



Cowandilla Primary School and Cowandilla Children's Centre

2022 annual report to the community

Cowandilla Primary School Number: 106

Cowandilla Children's Centre Number: 1567

Partnership: West Torrens

Signature

School principal:

Mrs Katrina Sexton

Governing council chair:

Melissa Farnham

Date of endorsement:

21 February 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Cowandilla Primary School and Children's Centre is located between Adelaide's airport and the city. We provide a wide range of services for families; Antenatal Care, Occasional Care, Parent Groups, Playgroups, Preschool, Out of School Hours Care, Intensive English Language Program and a choice of three languages. The student population is extremely diverse with many different cultural groups represented, and there are over 50 languages spoken by our students. The rich diversity of cultures is a feature of our school that is highly valued.

At the end of 2021 our Intensive English Language Program was placed on pause by the Department for Education due to the result of border closures and a reduction of newly arrived student enrolments in SA. During Term 1 2022, our IEL program reopened and in week 6 enough students were enrolled for two classes. Two of our IELP teachers transferred back into the program from mainstream teaching roles in our school. The number of enrolments increased throughout the year and by the end of the 2023 we had five IELP classes.

At Cowandilla PS and Children's Centre, all staff work highly collaboratively across the whole site to provide continuity of care and learning for all children and their families from birth to Year 6. Our Professional Learning Teams across the site continue to meet fortnightly and drive our Site Improvement Plan and Quality Improvement Plan with rigorous planning of teaching and learning improvement cycles that positively impact on the outcomes for all children and students.

This year, three highly skilled teachers have taken on the roles of Literacy and Numeracy Coaches. Our literacy coaches have had a significant impact on building effective teaching of literacy and this has had a positive impact on student learning outcomes in reading and writing. Our Numeracy Coach worked alongside classroom teachers, co-teaching and building knowledge and understanding of our Number System, Base 10 and Counting strategies. Our Curriculum literacy and numeracy coaches will continue in their roles in 2023.

A Whole School Approach to the Zones of Regulation was implemented across the whole site in 2022 and will continue to be an ongoing implementation journey for us. Teachers explicitly taught emotional literacy, the four zones and their associated emotions as well as check in strategies throughout the year. Students are continuing to identify tools that help them to regulate their emotions according to the four zones.

In 2023 Student Leaders wanted to have a whole school focus on acknowledging and including all students in our school community. As part of this focus the student leaders developed a Cultural Calendar. Cultural celebrations from the main 12 cultural groups represented in our community were acknowledged at assemblies by our student leaders throughout the year and celebrated in classrooms.

A portion of our Science and HASS topics relate to the complex factors influencing climate change and its impact on our ecosystems. Our Climate Change student leadership group comprising of 100 students continued to drive the whole school practices that help to reduce our impact as a school community. The Climate change student leaders participate in sleepovers during the year and engage in biodiversity studies to track what biodiversity looks like over time in our school environment.

Our community celebrated the year's achievements with an End of Year Celebration during the second last week of term four. To ensure we continued to adhere to social distancing requirements the celebration was organised into four sessions over one evening. Several classes joined together to perform music and dance for parents during a 30 minute time slot. The celebration was enjoyed and very well attended by families.

Governing council report

The parents and community members of Cowandilla Primary School and Children's Centre Governing Council (GC) continue to enjoy an active relationship of mutual respect and useful feedback with the school's Leadership team that facilitates clear and regular communication as we develop, implement, progress, and review our SIP and QIP priorities. At the beginning of 2023, the GC provided positive feedback from the parent community in regard to the quality of the communication to families in regard to the start of the school year with Preschool Rec and Year 1 students returning day 1 and the rest of the school learning at home until the beginning of week 3. The GC also acknowledged that the quality of the learning at home program had strengthened especially with the provision and access Year 3-6 students had to school devices during the two weeks of home learning. The school purchased CO2 monitors for all learning spaces which also helped staff to monitor air quality to prevent the spread of COVID-19 throughout the year and ongoing.

Significant upgrades were planned for the Outdoor Learning Environment in the Preschool, and stage one of the upgrade was completed in August 2023. A wonderful school mural depicting elements important to the community was painted on the southern side of the school hall. A much needed transformer upgrade was also completed and the school continues to wait for the system installed by Sustainable Focus in buildings 6 and 7 to be decommissioned.

The GC supported the implementation of a whole school approach to implementing the Zones Of Regulation and building the capacity of students and children across the site to develop the tools to self-regulate. GC members were regularly updated about how this was progressing and the impact on student engagement and wellbeing.

During Term 4, the Governing Council thoroughly supported the new structure of the End Of Year Celebration which included groups of classes performing in 30 minute staggered time slots in the hall throughout the evening. The four sessions were extremely well attended with the hall being full for each timeslot. The Community Resource Committee ran a successful fundraising BBQ during the evening.

Our Out of School Hours Care Service continues to have high levels of attendance during all three sessions: before and after school and vacation care. The Multi-purpose room outdoor area landscaping was completed early in 2022 and flexible furniture was purchased for the space.

All members of GC have made valued contributions in 2022. The Community Resource Sub- Committee continued to raise funds and organise events to benefit the school community; they organised a working bee to paint murals inside the school toilets, a Bunnings and Election Day BBQ and a sausage sizzle at the end of year concert. Volunteer members of the school community recommenced the weekly Breakfast Club for children later in the year.

School quality improvement planning

Our work on improving literacy and numeracy outcomes will continue as these are foundation skills upon which a great deal of learning for school and life is based on. The focus for mathematics has been on building students' expertise in knowing how the rules of our Base 10 number system work and applying this knowledge to counting, calculating and to solving mathematical problems. Teachers meet regularly in Professional Learning teams to plan, implement, monitor and evaluate learning improvement cycles that have been aligned to the 2022 SIP Challenges of Practice and Success Criteria.

Our 2022 Site improvement Priorities:

Numeracy: to maximise learning growth for all student in Numeracy

Our PAT Maths Years 3-7 results indicate that overall, 83.0% of students are at, or above the DECD Standard of Educational Achievement requirement for their year level. This is the same result as 2021.

Year 3. 84%

Year 4. 89 %

Year 5. 78 %

Year 6. 81%

Embedding the explicit teaching of calculating, implementing a consistent approach to problem based learning and differentiating learning design will continue to be a whole school focus, and will be enhanced by working with our maths leaders.

Literacy Goal: to : To maximise learning growth for all students in reading

Our PAT Reading Years 3-7 results indicate that overall of 87% students are at, or above the DECD Standard of Educational Achievement requirement for their year level. This is a 2% increase from 2021.

PAT R (Reading Comprehension)

Year 3 89% achieved SEA

Year 4 91% achieved SEA

Year 5. 84% achieved SEA

Year 6. 85% achieved SEA

Our Year 1 Phonics Screening assessment indicated that 71% of our Year 1 students achieved the standard of 28 or above.

LEAP Levels

All Teachers used the LEAP Levels to moderate and assess every students' writing in English and other curriculum areas across two pupil free days in terms 1 and 4. The LEAP Levels reflect the language and literacy students need to be able to access the Australian Curriculum across learning areas at their year level from R-10. Pupil free days were set up with a moderation focus. Teachers worked in levels of schooling Professional Learning teams to assess and moderate individual student texts across a range of genres.

LEAP Levels 2022: Data shows student progress achieved over 12 months.

1 level 43% 113/264

2 levels 30% 80/264

3 levels 7.5% 20/264

0 levels 16% 42/264

-1 Levels 3.5% 9/264

80.5% of students progressed 1 or more levels (term 4 2021 – term 4 2022)

At the beginning of term 4 2022, 50% of students (Rec-6) achieved at or above LEAP level continuum expectation

Preschool quality improvement planning

Cowandilla is a very culturally and socio-economically diverse community. Cowandilla Preschool operates as part of the Children's Centre. Although the Preschool and Children's Centre are located in different buildings, both teams work collaboratively to offer a broad range of programs and services to suit the needs of the community. The Children's Centre and Preschool offer Universal and Targeted playgroups, parenting and wellbeing programs supported by Child and Family Health (CaFHs) nurses, Occupational Therapist, Speech Pathologist, Community Development Coordinator and Family Practitioner. Multi-disciplinary teams enable a collaborative approach to support families in the areas of health, parenting and wellbeing with a focus on early intervention, parenting and child development.

The 2022 Preschool Quality Improvement Plan focussed on both Literacy and Numeracy, aligning with the improvement goals of the Primary School to support the continuity of learning from preschool to school.

Goal: To develop and extend children's understanding and use of phonological awareness skills through play and scaffolded experiences

The primary emphasis of the literacy goal was to embed the successful experiences used in 2021 and focus on differentiated and targeted approaches so that learning environments, experiences and interactions were adjusted to suit the needs of individual children. This involved planning and implementing targeted small group experiences, introducing music and rhythm as an additional sensory experience and closely tracking and monitoring children's progress over the course of the year.

Significant improvements were made over time.

From Term 1 children considered to be

- 'On Track' increased from 22% to 86%.
- 'Getting There' decreased from 74% to 6%
- 'Requiring Support' decreased from 35% to 8%

Goal 2

To improve children's understanding and use of the standard number system to quantify through play and scaffolded experiences

Educators specifically designed learning environments and experiences to promote children's understanding and use of the standard number system in play. Scaffolded experiences through shared sustained thinking during small group experiences were provided. Children's progress was monitored and adjusted through regular and ongoing data collection, observations and adjustments were made to support the learning for small groups and individuals in both structured and free play experiences.

Significant improvements were made over time.

From Term 1 children considered to be

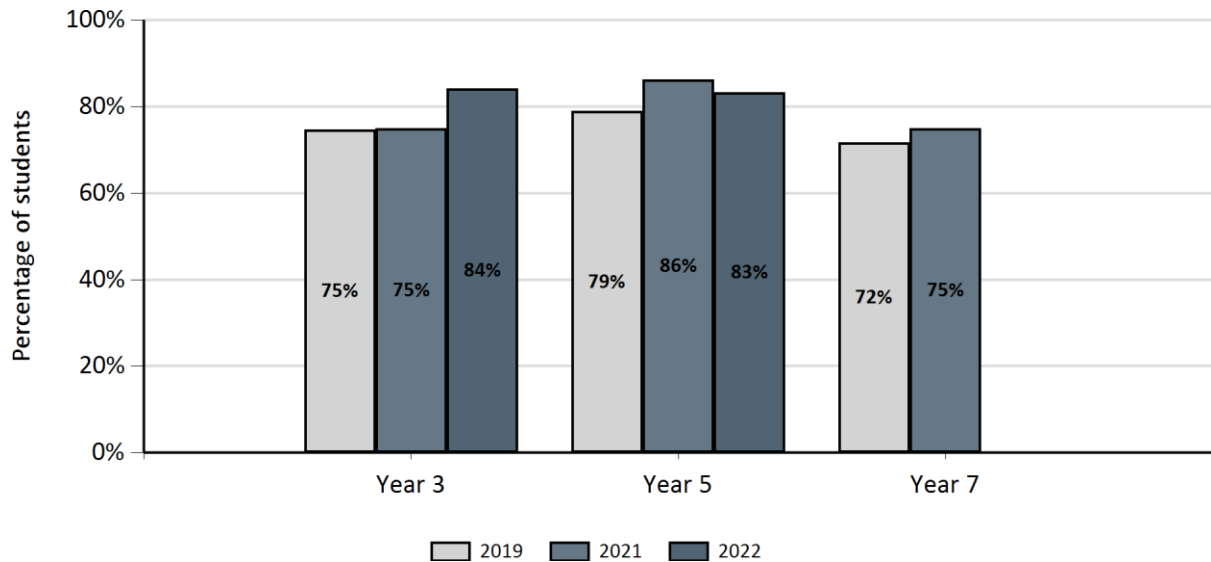
- 'On Track' increased from 32% to 88%.
- 'Getting There' decreased from 49% to 6%
- 'Requiring Support' decreased from 18% to 8%

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

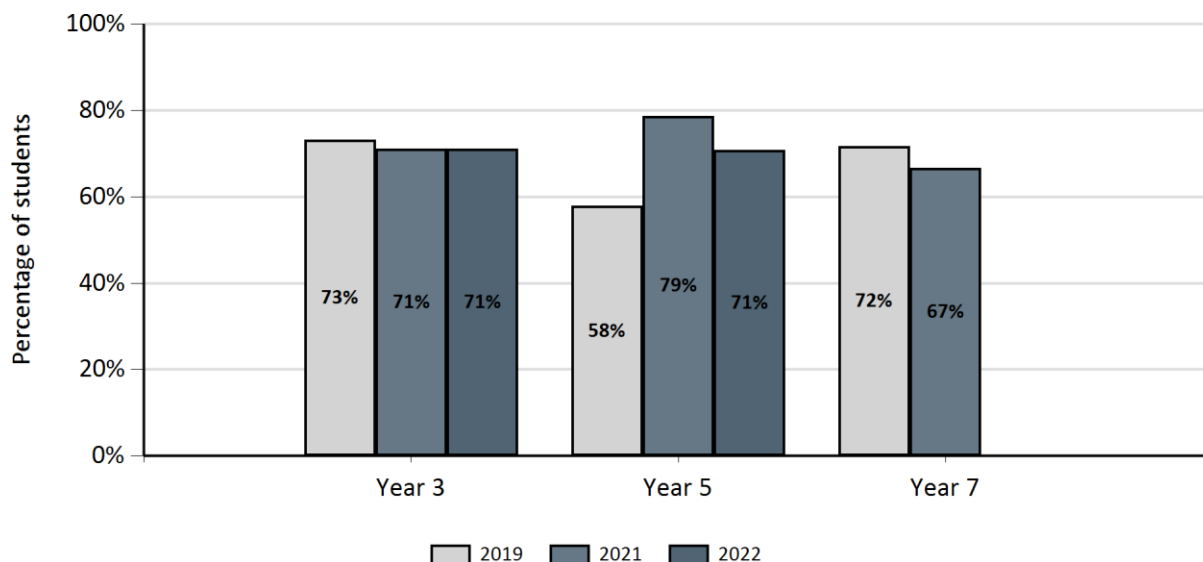


*NOTE: No NAPLAN testing was conducted in 2020.

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	38	38	18	11	47%	29%
Year 03 2021-2022 Average	45.0	45.0	18.0	11.5	40%	26%
Year 05 2022	48	48	18	8	38%	17%
Year 05 2021-2022 Average	64.0	64.0	22.5	9.0	35%	14%
Year 07 2021-2022 Average	36.0	36.0	7.0	8.0	19%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

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

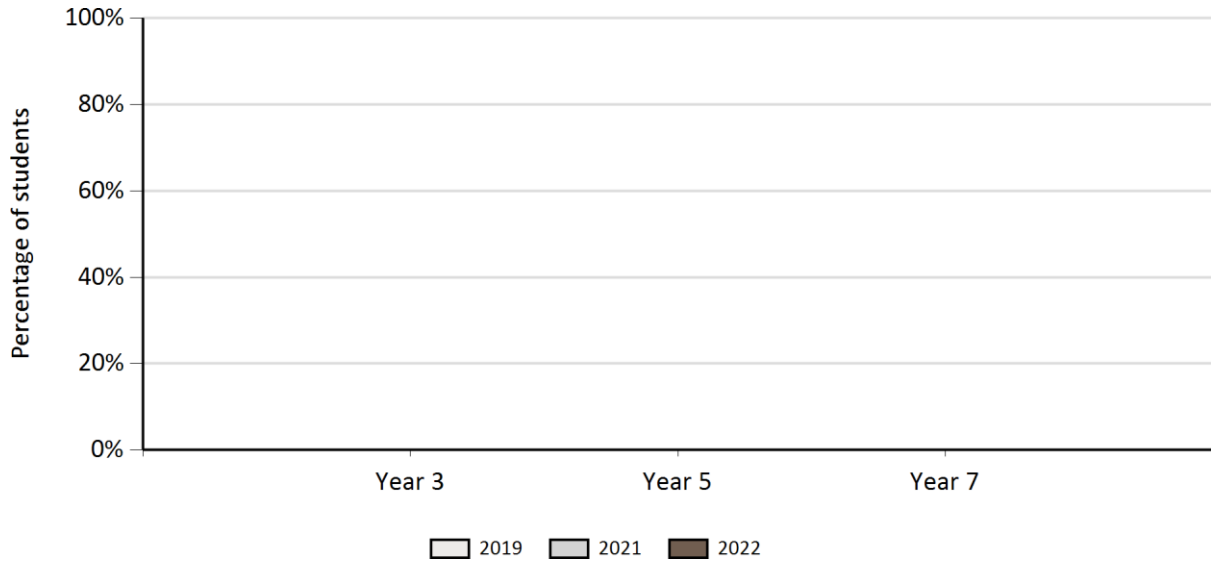
[^]includes absent and withdrawn students.

*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



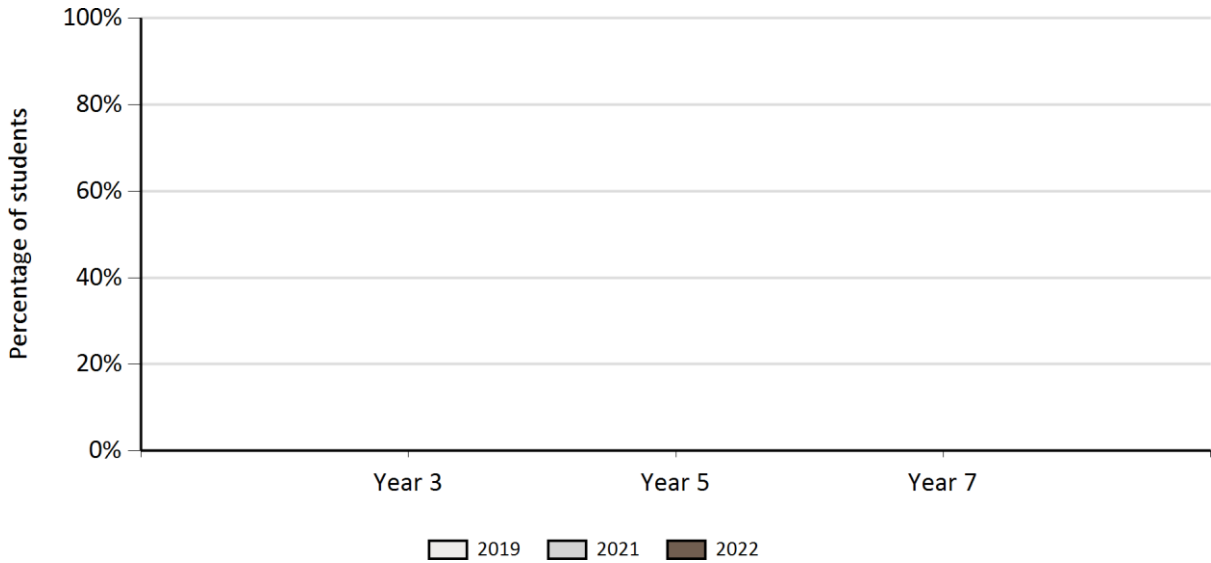
*NOTE: No NAPLAN testing was conducted in 2020.

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: Tracking & Monitoring

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

Teachers are implementing targeted and intentional teaching to specifically support progress of ATSI learners. Teachers have a clear understanding of the current achievement of their ATSI learners and as part of each learner's OCOP identified achievable goals and regularly reviewed these with students. Explicit teaching of phonics and reading comprehension, as well as an understanding of Base 10 and calculating skills were implemented aligning with the SIP priorities. Ongoing formative assessment, data and evidence was used to closely monitor and inform the progress of ATSI students throughout the teaching and learning improvement cycles.

There has been significant growth for Aboriginal students across the site in reading and mathematics. In 2023 we will continue with a targeted focus on our Primary Years ATSI learners and providing specific support and intervention to continue to build their understanding of our Base 10 number system and calculating skills. In reading, teachers will be refining their processes to track and monitor the learning of phonics and how this knowledge is transferred by students in reading and writing.

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

All enrolled Aboriginal children in the preschool made progress in their literacy and numeracy skills and knowledge as indicated through documentation of their learning over time.

In 2022, 22 ATSI children were enrolled at Cowandilla Primary School and Children's Centre. 50% of ATSI students achieved SEA in Years 3 and 5 NAPLAN reading and 25% achieved SEA in Year 3 and 5 NAPLAN Numeracy

In 2022 50% of Years 3-6 students have met SEA in PAT-Reading.

In 2022 50% of Years 3-6 students have met SEA in PAT-M.

All enrolled Aboriginal children made progress in their literacy and numeracy skills and knowledge as indicated through documentation of their learning over time

School performance comment

In 2022, there has been an increase in the percentage of students achieving the Standard of Educational Achievement in Year 3 NAPLAN Reading.

Year 3 84% met SEA which is an increase from 75% in 2021.

Year 5 83% met SEA which is a decrease from 2021. This cohort of Year 5 students did not sit NAPLAN Assessment in 2020 due to COVID-19

The percentage of students achieving in Higher Bands in Reading increased from 35% to 47% of Year 3 students 34% to 40% of Year 5 students from the previous year.

Retention of students achieving in Higher Bands in Reading from Years 3-5 and Years 3-7 increased in 2021.

Years 3-5 70% increased from 41.7%

Years 3-7 60% increase from 33.3%

The Year one Phonics screening assessment indicated that 70% of students are achieving 28 or above. This is a slight decrease from 2021, however we do recognise that the group of learners are different.. In 2023 there will continue to be a strong focus on strengthening the rigour in the systematic teaching and ongoing monitoring of phonics learning and the impact on student learning outcomes.

In 2022 the percentage of students meeting SEA in Year 3 NAPLAN numeracy increased from 69% to 71%.

The percentage of Year 5 students meeting SEA in NAPLAN numeracy decreased to 71%.

In 2022, the percentage of students achieving in Higher Bands in Numeracy increased in Years 3 from 23% to 31%.

Higher Band Retention in Numeracy decreased from Years 3-5 and maintained from Years 3-7 at 57%.

Our students are performing above like schools in reading and numeracy.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	88.0%	89.3%	73.7%	92.6%
2020 centre	80.1%		78.7%	85.1%
2021 centre	79.5%	88.1%	80.3%	84.0%
2022 centre	88.7%	80.8%	80.0%	92%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	92.5%	86.6%	90.3%	87.4%
Year 1	91.6%	84.1%	89.5%	87.8%
Year 2	91.9%	86.4%	89.9%	86.2%
Year 3	90.3%	84.2%	91.1%	87.8%
Year 4	92.1%	86.7%	92.9%	88.3%
Year 5	91.2%	88.2%	91.5%	87.8%
Year 6	94.0%	84.4%	92.1%	87.5%
Year 7	89.7%	88.3%	91.2%	N/A
Primary Other	89.1%	85.6%	93.1%	94.6%
Total	91.4%	86.1%	91.2%	87.9%

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

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

Attendance comment

Our school's average attendance rate has reduced over the last 3 years. Parents and caregivers have continued to follow SA Health advice in regard to keeping their children at home if they have COVID like symptoms. The challenges are how we support families whose environmental influences prevent their children from attending school and how do we better connect these families to improve attendance while acknowledging 20% of our families exempt their children to return home on family business. Students identified are monitored through meetings, home visits and referrals to support services.

Attendance rates at preschool improved dramatically in Term 1 from the previous year. Positive attendance rates remained above the state for every term and were over 90% in Term 4. Attendance is always a priority at the preschool.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	69	71	72	72
2020	75	N/A	79	77
2022	58	59	57	54
2021	59	53	54	60

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
 Term 2 2020 data may not be available for all preschools.

Behaviour support comment

At Cowandilla we encourage and expect children, with support and guidance, to make the right choice and take responsibility for their actions. Historically the main behaviour of challenge has been non-compliance. In 2022 students were explicitly taught self-regulation using a whole school approach to the Zones of Regulation. This has resulted in a 40% reduction in students needing support from the leadership team during the school day as students are becoming more aware of how they are feeling and are developing tools to self regulate. This whole school approach will continue to be embedded in 2023.

Support and interventions for students that require additional strategies, include formalised behaviour plans and the submission of IESP applications to gain additional support funding for students. We work closely with our Behaviour Coach and other agencies if students are needing this additional support to regulate.

Parent opinion survey summary

When asked about what the school does well, parents always comment on the integration of all the students. They clearly appreciate the multicultural nature of the school and seem not to be influenced by the anti-immigrant frenzy so often evident in the public domain these days. Parents really like that their children will be learning and making friends with other children from all over the world. They comment on the relative harmony amongst the student body in Cowandilla Primary School. A typical comment was "I love the diversity my children are exposed to here at Cowandilla Primary school and preschool.

Feedback from the 2022 School Parent Perception survey indicated that:

96% agree and strongly agree that people are respectful

94% agree and strongly agree that students and staff are respectful
 95% agree and strongly agree that education is important

80% agree and strongly agree that they receive useful feedback about their child's learning

67% have indicated they would like more help in assisting their children with their learning.

52% agree and strongly agree that they receive tips to help with the learning

Providing opportunities to provide information about how parents can support their child with learning will continue to be a focus in 2023.

Responses to the Preschool Family Opinion Survey confirmed high levels of satisfaction in Teaching and Learning. Families indicated that teachers make learning interesting and enjoyable, that their child is happy and that they are comfortable to approach teachers to talk about their child's progress. These were similar to responses provided in previous years.

Similar to previous years, focus areas for improvement could be made in the areas of communication and parent participation and decision making:

We aim to actively involve families in the preschool program through regular Picnic days, informal gatherings, regular parent communication through emails and personal interviews.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
106 - Cowandilla Primary School	91.6%	86.5%	96.2%	80.0%
9011 - St John Bosco School	1.4%	1.4%	0.0%	3.6%
9066 - Tenison Woods Catholic School	1.4%	2.7%	1.9%	5.5%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	20.6%
NS - LEFT SA FOR NSW	2	5.9%
OV - LEFT SA FOR OVERSEAS	2	5.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	21	61.8%
VI - LEFT SA FOR VIC	1	2.9%
WA - LEFT SA FOR WA	1	2.9%

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.

Destination comment

Students transition from our Intensive English Language Program into their local primary school if possible. Many of our families relocate due to housing availability that is financially affordable. Transition for our preschoolers and their families begins when they start their preschool year. Through the learning program children are provided with many opportunities to be involved in whole school initiatives and events. With the strengthening of the connections between the Children's Centre, the Preschool, and the School, families are part of the Cowandilla community often from birth until Year 6, resulting in a culturally strong and supportive community. As a result, a large number of preschool children transition into their Foundation year at Cowandilla Primary School.

Relevant history screening

Cowandilla Primary School is compliant with all requirements. Non teaching staff and volunteers who require screening are notified 6 mths before their due date expires. These clearances are managed by the office manager and are automatically registered when DCSI process the requests. The due dates are recorded on EDSAS or Eduportal.

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	57
Post Graduate Qualifications	24

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	30.0	0.5	12.8
Persons	0	35	1	19

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

Financial statement

Funding Source	Amount
Grants: State	\$5,604,799
Grants: Commonwealth	\$25,900
Parent Contributions	\$130,432
Fund Raising	\$9,258
Other	\$74,059

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 school)	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	Teachers work with wellbeing leader and students to develop clear expectations and to implement social learning and the Zones of Regulation in daily routines through explicit teaching, prioritising keeping students engaged in the learning program.	The standard of student wellbeing continues to strengthen and supports a strong learning focus.
	Improved outcomes for students with an additional language or dialect	In 2022 EALD support was targeted to improve reading outcomes for students. EALD teachers designed individual and group support that intentionally built on the reading and reading comprehension skills of students. Targeted support was provided in small groups and in classrooms by two EALD specialist teachers. This support included explicit and targeted teaching of phonics, reading and writing at a whole class, group and individual student level.	The number of EALD students achieving SEA in reading continues to increase.
	Inclusive Education Support Program	Teachers released to plan with SSOs to support the implementation of individualised support programs using explicit pedagogy to ensure every child continues to make progress. OCOPs are developed for identified students and goals are regularly reviewed and monitored.	Students continue to meet their goals and OCOPs are reviewed regularly to reset learning and wellbeing goals.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	Our ACEO and AET work closely with our classroom teachers and our Student Wellbeing leader to monitor attendance, wellbeing and learning achievement of Aboriginal students. High levels of pastoral care is provided for Aboriginal students. The Pitjantjatjara lessons also help support identity and provide inclusive cultural learning for the rest of the student cohort. Early Intervention programs provide support for R-2 students identified through running record and phonics screening data. Maths intervention has been implemented to support some Years 3-6 Aboriginal Learners.	Aboriginal students' learning outcomes and wellbeing is closely monitored by classroom and support teachers and support staff including the ACEO, AET and Pitjantjara teacher. Every Aboriginal child and student has made learning progress.
Program funding for all students	Australian Curriculum	Teachers are the experts and at Cowandilla, they think deeply about the learning intentions and collaboratively devise very explicit teaching and learning steps to reach these goals including having clear learning intentions and developing success criteria with students. Continuity of learning remains a priority across the site and tracking this closely for every student will continue to be a focus.	Consistency in moderation of student achievement continues to be a focus as well as the implementation of a viable and guaranteed curriculum.
Other discretionary funding	Aboriginal languages programs initiatives	Pitjantjatjara language has been implemented at Cowandilla PS for 30 years. Our teacher maintains strong connections to Pitjantjatjara speakers and offers the language and cultural learning to all students.	Pitjantjatjara is highly valued in the school and many EALD students benefit.
	Better schools funding	Funding has been used to support an individualised maths (counting and calculating) intervention program which has been highly effective for the past 5 years. A regular diagnostic assessment determines participants throughout the year.	Over the last three years the average scale score in PAT-Maths has increased.
	Specialist school reporting (as required)	Cowandilla is a Climate Change Specialist school. Our science and HASS learning is associated with understanding the science of climate change and embedding strategies reduce our ecological footprint.	Climate Change/sustainable practices remain a priority in childrens' learning.

	Improved outcomes for gifted students	Teachers provide clear feedback to students about how to move from a C to a B and A. Clever learning design and a clear teaching sequence allows students to be challenged and to take their learning as far as possible.	There is an increase in the number of students achieving As and Bs
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2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable).	Outcomes achieved or progress towards these outcomes.
Improved outcomes for numeracy and literacy	Funding for literacy and numeracy outcomes was used in the preschool to engage regularly with literacy and numeracy consultants. Targeted training and guidance into quality teacher practices for targeted and intentional literacy and numeracy experiences has been the primary focus	Providing opportunities for children to engage in rhyming, syllabification and letter/sound relationship experiences supported children's developing phonological awareness. Facilitating numeracy learning within daily routines, using data to support decision making and intentionally designing environments with adjuncts that support numeracy learning supported children's ability to quantify their world.
Improved Early Childhood Development (ECD) and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Children with learning challenges were supported to access the preschool program throughout the year, with different levels of support in place for individuals. Speech and Language programs were predominantly developed in collaboration with the Speech pathologist. Extensive adjustment funding was used to support 2 children. 3 children successfully transitioned to school through the Special Options process.	Effective screening and assessment processes were used to target particular learning needs. Children were supported to access the learning program with individualised and small group adjustments.
Improved outcomes for non-English speaking children who received bilingual support.	Funding was used to support children who had not developed their English language. Connecting and building relationships with parents, interpreting, and supporting children to access the learning program was part of this work.	Children access the learning program and families developed a sense of belonging to the preschool community.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.