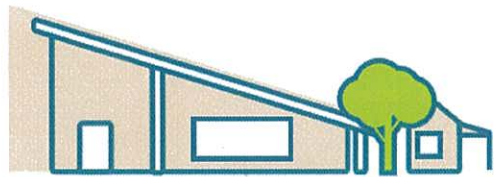


COWANDILLA

Primary School & Children's Centre



2024 annual report to the Community

Cowandilla Primary School and Cowandilla Children's Centre

Cowandilla
Primary
School
number:
106

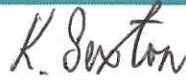
Cowandilla
Children's
Centre
number:
1567



Partnership: West Torrens

School principal:

Katrina Sexton



Signature

Date of endorsement:

28/04/2025



Government
of South Australia
Department for Education

Context Statement

Cowandilla Primary School and Children's Centre caters for students and their families from birth to Year 6. At the time of this report, the enrolment in 2024 is 436. Cowandilla Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 5% Aboriginal students, 12% students with disabilities, 62% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. The school also has an Intensive English Language Program. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Cowandilla Children's Centre is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

The parents and community members of Cowandilla Primary School and Children's Centre Governing Council (GC) continue to enjoy active and mutually respectful relationships with the school's Leadership team and staff that facilitates purposeful feedback and regular communication as we develop, implement, and review our learning and wellbeing improvement priorities. Our Community Resource Committee continues to contribute to our positive and connected school culture and add value to our school and Children's Centre events.

At the beginning of 2024 the Governing Council suggested that the school continue our parent information sessions early in term one. As a result of the evening being called an Open Night and families possibly thinking the night was for new families, we changed the name to Parent Information Evening. In week three, four parent information sessions were implemented by year level groups of teachers in consecutive timeslots throughout the evening. The sessions were well attended and a creche was provided to allow parents and caregivers to attend the sessions and the Annual General Meeting. All vacant Governing Council positions were filled at the AGM.

During term one, the Governing Council discussed the possibility of the school providing changeroom facilities for students to use before and after swimming lessons. During swimming lessons there is a lot of students in the toilets navigating the changing for swimming process. As a new pool shed was being investigated, the idea of adding on space to the pool shed for changing purposes was suggested. The requirements and cost of this was not financially viable. The leadership team as a result reviewed the procedures for students' changing for swimming and in 2025 a more structured timetable and a well supervised plan has been implemented. A new pool shed will be installed in 2025.

At the end of term one, the Community Resource Committee facilitated a Colour Run. This event was well organised with many parent volunteers involved and everyone enjoying the event. It was a great way to celebrate the end of the school term. Our breakfast club continues to run successfully every Friday morning with both parents and children volunteering each week. In term three, a Community Working Bee took place with many parents attending. The area known as **Our Patch** was cleared to enable the area to be used safely by our school community. Student First Aid sessions were organised by the CRC. Parents were also invited to attend. These sessions were run well by St John Ambulance and were very successful with students, staff and parents engaging well in the program.

The Governing Council reviewed several Preschool and School Policies throughout the year. These included reviewing the preschool's Supervision Plan and Behaviour Support Code. The school's Sunsmart Guidelines and Uniform Code were also reviewed. Consultation occurred in regard to adding a beanie and school dress to the Uniform Code. A beanie was included, however having a school dress made for families to purchase was expensive and student leaders felt that the dress would not be worn by many students. Throughout the year the Governing Council members were kept informed about the development of our Site's Reconciliation Plan. Governing Council members were consulted about their thoughts and ideas for our school vision and these were shared with the RAP Working Committee. A draft RAP has been developed which includes a vision created by our school community.

In 2024 the DfE Strategy for Public Education, Area of Impact – Effective Learners was a focus for our school and preschool community. Throughout the year a process was implemented to unpack the domains of the Effective Learners Area. Self Regulation and Metacognition were identified by our community as an area to strengthen in the future. The GC continues to support the embedding of our whole school approach to the Zones of Regulation and building the capacity of students

and children across the site to develop the tools and skills to self-regulate. As a result of our whole school approach, student engagement has significantly increased as students are being able to self-regulate to be ready for learning.

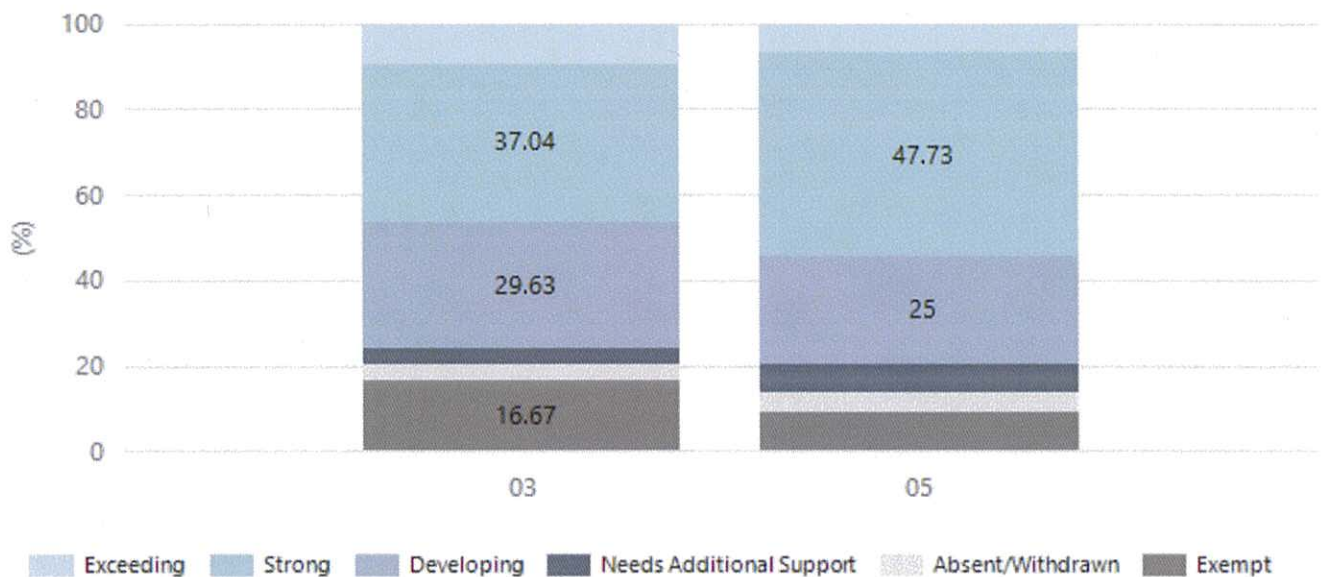
Our End Of Year Celebration/ Concert with staggered performances was implemented in Week 7 Term 4 and was again very successful. The four sessions were extremely well attended with the hall being at capacity for each mini concert timeslot. Musical instruments were again incorporated into many of the performances which demonstrated the music teaching and learning students have engaged in throughout the year. The Community Resource Committee organised food vans which were utilised well and giant games from the West Torrens Council

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

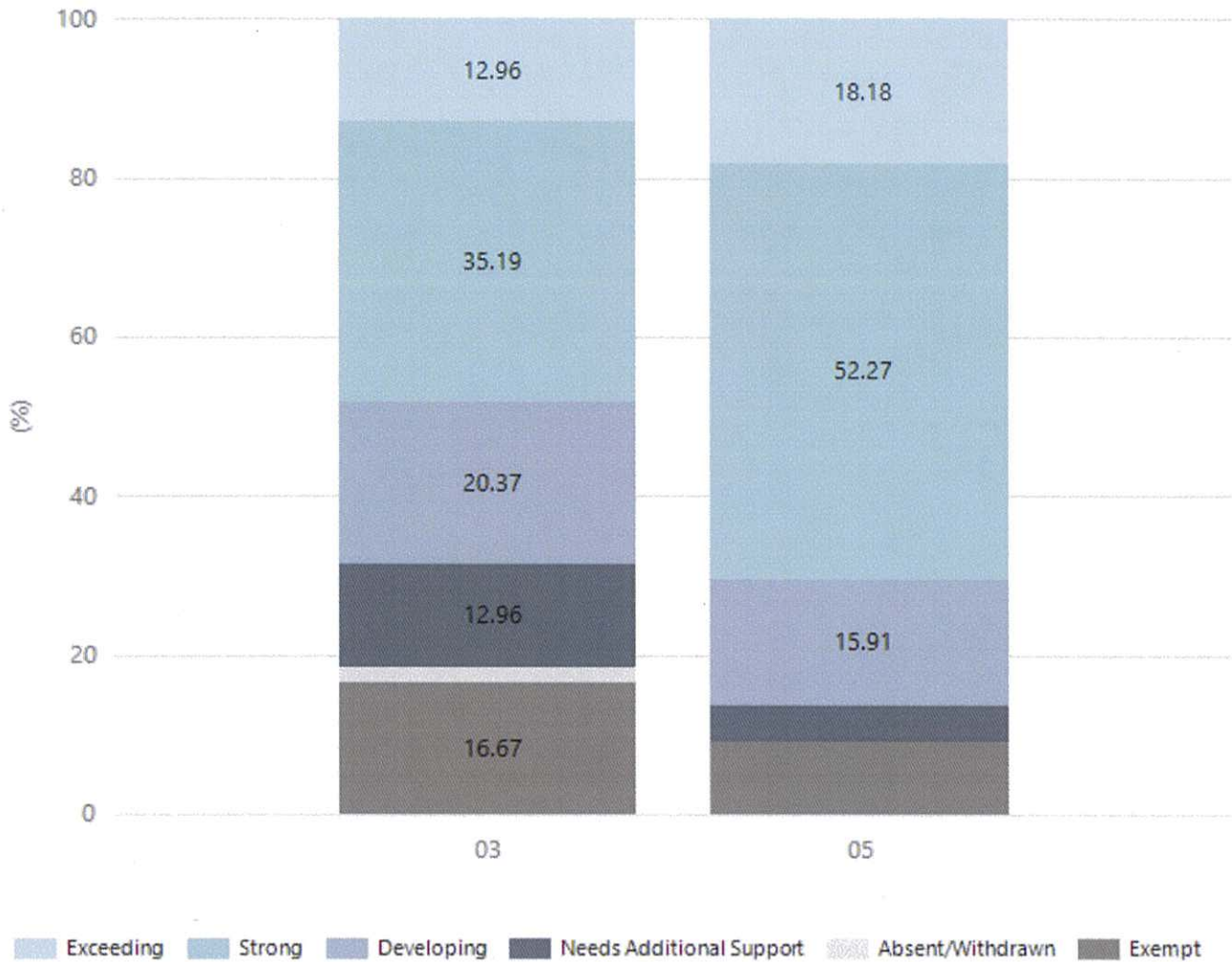
Numeracy



Year Level	03	05
Exceeding	5	3
Strong	20	21
Developing	16	11
Needs Additional Support	2	3
Absent/Withdrawn	2	2
Exempt	9	4
Total	54	44

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

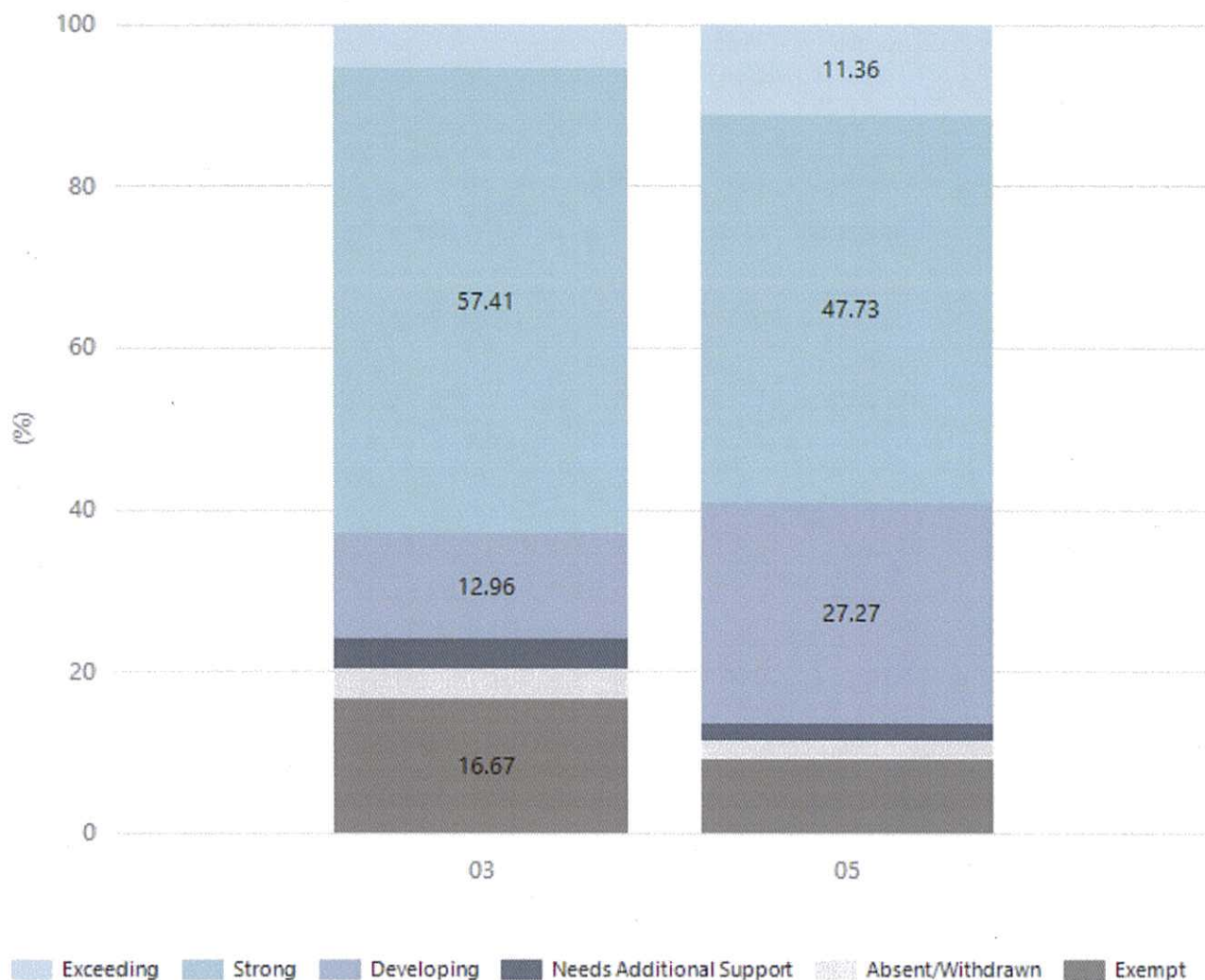
Reading



Year Level	03	05
Exceeding	7	8
Strong	19	23
Developing	11	7
Needs Additional Support	7	2
Absent/Withdrawn	1	
Exempt	9	4
Total	54	44

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

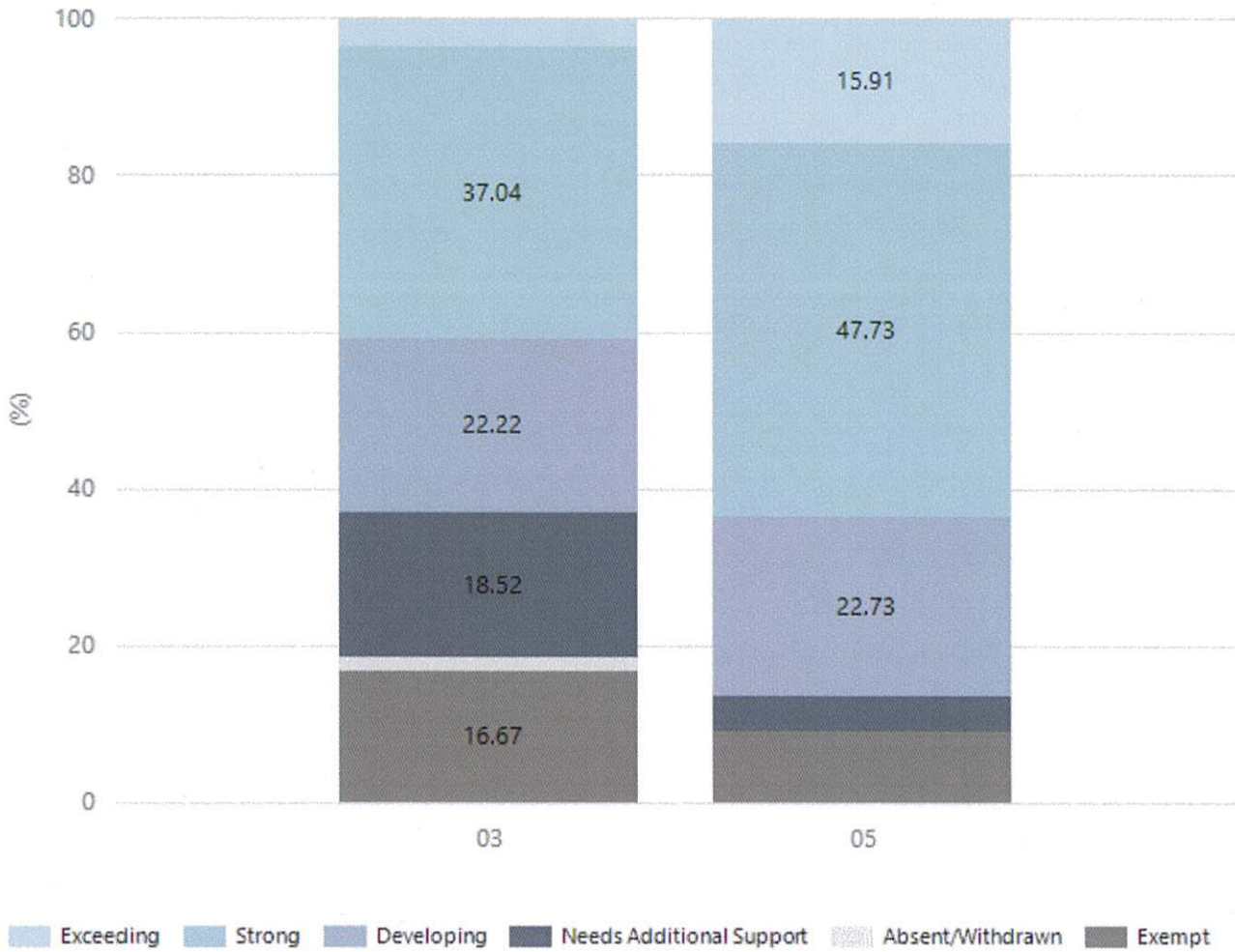
Writing



Year Level	03	05
Exceeding	3	5
Strong	31	21
Developing	7	12
Needs Additional Support	2	1
Absent/Withdrawn	2	1
Exempt	9	4
Total	54	44

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

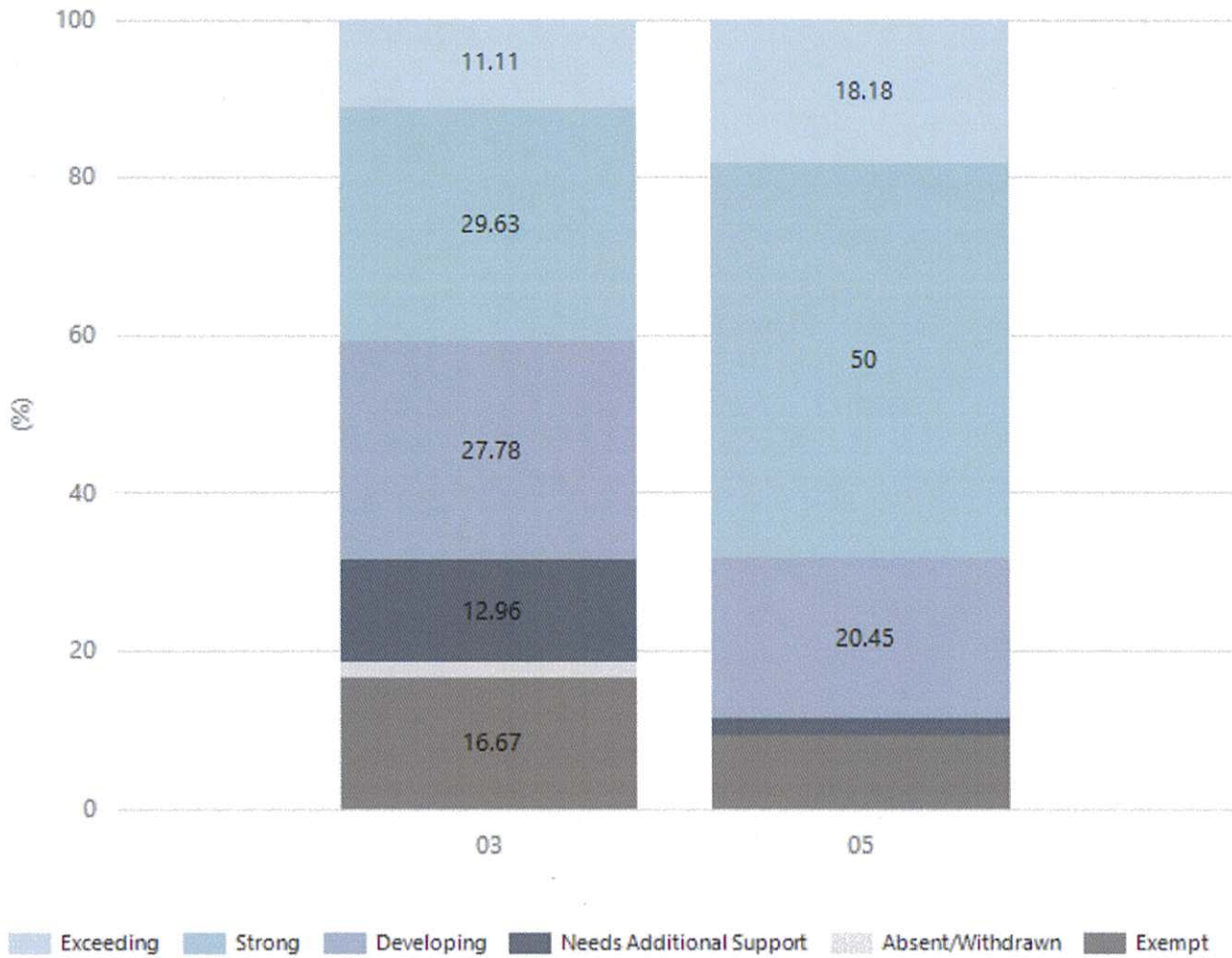
Grammar



Year Level	03	05
Exceeding	2	7
Strong	20	21
Developing	12	10
Needs Additional Support	10	2
Absent/Withdrawn	1	
Exempt	9	4
Total	54	44

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	6	8
Strong	16	22
Developing	15	9
Needs Additional Support	7	1
Absent/Withdrawn	1	
Exempt	9	4
Total	54	44

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	79.5%	88.2%	81.4%	84.5%
2022 centre	89.7%	81.1%	79.7%	81.8%
2023 centre	85.2%	85%	81.6%	84.2%
2024 centre	87.7%		84.9%	

Based on attendances recorded in the two-week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy. Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

School Attendance

Year Level	2022	2023	2024
Reception	87.2%	88.2%	86.9%
Year 01	87.7%	87.4%	90.6%
Year 02	86.0%	91.6%	89.4%
Year 03	87.2%	89.1%	87.8%
Year 04	88.5%	88.8%	91.2%
Year 05	87.7%	89.7%	90.8%
Year 06	87.0%	89.8%	90.7%
Primary Other	94.2%	93.4%	93.6%
Total	88.0%	90.1%	90.3%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

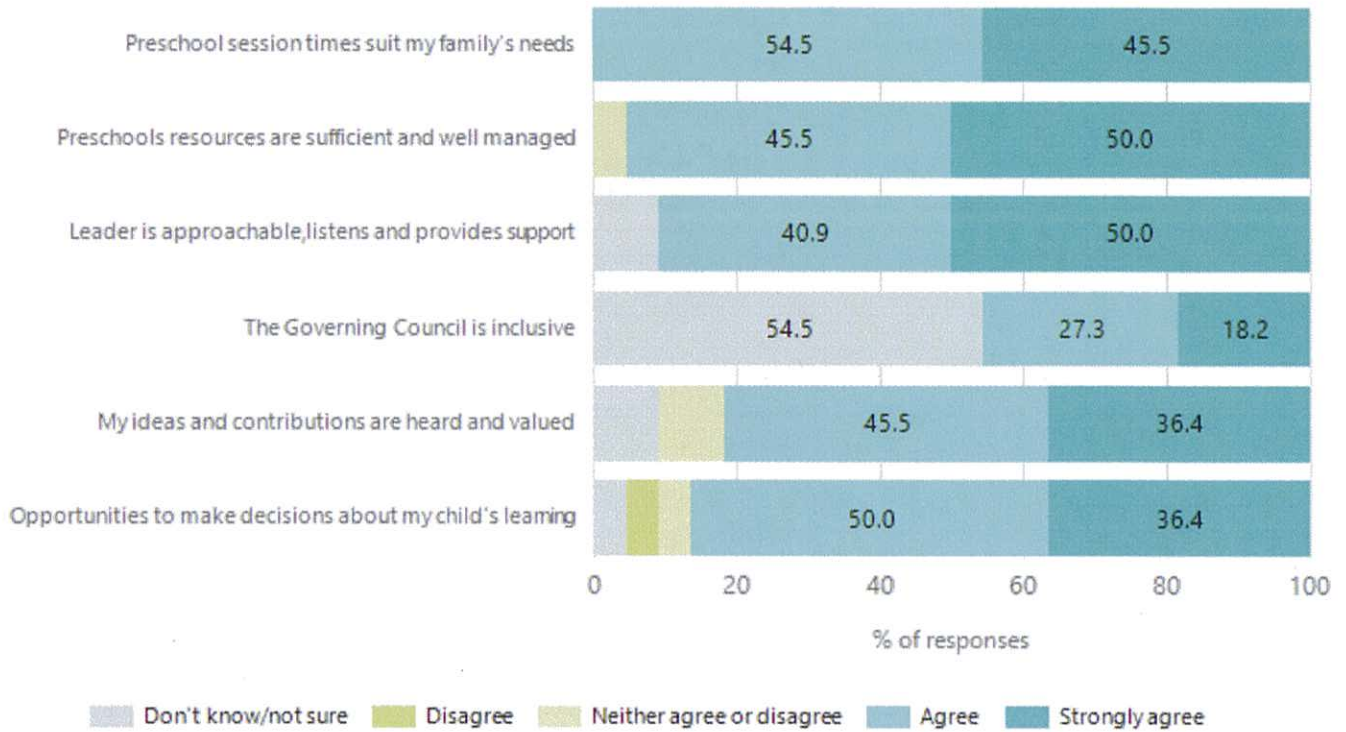
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

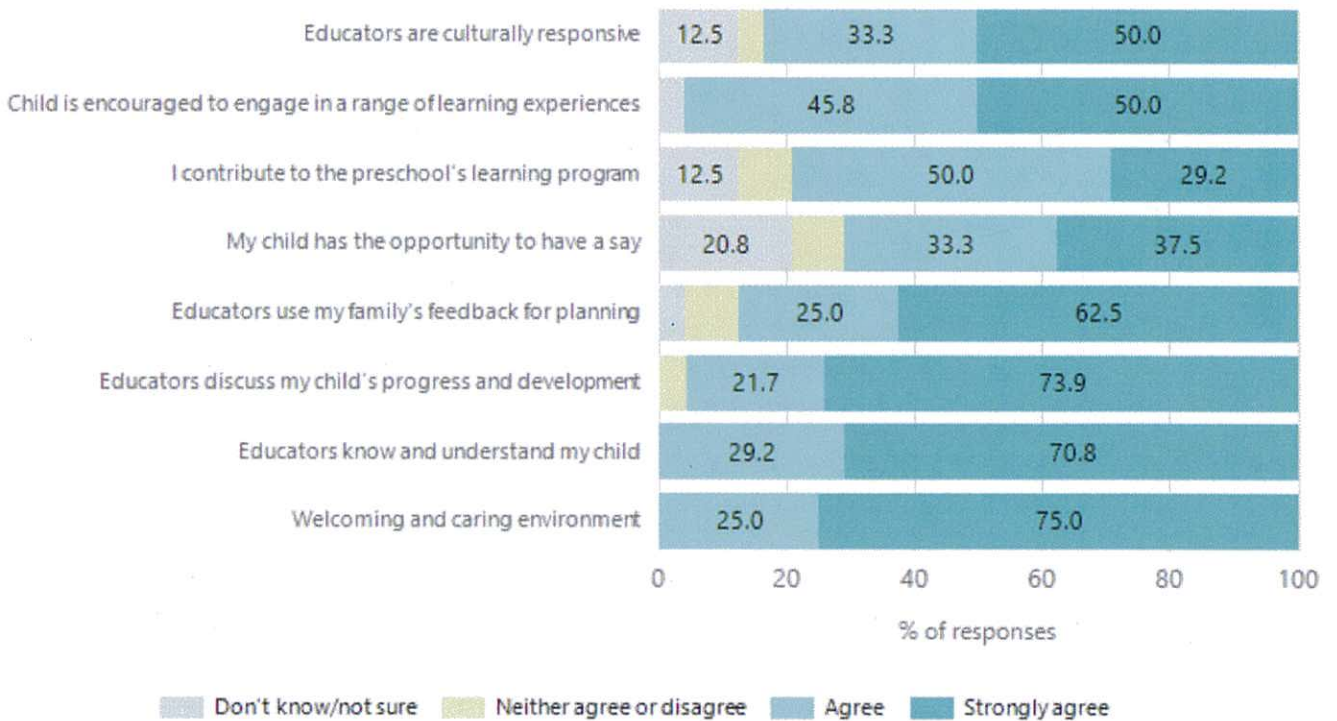
Preschool Family Opinion Survey

Governance, Leadership and Management



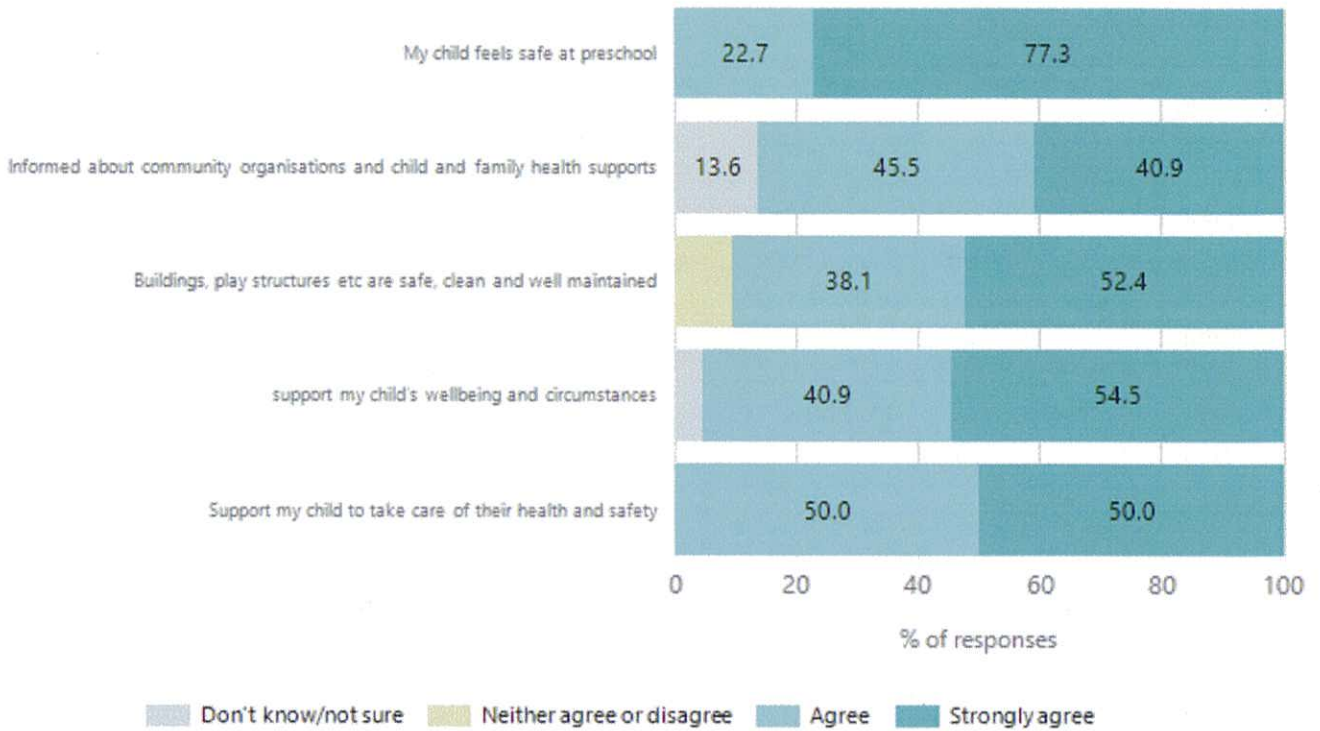
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



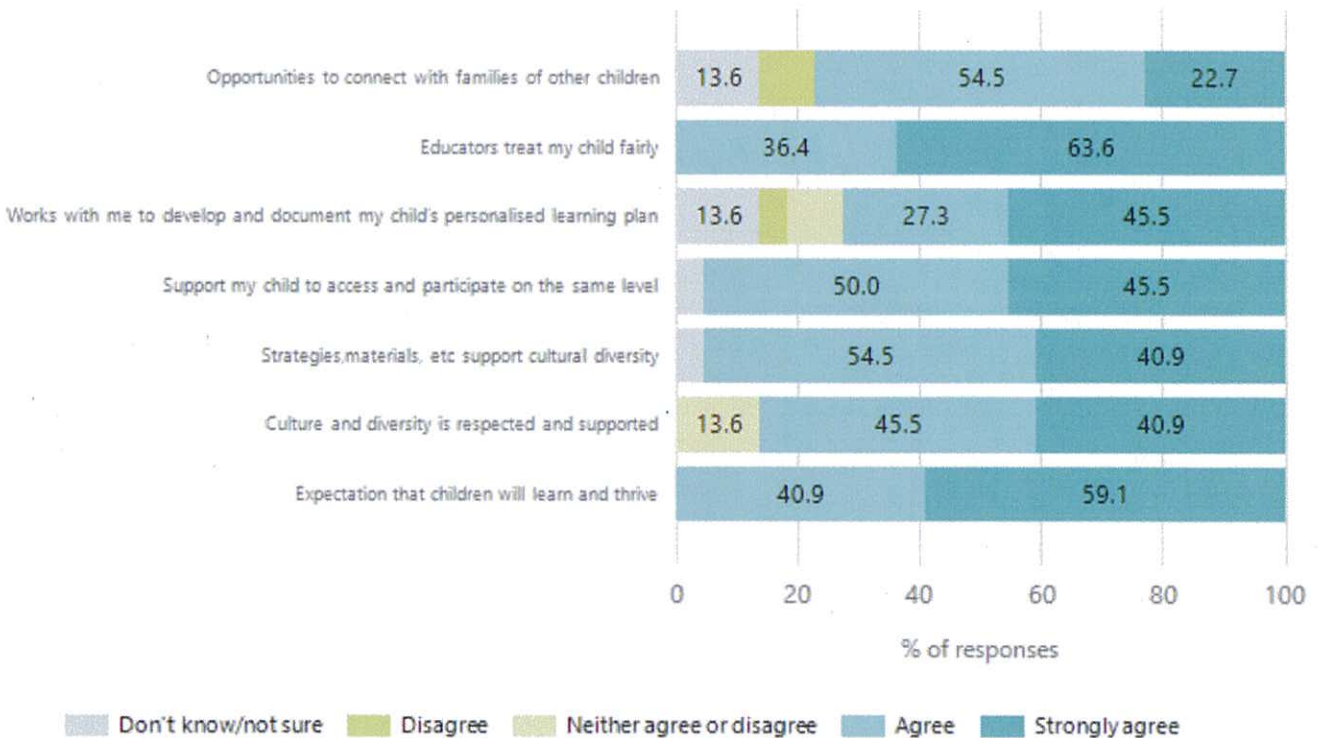
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

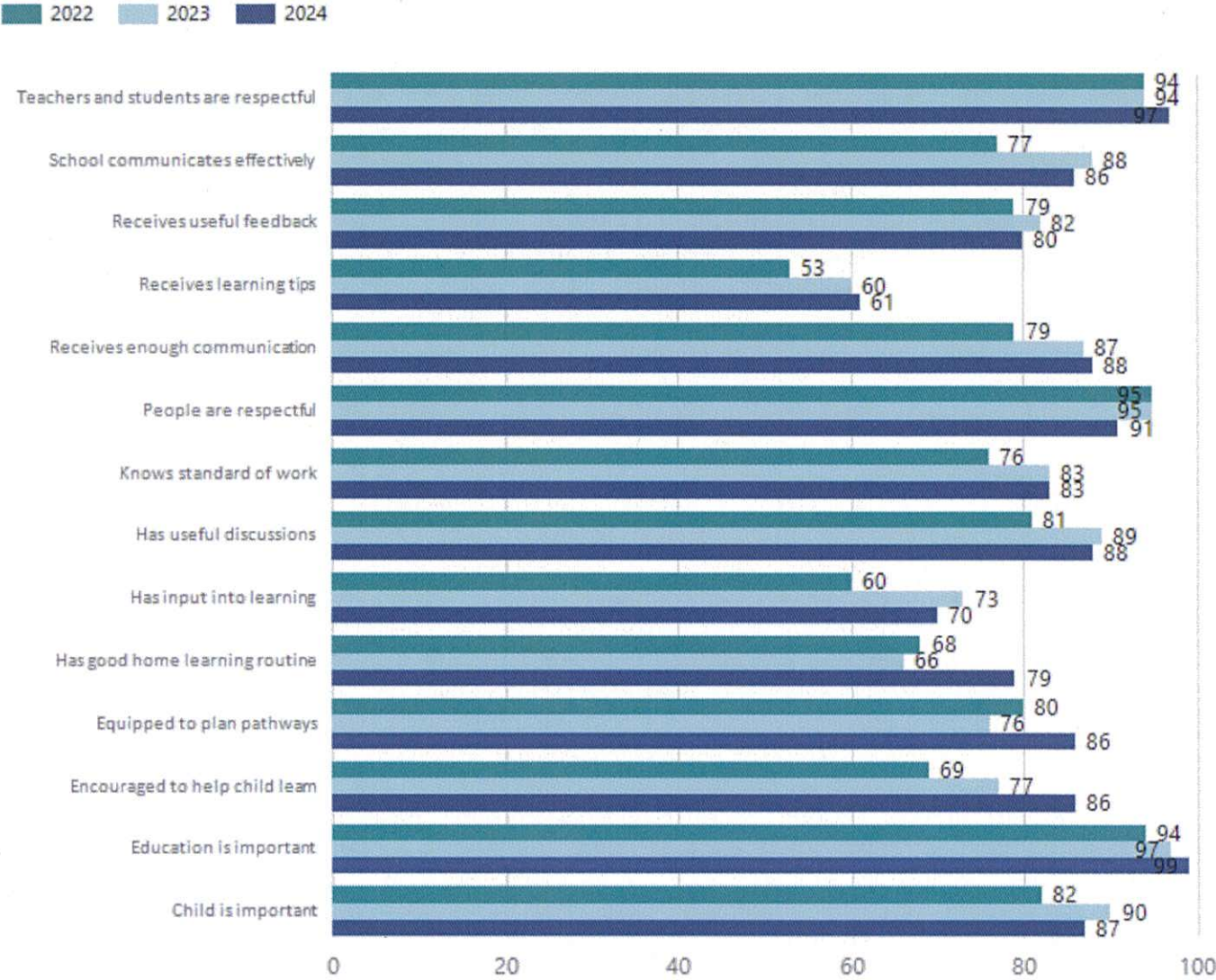
Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
0106 - Cowandilla Primary School	77.2%	75.0%	62.7%
9011 - St John Bosco School	3.5%		
9066 - Tenison Woods Catholic School	5.3%		5.3%
9999 - Unknown	3.5%	17.5%	21.3%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Intended Destination

Leave Reason	Number	%
IS - INTERSTATE	9	27.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	15.0%
OV - LEFT SA FOR OVERSEAS	1	3.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	18	55.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	24
Postgraduate Qualifications	16

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	32.7	0.8	15.9
Persons	0.0	40.0	1.0	22.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$5,659,088.46
Grants: Commonwealth	\$16,000
Parent Contributions	\$148,755.25
Fund Raising	\$11,034.15
Other	\$146,150.00

Data Source: School supplied data.