# Coonalpyn Primary School

## 2021 annual report to the community

Coonalpyn Primary School Number: 0730

Partnership: Coorong & Mallee

| | Signature |
|---|---|
| **School principal:** | Mr Ryan Bubner |
| **Governing council chair:** | Katrina Leske |
| **Date of endorsement:** | **19 March 2022** |

Government of South Australia

Department for Education

# Context and highlights

Coonalpyn Primary School began the year with an enrolment of 10 students ranging from year one through to year seven. We concluded the year with an enrolment of eight. We had one classroom that split for numeracy and literacy into a lower primary group (years one to three) and an upper primary group (years five to seven). For learning in other curriculum areas, the group was combined. Within the cohort, we had two students identified with specific needs who received IESP funding and one student who identified as Aboriginal.

It has been a year of change at Coonalpyn. We began the year with a new principal to the site and this then changed again at the beginning of term three. Within the early stages of term three, we also had a changeover of our main teaching staff member. During term four, the school's staffing consisted of 1 fulltime principal, 1 x .6 teacher, 2 x .2 teachers and 1 x .1 teacher.

We have had many highlights throughout the year, including visits to the Naracoorte Caves, Monarto Zoo, Tintinara for the NAIDOC week flag raising, Geranium Primary School, Murray Bridge for a movie day, a pool party at Coonalpyn pool and held a 'wheels day'. We continued our community Yurt visits where upper primary students participated in cooking with elders from the local area. Rita Lindsay, a Ngarrindjeri language and culture teacher from Meningie, conducted indigenous art and culture workshops during term three. We also had weekly visits to Meningie during term 4, where upper primary students participated in sailing while junior primary students joined the year 1/2 class for maths and wellbeing. Additionally, the school conducted a 'wellbeing week' during term 4 where students participated in mindfulness activities ranging from wellbeing journals, a pancake breakfast supported by the Coonalpyn Uniting Church, using the Coorong Council's smoothie bike and creating exotic fruit bowls. The school garden has also continued to be a focus. Students have used herbs in class cooking and we have had several chickens for most of the year. We continued to hold student meetings several times each term and the student voice from these has helped guide and shape many of our events and activities.

We continued to have a supporting governing council in 2021 and this has allowed us to undergo various site improvements. This has included installing a new shade sail over the playground, removing the old playground equipment, installing a new interactive screen in the science room and purchasing new playground equipment with a site improvement grant.

# Governing council report

Firstly, I would like to thank the members that served on the Governing Council for 2021.

Once again due to Covid-19 the school year had some interruptions, but on a whole we were still able to meet on a regular basis and discuss many different topics.

We were grateful to receive $30,000.00 in Priority Maintenance Funding, this was used to purchase a replacement shade over the playground and some new play equipment for a nature play area.

We also had input into the proposed Student Free Days, Materials and Services Charges and the Transition of Year 6 and 7 students to High School.

A big achievement that needs to be acknowledged is the whole school fundraising achieved for the year. An enormous effort made by both parents and students along with the support from the local community saw the school raise a total of $1078.50 in profit.

On behalf of all Governing Council members I would personally like to thank our Principals, Teachers and SSOs for their help and dedication to the school and students over the course of the 2021 school year.

We all look forward to 2022 and the exciting times that lie ahead in the next school year.

Katrina Leske

Governing Council Chairperson

# Quality improvement planning

Given the changeover of teaching staff and change in student cohort over the year, we reviewed and updated the Site Improvement Plan (SIP) to better reflect current student needs. The goals and directions were altered to more appropriately meet the needs of individual learning plans.

With only two students undergoing NAPLAN this year, we again looked closely at PAT results and identified student strengths and opportunities for improvement using scatter data. From this data, we were able to conduct one-one learning meetings with students in order to help us jointly create individual numeracy and literacy goals. Students placed these goals on individual learning ladders. As a staff, we then modified existing one plans and created new plans to ensure all students have an electronic one-plan online to reflect their new goals.

Staff meetings continued to have time devoted to cross curricular planning and incorporating learning outcomes from across all subject areas within similar learning experiences or events. Staff were able to show initiative and plan contextual learning which worked towards meeting site goals, student goals and increased engagement. Our main teaching staff member participate in training with 'Initialit' and writing workshops with 'Learning Difficulties Australia'. In the area of wellbeing, 'Berry Street' training was completed this year by a number of staff. Furthermore, all staff completed a range of WH & S online training through Plink.

We continued to build teacher and SSO capacity to improve student learning engagement and achievement. The focus has been on teachers, SSOs and all staff who work with students to be aware of the teaching and learning cycle, their role within it and ensuring the use of research based intervention. Collaborative discussions and feedback have been a focus of 2021 to ensure teachers feel empowered, supported and motivated to continually improve.

As a staff, we have recognised the existence of numeracy and literacy agreements but have focused on developing common practices that are modified to meet individual student needs. Teaching staff have created curriculum plans and have participated in regular collaborative discussions to assess and modify learning intentions.

All staff have set Professional Development Plan (PDP) goals aligned to the SIP focus. All staff requiring a six month or twelve month review have met with the Principal to share their progress and are consistently supported in reaching their goals.

With leadership support and staff commitment, we have all continued to make growth in our capacity as a staff to support the wellbeing, numeracy and literacy development of our students.

# 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
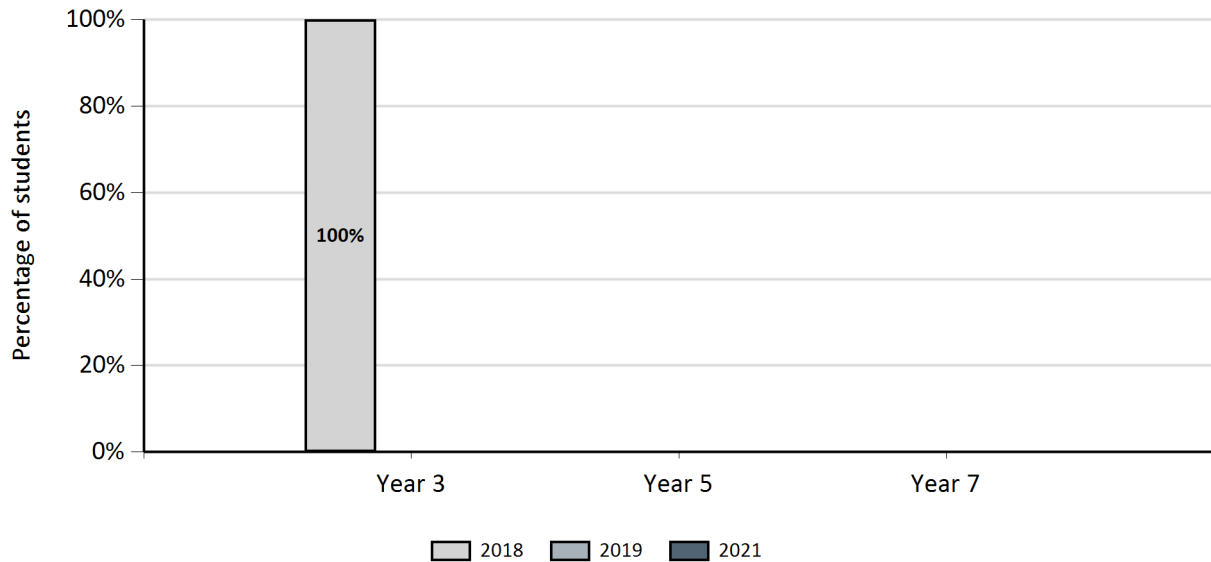


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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
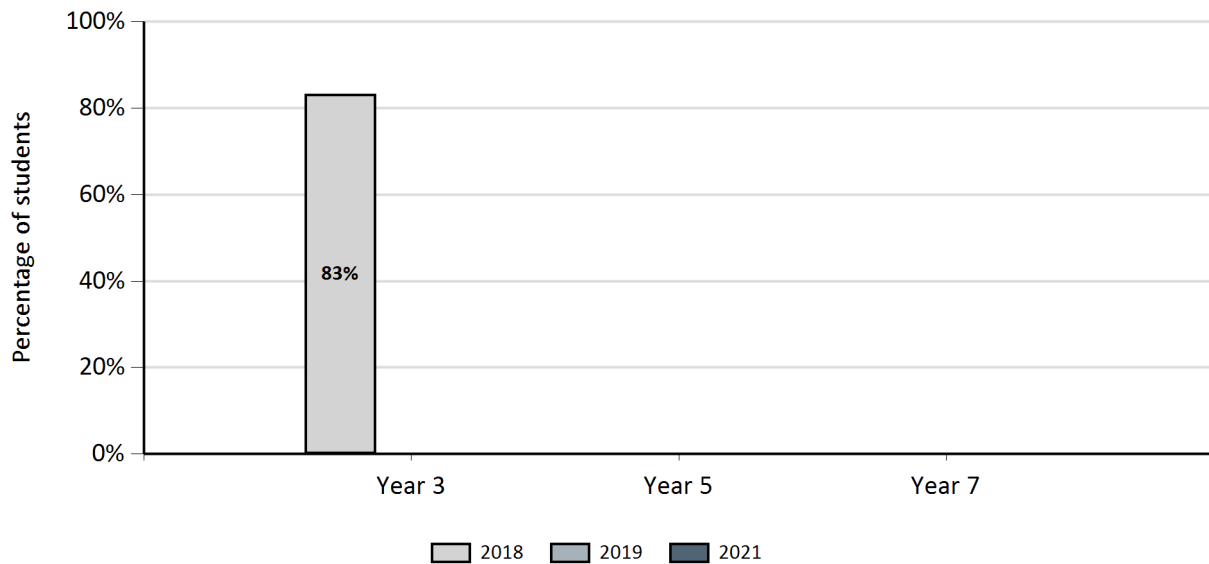


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

## Reading

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|---|---|---|---|
| Upper progress group | * | * | 33% |
| Middle progress group | * | * | 48% |
| Lower progress group | * | * | 19% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

## Numeracy

| NAPLAN progression | Year 3-5 | Year 5-7 | State (average) |
|---|---|---|---|
| Upper progress group | * | * | 33% |
| Middle progress group | * | * | 48% |
| Lower progress group | * | * | 18% |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

# 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 3 2021 | * | * | * | * | * | * |
| Year 3 2019-2021 Average | * | * | * | * | * | * |
| Year 5 2021 | * | * | * | * | * | * |
| Year 5 2019-2021 Average | * | * | * | * | * | * |
| Year 7 2021 | * | * | * | * | * | * |
| Year 7 2019-2021 Average | * | * | * | * | * | * |

*NOTE: No NAPLAN testing was conducted in 2020.

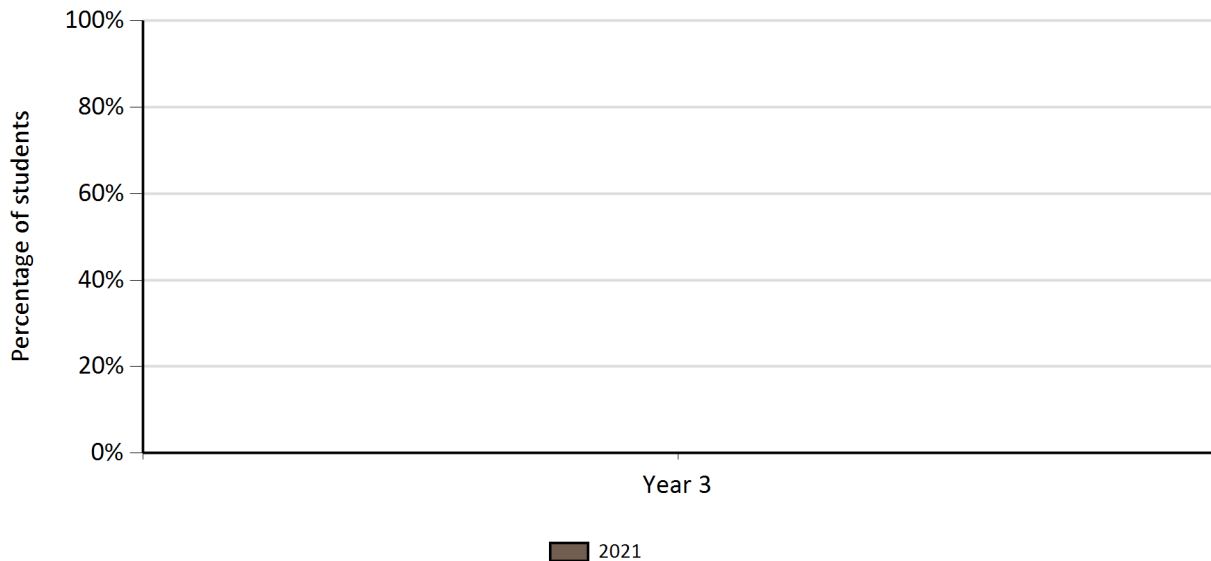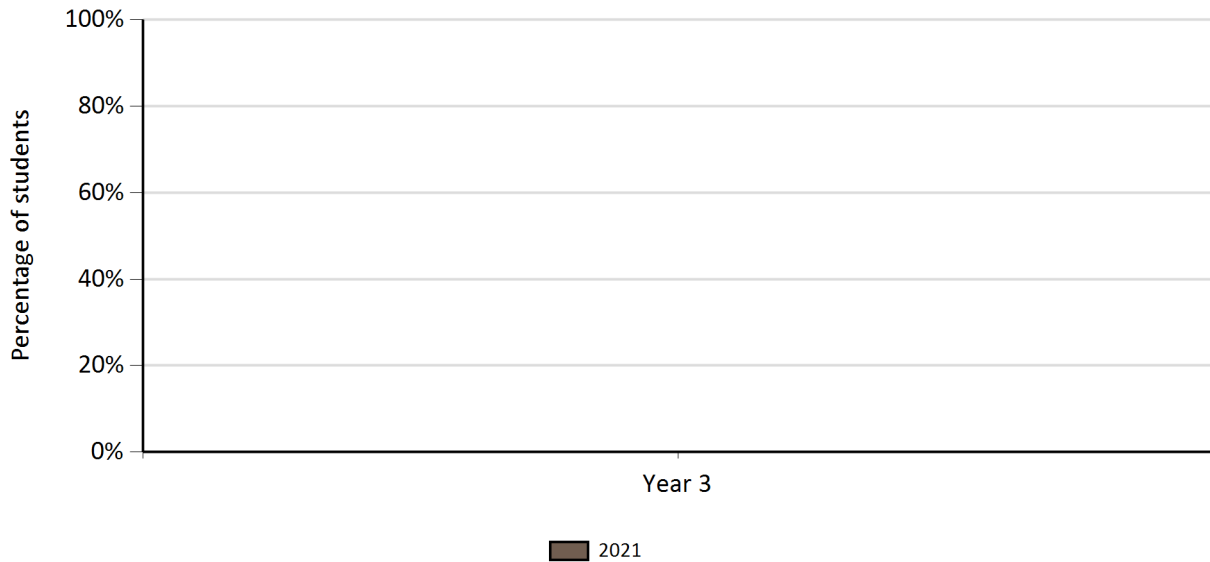Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

# 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 2021.
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



Year 3

2021

# NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

## Reading

| NAPLAN progression | State (average) |
|---|---|

## Numeracy

| NAPLAN progression | State (average) |
|---|---|

# 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 3 2021 | * | * | * | * | * | * |
| Year 3 2019-2021 Average | * | * | * | * | * | * |
| Year 5 2021 | * | * | * | * | * | * |
| Year 5 2019-2021 Average | * | * | * | * | * | * |
| Year 7 2021 | * | * | * | * | * | * |
| Year 7 2019-2021 Average | * | * | * | * | * | * |

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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 2021: Quality Teaching**

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

Using fine grained assessment, such as the 'Heggerty' phonemic awareness screener to examine very specific gaps in phonological awareness. Using 'Acadience' literacy data tracking to assess specific literacy skills related to reading and comprehension.

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

Coonalpyn Primary School has had one student identifying as Aboriginal this year. In terms of reading, this student has demonstrated improvement by increasing 4 PM reading levels since term 2 this year. The student has also demonstrated an above satisfactory level of achievement in PAT Maths testing at their designated year level referred to in their one plan.

# School performance comment

With such small numbers within our cohort of students, we continued to focus on individual student achievement. Through analysis of PAT and 'Acadience' data we were able to draw conclusions from year one to year seven. In regards to school performance, we have seen a range of achievement from students reaching the Standard of educational Achievement with a range of assessments to those who are well below.

The PAT Reading results indicate indicate that, from our cohort of six students undertaking the assessment from year five and above, four (66%) met the SEA at their designated year level of assessment referred to in their one plans. One of those students is working through learning at the year four level while enrolled in year five while another was assessed at the year six level while enrolled in year seven. Our four students in year one to year three do not have an SEA to refer to in regards to PAT Reading data.

The PAT Maths results also indicate that four out of six (66%) of students  in the year five to six cohort achieved the SEA at the designated year level of assessment referred to in their one plans.

Furthermore, we found that, across the school, reading fluency and the ability to accurately and sequentially retell events from a read text were areas requiring further development. According to our 2021 PAT Reading Data, it is evident that interpreting by making inferences and interpreting explicit information are both areas also requiring further focus in 2022.

According to our 2021 PAT Maths Data, there is further evidence that number and measurement continue to be learning strands still requiring further development with most students.

# Attendance

| Year level | 2018 | 2019 | 2020 | 2021 |
|---|---|---|---|---|
| Reception | 91.6% | 85.3% | 91.9% | N/A |
| Year 1 | 92.3% | 89.7% | 95.0% | 72.5% |
| Year 2 | 89.4% | 79.2% | 68.4% | 88.8% |
| Year 3 | 93.6% | 90.2% | 89.9% | 93.9% |
| Year 4 | 94.8% | 94.8% | 88.1% | N/A |
| Year 5 | 94.1% | 89.5% | 92.5% | 88.0% |
| Year 6 | 90.5% | 96.6% | 85.6% | 93.0% |
| Year 7 | 99.0% | 91.2% | 95.9% | 90.4% |
| Total | 92.6% | 89.4% | 90.4% | 86.8% |

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

# Attendance comment

Coonalpyn Primary School continues to demonstrate a generally high level of attendance across all students.

# Behaviour support comment

There have been a number of incidents that require intervention from the principal in 2021 but these are generally related to following the site's behaviour management procedures and providing support when students aren't emotionally ready to be in the learning space. Staff continue to be proactive in using positive behaviour reinforcement and explicitly teaching wellbeing strategies across the school. When incidents do occur, parents are contacted and information is recorded on individual student logs and on EDSAS. Positive experiences are also recorded in the logs and are distributed to families approximately once a fortnight. Students have developed personalised wellbeing scales to help identify their emotional status throughout the day and have subsequently created personal strategies for when incidents occur or when they're learning is being affected.

# Parent opinion survey summary

The school had a total of 6 responses from the 2021 parent engagement survey. many responses indicate a generally posiitve attitude towards the school.

The results show all parents strongly agree that staff at the site talk with students. 80% of parents also strongly agree that education is important and that teachers and students are respectful.

A majority of parents who responded (60%) indicated that people at the site are respectful, they receive enough communication, the school recognises their child is important and that they are encouraged to help their children learn.

An area requiring further investigation relates to 80% of responders indicating that they neither agree or disagree in regards to wanting more help with their child's learning. Furthermore, 20% of responders also indicated they neither agree or disagree that they receive learning tips from teachers or staff.

# Intended destination

| Leave Reason | Number | % |
|---|---|---|
| NG - ATTENDING NON-GOV SCHOOL IN SA | 4 | 50.0% |
| TG - TRANSFERRED TO SA GOVERNMENT SCHOOL | 4 | 50.0% |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

# Relevant history screening

As of the13th of December, 3 out of the 6 parents on the governing council had not completed their RRHAN training. All staff have mandatory certifications up to date.

# 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 | 3 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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 | 2.2 | 0.0 | 1.6 |
| Persons | 0 | 3 | 0 | 4 |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

# Financial statement

| Funding Source | Amount |
|---|---|
| Grants: State | $488,671 |
| Grants: Commonwealth | $0 |
| Parent Contributions | $4,789 |
| Fund Raising | $2,830 |
| Other | $37,884 |

Data Source: Education Department School Administration System (EDSAS).

## 2021 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 2021 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 | NA | NA |
| | Improved outcomes for students with an additional language or dialect | N/A | N/A |
| | Inclusive Education Support Program | Focused one-one in class support working on modified curriculum and interoception building activities with individuals and the whole group. | Increase in reading levels and "Acadience" testing data for IESP students. |
| Targeted funding for groups of students | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | Targeted one-one support for IESP students with curriculum support based on one plan goals. | Increase in students receiving IESP support getting closer to goals outlined in individual one plans. |
| Program funding for all students | Australian Curriculum | NA | NA |
| Other discretionary funding | Aboriginal languages programs Initiatives | Funding was used to engage the services of a Ngarrindjeri language and culture teacher from another school within the partnership to facilitate cultural workshops on three separate occasions in term 4. | Cross curricular achievements related to connections to country/place. |
| | Better schools funding | NA | NA |
| | Specialist school reporting (as required) | NA | NA |
| | Improved outcomes for gifted students | NA | NA |