

# Coorara Primary School

## 2019 annual report to the school community



Government  
of South Australia  
Department for Education

Coorara Primary School Number: 323

Partnership: Panalatinga

Name of school principal:

Rebecca Read

Name of governing council chairperson:

Linda Tregilgas

Date of endorsement:

12th February 2020

## School context and highlights

Coorara Primary School was reclassified to an Index Disadvantage 3 school at the beginning of 2019. In 2019, we began the year with 227 students. The student population includes 58 % school card holders, 25% students with disabilities, 10% ATSI students and 1% students with English as an Additional Language. Coorara Primary School engages all learners in quality learning opportunities within a safe and positive environment. We share a positive relationship with Coorara Preschool.

In 2019, the redevelopment of the courtyard natural playspace was completed. The students enjoyed playing and learning in the redeveloped space.

At the beginning of 2019 Brianna Woolhouse was appointed as the Student Wellbeing Leader. This was a new leadership position to support student wellbeing and engagement. One initiative implemented across the school was The Zones of Regulation Program.

Governing Council proudly opened the school run OSHC program called 'Coorara Kids OSHC' at the beginning of the 2019 school year. Debbie Hutchinson, the OSHC Director, warmly welcomed families to the service. Parents voted with their feet and we saw the numbers of families using the service grow significantly across the year. Due to feedback, Governing Council decided to offer Vacation Care. We offered our first holiday program during the October holidays. The program was a great success with strong attendance rates consequently the service was run during the Christmas holidays.

The Performing Arts program continued to grow and be a point of difference for our school in the local community. Wakakirri, the National Primary Dance Program continues to be a highlight with eighty students participating in 2019. All students participated in weekly dance, drama and music lessons taught by a specialist teacher. The junior and senior choir had a successful year performing at the Festival of Music, school assemblies and the end of year celebration. Twelve students participated in the string program and the string ensemble performed at assemblies. Small group of students participated in the Rock Band and the Drumbeat Program.

The two year 4/5 classes participated in the OzAsia Moon Lantern Parade at Elder Park in October. In preparation for the Parade the students worked with a visiting artist to make lanterns.



## Governing council report

A GREAT YEAR - 2019 another busy and successful year at Coorara primary School, of which Governing Council played a significant role.

Coorara Kids OSHC – Out of School Hours Care has been successfully operational with positive feedback from families using the service. This was the first year the Governing Council ran its own program since the departure of Camp Australia.

The courtyard development was finally completed, yet to be officially opened, and is being utilised by the Coorara Community. The redevelopment of this space has numerous benefits and will be enjoyed well into the future.

Sporting Schools Grant was applied for in all four terms and successful in three terms: Term 1 AFL / Term 2 Netball / Term 3 No Grant / Term 4 Cricket. The grant enabled students to participate in the sport being offered in each term. The Uniform Policy was updated and on the agenda in the coming year is to update the Bullying and Harassment Policy. Thanks to a wonderfully committed and hard working community, parents/volunteers – The Fundraising Committee had a very successful fundraising year. Fundraising events included: Lock In, Casual Day, Krispy Cremes Donuts, Schnitzel Night, Mothers/ Fathers Day stall, Bunnings BBQ, Centember and Halloween Disco. Sports Day ended with an explosion of colour in the second Colour Run at Coorara! Students required sponsors to be able to participate and it was a fun and enjoyable end to Term 3. Total funds raised - \$ 12 280.00 and this will go towards STEM initiatives.

A House System based on existing Sport Day team names and colours was introduced. This will provide many opportunities for students to engage with peers at different year levels not just on Sports Day but throughout the year and their journey at Coorara.

The Governing Council are very privileged to have such a strong and committed Leadership team and teaching staff. Being a formal part of the Governing Council for me has been a positive and inspiring experience – involved in a school where the children, their families and the community are the main priority has been most comforting. Governing Council looks forward to 2020 with optimism.

Linda Tregilgas  
Chairperson



## Improvement planning - review and evaluate

High quality teaching and learning continued to be a focus at Coorara throughout the year. Our collaboratively developed Site Improvement Plan focussed on improving student achievement in Reading and Mathematics.

We focussed on the explicit teaching of reading comprehension strategies that effective readers use to make sense of literature and information texts, as part of our focus on the Big 6. We continued to embed whole school common agreements through co-designing units of learning that stretch and challenge all learners through rich task design and intentional teaching. To further support the explicit teaching of reading comprehension strategies a Whole School Scope and Sequence of Reading Comprehension Strategies was developed, trailed and implemented in all classes. This supported teachers to further develop content knowledge and develop learning intentions and success criteria. Whole school data was used to track and monitor student progress and achievement. Data was used to identify student strengths and their next steps, teachers used this information to identify individual goals for all students and to inform their teaching and learning. Whole school data was used to identify learners for additional support through Minilit and Maqlit. Leaders met with teachers termly to have 'data chats', teachers co constructed the Reading Data Wall each term and year level teams designed and moderated common reading common assessment tasks each term.

Another focus for 2019 was to increase numeracy achievement through teachers designing learning that builds learning from students current mathematical understanding and to set challenging learning goals and to design multiple step problem solving tasks and provide opportunities for students to work collaboratively to build their understandings, explain their thinking and justify their answer/solutions. Teachers engaged in learning design and moderation in year level teams and in tri school professional learning teams across the partnership. Working in year level teams teachers planned common mathematics assessments, moderated work samples and used the information to inform their teaching and learning. Teachers and SSOs engaged in professional learning with a focus on trust the count, place value and teaching mathematics through a problem based learning. Leaders conducted 'book scrutiny' audits each term looking for evidence of the 'maths diet', feedback and students showing their thinking in multiple ways.

Regular Learning Walks were conducted by teachers and leaders during literacy and numeracy learning block. Learning Walks encouraged the sharing of effective practice, built a whole school sense of accountability for quality teaching and learning and the implementation of whole school common agreements and helped to achieve consistency of practice R-7.

Leaders were visible in classrooms during the literacy and numeracy block and provided timely feedback to teachers. Leaders participated in the learning design process with year level teams. Leaders supported staff to participate in Performance and Development linked to the Site Improvement Plan.

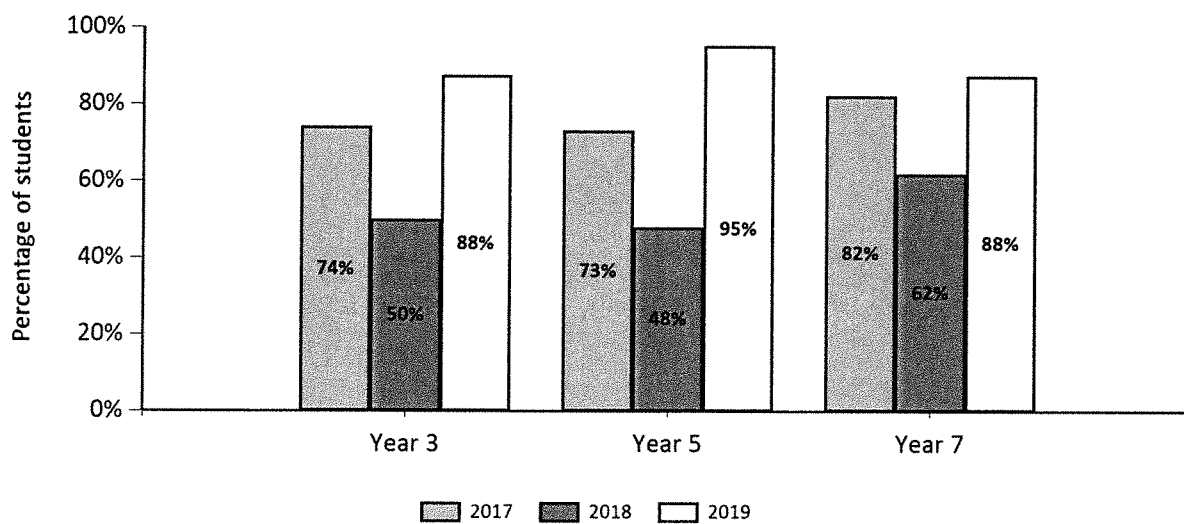
Our collective challenge is to continue to stretch and challenge all learners to achieve higher standards of learning achievement in Reading and Numeracy.

## 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.

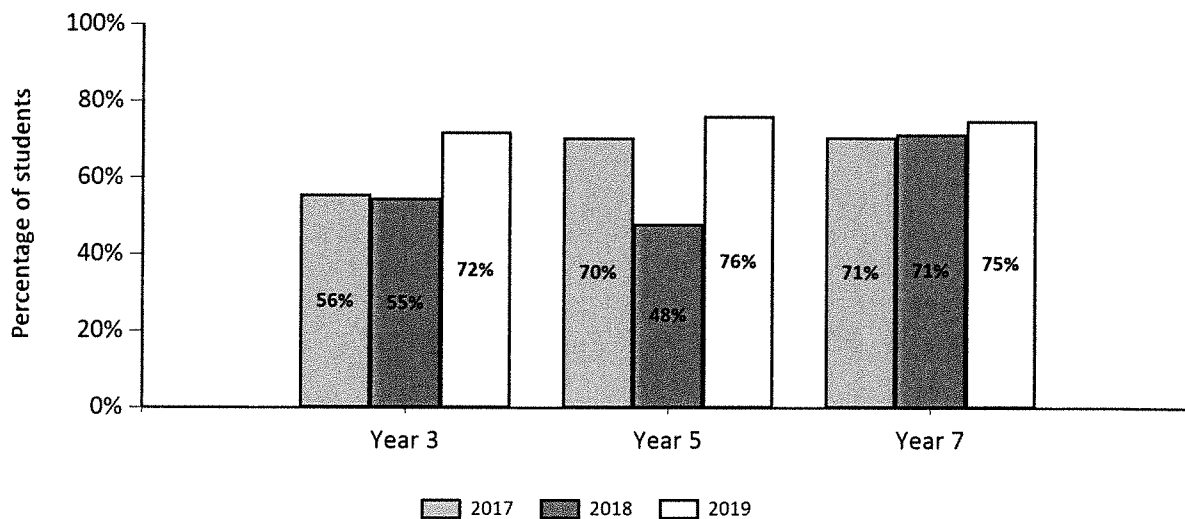
#### Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

\*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.

#### Numeracy



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

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

## NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	47%	9%	25%
Middle progress group	37%	61%	50%
Lower progress group	16%	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	21%	30%	25%
Middle progress group	47%	48%	50%
Lower progress group	32%	22%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

## NAPLAN upper two bands achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	32	32	12	7	38%	22%
Year 3 2017-19 average	27.0	27.0	8.0	4.7	30%	17%
Year 5 2019	21	21	6	4	29%	19%
Year 5 2017-19 average	24.0	24.3	5.3	2.3	22%	10%
Year 7 2019	24	24	3	4	13%	17%
Year 7 2017-19 average	20.7	20.7	5.0	4.7	24%	23%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

<sup>^</sup>includes absent and withdrawn students.

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

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

## School performance comment

The 2019 data tells a positive story with the school achieving it's highest results to date in Reading in years 3,5 and 7 as measured by NAPLAN.

The Reading results for junior primary students as measured by running records indicate that 84% of Reception, 89% of year 1 and 94% of year 2 students demonstrated the expected DfE SEA at the end of the term 3. Our school reading levels compared to the State (all DfE sites), similar schools (level 3 of disadvantage) and partnership schools were higher. This is a great achievement and reflect a positive trend. 80% of year 1 students achieved the DfE benchmark as measured by the Year 1 Phonics Screening Check. This is a significant increase from the previous year of 48%.

Analysis of whole school reading data in term 4 2018 identified a trend of students achieving the expected achievement in year 2 and then not achieving the expected achievement in year 3. This was identified as a target of the 2019 Site Improvement Plan. Intervention strategies were implemented in year 3 classes and we closely monitored the 2019 year three cohort. Data indicates that in 2018 79% (26 students) of year 2 students achieved the DfE standard of education achievement (SEA) as measured by Running Records. Of these 26 students, 25 students achieved the SEA as measured by NAPLAN and 38% of year 3 students achieved in the higher bands as measured by NAPLAN, this is an increase on the 2018 result and the highest to date. This data provides strong evidence that the 2019 SIP target was achieved.

95% of year 5 students achieved the Reading DfE SEA as measured by NAPLAN. The school average was above the national average for the first time. This is an increase on the 2018 result and the highest result to date. A notable increase from the relevant year 3 cohort. 29% of year 5 students achieved in the higher bands as measured by NAPLAN, this is an increase on the 2018 result. 95% of year 5 students achieved the DfE SEA as measured by PAT R. 83% of year 7 students achieved the Reading DfE SEA as measured by NAPLAN. This is an increase on the 2018 result and the highest result to date. A notable increase from the relevant year 5 cohort. 13% of year 7 students achieved in the higher bands as measured by NAPLAN, this is a decrease on the 2018 result.

NAPLAN Numeracy results show an increase in the percentage of year 3 students demonstrating the expected achievement when compared to 2018 results and the highest percent since 2013. Year 5 NAPLAN Numeracy results show an increase in the percentage of students demonstrating the expected achievement, this result breaks the previously decreasing pattern of results. It is a notable increase from the relevant year 3 cohort. Both in year 3 and year 5 the school recorded it highest percentage of students achieving in the NAPLAN Numeracy higher bands. The 2019 Year 7 NAPLAN Numeracy results show an increase in the percentage of students achieving the expected achievement when compared to 2017 and 2018 results.

## Attendance

Year level	2016	2017	2018	2019
Reception	91.8%	90.2%	90.6%	94.2%
Year 1	91.3%	88.1%	89.5%	87.2%
Year 2	87.1%	90.9%	91.4%	87.2%
Year 3	85.8%	87.4%	89.5%	90.7%
Year 4	90.5%	85.9%	90.6%	91.2%
Year 5	87.6%	90.9%	86.4%	90.1%
Year 6	90.3%	90.5%	93.1%	87.3%
Year 7	89.7%	88.1%	87.9%	91.3%
Primary other	87.9%	84.5%	83.3%	83.1%
Total	89.1%	88.7%	89.6%	89.6%

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

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

## Attendance comment

Our 2019 goal was to achieve a 90% attendance rate, we are not there yet! Working with the school community to raise awareness of the importance of regular school attendance was a priority. We continued with the weekly and daily attendance challenge. HERO, Here Everyday Ready On Time.' The challenge provided a positive focus on attendance and helped to raise community awareness. Attendance rate statistics were included in the newsletter, presented at Governing Council meetings and termly attendance snapshots were provided to all families. Attendance data was reviewed regularly and acted on.

## Behaviour support comment

Coorara is committed to creating a safe, supportive and rigorous learning community. Our behaviour motto is 'Better Behaviour, Better Learning' and the golden rule is treat others the way you like to be treated. Our behaviour code ensures a consistent approach to Behaviour Education underpinned by a focus on the school values and development of our agreed learning dispositions.

The results from the classroom discussions have indicated that students at Coorara Primary School have an understanding of what bullying is, the effects and how to get help. Younger students were unclear about what cyber bullying is. Upper primary students could also identify outside organisations that they could contact if needing support.

## Client opinion summary

Client Opinion data was collected from staff, parents and students. All families were invited to participate in the ACARA parent survey. Twenty eight parents completed the survey (% of families). The top four responses from parents were: teachers at this school expect my child to do his or her best, I can talk to my child's teacher about my concerns, my child is making good progress at this school and the school is well maintained. Other information from the survey highlighted parents liked the community feel of the school, the quality of leadership and teaching was viewed positively and the performing arts program including Wakakirri was seen as a positive of the school, improvements to school facilities especially the nature playspace in the courtyard was highly valued. Twenty three staff participated in the ACARA staff survey. The top four staff responses were: this school looks for ways to improve staff are well supported at this school, this school takes staff opinions seriously and teachers at this school expect students to do their best. Teachers agreed that the site improvement actions had impacted on student learning outcomes, that the quality of teaching and learning had improved at the site in 2019 and that site leaders are primarily focussed on the quality of teaching and learning. Overall, the feedback from all stakeholders was very positive and reflected a strong school culture focussed on continuous improvement and high expectations of teaching and learning. Feedback from students was collected throughout the year through a range of strategies including forums, TfEL Compass Survey and exit slips.

Students in years 4-7 completed the Student Wellbeing and Engagement Survey in term 1. The survey provided the school with some data about student's level of engagement with school. 75% of students reported high level of connection with an important adult at school, 92% of students report high to medium level of emotional engagement with teachers and 89% of students reported a high to medium level of connection to the school and 89% of students reported high to medium level in regard to academic self concept.



## Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	6.5%
Other	1	2.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	4.3%
Transfer to SA Govt School	40	87.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

## Relevant history screening

Coorara Primary School has processes in place to ensure it is compliant with DfE Relevant History Screening Policy and Procedures. All staff have current teacher registration and/or DfE approved relevant history screening clearance. All staff have been informed about the new Working with Children screening guidelines. The school has effective processes in place to ensure all persons engaged with the site have relevant history screening in line with DfE policy. Volunteers undertake volunteer training including responding to abuse and neglect (RAN). All staff are current with their RAN training.

## 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	41
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: 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	1.0	20.2	0.0	10.9
Persons	1	22	0	14

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

## Financial statement

Funding Source	Amount
Grants: State	\$3,359,001.29
Grants: Commonwealth	\$57 200
Parent Contributions	\$75 719.69
Fund Raising	\$12 280.00
Other	\$65 173.93

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

## 2019 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 2019 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 behaviour management and engagement	Student Wellbeing Leader was appointed from the beginning of the year (0.6 FTE). Zones of Regulation was implemented across the school. IESP funding was used to provide in class and yard support for identified students.	Increase in student engagement and ability to self regulate behaviour.
	Improved outcomes for students with an additional language or dialect	SSO support during literacy block.	Improved student achievement in Reading.
	Improved outcomes for students with disabilities	Teachers developed One Plans collaboratively with parents and support services. SSO support was used to students in classroom and in the yard.	Improved student achievement in Literacy and Numeracy
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> <li>• rural and isolated students</li> <li>• Aboriginal students</li> <li>• numeracy and literacy including early years support</li> </ul> First language maintenance and development Students taking alternative pathways Learning difficulties grant	Reading Intervention Teacher provided intensive targeted teaching for identified students using Minitit and Maqlit ACEO supported ATSI students in classrooms during the Literacy and Numeracy block. Quicksmart Numeracy Intervention Program implemented for targeted students in years 4 and 5. Twelve students participated in DRUMBEAT for ten weeks: focus of program to is to develop student's resilience.	Improved student achievement in Literacy and Numeracy. Improved student wellbeing.
Program funding for all students	Australian Curriculum	Professional Learning for staff in Mathematics and Reading.	Teachers further developed their capacity to effectively teach mathematics
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	SSO support for Reception/year 1 classes during literacy block. Reading Intervention Teacher provided intensive targeted teaching for identified students using Minitit and Maqlit.	Improved student achievement in Reading.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Student Wellbeing Leader (0.6 FTE) appointed at the beginning of 2019.	Improved student engagement and wellbeing