

# COORARA PRIMARY SCHOOL

2020 Report to School Community  
Presented at the AGM on 10<sup>TH</sup> February 2021



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

# Highlights of a Successful Year of Learning



Our beginning of year community event '**Featherly Family Fun Fest**' was well attended with families enjoying lots of activities focussed on our 5 learner dispositions- creative, curious, resilience, communicator and open minded.



## MAGICAL MEMORIES RECEPTIONS



Reception children invited their families to **Magical Memories**. The children enjoyed sharing their learning with their families as they created a special keepsake of their first weeks at school.

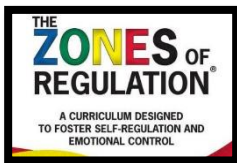




Developing strong **learning dispositions** gives our students a strong foundation for lifelong learning. The year started with our **Soaring to Success** Program. During the first few weeks of school children and teachers spend time unpacking our 5 agreed learner dispositions- resilience, curiosity, creativity, open minded and communicator. There were many opportunities throughout the year for children to practise and develop the dispositions.



Soaring for Success **certificates** were awarded at assemblies to students demonstrating our **learner dispositions**.



The **Zones of Regulation Program** continued to be used across the school. 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 coloured zones- blue, green, yellow and red. The goal is for students to be in the green zone- the optimum zone for learning. Students learnt how to identify which zone they are in, to identify their triggers and strategies to use to assist them to move between the zones.





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 earned points for their house by demonstrating school values, learner dispositions and academic achievement/progress. **Rosellas** were the winning house in 2020. A honour board will be installed in the Resource Centre in early 2021.



**House Leaders: Rosellas** – Aiden Wickstein, Ryan Williams, Tiana Lord, Jade Longstaff- Gray Mills. **Kookaburras** – Angelbelle Lawrence, Liam Wisman, Aleisha Ryan. **Cockatoos** – Hannah Connolly, Jenna Turner, Josh West, Isabel Papageorgakis



During 2020 we continued to offer two programs for children aged 0-5 and their parents/carers. Both programs were impacted due to COVID restrictions. **Little Bookworms** was held on Mondays in term 1. Children and parents enjoyed stories, songs and rhyme. This program promotes strong connections with young families in our community and the importance of early literacy development. **play create connect** playgroup was held weekly in the preschool.



## Book Week 2020



During **Bookweek**, Sally Heinrich visited Coorara. Sally Heinrich is an illustrator, printmaker and writer. Students from all year levels had the opportunity to create with Sally. The younger students co-designed an artwork with Sally and the older students created their own block prints. Staff and students had fun dressing up for Bookweek! Doors were decorated and students got to guess the book title from the door display. A book fair was held in the library, we sold over \$4000 worth of books.



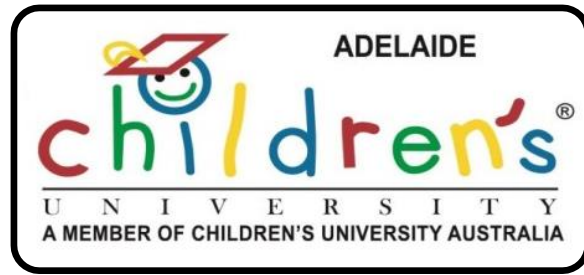
We celebrated **NAIDOC Week** in November. The library had a display about Aboriginal & Torres Strait Islander authors and books with an Aboriginal & Torres Strait Islander focus. At break times, on Monday and Tuesday, Anji ran an activity about well-known Aboriginal & Torres Strait Islander people and where their home is. Classes participated in discussions about the meaning and importance of NAIDOC. All students created artwork that was displayed in our NAIDOC Art Gallery in the hall. Community members visited the art gallery.



Such a great way for the kids to be involved! Well done."







Our School is proud to partner with the **Children's University**. 2020 was the fourth year of offering this great learning opportunity for students in years 2-7. 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. Due to COVID the graduation ceremony was not held at Bonython Hall at Adelaide University. Congratulations to the 8 students who graduated in 2020!

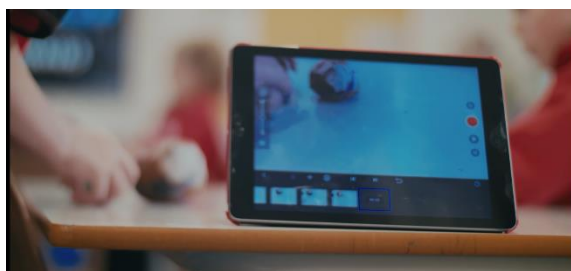


Thirty children participated in '**Coorara Cubs**', our preschool to school orientation program. The program ran for 10 weeks in terms 3 and 4. The children got to experience many aspects of school life, meet staff and get to know their classmates. All children received a Starting School Showbag.



During 2020 students had the opportunity to participate in a number of **sporting experiences** including the Sporting Schools Program, aquatics and weekly PE lesson with a specialist teacher. A number of students represented the school by participating in **SAPSASA** events such as **District Athletics Day** and a **football and basketball carnival**. Coorara participated in the **Premier's Be Active Challenge**, it was a great to see so many students achieving an award and being physically active. Unfortunately, due to bad weather **Sports Day** was cancelled and due to COVID **R-5 swimming** lessons were cancelled. Year 6-7 students participated in **Aquatics** at Port Noarlunga.

Despite COVID putting a stop to many of our **fundraising events** the fundraising committee did a fantastic job raising \$7317.10. Big thank you to Kerry Davies and the fundraising committee. Money raised will support the upgrade of STEM facilities and equipment.



Students learnt to think like **scientists and inquired into scientific concepts** during their weekly lessons with specialist science teachers. Students investigated living things, mixtures, forces and materials.

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 report is available on the school website.



**Excursions, Incursions and Camps** are an important part of the learning program at Coorara. Unfortunately due to COVID Excursions were put on hold. The year 5/6/7s went to a three day camp to Wirraway where they enjoyed a range of outdoor education programs. Three incursions were held including an Indigenous Performance, Jam Band and an Illustrator visit.





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. Other Performing Arts opportunities included the string ensemble, Junior Choir, Senior Choir and Rock Band. Classes participated in 2 performing arts lessons per week with our specialist teacher.



The school's application for a **Commonwealth Government** Community Grant was successful. The money was used to purchase an **outdoor music instrument**. Students enjoyed creating music. A great addition to our beautiful courtyard.

Congratulations to **Kerry** for being awarded a Southern Suburbs **Volunteer Community Award** from Amanda Rishworth. Kerry was nominated for going above and beyond to support our community. Kerry has been an active member of our Governing Council and convenor of the fundraising committee for many years.





# School Improvement

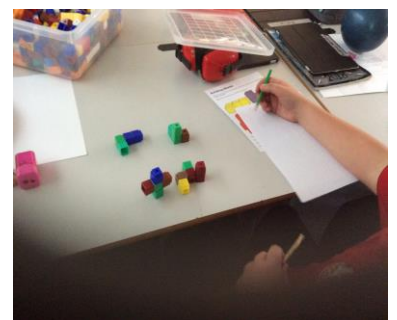
Our **Site Improvement Plan** describes a small number of goals and targets for improvement. The Site Improvement Plan outlines the precise actions the school will take in order to achieve the goals. Community members can view our Site Improvement Plan on the school website.

The Site Improvement Plan is a three year plan (2019-2021). Over the three years our goals are to:

1. Increase Student Achievement in Reading R-7
2. Increase student achievement, particularly in the number strand R-7 - a focus on trust the count and place value
3. Increase the number of students achieving in the higher bands in NAPLAN Numeracy in years 3, 5 and 7.

## Strategies used to Improve Student Achievement in Reading and Mathematics

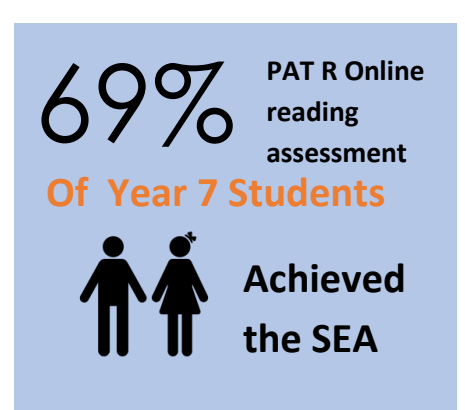
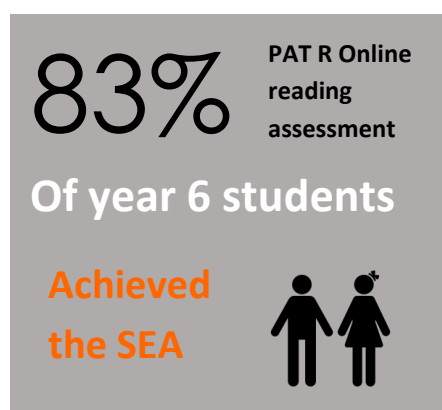
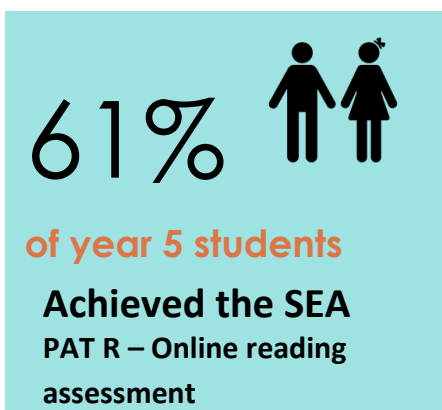
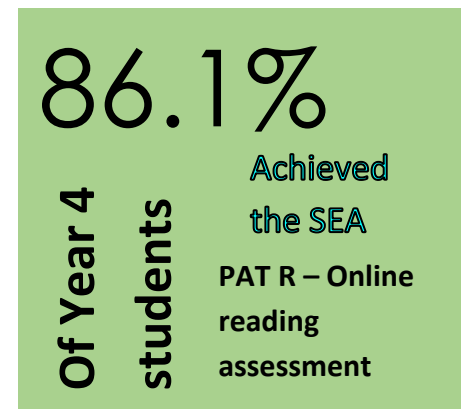
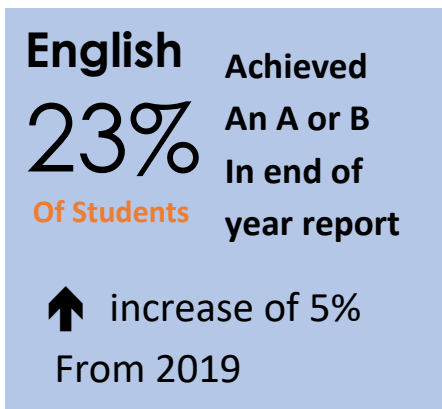
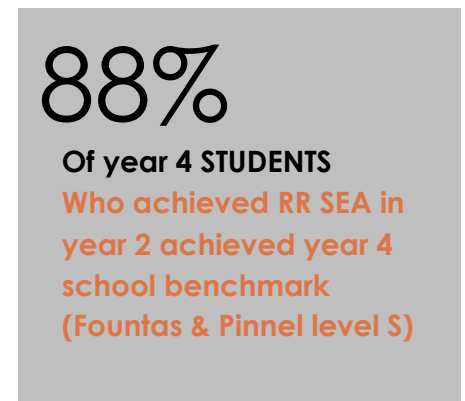
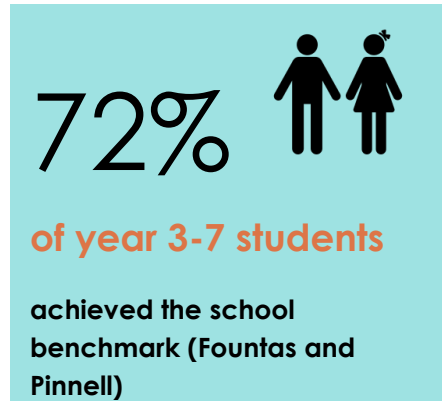
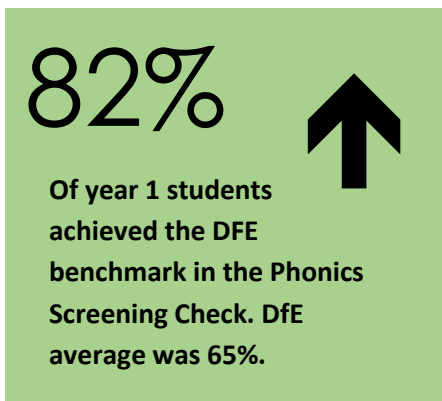
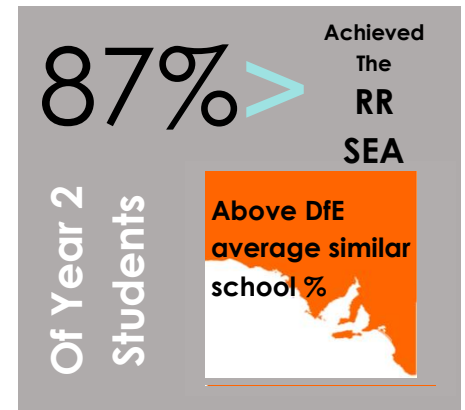
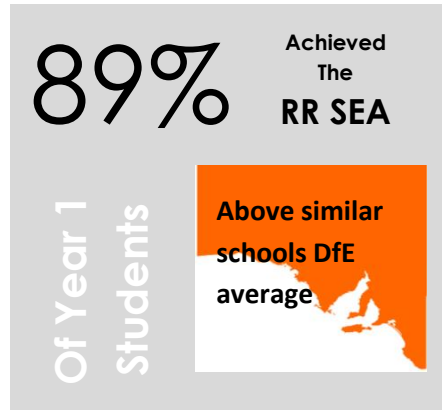
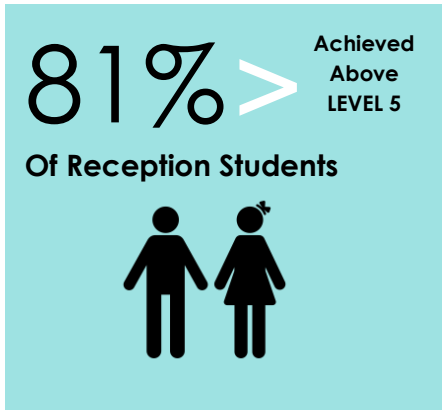
- High expectations for all students- we expect at least twelve months growth for twelve months of learning
- Whole school common approaches to the teaching of Reading (eg Synthetic Phonics, CAFÉ approach to Reading) and Mathematics (three part lesson)
- Teachers are intentional- they know the students, the learning intentions are clear and shared with students
- Whole school focus on the explicit teaching of reading comprehension strategies eg. questioning, summarising, inference, determining importance and visualising.
- Teachers meet weekly to plan units of learning so there is consistency of practice across classes
- Teachers use the gradual release of responsibility to explicitly teach the reading comprehension strategies. I do..... We do..... You do.... Teachers use think aloud and anchor charts.
- Tracking and monitoring the progress of all students through common assessments. Teachers and leaders meet once a term to talk about student's achievements and progress.
- Reading Intervention Programs (Minilit and Maqlit) and Numeracy Intervention Programs (Quicksmart)
- Professional Learning for Staff
- Teachers worked in tri school PLTs to moderate student learning. We worked with teachers from Pimpala PS and Reynella South PS. We meet twice a term.



## School Performance

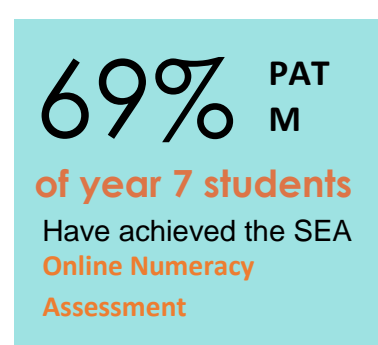
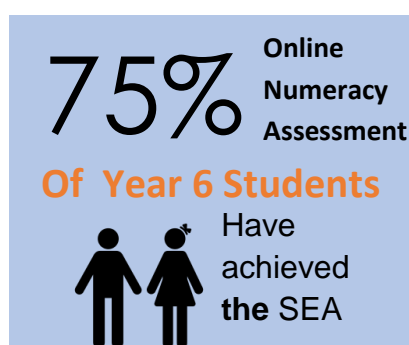
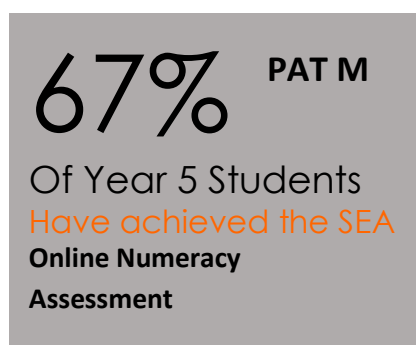
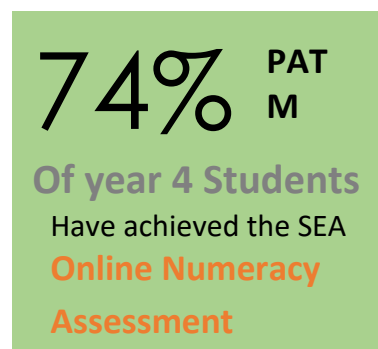
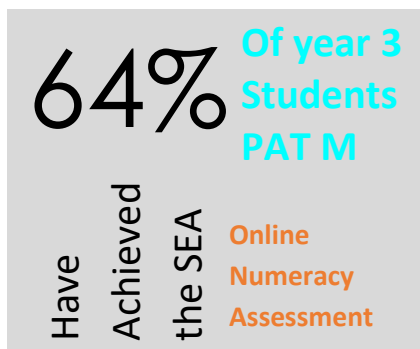
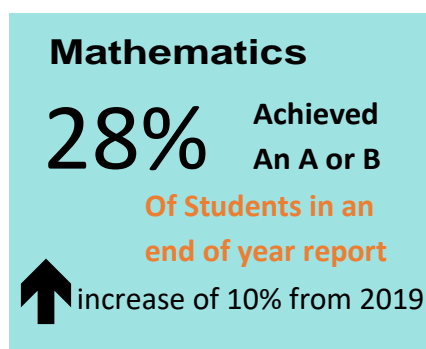
The 2020 data tells a positive story with the school tracking well towards achieving the three year goal of increasing student learning achievement in Reading and Mathematics. With no NAPLAN data, the school has used other measures to determine the school's performance.

### Our Reading Data.....



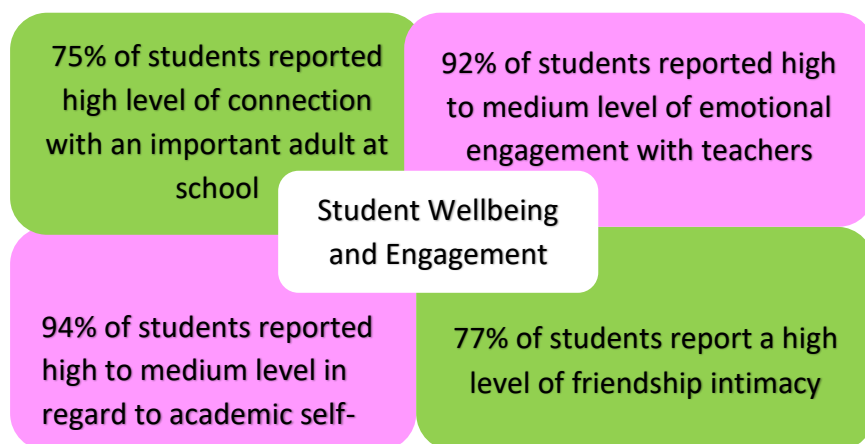


## Our Numeracy Data.....



## Student Wellbeing and Engagement Collection Survey

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.



## Attendance Data



Our motto 'is be an attendance **HERO, Here Everyday Ready On Time.**' Due to COVID we put our weekly attendance challenge on hold at the end of term 1. We continued to raise awareness of the importance of attending school regularly through the newsletter, governing council meetings and at assembly.

### Attendance Rate



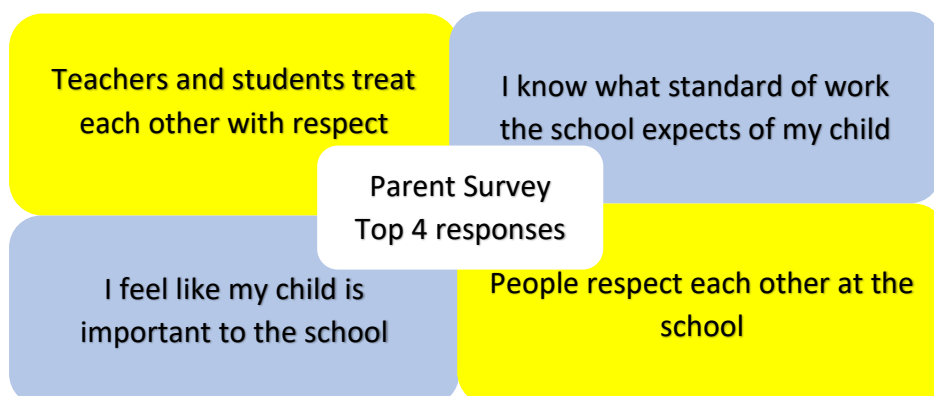
**86.2**

Our goal is **90%**

Decrease from previous 3 years due to COVID

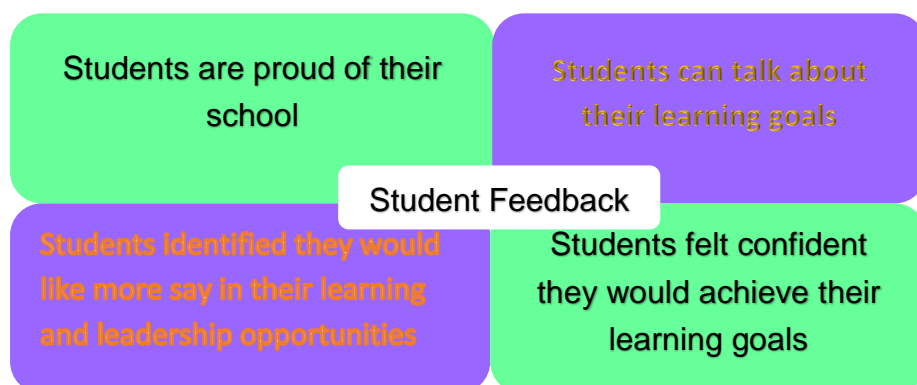
## Parent Feedback

All families were invited to participated in the **DfE Parent Survey** in term 3. 94 parents participated in the survey, highest result to date. Overall the feedback from parents was very positive.



**Moving forward**.....survey indicated parents would like more help from the school with their child's learning. With Governing Council, the school will explore ways this can be achieved.

## Student Feedback



**Moving forward**..... in 2021 the school will continue to build the house system to provide greater student leadership opportunities and teachers will embed student voice for learning into the teaching and learning program.

## Staff Perspective Survey

All staff were invited to participate in the **DfE Perspective Survey** in term 3. 81% of staff participated. The feedback was very positive. Our staff feel inspired, motivated, rewarded and committed to improving our school and student learning.

