



# COORARA PRIMARY SCHOOL

## *2019 Report to School Community*

Presented at the AGM on 12<sup>th</sup> February 2020



*Our Vision: Build a community of curious, creative, resilient and open minded learners*

## Highlights of a Successful Year of Learning @ Coorara

Our first community event for 2019 '**Coorara Carnival**' was well supported by families. Student Leaders and staff ran a wide range of fun activities. The event gave families and staff an opportunity to informally meet and connect.



# OSHC Coorara Kids the fun place to be!

Governing Council proudly opened the school run **OSHC program** 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 open up Vacation Care. We offered our first holiday program during the October holidays. The program was a great success with strong attendance rates and we offered the service again during the Christmas holidays.



After a few years of community consultation, our courtyard designs became a reality. Our new **natural playspace** opened at the beginning of term 2. Incorporated into the space are lots of play elements where children can, climb, slide, swing, jump, explore, risk take and create.



Reception children invited their parents to **Magical Memories**. The children enjoyed telling their parents all about their first weeks at school as they cut, glued and created a special keepsake.



Sixty preschool children and their parents/carers joined in the fun of the **Bear Hunt**. They got to see our wonderful facilities, meet our fabulous staff and students and experience music, science and the visual arts.



Our school has been partnering with **Children's University** for three years. Children's University provides extra curricula learning opportunities to children, aiming to engage children in learning in its broadest sense whilst developing confidence and aspiration. During the April holidays 18 children joined Mrs Read, Ms O'Leary and Mrs Woodhouse at Tonsley Park for a day of learning. In November 17 students graduated at a special ceremony at Bonython Hall at the Adelaide University.



## Feral Cats.... Wakakirri Performance



In 2019 we told the story of the impact of Feral Cats on the wildlife and the importance of people being responsible pet owners. Every year **Wakakirri** gets bigger and better! This year we had our largest team of performers, with close to 80 students participating. This is the sixth year Coorara has offered this wonderful opportunity to students. Over this time we have seen the confidence of the students grow, their dance and drama skills improve significantly and their professionalism. We received performance awards including Best Hair and Makeup. Wakakirri is a big production which wouldn't be possible without the generous help of staff, parents and grandparents.



Our **Senior Choir** enjoyed a successful year of singing and performing. They performed at the Festival Theatre as part of the public schools Festival of Music. Our choir achieved an 'A' for their assessment. Thank you to Nikki for training the choir.

Most classes participated in the **Dream BIG Children's Festival**. Our year 2 and 3 students participated in the Opening Ceremony where they joined a choir of two thousand voices to sing the song 'We're all in this together'. Our year 4-7 students travelled to Goolwa to participate in a performance by Adam Page.



A group of 30 year 6/7 students participated in the **2019 Premier's Reading Challenge Dramatisation Program**. Every week they worked with Maryann Boettcher, an experienced drama director, teacher and performer. They learnt specific dramatic skills, developed their understanding of the use of props and costumes, they learnt to read and edit scripts. Maryann adapted a book chosen by the students into a script for the dramatisation. The students loved performing in front of the Premier and the Premier's Reading Challenge Reception at the Adelaide Zoo in November.



A group of year 5 & 6 girls participated in an eight week program called – **Every Girl** run by the YMCA (Young Women’s Christian Association) The girls had the opportunity to develop their own leadership identity; personal strengths connect to their community and enhance their understanding of human rights.



In term 2 we launched our **Little Bookworms** program for children aged 0-5 and their parents/carers. On Mondays children and parents have enjoyed stories, songs and rhymes in the Resource Centre. This new program enables us to build strong connections with young families in our community and to promote the importance of early literacy development.



In term 3 we welcomed our new **Pastoral Support Worker, Amanda Griffiths**. Amanda ran Drumbeat with Nikki, organised lunchtime activities and supported individual students. One student led project that Amanda supported was the fundraising for the RSPCA.



The **ZONES** of Regulation®

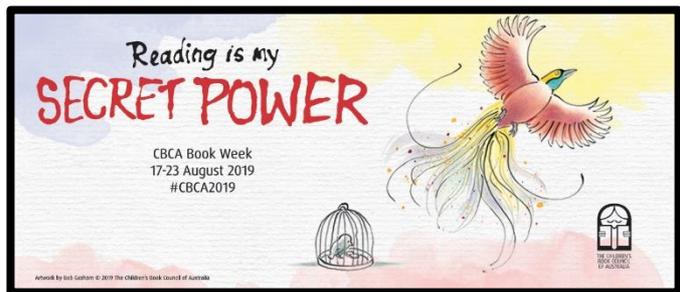
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control



In 2019 we created a new **Student Wellbeing Leader** position. Brianna Woolhouse was appointed to the position. She introduced some new wellbeing initiatives including The ‘**Zones of Regulation**’. The ‘Zones of Regulation’ is a systematic, cognitive behavioural approach used to teach students how to self-regulate their emotions by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones - Blue, Green, Yellow and Red. The Zones framework provides strategies to teach students how to become more independently aware of controlling their emotions and impulses, managing their sensory needs and improving their ability to problem solve conflicts. The program also helps students to identify their triggers and discover the different ‘tools’ that can also assist them in moving between the zones.



At Coorara our **learning dispositions** are resilience, curiosity, creativity, open mindedness and communication. These are the 'habits' that our community believe are important for all students to develop during their years at Coorara. Developing strong dispositions gives our students a strong foundation for lifelong learning.



**Bookweek** was celebrated in term 3. The annual dress up day was a highlight! Bookfair was well supported by the school community. We sold over \$3000 worth of books!



We continued our weekly '**Attendance Challenge**' with the motto 'be an attendance HERO, Here Everyday Ready On Time.' The challenge provided a positive focus on attendance and helped to raise community awareness of the importance of regular school attendance.

Thirty children participated in '**Coorara Cubs**', our preschool to school orientation program. The program ran for 10 weeks in terms 3 and 4. The children got to experience many aspects of school life, meet staff and get to know their classmates. All children received a Starting School Showbag.





Our school was one of seven schools selected to participate in the **2019 OzAsia Moon Lantern Festival** at Elder Park. Leading up to the event our year 4/5 students worked with visiting artist to design and make their lanterns. Students loved the experience and the level of their engagement was amazing. Thank you to the parents and grandparents who supported the students during the workshops and on the night. It was a beautiful and colourful evening.



Three **incursions** were held throughout the year linked to the performing Arts. The school funded the three incursions.



Congratulations to **Ivy** for being awarded a Southern Suburbs **Volunteer Community award** from Amanda Rishworth. Ivy was nominated for going above and beyond to support our community.

The **fundraising** committee organised a range of successful events to raise funds for new STEM equipment. The Lock In, Colour Run and the Halloween Disco were highlights. Well done everyone we raised \$12 280 in 2019. Big thank you to Anna Plumb and the fundraising committee.



During 2019 students had the opportunity to participate in a number of **sporting experiences** including the Sporting Schools Program, aquatics, swimming and Sports Day. A number of students represented the school by participating in **SAPSASA** events such as **District Athletics day**, **knock out soccer** and **netball**. Coorara participated in the **Premier's Be Active Challenge**, it was a great achievement to see so many students achieving an award and being physically active. **Sports Day** was a great success with the Kookaburras winning the trophy for best attitude and to the Cockatoos for winning the Sports Day Shield. Reception to year 5 students participated in **swimming** lessons and year 6-7 students participated in **Aquatics** at Port Noarlunga.

**Everyone** is a **learner** at **Coorara**! All staff are committed to improving their teaching to support students to achieve higher levels of learning. Throughout the year staff participated in lots of **professional learning** to further develop their skills and understanding of how to teach Mathematics and Reading.



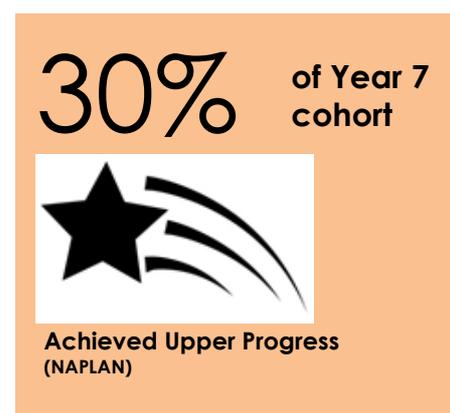
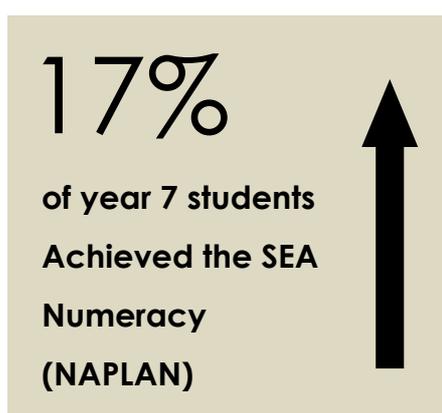
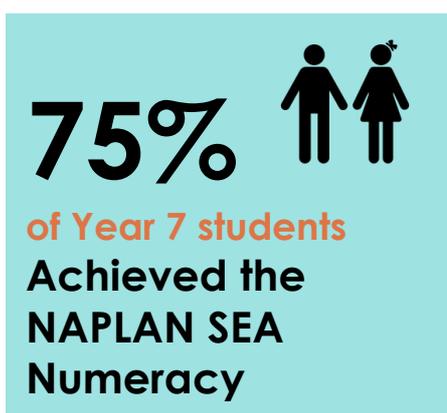
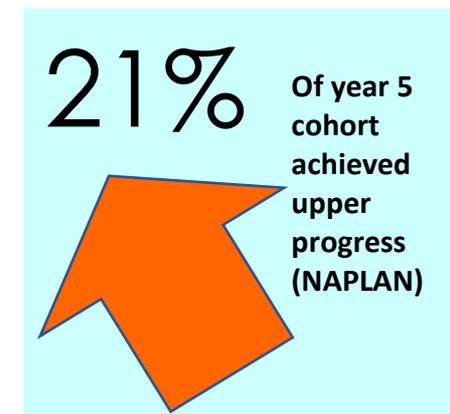
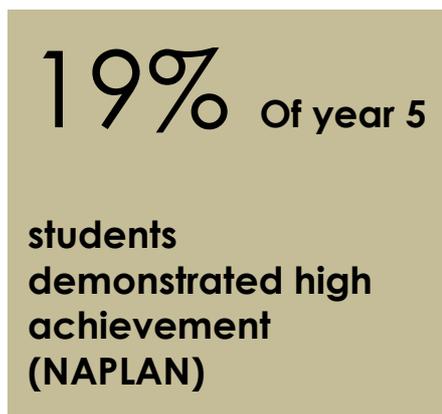
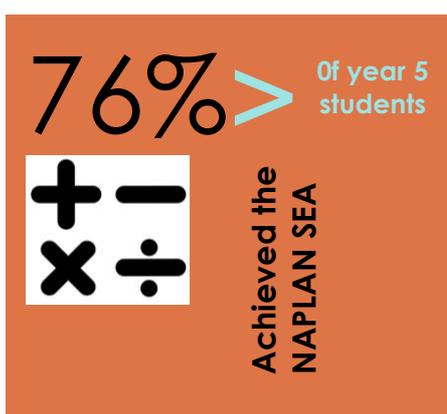
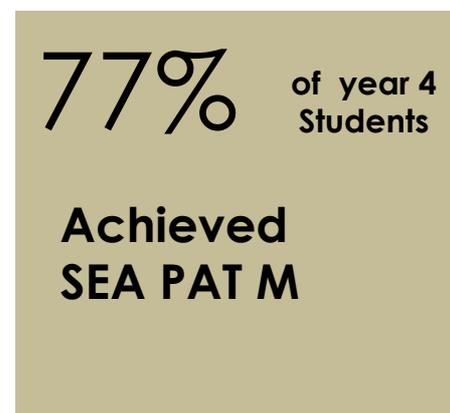
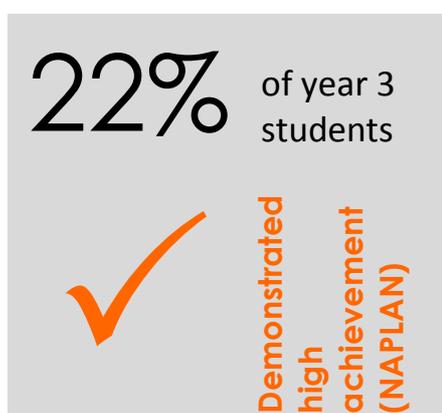
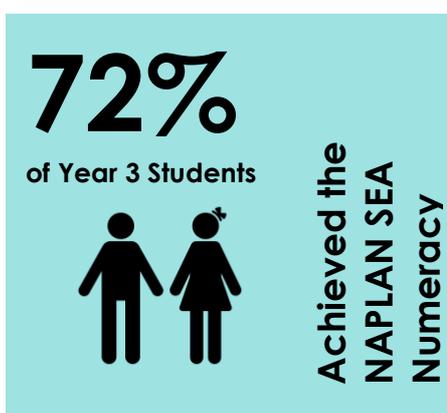
The school year ended with all classes performing at the **end of year celebration 'Music from the Movies'**, the **Christmas Stall**, the **Christmas Pageant**, the **whole school big day out**, the **Year 7 Graduation**, the **Year 6 Celebration of Learning** and the **final assembly**.

## Our data tells a story of positive continuous improvement

### Where we are at with increasing student achievement in Numeracy Achievement ?

Our Site Improvement Goal for Numeracy is to increase student achievement particularly in the Number Strand and to increase the number of students achieving in the higher bands in NAPLAN Numeracy in years 3, 5 and 7.

To achieve these goals we are focussing on setting challenging goals for all students, using assessment information to design learning and teaching mathematics through multiple step problem solving tasks.



# Where we are at with increasing Reading Achievement R-7?

Our Site Improvement Goal for Reading is to increase student achievement in Reading R-7. To achieve this goal we are focussing on teachers explicitly teaching reading comprehension strategies that effective readers use to make sense of literature and information texts.

**92%** > Achieved Above LEVEL 5  
of Reception Students



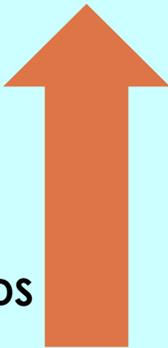
**89%** ✓  
of Year 1 Students Achieved the SEA (level 13 or above)

**94%** > Achieved The SEA  
Of Year 2 Students



**88%** of Year 3 students  
**ACHIEVED**  
NAPLAN BAND 3 (SEA) Or above

**38%** of year 3 Students  
Achieved in HIGHER BANDS (NAPLAN)



**100%** OF YEAR 3 STUDENTS who achieved SEA in year 2 achieved year 3 school Benchmark (Fountas & Pinnell level P)

**95%** of Year 5 students  
achieved the SEA (Naplan)



**29%** of year 5 Students  
Demonstrated high achievement in READING



**47%** of Year 5 cohort achieved upper progress (NAPLAN)



**88%** of year 7 Students  
Achieved the SEA Reading (NAPLAN)



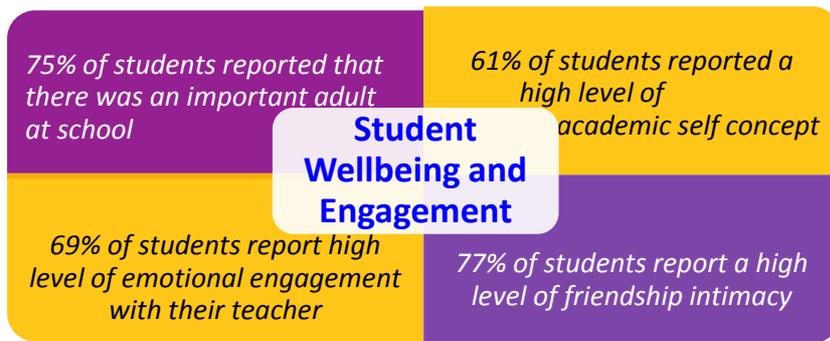
**13%** of year 7 Students  
Demonstrated high achievement in reading (NAPLAN)



**9%** Year 7 cohort growth  
achieved upper progress (NAPLAN)



## Student Wellbeing and Engagement



Students in year 4-7 completed the Student Wellbeing and Engagement Collection Survey in term 1. The survey collects information about student's Emotional Wellbeing, Engagement with school, Learning Readiness and health and wellbeing out of school.

### We achieved our 2019 targets and are on track to achieve our three year goals. This is achieved through.....

- High Expectations for all students- we expect at least twelve months growth for twelve months of learning
- Relentless focus on learning
- Whole school common approaches to how we teach Reading and Mathematics
- Explicit teaching of Reading Comprehension Strategies- whole class, small group and individual
- Tracking and monitoring all students in literacy and numeracy- we know where every child is with their learning and we know their next steps.
- Teachers working weekly in year level teams to design units of learning in Reading and Mathematics
- Common year level Reading and Mathematics assessment tasks
- Professional Learning for staff
- Targeted Teaching: teachers use the information from the assessments to target their teaching so children are being taught what they need to learn.
- Literacy Blocks for all classes: 90 minutes per day

- Students receiving a 'maths diet' of explicit teaching, problem solving, mental routines, strategy lessons/practice and reflection
- Interventions programs: Minilit (Reading), Maqlit (Reading) and Quicksmart Numeracy

## **Our next steps.....**

## **Our focus for 2020 ..... To get even better**

In 2020 the Site Improvement Plan will focus on improving student learning achievement in Reading and Mathematics. Our goal is to get all students achieving to higher levels of learning.

We are holding the line, continuing all the great learning from 2019 and embedding many of the strategies that we know are working. In 2020 teachers will be building on their learning through professional learning and peer observation. Leaders will continue to work with staff through being visible in classrooms, planning professional learning, regular walkthroughs, providing feedback and participating in the learning design process. In 2020 we will be strengthening family engagement with a focus on learning.