



Cobdogla Primary School

2022 annual report to the community

Cobdogla Primary School Number: 721

Partnership: Berri & Barmera

Signature

School principal:

Mr David Ness

Governing council chair:

Taylor Swinstead

Date of endorsement:

13 February 2023



Government
of South Australia
Department for Education

Context and highlights

Cobdogla Primary School is a high performing school situated in the Riverland 2.5 hours from Adelaide. The Governing Council works closely with staff to support learning targets and key priorities as agreed to in the Site Improvement Plan. This year the school had 116 students, which is a slight decrease due to the year 7 cohort heading to high school.

Academically our students have continued to excel, progress and achieve at a much higher rate in the NAPLAN Test. Our focus on reading improvement, which included a whole school approach to the teaching and learning of reading led to 13/18 year 3 students achieving higher bands in reading. Our junior primary classes were involved in an intensive Literacy Block, which included InitialLit in R-2 and guided reading in year 1/2. This successful initiative led to 90% of year one students meeting reading benchmarks. The school has a rigorous improvement cycle and we continue to seek ways of excelling each year. We look forward to providing a strong education for all students in 2023.

We have a hard working parent group who have assisted and organised a range of events in the school. This has included Reward Days, Sports Day, the Easter raffle and planning events. Our behaviour stats are extremely positive with an extremely low number of timeouts issued through the year. Students understand the restorative approach and demonstrate the school values.

A successful Sporting program led to outstanding individual and school achievements. 3 students made SA School sport state teams in Football, tennis and hockey. The school was champions in the statewide knockout Cup for Football and Tennis. The School won many Regional SAPSASA events including Football, Soccer, Softball, hockey and basketball.

Governing council report

Cobdogla Primary School's Governing Council had, another positive and productive year.

A major focus of Governing Council this year was to ensure sufficient funding was allocated to ICT facility upgrades. Funding enabled the purchase of 25 student lap tops, 13 staff laptops, two Samsung 4K smart televisions and a lap top charging cabinet. The significant expenditure enables all student's year 3 and above have a personal lap top.

Further to ICT, Governing Council approved funding to be spent on improvements to the school ground. Specifically, the redevelopment of the pirate ship. From all reports this has become a popular play space for the students. Another significant milestone this year was the arrival of a new school bus. This was financed through a generous Variety grant and the school. The bus will enable students to partake in additional activities outside the school grounds to ensure a well-rounded education is achieved.

In addition to funding, our Governing Council reviews policies and updates them when necessary. Upon review of the Behaviour Policy and Personal Device Policy, Governing Council made various recommendations. These amendments enable the school's policies to reflect advancements in technology, which we hope will have a positive impact on our students and school culture.

In a bid to encourage parents back into the school post Covid, Governing Council proposed an open class room initiative. This event welcomed parents and care givers into the classroom, where students were able to show case their work. The aim was to increase parent connection with teachers, students and the education process. This was well supported by the school community and will be an ongoing event.

On behalf of Governing Council, I would like to thank our Principal David Ness, the teaching faculty and support staff. Our pupils are fortunate to be surrounded by an incredible group who go above and beyond to provide a balanced education in a supporting environment.

Cobdogla Primary School is lucky to have an active group of volunteers in the Parent's and Friends Group. Volunteers are vital in fundraising, school events and overall support. Thank you for your assistance and support this year.

Finally, thank you to my fellow Governing Council members. Your contribution to the school community is very much appreciated.

Quality improvement planning

Goal 1: Improve student achievement of SEA and High Bands in Writing

The whole school's shift in teacher pedagogy towards the teaching and learning cycle, using high quality model texts and assessing students using rubrics has had a positive impact on student learning. Student data indicates an upward trend and most targets were met.

NAPLAN Writing

26% of year 3 students(5/19) achieve higher bands in Writing RESULT 26%

25% of year 5 students(3/12) achieve higher bands in Writing RESULT 18%

90% of year 3 students(17/19) meet SEA in NAPLAN Writing RESULT 84%

91% of Year 5 students(11/12) meet SEA in NAPLAN Writing RESULT 92%

Goal 2: Improve student achievement of SEA and High Bands in Numeracy

The focus on improving teacher practice through collaboration and learning walks has had a significant effect on student growth.

26% of year 3 students(5 out of 19) achieve Higher Bands in NAPLAN Numeracy RESULT 37%

33% of year 5 students(4 out of 12) achieve Higher Bands in NAPLAN Numeracy RESULT 33%

90% of year 3 students achieve SEA in NAPLAN Numeracy (17 out of 19) RESULT 90%

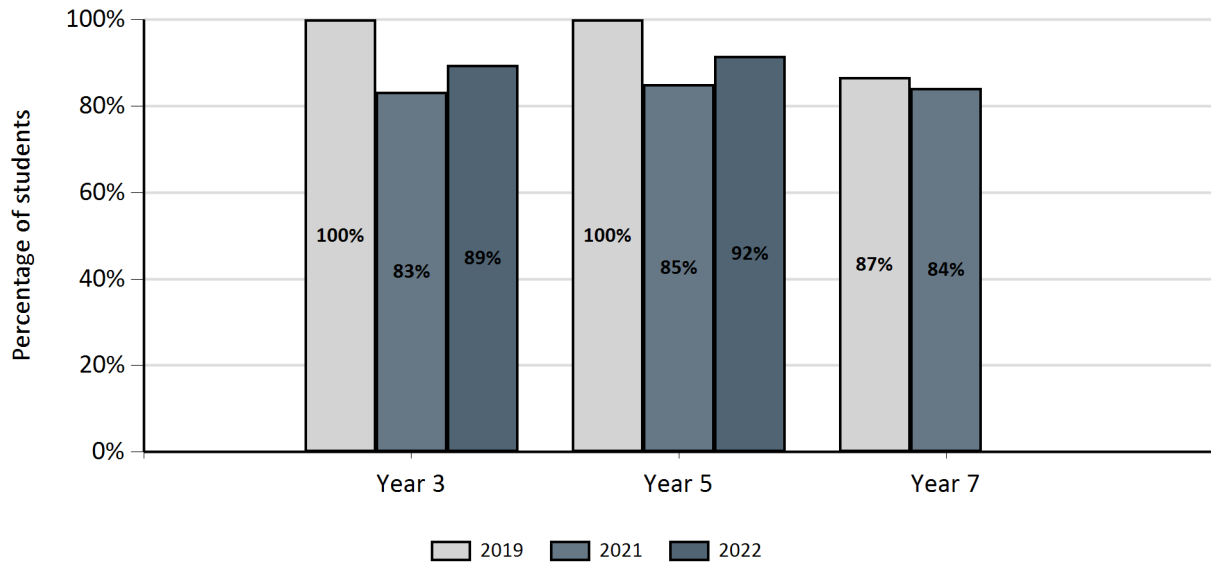
100% of year 5 students(12 out of 12) achieve SEA in NAPLAN Numeracy RESULT 100%

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

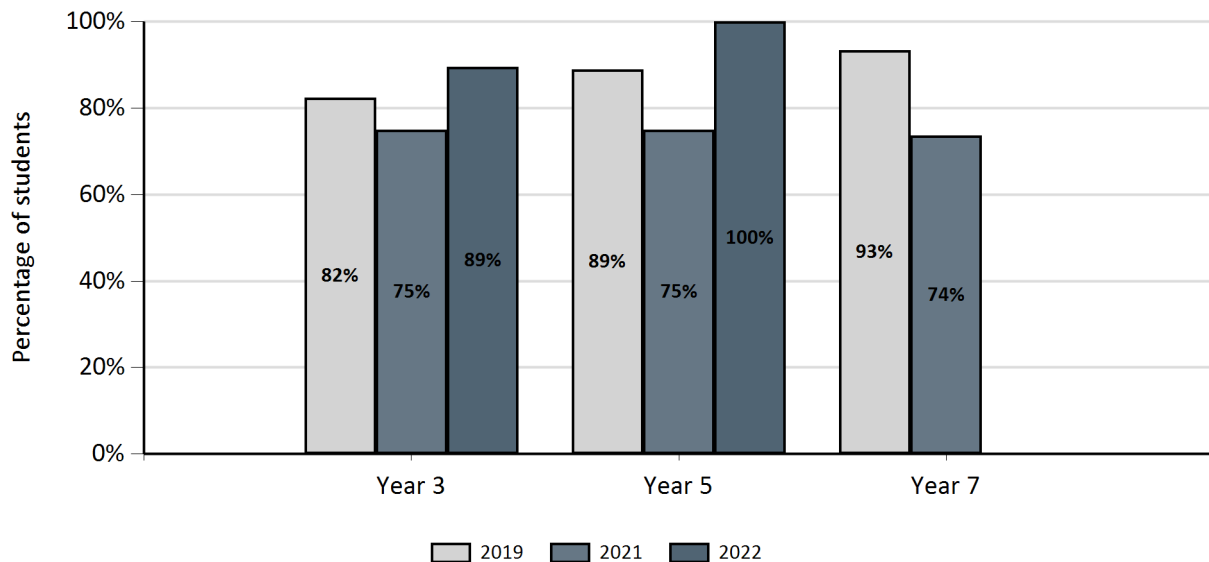


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	19	19	14	7	74%	37%
Year 03 2021-2022 Average	15.5	15.5	9.0	4.5	58%	29%
Year 05 2022	12	12	6	4	50%	33%
Year 05 2021-2022 Average	16.0	16.0	6.0	3.0	38%	19%
Year 07 2021-2022 Average	19.0	19.0	3.0	6.0	16%	32%

*NOTE: No NAPLAN testing was conducted in 2020.

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

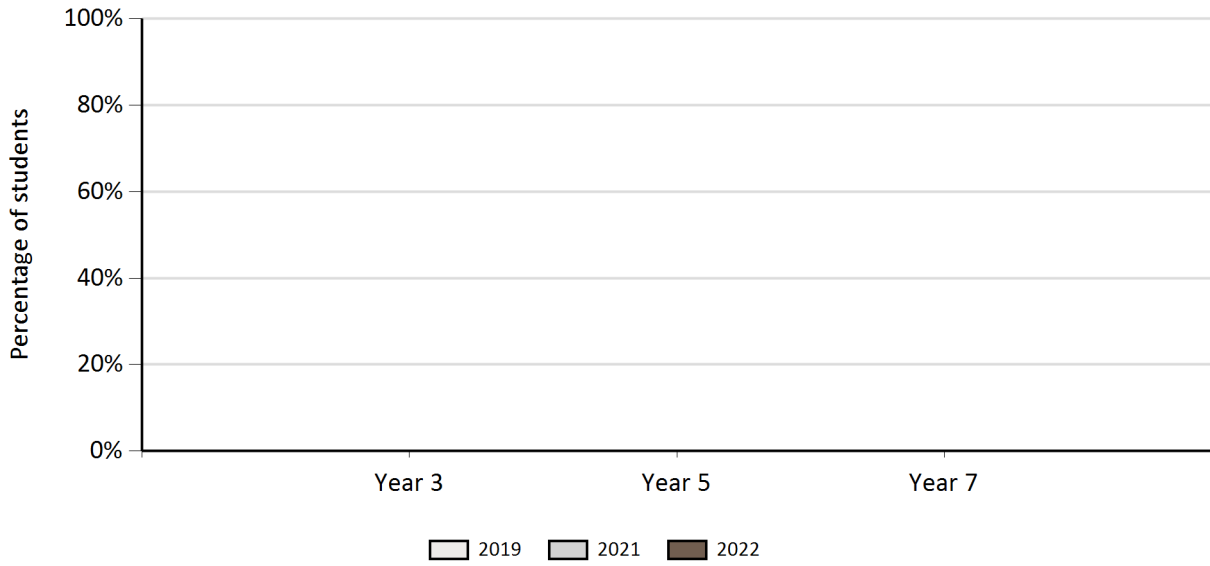
[^]includes absent and withdrawn students.

*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



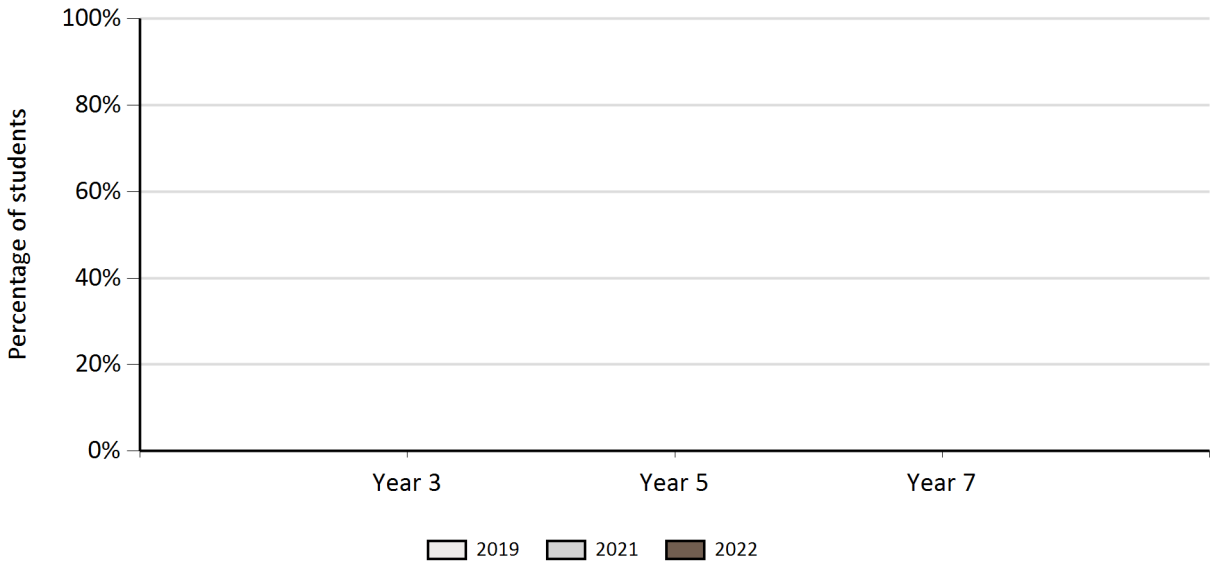
*NOTE: No NAPLAN testing was conducted in 2020.

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: Data Informed Planning

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

Developing 'Learner Profiles' to support a continuity of learning for Aboriginal learners 6-HS
This linked learning from primary school (year6) to high school (year 7).

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

Year 6 Aboriginal learners engaged in extra high school transition visits around cultural learning and enhancing literacy and numeracy outcomes.

High success in learner achievement data with most Aboriginal learners achieving at or above year level standards.

School performance comment

In the early years, our reading progress is monitored against Running Records and the Phonics Screening Check. In 2022 our term 4 data indicates that 88% of Year 1 and 92% of Year 2 students demonstrated the expected achievement under the DfE Standard of Educational Achievement (SEA). In the Phonics Screening Check 84% of students met the standard and this indicates an increase from previous years.

In 2022, the reading results, as measured by NAPLAN, indicate that 89% of Year 3 students, 92% of year 5 students demonstrated the expected achievement. This shows steady growth compared to previous years and can be attributed to the school's rigorous approach to the teaching and learning of reading.

In 2022, 72% of year 3 and 50% of year 5 students achieved in the top two NAPLAN Reading bands. Having 13/18 year 3 students in the upper bands for reading is an outstanding achievement and the Year 3 result represents growth from the historic baseline average.

In 2022, the numeracy results, as measured by NAPLAN, indicate that 89% of Year 3 students, 100% of Year 5 students demonstrated the expected achievement under the DfE SEA. For most year levels this indicates an increase compared to the last 2 years.

For years 3 and 5 NAPLAN Numeracy in 2022, the school achieved high middle and upper level growth higher than the state average in DfE schools.

In 2022, 36% of year 3, 33% of Year 5 students achieved in the top 2 NAPLAN Numeracy bands which represents an increase from previous years.

Attendance

Year level	2019	2020	2021	2022
Reception	93.3%	93.6%	93.6%	85.5%
Year 1	93.9%	86.9%	90.9%	88.2%
Year 2	94.8%	87.5%	92.3%	86.9%
Year 3	92.7%	89.7%	92.7%	85.2%
Year 4	91.4%	88.8%	95.1%	88.8%
Year 5	92.3%	88.7%	91.3%	89.5%
Year 6	87.6%	87.0%	95.2%	82.1%
Year 7	92.4%	82.6%	83.1%	N/A
Total	92.4%	88.2%	91.4%	86.4%

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

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

Attendance comment

The school's Attendance rate for 2022 was 87.1% and this indicates that we are below our historical average. In 2022, the attendance plan focussed on supporting students with chronic non-attendance, this led to some success.

Behaviour support comment

Student behaviour is supported through a rigorous focus on school values, a consistent behaviour education plan and a restorative approach to managing behaviour issues. Timeout slips are issued when required but the frequency of these is extremely low. Incidents of violence and bullying remain at an extremely low level.

Parent opinion survey summary

Annual surveys conducted with families have provided the school with relevant information about the culture of the school. In 2022, 33 families responded to the parent opinion survey, and 98% of responses were positive. High expectations, communication, respect and working with parents all scored highly. Areas that scored high but were the lowest compared to all others were receiving learning tips and help with learning.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	25.0%
VI - LEFT SA FOR VIC	1	25.0%
WA - LEFT SA FOR WA	1	25.0%

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

Department of Human Service, Screening Unit WWCC (Working with Children Check) Relevant Screening history processes were upheld for all staff, volunteers, contractors and visitors as per DfE guidelines. Administration staff and the Principal managed the process.

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	17
Post Graduate Qualifications	5

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	9.1	0.6	5.6
Persons	0	12	1	8

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

Financial statement

Funding Source	Amount
Grants: State	\$1,769,215
Grants: Commonwealth	\$4,400
Parent Contributions	\$19,441
Fund Raising	\$6,821
Other	\$81,033

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	Student Wellbeing Leader Programs. SSO 1:1 and small group support in social and emotional regulation and implementation of the What's the Buzz program.	Proactive strategies have led to an improvement in the Student Wellbeing Survey
	Improved outcomes for students with an additional language or dialect	SSO support 1:1 and small group, in class support determined by specific learning needs based on the EAL/D levels. All teachers have accessed the 2 day Professional learning on EAL/D Levelling.	2021-2022 8/9 improved by 1 or greater lang and lit level
	Inclusive Education Support Program	All students received their allocation levels in the form of 1:1, small group or in class support. Intervention programs were implemented such as Mini Lit, MacqLit and Quicksmart and other targeted learning intervention	Progress against One Plan goals has increased
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>ACEO supports improved attendance, engagement and curriculum support for all Aboriginal Students.</p> <p>Numeracy and Literacy funding including early years support funding was used to employ highly quality SSOs that supported the classroom teacher with small group targeted instruction to raise achievement in reading and maths.</p>	High progress in attendance and engagement for targeted students
Program funding for all students	Australian Curriculum	Curriculum implementation support, including PLCs professional learning and collaborative inquiry	Improved quality and viable curriculum, which showed improvement in PAT-Reading, PAT Maths and A-E grades
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	8 students accessed the MiniLit Reading Program, 4 students on MacqLit, and 12 on Quicksmart, SSOs supported students by taking small groups for Guided or Reciprocal Reading.	6/8MiniLit students achieved reading DfE SEA. 12/12 Quicksmart achieved PAT-M SEA
	Specialist school reporting (as required)	n/a	n/a
	Improved outcomes for gifted students	n/a	n/a

