Curramulka Primary School

2022 annual report to the community

Curramulka Primary School Number: 114

Partnership: Southern Yorke

	Signature
School principal:	Miss Kristan Every
Governing council chair:	Lyndall Short
Date of endorsement:	**14 March 2023**

Government of South Australia

Department for Education

Context and highlights

Curramulka Primary School was established in 1880 in the township of Curramulka. Curramulka, or "Gardimalga" in Nharangga language, literally means "Emu Waterhole." Our school logo of the emu and waterhole is representative of the local Nharangga site after which the township of Curramulka is named.

Curramulka Primary School is a Reception to Year 6 school that offers diverse and interesting learning programs, which allow all students to succeed. The school's core values are respect, responsibility and trust, and these values are embedded in our everyday language and actions at the school.

The school plays an important role in the community by ensuring that it is part of events in Curramulka like memorial services, the Curry Light Up Christmas event, heritage events and sporting occasions. The community in return is very supportive of the school in a range of ways. The school maintains a high profile in the wider community with its emphasis on environmental education and sustainability. Students take an active role in managing the Curramulka Bush Parklands Project and the Edible Kitchen Garden Program.

Curramulka Primary School is a Category 5 school on the Yorke Peninsula, which is a part of the Southern Yorke Partnership within the Kadina Portfolio.

In 2022 we began the year with 27 students in 2 classes. The student population includes approximately:
• 20% school card holders,
• 0% students with English as an Additional Dialect
• 12% students with disabilities and
• 24% Aboriginal students.

The many highlights of our year include 3D printing, excursions to Lumination, Working with other small schools within the partnership. Upgrades to our buildings and facilities with outdoor learning spaces improved and utilised.

Governing council report

2022 has been another busy year at Curramulka Primary School. The year started with a bang and Miss Every driving the school facelift with the extension of room 2 and painting of all the buildings within the school. The kids navigated the work site well at the start of the year and were soon able to use the new outdoor learning space. This space has been enjoyed and utilized heavily by the students and teachers alike.

Sports Day was again held at the Curry Community Oval - it was a great day. Thank you to all the parents, teachers and volunteers that make that special event happen every year. Sports Day may look a little different next year but it will allow our kids to compete against more children their own age and aid in developing community and interschool relationships. The staff and students have continued to create strong connections with other small schools throughout the year which is enjoyed by all.

There has been lots of sport this year for the Curry students. Highlights include the girls basketball in Kadina and Xander getting a second in the discuss at the interschool competition in Adelaide.

Lumination was a new experience for the students this year – all that attended enjoyed the trip to Adelaide and the exploration of technology and space. It is intended that this will become a frequent trip to further explore and engage those that wish to learn about the technology involved. Lumination sparked interest in technology for many of the students and the 3D printer has been a hit with students able to identify their creation and then bring it to life with the printer.

Cook Out was another highlight for the kids this year. They enjoy all aspects of developing, organizing, creating and then making their 'cook out' menus. It is great to see the pride the kids take in the parklands and the respect they have for the native fauna and flora.

Kelly from Footlight Dance got the Curry kids moving and provoking interest in dance, beat, timing and rhythm.

A huge thank you to Sarah Harris who organised, promoted and nailed the Thermomix Fundraiser which saw over $2000 raised for the school in less than 2 weeks!

It was great to see the return of the Book Week parade this year and fantastic to see all students get involved with dressing up. A special mention goes to 'The Lion, The Witch and the Wardrobe', 'The Green Sheep', 'Marry Poppins' and the 'Harry Potter' crew.

The Upper Primary have enjoyed reading Harry Potter and the Philosophers Stone this year and this has sparked a real passion for reading amongst that class which is wonderful to see in the latter half of this year. The latter part of the year has also seen the lifting of restrictions around face masks, it has been nice to see more smiling faces around the school.

More recently Fat Lamb Day was another successful fundraiser held in conjunction with the Curramulka Community Club. 21 lambs were donated for the day which is a wonderful result with the proceeds from their sale being split between the school and the community club. Thanks to Chad Twelftree, YP AG, volunteers and the stock agents involved on the day.

I congratulate Kristan, the teachers, support staff, parents and the Governing Council team on another great year.

I would like to encourage all parents at Curramulka Primary to consider joining the Governing Council to help continue to improve the school and be part of your child's learning environment. Governing Council meets twice a term in a relaxed environment that encourages participation.

Quality improvement planning

Goal 1: Increase the number of students achieving and retaining in the higher bands for reading.
Targets:
75% of students in Year 1 will achieve SEA in the Phonics Check
50% of students in Year 3 to achieve in the higher bands of NAPLAN Reading
75% of students in Year 5 achieve in the higher bands of NAPLAN Reading.

Actions:
1. Every R-6 teacher will develop intentional writing lessons around sentence and grammar structure, in line with a referenced text.
2. Every R-6 teacher will strengthen their learning intentions and success criteria using the Before, During and After common planner in conjunction with their mentor text.
3. Every R-6 teacher will use the reciprocal teaching strategies across the curriculum with a focus on reflecting on text and retrieving information.
4. Every R-6 teacher will track and monitor student progress using the Reading Progressions.
5. Every R-6 teacher will use annotations to provide feedback to students using the reading progressions.
6. Every R-6 teacher will observe to give and receive feedback on their practice using strategies from 'The Writing Revolution', mentor texts or the Australian Curriculum units of work.

Results: Due to a change in enrollment 66.6% of students in Year 1 achieved the SEA for the Phonics Screening Check. 100% of students in Year 3 achieved SA with 67% of students achieving in the Higher Bands. Of all students in Year 5 75% of students achieved SEA with 50% of students achieving in the Higher Bands.

Plan for 2023:
All staff will continue using their Mentor Text 'The Writing Revolution' to improve students understanding of sentence structure and writing. Teachers will be participating in Orbis Literacy early in 2023. Teachers will implement Dibels into the classroom to guide their teaching practice and collect data to support students next steps in learning. Teachers will narrow their focus on the Reading Progressions Comprehension to ensure they are tracking and monitoring the progress in Guided Reading and Reciprocal Teaching.

Goal 2: Improve student's achievement in number sense and place value across R-6 to retain in the higher bands.
Targets
50% of students in Year 3 achieving within the higher bands in NAPLAN Numeracy.
60% of Year 5 students to achieve in the high bands in Numeracy.

Actions:
1. Every R-6 teacher will track and monitor students' progress in trusting the count and place value using the Numeracy Progressions. Staff will correlate the results to the Numeracy Progressions.
2. Every R-6 teacher will build their capacity and improve their numeracy knowledge, skills and understanding of how students learn Mathematics through Orbis professional learning.
3. Every R-6 teacher will build on their teacher capacity in their understanding of number sense through the use of the Big Ideas in Number.
4. Every R-6 teacher will model the technical language of Big Ideas in Number and work with students to use the explicit mathematics terms and language.

Results: 100% of students in Year 3 achieved SEA in Numeracy, with 33% of students achieving in the higher bands. 75% of students in Year 5 achieved the SEA for Numeracy. There were no Year 5 students achieving in the higher bands.

Plan for 2023
In 2022 staff completed ORBIS Numeracy. This then developed a change in timetable to where 1 Math lesson a week is focused on the mastery of skills taught throughout the week using Problem Solving. This is allowing students to develop their problem solving, sharing stategies and ensuring that a focus is on ow they come to the answer.

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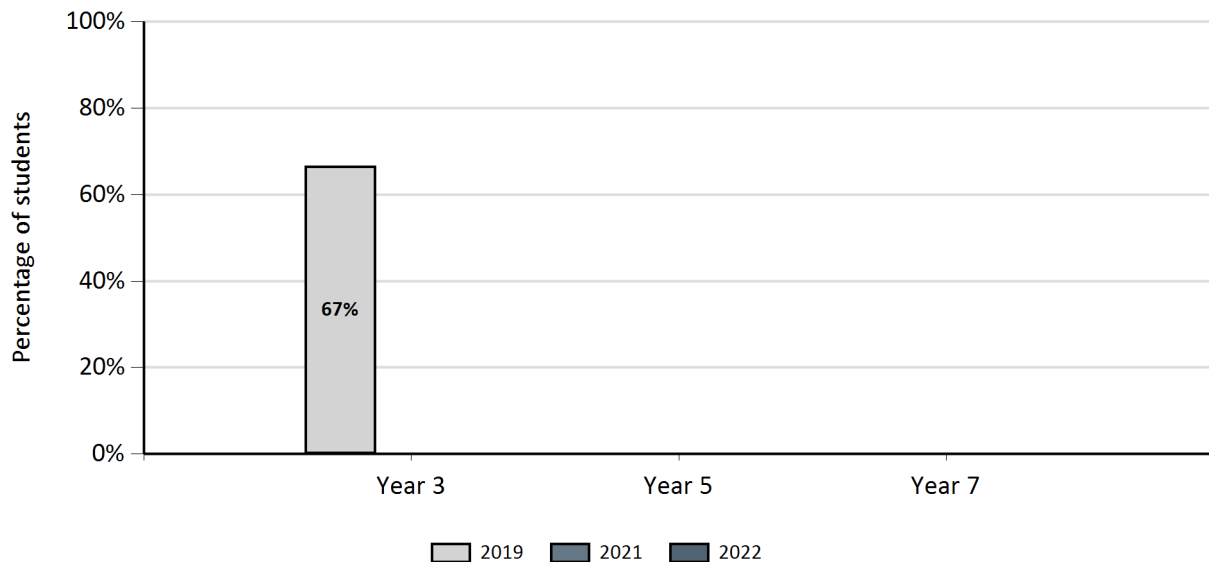
Reading
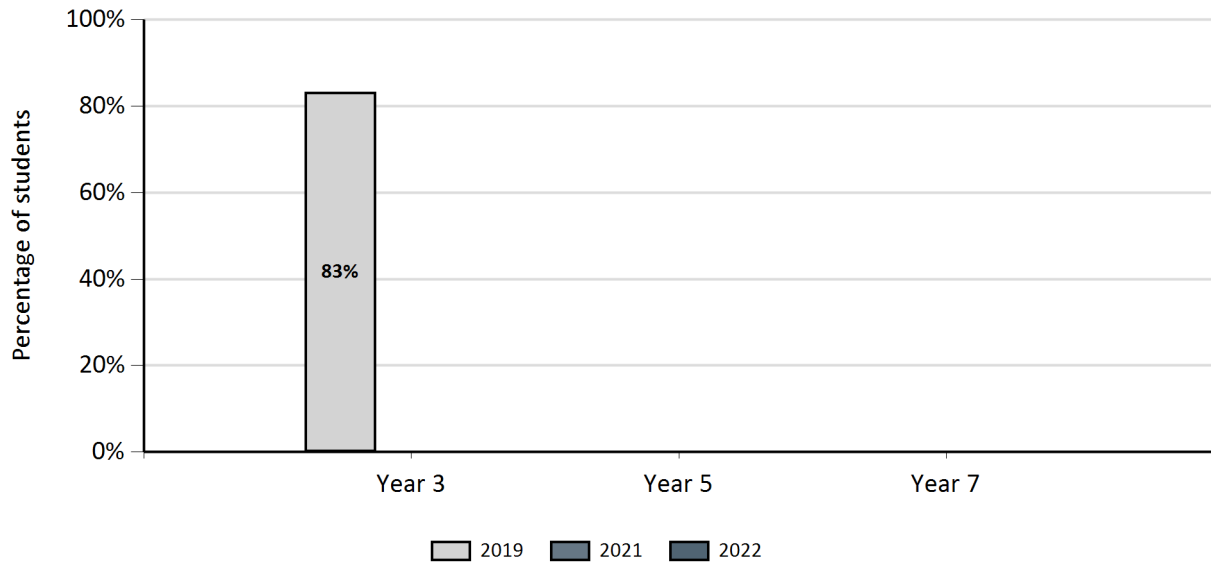
*NOTE: No NAPLAN testing was conducted in 2020.

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

*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.

*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 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	*	*	*	*	*	*
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.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
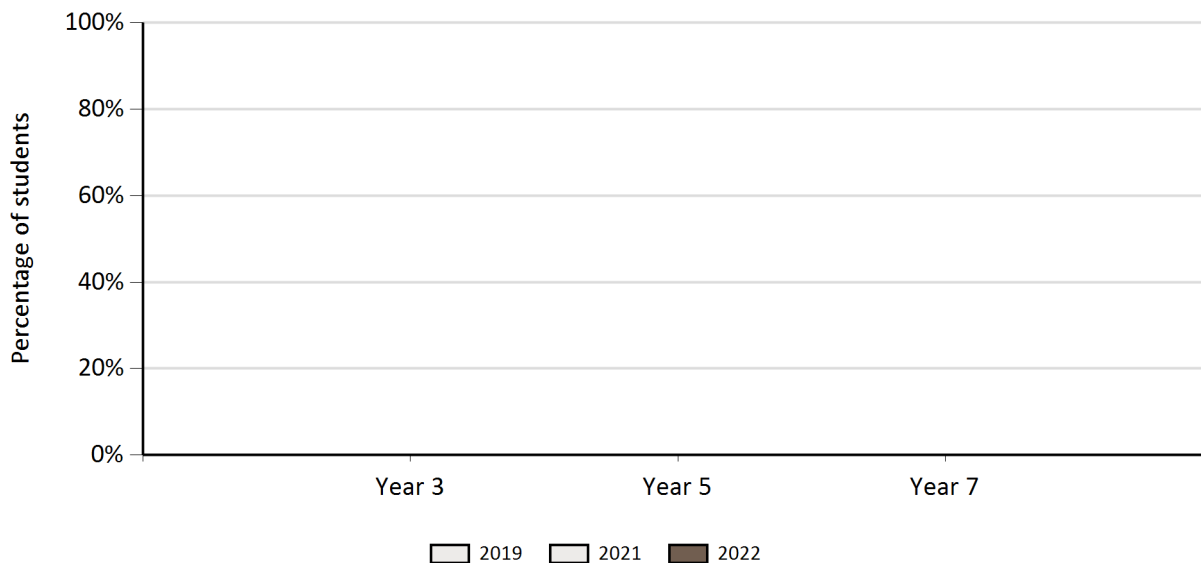Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
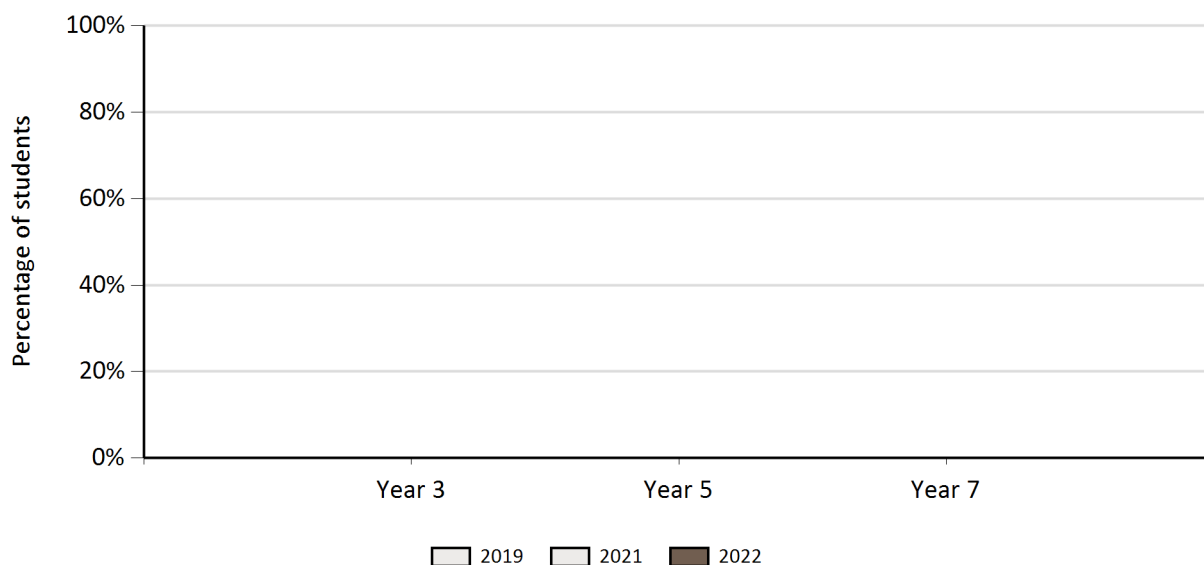Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
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 2022	*	*	*	*	*	*
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: Intervention & Support

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

Our Aboriginal students were supported this year but an increase in SSO time within the classroom. The focus on reading in the Junior Primary Classrooms saw students receive 1:1 support with their phonics instruction and ensured that a decodable reader was read aloud to match.
Two staff meetings a term were held with a focus on out Aboriginal Learners and their Data. This formulated a plan for the Next Steps in Learning and ILPs.

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

Our ALAR students all received C's or higher in English and Math. 85% of students made positive progress in PAT-R and 100% of students increased their growth in PAT-M,

School performance comment

As a school that often has fewer than 5 students eligible to sit assessments in each year level, small changes in the number of our students' Improvement Planning Outcomes can cause large changes in the percentages shown. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Attendance

Year level	2019	2020	2021	2022
Reception	92.7%	97.4%	92.0%	85.8%
Year 1	94.7%	90.6%	96.4%	86.8%
Year 2	96.9%	97.9%	90.8%	94.5%
Year 3	94.3%	93.0%	96.7%	88.7%
Year 4	N/A	87.5%	90.3%	88.1%
Year 5	91.2%	N/A	87.1%	87.3%
Year 6	95.3%	81.4%	N/A	85.6%
Year 7	97.1%	99.0%	74.7%	N/A
Total	94.6%	92.1%	90.3%	87.6%

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

Attendance comment

Overall attendance is reduced this year compared to 2021. This figure is affected by a small number of families. These families were identified early on as having previously demonstrating patterns of chronic non-attendance. Conversations were had early with teachers and families. Outside agencies were involved to increase attendance. Positive results were seen from this involvement.   Attendance was also impacted by families of vulnerable students isolating during COVID peak times as families continued to navigate a variety of illnesses. A goal for 2023 is to increase attendance above 87%.

Behaviour support comment

In 2022 there was an increase in significant behaviour incidents and reports of bullying and harassment resulting in Take Homes and Suspensions.
Student behaviour was supported by the Curramulka Behaviour Policy and the DFE Student Behaviour Toolkit.
Meetings were held in best how to support students throughout transitions and change.
Students in the R-2 began their journey with Kimochis and how best to support their emotions. This program was run in conjunction with our PCW.
Through the Wellbeing survey we say changed in students' behaviour and wellbeing with more students experiencing sadness and worrying emotions more frequently. This is also supported by the increase in uncertainty in friendships and increase in students experiencing verbal bulling at the school. A goal for 2023 is to have students increase their capacity as leaders and use the Big Life Journals to develop student self-belief and friendships.

Parent opinion survey summary

In 2022 70% of our families completed the Parent Engagement Survey. From the data it was identified that staff are respectful, student first and parents are happy with the communication going home. It was commented that as parents who are often bus families that communication was critical to ensure that everyone is involved in all aspects of the school. It was identified that parents would like more information on how to help their child with their learning at home. Education is important to all of the families at Curramulka Primary School.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	33.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	66.7%

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

All staff and volunteers have undergone the required Department for Human Services (DHS) screenings, including the Working With Children Check as it was introduced. A copy of these is kept on file at school. All relevant 2022 screenings were submitted using the DHS online process for volunteers and ancillary staff. Teachers' screening is part of their registration process. Governing Council members do not require screening, as per the Department advice.

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	5
Post Graduate Qualifications	1

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	0.0	3.0	0.0	1.4
Persons	0	3	0	4

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

Financial statement

Funding Source	Amount
Grants: State	$710,478
Grants: Commonwealth	$4,500
Parent Contributions	$7,745
Fund Raising	$4,986
Other	$7,223

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 SSO time within the classrooms to ensure that students were receiving 1:1 adult help with their learning. We also used funding to purchase and implement the Kimochis program to ensure students understood their emotions and reactions.	We saw an increase of students achieving SEA and engagement in their learning. Students began to articulate their learning and the next step.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	IESP students received additional help and interventions in Mathematics and English. This included Pre and Post testing and 1:1 and group assistance to ensure concepts were understood.	IESP Students made good progress in both Math and English receiving C's in their reports.
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	Literacy and Numeracy funding allowed for increased SSO support in early years classroom to provide intentional and small group support in targeted ways. Teachers supported through additional release time to participate in the Primary School Cluster to develop task design, explore the units of work and dive deeper into the Writing Revolution. Teachers also participated with other members of the Cluster in Orbis Numeracy to strengthen the cohort as a collective. Staff meetings were held to track and monitor all students (including Aboriginal students) on the Literacy and Numeracy Progressions.	Students in the higher bands were intellectually stretched and differentiation. SSO time also went to students requiring further stretch.
Program funding for all students	Australian Curriculum	Staff explored and implemented the DFE Units of Work aligned to the Australian Curriculum. They used these units to support their task design and ensure students were getting the correct entitlement. SYP Cluster supported staff to use the units across many different year levels. We engaged with the Curriculum lead to support task design and reciprocal teaching in the Upper Primary Classroom.	Staff continued to develop their understanding of Task Design and the Australian Curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Throughout 2022 students focused on Nharranga Language and Culture with a focus on dreamtime stories that related to the Yorke Peninsula. Students mainly focused on Numbers, Greetings and weather for the year.	Students continued to make connections to their country and identified different areas of importance on the Yorke Peninsula.
	Better schools funding	Staff were released to participate in the SYP cluster and additional SSO time was given to the classrooms to ensure students would meet SEA or extend students into the Higher Bands.	Staff continued to develop their understanding of the English Curriculum through the SYP Cluster. This improved task design, particularly in writing and sentence structure.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A