern suburbs of Adelaide. In 2022 we educated 217 students in nine classes. We engage learners in quality learning experiences within a safe and positive environment. We maintain a strong focus on our school values and learning dispositions. The student population includes 51% school card holders, 15% students with disabilities and 12% Aboriginal learners. Staff are a highly collaborative team who are committed to the school improvement journey, developing themselves and improving student learning outcomes.

2022 continued to be dominated by the Covid 19 pandemic, with Years 2-6 students starting their schooling year online. We welcomed in our Receptions and Year 1 students, and they thoroughly enjoyed having the run of the school (for 2 weeks). The remainder of the year was trying to keep a sense of normality in the school, whilst constantly having to change the goal posts, the rules, parent access, and modifying/canceling event after event. We have been extremely lucky however we have also been flexible and well prepared. As well as the pandemic, we also had a change in leadership, both the principal and deputy principal taking up prospective roles over the 2022 school year.

Over 2022, we engaged the school in the annual Bear Hunt, Magical Memories, a well attended Walk to School day followed by a shared BBQ, School camp, aquatics, sports day, assemblies, concerts and performances. Specialist science, PE, music and AUSLAN were offered to all students with great success. Literacy dominated teacher development with a focus on writing and phonics development.

OSHC has matured into a highly successful and sought after service, which continues to grow in numbers and quality. Our school playgroup, Play, Create, Connect' has been very successful with many new families coming into the school to participate.

NAIDOC Week was celebrated in term 2. Teachers used the theme of NAIDOC week to grow students' understanding of our history, the culture and achievements of Aboriginal and Torres Strait Islander people. The children came together and enjoyed a 'Come dressed as a Tradie' day where the Kaurna Entrance was started, and tastings of bush tucker were offered around the classrooms. Performing Arts continued to flourish and be a point of difference for our school in the local community. Our third whole school musical 'Moana' was performed at The Hopgood Theatre.

2022 saw the start of our 'Year 6 Leadership Programme', which despite great planning, was hindered by Covid as we could not mix children and classes. Despite this, we saw the creation of and opportunities for the following roles in leadership for our Year 6 students: SRC, Peer tutors, fitness, house captains, music, library, IT and Grounds and Civics leaders. Leading into 2023, there will be concerted effort to fine tune this programme.

At the end of the year we celebrated the retirement of Rosie Bell, SSO, and the movement of Jordan Wheatcroft, Carina Jose, Taylor Grieg, and Tamara Williams to positions at neighbouring schools.

Governing council report

We started the year with many changes. We said goodbye to our Principal, and our Deputy Principal at the end of 2021. We welcomed Steph Tulloch as Principal, and later in the year Sandra Howlett to the Deputy Principals role.

Linda Middleton took leave for 12 months, and maternity leave took Sophie and Caitlin.

We said a sad goodbye to Rosie after many years of service.

Fish has taken a new position for 12 months at Beighton High School, and Uncle Tamaru has moved into a new role elsewhere.

We also said goodbye to Taylor Greig, Jordan Wheatcroft, Carina Jose who have token up new teaching position at others schools. SSO Tamara Williams has also been farewelled.

We welcomed Daniel Mills and Brianna Price to our senior school, as well as Laura Lacey.

We started the school with 217 students.

Sporting Schools grants were received for $2500.

We have 102 families using the school card.

Fundraising included raffles, the annual Lock in, Halloween Disco, Centember, Kytons, Casual day, Special lunches, The Colour Run, Sports Day. Due to the economic climate of 2022 fundraising was slow.

OSHC has seen some staffing changes, a fee increase and a change of hours. We now have 85 families registered.

We have increased our school awareness in the community, with signage and an updated website.

Jamie's Diner is going strong, with some menu changes and new ideas and the support of the Governing Council.

The Suggestion Box produced some great ideas, and should be encouraged as a way for families to have a say in their school community.

Moana was a great success with many helpful volunteers.

The Materials and services charge was approved for 2023.

Children's University had 5 graduating students.

Year 6 graduation was a lovely event, which saw 33 students leave for high school.

Thanks for having me as Chairperson for the last 3 years, and for having my family at Coorara for the past 6 years. I wish the school every success moving forward.

Lanie Zerna

Governing Council Chairperson 2022

Quality improvement planning

High quality effective teaching and learning continued to be a focus throughout the year. The Site Improvement Plan (SIP) has supported our collective work to focus on our improvement goals/targets of accelerating student achievement in Reading and Mathematics. Staff and Governing Council engaged in reviewing the site improvement plan through allocated meeting time. Leaders reported to the Governing Council twice per term about the implementation of the agreed actions and how the school was tracking towards achieving the goals and the targets.

Over this year we have used 'The Writing Revolution' as our mentor text and developed our writing programme around this. Staff have been actively engaged in improving practice and student outcomes, with development of a school wide scope and sequence to support. Looking towards 2023, we have invested in Brightpath to assist in whole school assessment and moderation of student work.

The main focus was on 'Number' with all staff investing time in diving deeper into learning with students. There has also been the development of a lunchtime 'Maths club', and students are participating in external competitions such as the Maths Olympiad and the Young Australian Maths Competition.

The narrow focus of the Site Improvement Plan is supported with alignment of professional learning, performance and development, year level teams, professional learning teams and learning walks. Teachers meet once a term with leaders to have data conversations. These conversations form part of the tracking and monitoring processes and enable staff to review and evaluate the impact of classroom pedagogy and to plan next steps for students. Information from these conversations determine wave 2 and wave 3 interventions and shape future professional learning for staff. Teachers skillfully engage with the data to track and monitor the progress of all students. The central data wall is updated termly and teachers meet to drill down and disaggregate the data. Learning Walks continued to be conducted by teachers and leaders during Reading and Mathematics lessons. Learning Walks provided a snapshot of whole school implementation of SIP strategies, implementation of whole school pedagogical practices and further supported the deprivatisation of classrooms. Data gathered through the learning walk indicated alignment of SIP actions and classroom practice, common language being used in all classrooms, intentional teaching and students confident to articulate their learning. Intentional Teaching continued to be embedded across the school. Teachers meet weekly to co design units of learning. Teachers use a range of high yield strategies including the gradual release of responsibility, learning intentions and success criteria. These high yield strategies are documented and agreed to and consistently used R-6. During 2022 the phonics scope and sequence was updated to reflect new learning, assessments were aligned, and teachers used the explicit instructional routine.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

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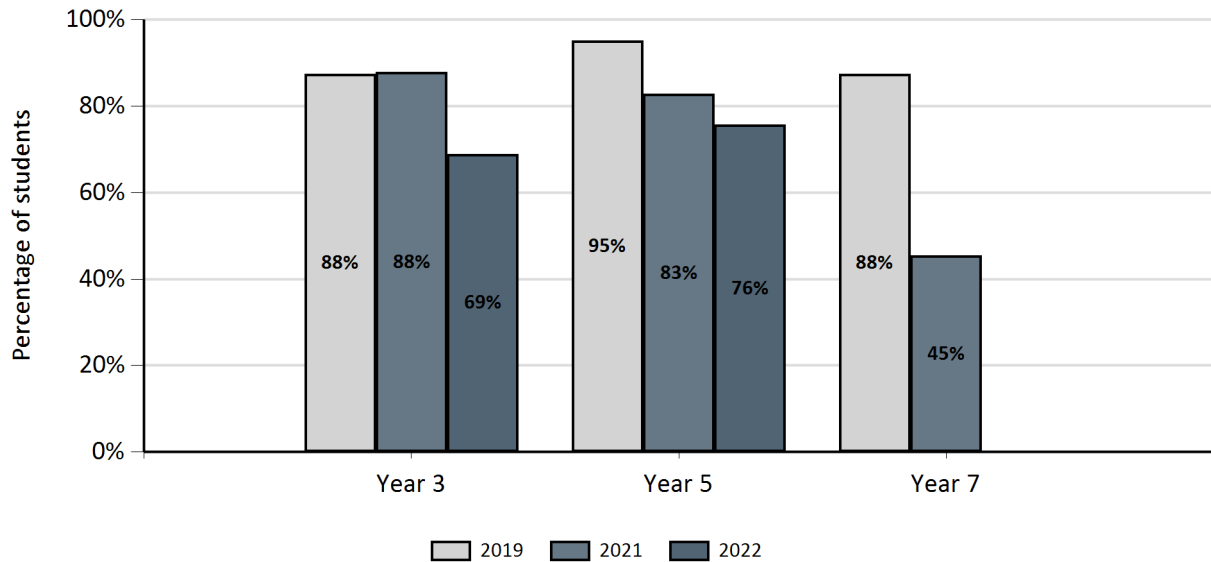
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
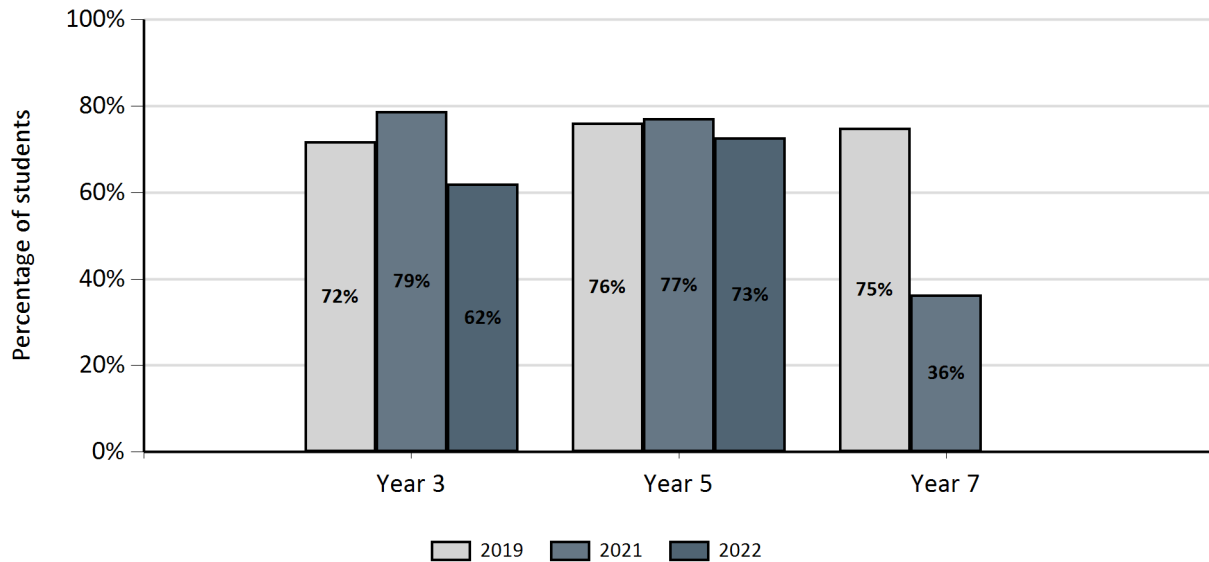
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*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 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^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	29	29	10	6	35%	21%
Year 03 2021-2022 Average	31.0	31.0	11.5	8.0	37%	26%
Year 05 2022	33	33	5	2	15%	6%
Year 05 2021-2022 Average	34.0	34.0	7.5	5.5	22%	16%
Year 07 2021-2022 Average	11.0	11.0	2.0	2.0	18%	18%

*NOTE: No NAPLAN testing was conducted in 2020.

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

^includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
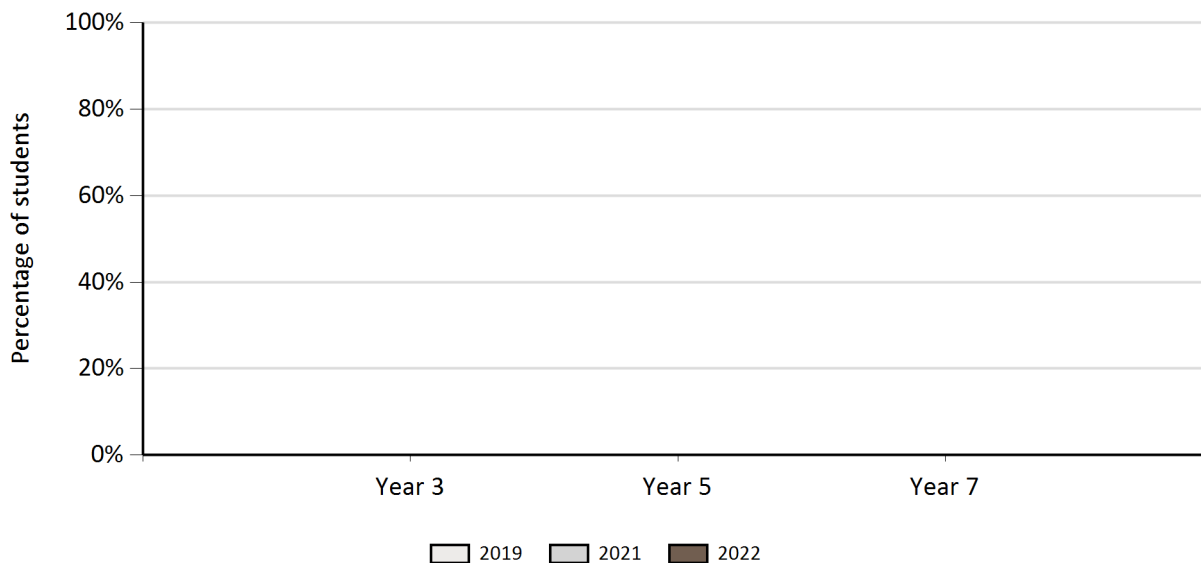Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
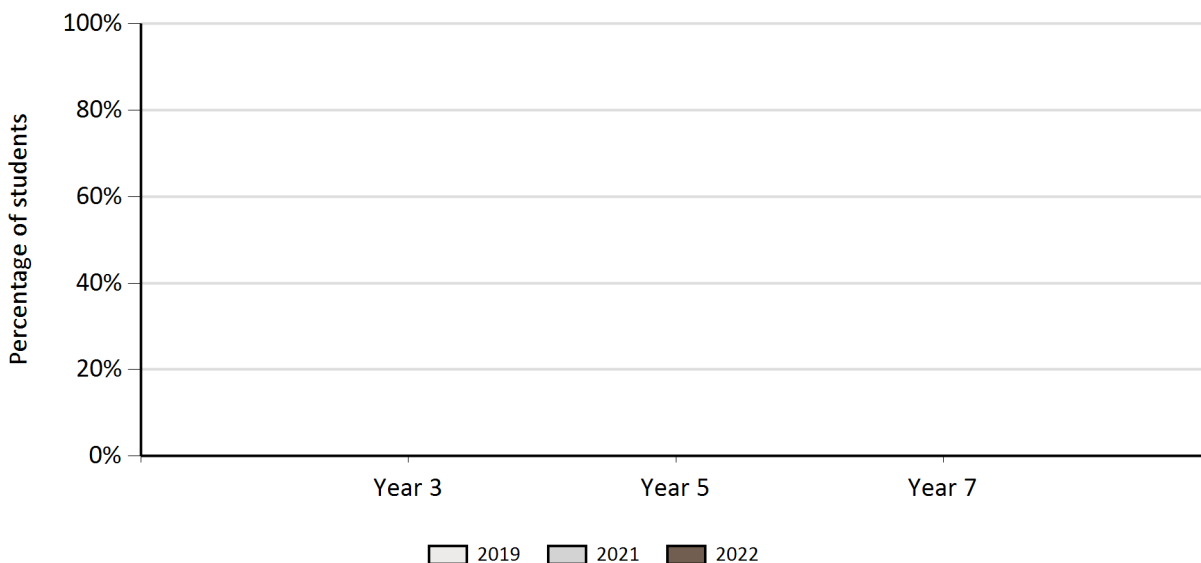Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

All Aboriginal students are tracked and monitored through our AET. Data is stored centrally and can be accessed by all. Junior primary students received one on one support and small in class group support where required. The focus was on building their literacy skills by expanding on their sight words by developing each student's vocabulary and fostering a love of reading. Success was communicated to home via reports.

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

Data was collected by teachers and AET to track and monitor student progress in literacy and numeracy. Running Record, Phonics, WARP and WARL data showed students making progress in Reading. In addition our ATSI students were involved in cultural activities across the school and beyond.

School performance comment

Despite not having 2020 NAPLAN data to compare to, we were pleased with our results compared to our SIP aims. As a staff we pulled apart the results for all children who sat the test and found the following:
Writing:
Year 3: SIP Target 2022: 80% of students in year 3 to achieve SEA (Band 3) in NAPLAN Writing.
85% of participating students in year 3 achieved SEA (Band 3) or higher in NAPLAN Writing with 51% achieving Band 4 or higher. 22% achieved Band 5 which was pleasing. Our participating Aboriginal student achieved Band 5 (higher bands) also.
Year 5: SIP Target 2022: 65% of students in year 5 to achieve SEA (Band 5) in NAPLAN Writing.
43% of participating students in year 5 achieved SEA (Band 5) or higher in NAPLAN Writing with 75% achieving Band 4 or higher. 70% of our students in year 5 who achieved Band 4 were in the upper end of Band 4. 9% achieved Band 6 or higher. All of our participating Aboriginal students achieved Band 5 with 1 of them achieving Band 6.

Numeracy:
Year 3: SIP Target 2022: 82% of year 3 students to achieve SEA in NAPLAN Numeracy.
66% of participating students in year 3 achieved SEA (Band 3) or higher in NAPLAN Numeracy with 33% achieving Band 4 or higher. 22% of these students achieved Band 5 or higher. 3% of participating students achieved Band 6. Our 1 participating Aboriginal student achieved Band 5 also.
SIP Target 2022: 80% of year 5 students (24 out of 30 participating students) to achieve SEA in NAPLAN Numeracy.
80% of participating students in year 5 achieved SEA or higher in NAPLAN Numeracy with 26% achieving Band 6. 6% of participating students in year 5 achieved Band 7. 3 out of 5 of participating Aboriginal students achieved Band 5 or higher with 1 of the 5 of participating Aboriginal students achieving Band 7.

Reading: There was no goal set in the SIP for reading in 2022.
Year 3:
27 students sat NAPLAN Reading. 26% of participating students in year 3 achieved Band 2 in NAPLAN Reading with 11% achieving Band 3. 26% achieved Band 4, and 18.5% achieved Band 5 in NAPLAN Reading. 18.5% of participating students in year 3 achieved Band 6 in NAPLAN Reading.
Year 5:
2 students sat NAPLAN Reading. 21.8% of participating students in year 5 achieved Band 4 in NAPLAN Reading. 48% of participating students in year 5 achieved Band 5 in NAPLAN Reading. 21.8% of participating students in year 5 achieved Band 6 in NAPLAN Reading. 15.6% of participating students in year 5 achieved Band 7 in NAPLAN Reading.

A-E Grades: SIP Target 2022: 30% of Year 1-6 students achieve B or better in English for their end of year report
Results for mid year: end of year
Year 1: 11%   20%
Year 2: 33%   43%
Year 3: 14%   18%
Year 4: 33%   28%
Year 5: 12%   17%
Year 6: 31%   29%
2002 was a very complex year for all students due to increased absences, school closures/lockdowns and general anxiety around the Covid story. Staff have reflected on the results and there is a plan to focus on moderation across the school to ensure consistency, but also work output and quality of student work.
Reflecting on 2022, we have not ensured that there is a literacy / reading goal in the SIP moving forward.

Attendance

Year level	2019	2020	2021	2022
Reception	94.2%	88.8%	87.1%	85.5%
Year 1	87.9%	91.0%	90.6%	81.0%
Year 2	87.2%	86.7%	90.8%	82.0%
Year 3	90.7%	85.8%	88.3%	87.1%
Year 4	91.2%	87.1%	88.1%	81.4%
Year 5	90.1%	84.2%	91.3%	82.3%
Year 6	87.3%	84.2%	88.3%	83.8%
Year 7	91.3%	78.1%	82.3%	N/A
Primary Other	83.1%	83.1%	76.6%	N/A
Total	89.7%	86.3%	88.5%	83.2%

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

Attendance comment

Attendance has been a focus for the school, and we have redeveloped processes and procedures to assist in lessening the non-attendance of some students at school. Engaging DfE truancy officers, working closely with Wirreanda and Christies High schools, and ensuring open communication and support for parents has made big differences. Teachers are proactive at following up with students who are regular non-attenders, and supporting parents in getting their children to school. School attendance continues to be monitored closely with sickness/covid resulting in most of the absences listed.

Behaviour support comment

Our Behaviour Education Policy and Procedures are aligned with our school Values and Learning Dispositions, which drive our agreements and restorative practices. In managing students behaviour we access support personnel from outside agencies where appropriate. Time out of the classroom is used when behaviour repeatedly interrupts other's learning, however through our focus on class contracts and behaviour expectations for all, the use of this has been lessened dramatically. Our aim is for all students to participate fully in all learning both in and out of the classroom, making strong choices and decisions during times of difficulty. Meetings are held with parents, involving the setting of goals, including timelines and follow up. We continued to strengthen the wellbeing of students through embedding a whole school approach to Restorative Practice and 'The Zones of Regulation' program, fostering self-regulation and emotional control within the classroom. The school mobile phone policy was reviewed.
We have engaged for the next three years in the pilot project for Positive Behaviour for Learning (PBL). This will mean a review of our vision and values.

Parent opinion survey summary

37 parents/caregivers responded to the survey, which is approximately 17% of our enrolments. Although parents feel happy with the school, consistency of communication continues to be a challenge across the site. Staff have developed protocols and expectations around communication to start in 2023. Seesaw and Facebook have been identified as the preferred method of communication by parents. They also like paper copies. Parents also indicated they would like more direction as to how to support their children with their learning at home. It has always been the intention of the school to offer these to parents but efforts have been hampered by COVID and minimal attendance – we will continue to pursue this in 2023 in line with our actions on our 2023 SIP. The introduction of Parent Information Sessions in 2023 will hopefully address this also.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	37.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	62.5%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All parents who work closely with children are required to have a current Working with Children Check. This is monitored via a database at school. This database is regularly reviewed. It is deemed by the Governing Council and school that we ensure the highest possible protection for our young people.

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	30
Post Graduate Qualifications	10

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	19.2	0.3	10.8
Persons	0	21	1	14

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

Financial statement

Funding Source	Amount
Grants: State	$2,509,274
Grants: Commonwealth	$0
Parent Contributions	$32,166
Fund Raising	$14,127
Other	$45,587

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Targeted funding was used to support improved wellbeing and engagement through the continuation of the Zones of Regulation and small group interventions including lunchtime clubs i.e SKIP. Regularly reviewed and targeted social skill goals identified through students OCOP. Wellbeing officer continued to provide overall support for students	Increase in student engagement, time on task and ability to self regulate. Our school continues to know all of its students and needs at great depth.
	Improved outcomes for students with an additional language or dialect	Funding contributed to SSO support provided in classrooms. Improved reading outcomes as measured by Running Records, PAT R and NAPLAN. Targeted support on regularly reviewed literacy goals as identified through OCOP.	Improved reading outcomes as measured by Running Records, PAT R and NAPLAN. Individual student OCOP goals reflect an improvement in literacy.
	Inclusive Education Support Program	Individualised support for students was provided through teacher and SSO support. Deputy Principal to coordinate, alongside Wellbeing Coordinator. Adjustments were documented in the One Plan and reviewed regularly throughout the year.	Students achieved their individual goals as outlined in the One Plan.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Reading Intervention Teacher (0.8FTE) provided targeted teaching for identified students using evidence-based intervention strategies including Minilit, Maqlit and Storychamps. Training in OG is being implemented into sessions. Quicksmart Numeracy Intervention Program was implemented for identified students in years 4-6. ACEO supported students in the classroom during Literacy/Numeracy. Funding was used to facilitate smaller Reception classes.	Improved student achievement in Literacy and Numeracy as measured by Running Records, PAT R, PAT M, NAPLAN and school based assessments.
Program funding for all students	Australian Curriculum	Professional Learning for staff in Writing and Phonics. Teachers further developed their content and pedagogical knowledge. Teachers worked collaboratively to design learning that was informed by data.	Professional Learning for staff in writing and Phonics. Teachers further developed their content and pedagogical knowledge.
	Aboriginal languages programs Initiatives	MiniLit and MacqLit programmes supported identified learners from Year 1-6 with reading skills, four times a week for 50 minute sessions. Quicksmart supported identified learners from Year 4-6, three times per week for 30 minute sessions.	Improvement in achievement on OCOP goals in areas of literacy and numeracy

	Better schools funding	Reading Intervention Teacher provided intensive 1:1 and small group teaching for identified students using evidence based programs and high impact strategies. Release of a HAT teacher for the writing training and focus across the school	Identified teachers collaborated to develop a writing scope and sequence on Google Drive. Children monitored for progress.
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA