



# Coorara Primary School

## 2020 annual report to the community

Coorara Primary School Number: 323

Partnership: Panalatinga

Signature

School principal:

Mrs Rebecca Read

Governing council chair:

Lanie Zerna

Date of endorsement:

11 January 2021



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 2020 we educated 231 students in eleven classes including a year 3-7 special class. Coorara Primary School engages 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 58 % school card holders, 25% students with disabilities, 10% Aboriginal learners and 1% students with English as an Additional Language. We share a positive relationship with Coorara Preschool.

Staff at Coorara Primary School are a highly collaborative team who are committed to the school improvement journey, developing themselves and improving the student learning outcomes for all students.

In 2020 the school participated in the External School Review. Students, parents and staff actively participated in the process. The review was a positive experience for the school community which affirmed many strengths of the school including the tracking and monitoring of student learning, consistency of teaching pedagogy R-7, strategic instructional leadership, positive school culture and staff collaboration. Student confidence and their ability to articulate their learning was highlighted as a strength of the school.

The House System was a new initiative in 2020. House leaders and house representatives were elected. The House system integrates our school values and learning dispositions with mentoring, peer support, student wellbeing and encourages student interactions and friendships that transcend different year groups, while also providing opportunities for student leadership. House Leaders organised activities for community events, Sports day and led virtual assemblies. Students could earn points for their house by demonstrating school values, learner dispositions and academic achievement/progress. Rosellas were the winning house in 2020.

The Performing Arts program continued to grow and be a point of difference for our school in the local community. In 2020 the school performed a whole school musical Seussical Jnr at the Hopgood Theatre. This was a first for the school. The production showcased the Coorara talent- students, staff, parents and grandparents. Students sang, danced and acted with confidence and professionalism.

During 2020, students had the opportunity to work with Author/Illustrator Sally Heinrich as part of Bookweek. Students learnt new visual arts skills and enjoyed learning how to do block printing.

Our community celebrated NAIDOC week in November. All classes learnt about Aboriginal Culture and created artwork.

# Governing council report

2020 was a truly unique year at Coorara Primary School. We managed to see it through to the end relatively unscathed, with Governing Council and Coorara leadership working together yet again.

2020 saw the appointment of 2 new teachers and 2 SSOs. Brianna Woolhouse was appointed as Student Wellbeing Leader. We started the year with 231 students and enrolments continue to grow. Coorara continues to offer programs such as Music, Science, PE, Minilit, and Maqlit.

Sporting schools funding was granted, and the school offered basketball, purchased sporting equipment, and provided athletics training to our PE teachers.

The school participated in an External Review. This was last done in 2016. Governing Council members attended a meeting where we discussed all aspects of Coorara in an open forum. The findings of the review were positive. Things such as "highly collaborative team", "a Principal with relentless focus" and "students with a deep sense of pride in their school" were mentioned. Three directions are to be implemented over the next 3 years.

Fundraising in 2020 was difficult, at best. However, with the help and support of our community we were able to offer a range of events and raised \$7317.10.

Governing Council reviewed the uniform policy and agreed to some changes including the introduction of a new black jacket. A buy swap sell facebook page for Coorara uniforms has been set up.

OSHC and vacation Care has grown significantly with as many as 80 families taking advantage of this great affordable service provided by Coorara.

2020 saw a new bullying prevention policy developed and implemented. The governing council provided positive feedback with a few suggestions however the first draft was done to such a high standard, minimal changes were made.

School parking still remains an ongoing issue. Signage and line marking has been done, and council rangers have visited.

The school held a whole school musical, Seussical Jr. Coorara staff and students performed incredibly well. The amount of behind the scenes work done was evident on the night with a great time had by all.

2020 has been tough, for everyone, but representing Coorara Primary School as part of The Governing Council has been a privilege. To be involved with a school where the students and community are a priority is heart-warming. The leadership group, teachers, and support staff had a mammoth task, just to get through 2020, but they did so with their heads held high.

Hopefully, we can look to 2021 with positivity, gratitude, and hope.

Lanie Zerna  
Chairperson



# Quality improvement planning

High quality effective teaching and learning continued to be a focus throughout the year. The Site Improvement Plan (SIP) focused on accelerating student achievement in Reading and Mathematics. Staff and Governing Council engaged in updating the site improvement plan through allocated meeting time. Leaders reported to 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.

The narrow focus of the Site Improvement Plan is supported with alignment of professional learning, performance and development, year level teams, tri school professional learning teams and learning walks. Leaders prioritise time to support and challenge staff through observations, regular walk throughs, participating in co-design sessions with year level teams and giving timely feedback to staff, supporting them to deliver site improvement goals.

Teachers, SSOs and Leaders regularly review the SIP as part of the improvement cycle. 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.

Reading data protocols and data schedule are embedded across the school. 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. Teachers track three students which helps to shape rich conversations and influences planning for interventions at the individual, small group and whole class level. To strengthen the use of data informed practise, the next step is for staff to analyse the data for priority groups such as Aboriginal Learners and students achieving an 'A or B' in English.

Common Assessment Tasks in Reading and Mathematics (Number) were implemented and moderated once per term. Teachers developed the assessments in line with the Australian Curriculum. Tasks were designed to enable students to demonstrate an 'A or B'. Rubrics and Bump it up Walls were used to make the assessment criteria visible to students. Next step is to expand the rubrics to include 5 levels of learning (A-E) and to include student work samples in the Bump it Up Walls.

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 learning walks 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 continues to be embedded across the school. Teachers meet weekly to co design Reading and Mathematics units of learning. Teachers use a range of high yield strategies including the gradual release of responsibility, these strategies are documented and agreed to and consistently used R-7. Teachers make the learning intentions and success criteria visible for students. Teachers and students set learning goals. Designing tasks that provide stretch and challenge for all learners remains a focus. During 2020 teachers used the work of Elizabeth City to analyse mathematics tasks for cognitive demand and complexity of content. Leaders developed their skills in analysing tasks and providing specific feedback to teachers. In 2021, staff will continue to use this process to ensure all tasks are accelerating student achievement.

Professional Learning in Reading and Mathematics was prioritised to support staff to deliver the goals/targets of the SIP.

## Improvement: Aboriginal learners

In 2020 Coorara had a student population of 228 of which 10.4% identify as Aboriginal or Torres Strait Islander learners. There is an Aboriginal Community Education Officer (ACEO) who is onsite two days per week and the AET role is part of the responsibilities of the Deputy Principal. The ACEO supports the students within the classroom, in the yard and 1:1 where needed. The ACEO provides 1:1 support to individual students requiring additional support with their Reading. The school has a comprehensive, documented system in place for collecting, recording and analysing student achievement data which enables the school to effectively track and monitor the growth and achievement of all learners. Teachers and leaders use this information to inform whole school planning, set individual student goals and to plan interventions. The next step is to strengthen this process by closely analysing data for priority groups including Aboriginal Learners.

The data indicates that 50% of Aboriginal Learners (this includes students with disabilities) are achieving the standard of education standard (SEA) as measured by Running Records, PAT R or PAT M. Some students are achieving to a high level (achieving well above the SEA). The goal is for all students to achieve the SEA or their individual goals (students with disabilities).

All Aboriginal learners have individual goals that are data informed and reviewed. Next step is to strengthen student voice in this process and to engage families in the goal setting process.

High quality teaching and learning is a focus and strength of the school. There are whole school agreements in place that are embedded and consistently implemented across the school. This is supported by professional learning, performance and development processes, walk through and learning walks.

Effective and targeted interventions are in place and all identified Aboriginal learners receive support to improve their achievement in Literacy and Numeracy. Additional support is provided in the classroom and/or through evidence based intervention programs such as Minilit, Maqlit and Quicksmart.

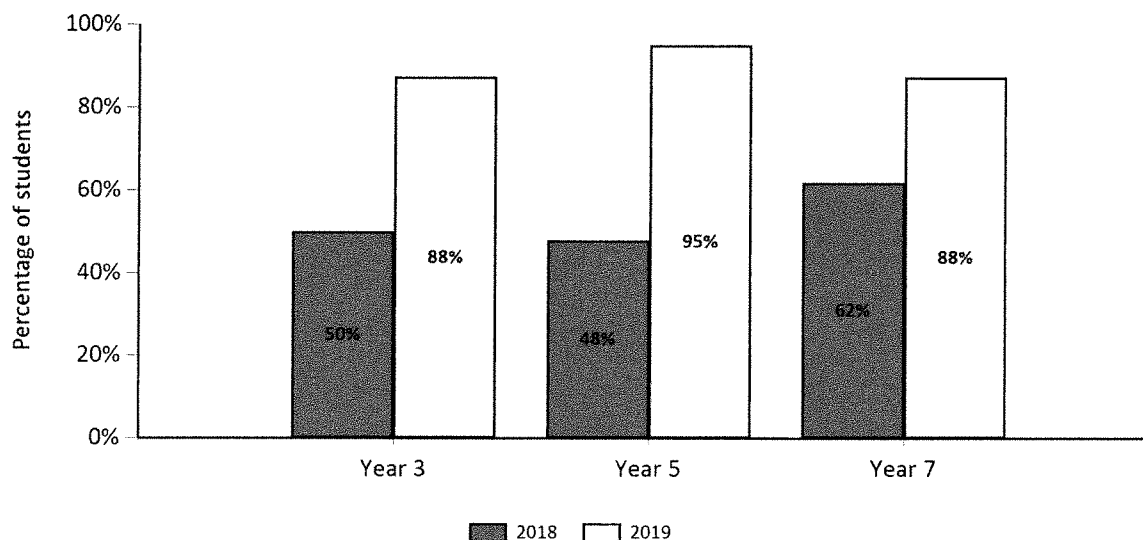
The school has developed some strategies to engage Aboriginal families as partners in Literacy and Numeracy learners. This is an area that the school has identified that needs to specifically addressed in 2021.

# 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

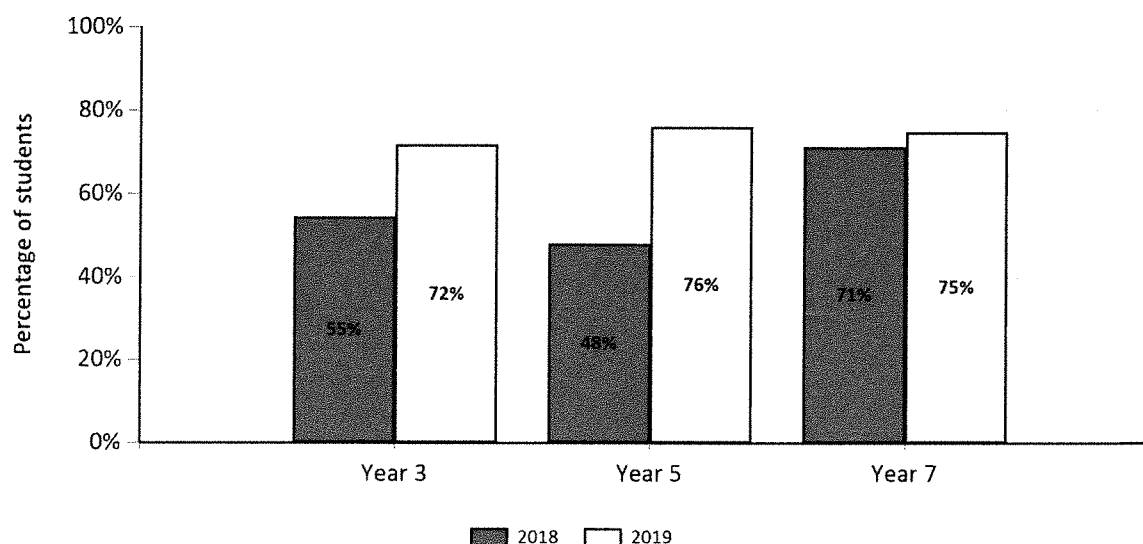


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2020 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%	*	25%
Middle progress group	37%	61%	50%
Lower progress group	*	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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	*	30%	25%
Middle progress group	47%	48%	50%
Lower progress group	32%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 2017-2019 Average	27.0	27.0	8.0	4.7	30%	17%
Year 5 2019	21	21	6	4	29%	19%
Year 5 2017-2019 Average	24.0	24.3	5.3	2.3	22%	10%
Year 7 2019	24	24	3	4	13%	17%
Year 7 2017-2019 Average	20.7	20.7	5.0	4.7	24%	23%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

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

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.



## School performance comment

The 2020 data tells a positive story with the school tracking well towards achieving the three year goal of increasing student learning achievement in Reading and Mathematics. With no NAPLAN data, the school has used other measures to determine the school's performance.

Analysis of whole school reading data including running records R-7, PAT R, termly common reading comprehension assessments, year 1 phonics screening check and anecdotal records show the school is meeting targets.

The Reading results for junior primary students as measured by running records indicate that 81% of Reception, 86% of year 1 and 87% of year 2 students demonstrated the expected DfE SEA at the end of the term 3. Our school junior primary 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 reflects a positive trend over the past few years. 82% of year 1 students achieved the DfE benchmark as measured by the Year 1 Phonics Screening Check. This is a significant increase from the 48% in 2018. In 2020, 23% of students achieved an A or B as part of the end year reporting process, this is 5% increase from 2019.

The school as part of the 3 year site improvement plan is tracking the 2018 year 2 cohort. The goal is to maintain all students (26) of this cohort at standard as measured by Fountas and Pinnell. This was achieved in 2019 with all students achieving the school benchmark of Fountas and Pinnell level P. In 2020 23 out of 26 students achieved the school benchmark of Fountas and Pinnell level S.

Analysis of whole school mathematics data including PAT M, termly common assessments, trust the count assessment and pre and post assessments indicate that we are increasing student achievement in Mathematics in particular in Number. Mathematics will continue to be focus in 2021. PAT M data continues to demonstrate a see saw pattern of results. Results at year 3 continued above 60% of students achieving the SEA. Results at year 4 was an increase from the relevant year 3 result in 2019. Results at year 6 remained above 75% and stable from the relevant year 4 result in 2019. In 2020, more students demonstrated higher levels of learning in Mathematics as measured by A-E data. 28% of students achieved an A or B in mathematics as compared to 18% in 2019. This is a significant increase.

## Attendance

Year level	2017	2018	2019	2020
Reception	90.2%	90.6%	94.2%	88.8%
Year 1	88.1%	89.5%	87.2%	91.3%
Year 2	90.9%	91.4%	87.2%	85.9%
Year 3	87.4%	89.5%	90.7%	85.8%
Year 4	85.9%	90.6%	91.2%	87.1%
Year 5	90.9%	86.4%	90.1%	84.2%
Year 6	90.5%	93.1%	87.3%	84.3%
Year 7	88.1%	87.9%	91.3%	78.0%
Primary Other	84.5%	83.3%	83.1%	83.1%
Total	88.7%	89.6%	89.6%	86.2%

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

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

## Attendance comment

Our 2020 goal was to achieve a 90% attendance rate, we are not there yet! Our attendance rate for the year was lower than in the past few years mainly due to COVID and families doing the right thing and keeping their child home when unwell. We continued to raise awareness of the importance of regular school attendance through school newsletters and Governing Council meetings. Leaders reviewed attendance data regularly and supported families where appropriate including referring families to outside agencies and support services.

## Behaviour support comment

Coorara is committed to creating a safe and supportive community for all learners. Our behaviour code ensures a preventive approach to Behaviour Education is implemented across the school underpinned by a focus on positive relationships, our school values and our agreed learning dispositions. During 2020 Coorara continued to strengthen the wellbeing of students through continuing to develop and work on a whole school approach to 'The Zones of Regulation' program, fostering self-regulation and emotional control within the classroom.

This year an updated Bully Prevention Policy was written in consultation with the school community. Bully Audits were conducted, data analysed and acted on.

## Client opinion summary

Client Opinion data was collected from staff, parents and students. Overall, the feedback from all stakeholders was very positive and reflected a strong school culture focused on continuous improvement, learning and high expectations. Information was gathered from students throughout the year. Students reported feeling proud of their school, positive about their relationships with peers and staff, confident to talk about their learning and felt valued. Students indicated that they had personal learning goals and felt confident the goals were achievable. Students identified they would like more say in their learning and more leadership opportunities. 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 95% of students reported a high to medium level of connection to the school and 94% of students reported high to medium level in regard to academic self concept. All families were invited to participate in the DfE Parent Survey in term 3. 94 parents participated in the survey, highest result to date. Overall the feedback from parents was positive. The top four responses from parents were: teachers and students treat each other with respect, I feel like my child is important to the school, people respect each other at this school and I know what standard of work the school expects of my child. Survey data indicated that parents would like more help from the school with their child's learning. All staff were invited to participate in the DfE Perspective Survey in term 3. 81% of staff participated. The survey indicated 77% of staff were highly engaged with the school. This means staff are inspired, motivated, satisfied and committed in their role at the school. This high level of engagement is reflective of the strong school culture. The climate index was 90%. The climate index represents how positive staff perceive how things are done at Coorara. The results show that staff are positive about how decisions are made, staff feel recognised and rewarded for their work, staff work well as a team, they feel confident that improvement goals will be achieved, confident in the leadership team and feel connected to each other.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	10.6%
Other	1	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	6.1%
Transfer to SA Govt School	54	81.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## 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	37
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	0.0	19.1	0.0	11.4
Persons	0	22	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$3,165,155
Grants: Commonwealth	\$12,000
Parent Contributions	\$69,296
Fund Raising	\$7,317
Other	\$73,672

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

## 2020 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 2020 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 individual students through whole school implementation of Zones of Regulation, small group intervention programs such as What's the Buzz, Drumbeat and lunchtime clubs.	Increase in student engagement, time on task and ability to self regulate.
	Improved outcomes for students with an additional language or dialect	Funding contributed to SSO support during literacy block with a focus on Reading.	Improved student achievement in Reading.
	Inclusive Education Support Program	One Plans developed, implemented and reviewed. Students supported by SSOs in classroom and yard. Two students supported by 1:1 teachers.	All students achieved the goals of their 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 (1.0 FTE) provided intensive targeted teaching for identified students using Minilit, Storychamps and Maqlit. SSO support in junior primary classrooms during the literacy block with a focus on improving student achievement in Reading and Writing. SSO support in years 4-7 with a focus on improving student achievement in Reading. Quicksmart Numeracy Intervention Program was implemented for identified students in years 4 and 5. ACEO supported students in classrooms during Literacy/Numeracy. Smaller Reception classes.	Improved student achievement in Literacy and Numeracy as measured by running records, PAT R, PAT M and school based assessments.
Program funding for all students	Australian Curriculum	Professional learning for staff in Mathematics and Reading.	Teachers further developed their content and pedagogical knowledge.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Reading Intervention Teacher (1.0 FTE) provided intensive targeted teaching for identified students using Minilit, Storychamps and Maqlit.	Improved student achievement in Reading.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA