



Coromandel Valley Primary School

2022 annual report to the community

Coromandel Valley Primary School Number: 104

Partnership: Mitcham Hills

Signature

School principal:

Mr Rob Warncken

Governing council chair:

Sam Neville

Date of endorsement:

13 February 2023



Government
of South Australia
Department for Education

Context and highlights

Coromandel Valley Primary School is located in the southern hills suburbs of Adelaide, approximately 20 km from the CBD, catering for students from reception to year 6.

The school attracts families with high educational aspirations for their children. Enrolments remained steady in 2022, beginning the school year with 532 students forming 18 classes. The school has an ICSEA score of 1072 and is classified as Category 7 on the Department for Education's Index of Educational Disadvantage.

The local partnership is Mitcham Hills. We are a recognised and accredited International Baccalaureate World school in the Primary Years Programme. This IB programme provides an excellent framework for delivering all aspects of the Australian Curriculum encouraging academic rigour, inquiry and investigation. All students participate in our specialist subjects; Physical Education, Japanese, Performing Arts, Science and a dance programme.

Our vision of "Developing Global Learners in a Caring Community" is facilitated within a supportive learning community, for students to become confident young people with a positive identity who contribute positively to their world.

The IB Learner Profile attributes are embedded in all aspects of school life. The school population includes 0.7% Aboriginal students, 5% students with disabilities, 5% students with English as an additional language or dialect (EALD) background, 2 children in care and 7% of families eligible for School Card assistance.

COVID-19 pandemic continued to impact on learning programs and school operations. Despite this, there were many positive outcomes and achievements. Students and staff were resilient and flexible in all aspects of school life. Special events were celebrated, including Harmony, Reconciliation and Book Weeks. These activities and events fostered students' skills in critical thinking, problem-solving, creativity and also helped build persistence, leadership and intercultural awareness and understanding.

We continued to provide opportunities for our families to engage in school events via Livestream; however, it was great to have them join us at the Dance Night, Sports Day, Book Week, Colour Explosion Fun Run, Year 6 Exhibition and Celebration Night at the end of the year. We farewelled 62 Yr. 6 students at our end-of-year graduation, celebrating their many achievements and wonderful primary school memories. Students participated in various extracurricular initiatives such as SAPSASA sports, music, jump rope, chess, action groups and clubs, with excellent outcomes.

Our school continues to be highly regarded through the broader community and receives strong parental recognition and support.

Governing council report

We began the year with a staggered start, with minimal COVID impacts since the return to school at full capacity in T1W3. Unfortunately, further disruptions for the National Day of mourning for the Queen, & the large storm/ power outage resulted in closures later in the year. Mid year intake begins in 2023, & we are excited to see the new faces in Reception in T1 & T3.

We welcomed Principal Rob Warneken to the school in T2 & he has made an immediate wonderful impact in our school & community. He is visible in the yard, & even got slimed at the Colour Run to support the kids' fundraising efforts.

Works to update the Turner Unit Toilets & Library paths stalled in 2022, & planned for 2023. The heritage listed retaining wall has been remediated & the time capsule reburied. Works to fix the water pipe under the asphalt is complete & here's hoping it stays intact now. Keith has also been working hard to restore Nature Play & clean up the grounds following the big storm.

Matt & the Canteen team have done a great job with a tough year, with a late start, a period at half options while Matt was overseas, & the storm affecting all frozen & chilled stock. Matt has done a wonderful job with healthy options & keeping the canteen viable in 2022.

Dennis & the OSCH team have had a year of record bookings, with OSCH hitting or nearing capacity on all days.

Staffing, COVID requirements & changes to super legislation have been of concern, with the budget & ongoing pricing in close review to ensure OSCH remains a viable & essential part of our school community.

The school budget is healthy, with Business Manager Sue sailing through the audit with no concerns & the Site Improvement Plan for 2023 in review currently. I encourage all parents who would like to take a closer look at the SIP, to engage with GC & Rob for more information. The GC Constitution was updated in 2022 & is available on the school website.

Led by Jodie, Parents & Friends events were held throughout the year. A Bee & Butterfly Garden was installed by volunteers & two election BBQ's held raising over \$1,000 for the school. The Colour Run was a success again, with much warmer weather this year. More parent volunteers are always needed, so please reach out on the FB page if you can help in 2023.

I would like to thank our wonderful CVPS GC members for another year of support & input for the smooth running of the school.

Sam Neville – Chair

Quality improvement planning

Literacy

Michelle O'Connell, in her role as Literacy Support Coach, worked with teaching teams once a term, from Term 2, to streamline support and organise resources. Michelle facilitated small group spelling support for students in Year 3-6, with a structured, synthetic phonics approach.

Brightpath moderation continued in 2022 with teachers taking two narrative and two persuasive writing samples in every year level. These writing opportunities were planned for to fit authentically with units of inquiry. The writing samples were collected and analysed two terms apart; all but a very few students showed pleasing growth. Teachers presented and discussed these results during PDP meetings in Term 4.

An exciting opportunity to engage with Bill Hansberry and the Playberry Laser Spelling System came up in Term 4. All staff participated in a professional development day in week 6, focussing on the science of reading and how best to teach spelling. Staff will be following up on this very engaging day with another professional development day early in 2023, followed by the rollout of the Playberry Laser Spelling System in all classes R-6. Parent information workshops may be organised to support this new system and learning.

Numeracy

Our Numeracy SIP team supported staff in moderation of Maths tasks, designed from areas of challenge identified in PAT testing, by looking at student work samples focusing on high achieving students. Staff identified students operating in the high bands in PAT numeracy and all students were provided with the opportunity to engage in problem-solving, at least once a week, to increase stretch opportunities. We updated our Numeracy agreement and developed a problem-solving resource that outlines strategies to be explicitly taught to ensure students have the 'tools' to attempt unfamiliar maths problems. SSO support was provided at least once per week during numeracy blocks and students routinely set goals in Maths. Year 5-7 staff implemented the DfE maths units This year we continued to implement our work with Tierney Kennedy using "Back to Front Mathematics". We will continue to develop student tracking processes across the school as well as student goal setting. Our aim is to continue moderation, for students just below the high band to stretch and support problem-solving skill development. A key direction in 2023 will be aligned to the partnership Primary Maths Project with 2 Lead teachers supporting other staff.

Thinking

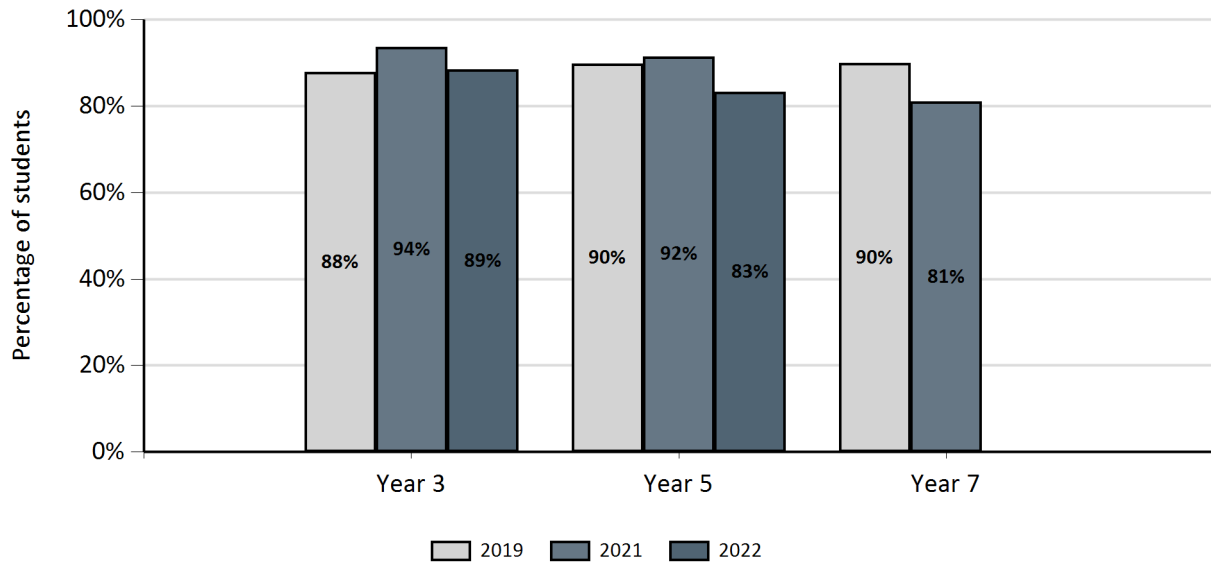
As part of the SIP Review, our Thinking Team refined and explored, the use of questioning as a tool for fostering student critical and creative thinking. Throughout team and staff meeting discussions, staff considered ways in which teacher questions provide provocations for in-depth thinking. They also explored the concept of questioning as something that evolves as students move through different developmental stages of learning. Specialist staff looked at ways in which the skills students were developing in classrooms could be transferred to their subject areas consistently, so that students were exposed to similar language in all areas of their schooling. To further support this work, teaching staff undertook a two-day IBPYP workshop in May, exploring the Approaches to Learning and how these can be further embedded into teaching and learning. An analysis of A-E reporting data shows that students have improved consistently in their HASS achievement, over the past two years.

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

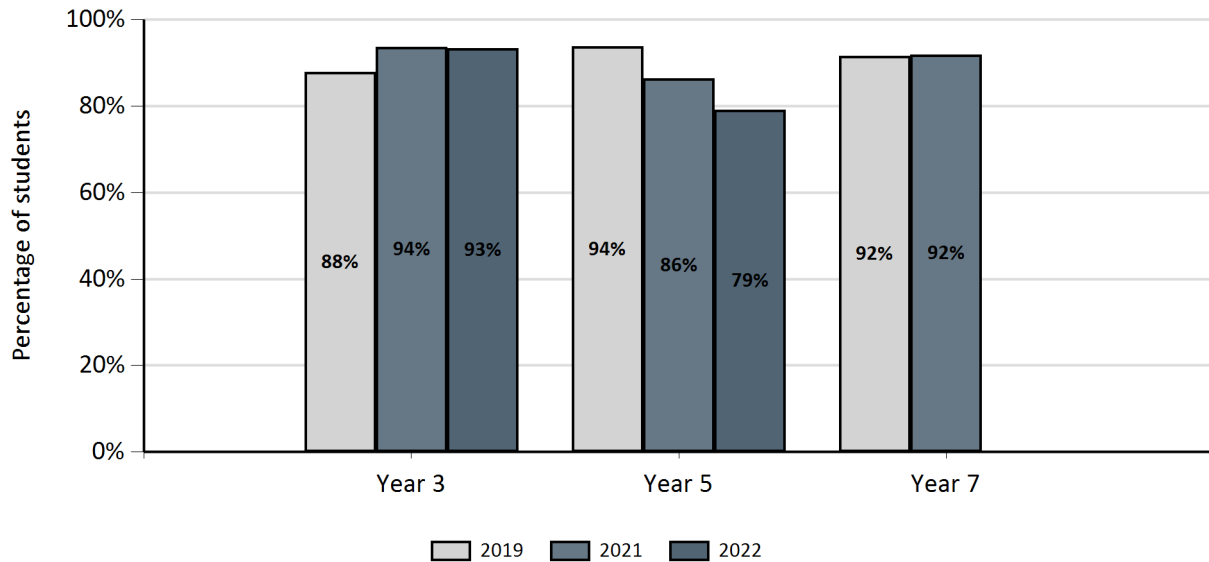


*NOTE: No NAPLAN testing was conducted in 2020.

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



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

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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	61	61	36	27	59%	44%
Year 03 2021-2022 Average	70.0	70.0	44.5	30.0	64%	43%
Year 05 2022	48	48	20	12	42%	25%
Year 05 2021-2022 Average	53.5	53.5	24.5	15.5	46%	29%
Year 07 2021-2022 Average	37.0	37.0	9.0	13.0	24%	35%

*NOTE: No NAPLAN testing was conducted in 2020.

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

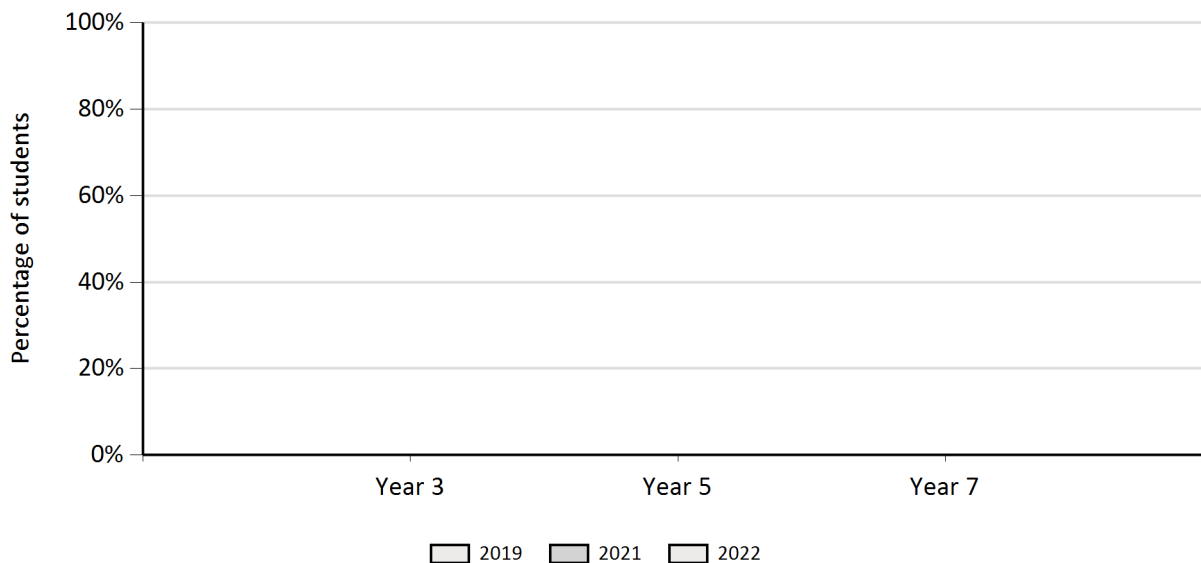
[^]includes absent and withdrawn students.

*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



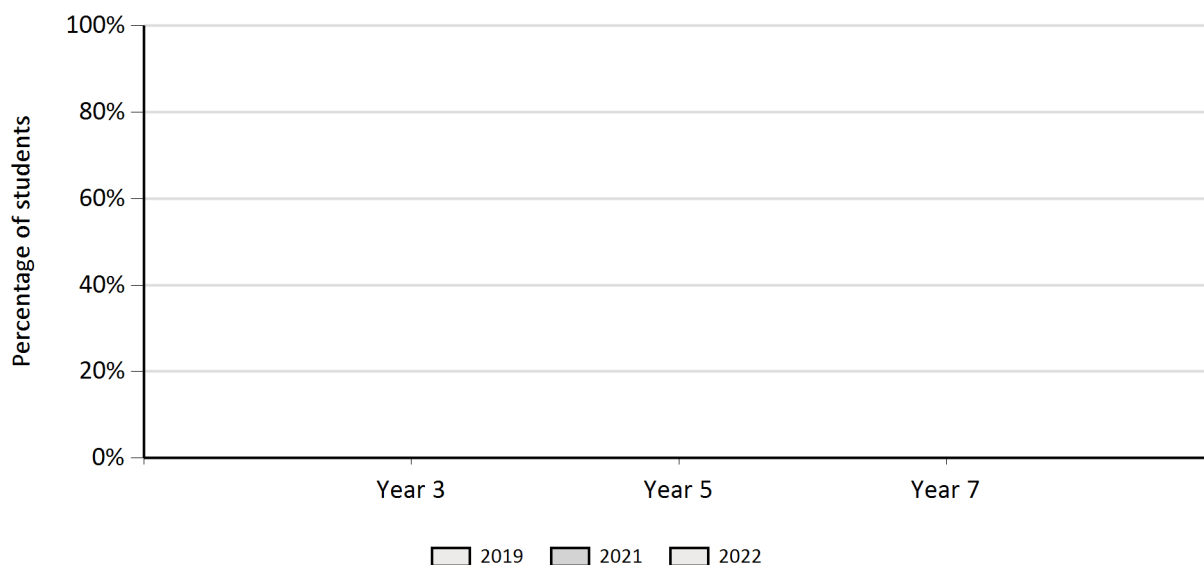
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



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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 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: Quality Teaching

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

In 2022 there were 8 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Coromandel Valley Primary School. These students were supported by a 0.1 AET and in-class SSO support. One Plans were developed in consultation with the teachers, students, families and the AET. Teachers, SSOs and the AET supported students to work towards individual learning goals. One Aboriginal and Torres Strait Islander student transitioned from primary school to high school from 2022 to 2023 and transition support was offered to the student and their family. Two students successfully transition into Reception and enjoyed their first year of primary school with growth in Literacy and Numeracy achievement. Reception students were offered regular literacy support with the AET to help them achieve success in their first year of school.

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

One Year 5 student completed NAPLAN in 2022. They achieved Band 4 for Reading and Band 6 for Numeracy. 80% of students demonstrated growth in both persuasive and narrative writing on Brightpath assessments. 100% of students achieved growth in both PAT Reading and PAT Mathematics. 100% of students achieved a C grade or above for both Literacy and Mathematics in 2022.

School performance comment

In 2022, the reading results, as measured by NAPLAN, indicated that 95% of year 3 students, 84% of year 5 students demonstrated the expected achievement against the SEA. For year 3 there was significant increase, year 5 little / no change. Year 3 high band achievement was 59% demonstrating a slight drop from 2021. Year 5 high band achievement was 42% also demonstrating a slight drop from 2021. Between 2015 and 2022, the school has consistently achieved 90% SEA year 3 NAPLAN reading.

Progress from years 3 - 5 reflected growth in the upper progress group in comparison to the state average. A focus on retaining and increasing the number of students who achieve in the higher bands will be a focus in 2023.

In 2022, the numeracy results, as measured by NAPLAN, indicated that 92% of year 3 students, 84% of year 5 students demonstrated the expected achievement against the SEA. For years 3 there was slight increase, year 5 slight decrease. Year 3 high band achievement was 44% demonstrating slight growth compared to the previous 2 years.

Between 2016 and 2022, the school has consistently achieved 90% SEA year 3 NAPLAN numeracy and above 85% year 5 NAPLAN numeracy.

Progress from years 3 - 5 reflected growth in the upper progress group in comparison to the state average. A focus on retaining and increasing the number of students who achieve in the higher bands will be a focus in 2023.

The Phonics Screening Check in Term 3 revealed a dip in results across the cohort, compared to 2021. Overall, 70% of students achieved benchmark, with two classes achieving 83% and 87% respectively, and one with a 42% benchmark score. This lower score could be attributed to the fact that teacher is new to teaching Year One.

A focus on high band retention will continue to be a priority for our school in 2023, further developing the use of the high impact teaching strategies of differentiation, formative assessment / feedback and metacognition (student voice in learning). The department curriculum resources will be used to refine teaching and learning expectations in Maths, while also being part of the Portfolio Primary Maths Project. Playberry professional learning and resources will be utilised in the delivery of English lessons.

Attendance

Year level	2019	2020	2021	2022
Reception	94.7%	92.3%	94.1%	88.8%
Year 1	93.5%	92.3%	93.1%	87.6%
Year 2	91.9%	93.5%	92.1%	86.4%
Year 3	93.3%	90.7%	94.6%	88.6%
Year 4	92.9%	92.2%	92.1%	88.1%
Year 5	91.3%	92.7%	92.3%	85.3%
Year 6	93.6%	87.9%	93.3%	86.7%
Year 7	92.4%	92.2%	88.3%	N/A
Total	93.0%	91.9%	92.8%	87.4%

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

Attendance comment

Despite COVID-19 impacting on overall attendance in 2022, student attendance remained positive, with high levels of attendance continuing. Unexplained absences are followed up daily through phone calls, and if needed through meetings. Staff at CVPS continue to promote, encourage and monitor regular attendance. The number of families applying for exemption to travel increased dramatically as restrictions changed throughout the year. Attendance is reviewed regularly with strategies put into place for individual students as required. Support strategies are put in place for students whose attendance is irregular.

Behaviour support comment

An updated Behaviour Support policy was developed and implemented based on the department policy. Student wellbeing and engagement data from Years 4 to 7 reflected the following data in relation to student bullying: • Physical bullying – 2% • Verbal bullying – 8% • Social bullying – 7% • Cyberbullying – 2%. Allegations and incidents of bullying were sensitively followed up and acted upon in accordance with departmental policy. Interception strategies were continued to be used to support students requiring additional support to regulate their emotions. Behaviour data showed a total of 49 students received a yard 'Time Out' referral to the office, with a total of 130 referrals for 2022. Of these referrals, most were for interfering with the rights of others and threatening safety and wellbeing. There were four suspensions (3 of these – 1 student) and 0 exclusions

Parent opinion survey summary

2022 was the second year of the new online survey. We received 138 responses. The results of the survey were positive, and the school recorded improvements in most areas surveyed.

The areas with the highest rate of 'agree' and 'agree strongly' were:

Education is important (99%)

People are respectful (96%)

Teachers and students are respectful (95%)

Parents and caregivers receive enough communication (90%)

The school communicates effectively (89%)

The areas with the highest rate of needing improvement ('strongly disagree' or 'disagree') were:

*Receive learning tips 25%

*Has input into learning 22%

*Has useful discussions 20%

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	11.1%
OV - LEFT SA FOR OVERSEAS	2	22.2%
QL - LEFT SA FOR QLD	1	11.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	44.4%
VI - LEFT SA FOR VIC	1	11.1%

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

Coromandel Valley Primary School meets the DfE requirements for relevant staff, volunteers and private providers to have relevant history screening. We have a thorough process for volunteers at the school to ensure that screening is undertaken. This information is recorded in EDSAS and contained within a spreadsheet which is monitored by the school on an annual basis. Like last year, there was less opportunity for parents to be involved in volunteering due to COVID-19 restrictions. In total we have 178 people with a Working with Children clearance, 170 people who have completed RRHAN and 181 who have completed the full volunteer induction The Human Resource System (HRS) also maintains information on SSOs and teaching staff. The relief ruler system operated by the school for TRT teachers, also records relevant history screening.

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	43
Post Graduate Qualifications	22

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	1.0	26.8	0.0	7.5
Persons	1	31	0	11

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

Financial statement

Funding Source	Amount
Grants: State	\$36,000
Grants: Commonwealth	\$30,592
Parent Contributions	\$130,145
Fund Raising	\$11,949
Other	\$14,300

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	Funding was used to increase Leadership capacity, including additional pastoral care support. Some students with additional needs were supported in the classroom, and staff released to help with the development of student learning plans	Consistent attendance in a COVID impacted year
	Improved outcomes for students with an additional language or dialect	All students with an additional language received one on one SSO support within the classroom.	Improved NAPLAN and PAT results.
	Inclusive Education Support Program	IESP funding was used to support individual students with additional one on one classroom support and to enable more SSO support for students with complex behavioural needs. Staff were provided with release time to collaboratively develop One Plans.	Students able to grow within the classroom and able to achieve some of the goals
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	Aboriginal students all received an hour of individual support to be used following One Plan goals. Our AET actively supported Aboriginal students by regularly checking in on their progress. Early Years funding supported minilit sessions for Yr. 1 students, additional reading resources, and professional development	The improvement reflected in NAPLAN and PAT results showed growth for ATSI students. Improved Yr. 1 phonics screening results.
Program funding for all students	Australian Curriculum	Funding was used to support teacher planning with a particular focus on improving HASS skills and specialist skills. Support provided for teachers to deliver the new Australian Curriculum units in English and Mathematics	Improvement in A&B grades from 2021 to 2022 measured in semester 1.
Other discretionary funding	Aboriginal languages programs Initiatives	Additional SSO support provided for Aboriginal languages and a heavy focus on Aboriginal languages in our Reconciliation Action Plan.	RAP approved and enacted
	Better schools funding	Funding was used to increase the number of hours of SSO support in classrooms in order to greater differentiate learning for students with needs.	Greater support for students below the benchmark. Increased number of students at SEA
	Specialist school reporting (as required)	Funding was used to increase SSO support within each classroom. Identified students received additional group support based on specific literacy needs.	Growth for all students below SEA.
	Improved outcomes for gifted students	Planning for High Band Stretch is incorporated into all lesson plans. Purposeful directions for students in the High Bands is a strength of team planning.	Improved results in PAT Reading and Mathematics attainment

