Cowandilla Primary School
2016 Annual Report
to the School Community

Cowandilla Primary School Number: 106
Partnership: West Torrens

Name of School Principal:
Julie Hayes
Name of Governing Council Chair:
Marcello Bronzin
Date of Endorsement:
22/02/17
School Context and Highlights

Cowardilla Primary School and Children's Centre is located between Adelaide's airport and the city; just 4km from the GPO. 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. Mainstream classes average 24 in size, and children benefit from HASS, PE, IT and Counselling specialists.

Cowardilla is a Climate Change Specialist school where staff are knowledgeable about the scientific data around the issue. A portion of our science and HASS topics relate to the complex factors influencing climate change and its impact on our ecosystems. In the primary years of schooling we focus on involving children in experiences which connect them to the natural world. The students go on excursions that teach them about various habitats and the conditions needed to sustain those habitats. They also visit places like Christie Walk and the Food Forest to see how people are already reducing their ecological footprint. Students grow vegetables, recycle, reduce usage of water and electricity and learn about 'food miles.'

The school is currently involved with Australia 21 developing a drug education program for primary aged children. We feel that children need to have knowledge of legal and illegal drugs and society's attitudes towards drug use and abuse. They need to know about and think about how to keep themselves safe in situations involving drugs and to decide how they are going to respond in these situations rather than making profoundly important decisions 'on the run'. Students in effect are rehearsing their response to risky situations (ie drinking or taking drugs) before those situations arise. With accurate knowledge we hope children make safe decisions. Australia 21 offers us access to drug education specialists including a direct conversations with Alex Wodak.

Other research currently being undertaken is looking at the best way to teach science. We believe that science concepts are tied up in the related technical language and that a sharp focus on the language of any topic is going to give us the best student learning outcomes. Scientists speak and write differently and our job is to teach children those differences so they can assume the role of scientists when they communicate. Two academics form SA and NT are working with Cowandilla teachers to share their research broadly across the school.

Governing Council Report

Cowardilla Primary and Children's Centre's Governing Council is an active, thoughtful supportive group of parents who constantly seek to provide useful and targeted feedback to the school's leadership team. They think deeply about the priorities and question the staff to make sure we are providing the best education for the cohorts of students and families that we serve. They are fair minded, knowledgeable, inclusive, ambitious and reflective, and seek only to make the school the best it can possibly be.

In 2016 they have overseen some significant initiatives which include:

• Working with the City of West Torrens to organise changed crossing provisions along Jenkins Street. The existing crossing will change to flashing lights at the busy times of the day and the Children’s Centre will get a flagged crossing to denote more clearly the presence of children. These upgrades should significantly improve children's safety.

• Requesting that the stobie poles along Jenkins Street be decorated, again to alert motorists to the fact that children are present. Council wrote to the West Torrens Council and secured permission to decorate the poles in the school zone. Again this project is aimed at improving road safety around the school and Children’s Centre. Early in 2017 the students will complete this art work, with the outstanding support of our artist in residence.

• Consulting on the STEM Works renovations. Council has been adamant that the STEM renovations need to cater for existing programs and provide opportunities for innovation into the future.

• Major planning work to build our own Out of School Hours building attached to the hall. Governing Councillors have done much of the thinking towards a new facility that will free up valuable class space currently being used by OSHC and Vac Care. Debating the merits of the teaching approach shown in “Most Likely to Succeed”. The debate centred on the obvious need for students to take a leading role in their own education and to take responsibility for their own attitudes and engagement in the learning on offer at school. The discussion centred around the tension between a more direct instruction/teacher-as-expert role and handing over much more control to the students. Consideration of the direction for ICT in the school. The provisions of ICTs has taken the bulk of our discretionary funding and Governing Council are seeking evidence that the impact on student learning represents a good investment.
Improvement Planning and Outcomes

Cowandilla Primary School staff are continually looking for ways to improve student learning outcomes and for making children feel safe and welcomed at school.

With a view to improving pedagogy and student outcomes in STEM, we are conducting research into a language rich approach to teaching science. Our research partners come from the University of Adelaide and the Menzies School of Health and Child Development. These academics have a PETA grant to apply a theory of learning and a pedagogy that focuses teacher talk on the language of the science concepts that we want children to appropriate. In this approach teachers and teacher expertise is placed at the centre of student learning. There is very careful attention given to the knowledge we want children to learn and the stages that teachers go through to ensure that all students acquire the knowledge that we have designated essential to meeting the curriculum outcomes.

Our work on literacy and numeracy will continue as these are foundation skills upon which a great deal of learning for school and life is based. Before school begins each term our teachers plan with a maths consultant, and a literacy consultant to make sure they are familiar with the curriculum expectations for these learning areas. The consultants bring a specialist knowledge that they share so that teachers understand the scope and sequence of each year level and the topic knowledge essential to develop a rigorous cohesive curriculum. Teachers at Cowandilla have all been trained in functional linguistics and this knowledge allows them to very explicitly teach how English works in various text types in various subjects. Many of our students come from non-English speaking backgrounds or families who don’t speak standard Australian English, and so teachers need to be very clear about how academic language works. Cowandilla teachers are always working to improve their knowledge of this theory of language in order to be better teachers.

In 2017 we will engage a science specialist to help teachers increase their knowledge of various science topics and to ensure we are laying a good scientific foundation in the primary years. This may well encourage more students to pursue science in high school. By co-planning and scoping the units of work, teachers learn more science and get a clearer focus on the teaching sequence. We continue to map the science topics at each year level to ensure we are covering the basic science curriculum.

In 2017 staff will begin teaching a Cowandilla designed wellbeing and social skills program. Our program is based on the Personal and Social Capability Continuum from the Australian Curriculum, but ours is tailored for Cowandilla students. We have structured the course around Mindset and our two school values, Respect and Responsibility. Each band level has its own identified topics and outcomes and we hope that this will skill children up to be more resilient, in control of their emotions, able to make strong decisions and learn good manners.
Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*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.

Numeracy

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

<table>
<thead>
<tr>
<th>NAPLAN progression</th>
<th>Year 3-5</th>
<th>Year 5-7</th>
<th>State (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower progress group</td>
<td>24%</td>
<td>35%</td>
<td>25%</td>
</tr>
<tr>
<td>Middle progress group</td>
<td>47%</td>
<td>29%</td>
<td>50%</td>
</tr>
<tr>
<td>Upper progress group</td>
<td>29%</td>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from Student DataWarehouse, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

### Numeracy

<table>
<thead>
<tr>
<th>NAPLAN progression</th>
<th>Year 3-5</th>
<th>Year 5-7</th>
<th>State (average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower progress group</td>
<td>19%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Middle progress group</td>
<td>63%</td>
<td>29%</td>
<td>50%</td>
</tr>
<tr>
<td>Upper progress group</td>
<td>19%</td>
<td>47%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from Student DataWarehouse, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. 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.

<table>
<thead>
<tr>
<th></th>
<th>No. of students who sat the test</th>
<th>No. of students achieving in the upper two bands</th>
<th>% of students achieving in the upper two bands**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Numeracy</td>
<td>Reading</td>
</tr>
<tr>
<td>Year 3 2016</td>
<td>56</td>
<td>56</td>
<td>22</td>
</tr>
<tr>
<td>Year 3 2014-16 Average</td>
<td>54.3</td>
<td>54.3</td>
<td>18.3</td>
</tr>
<tr>
<td>Year 5 2016</td>
<td>34</td>
<td>34</td>
<td>6</td>
</tr>
<tr>
<td>Year 5 2014-16 Average</td>
<td>38.7</td>
<td>38.7</td>
<td>9.3</td>
</tr>
<tr>
<td>Year 7 2016</td>
<td>30</td>
<td>30</td>
<td>7</td>
</tr>
<tr>
<td>Year 7 2014-16 Average</td>
<td>30.7</td>
<td>30.7</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. **NOTE: Percentages have been rounded off to the nearest whole number.
School Performance Comment

All Teachers used the Literacy Levels to moderate and assess student writing in English and other curriculum areas across 2 pupil free days in terms 1 and 4. The Literacy 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 Band Level teams to assess and moderate individual student texts across a range of genres.

From Term 4 2014 to Term 4 2016:
- 65% of students showed growth of one or more levels
- This achievement was below the target of 60% which was set early in the year within our Site Improvement Plan.
- 18% of students showed growth of 2 or more levels
- 4.5% of students showed growth of 3 or more levels

PAT Tests
PAT Reading and PAT Maths tests were conducted in the final weeks of term 3 for year. Our 2016 test results show that:
- PAT Maths – 67.8% of students are at or above the at or above the DECD Standard of Educational Achievement requirement for their year level.
- PAT R (Reading Comprehension) – 78% of students are at or above the DECD Standard of Educational Achievement requirement for their year level. Both of these results are significant increases on our 2015 results.

NAPLAN - Numeracy
Progress from years 3-5 showed 82% achieved middle and/ or upper growth
In the year 5-7 range, 76% of students achieved middle and/ or upper growth
Number will continue to be a whole school focus and be enhanced by working with our external Maths Consultant

NAPLAN - Reading
Progress from years 3-5 showed 76% achieved middle and/ or upper growth
In the year 5-7 range, 64% of students achieved middle and/ or upper growth
Data shows that we will be working on Paragraphing, Punctuation and Cohesion. Comprehension will also be a focus for all Band Level Teams across the whole school.

NAPLAN -Running Records
Running Record data shows 62% of year 2 students are achieving in the highest reading level bracket and are achieving (level 21-26) above the like schools. These outcomes are attributed to a whole school approach to scaffolded pedagogy combined with a solid foundation of phonemic awareness.

Attendance

<table>
<thead>
<tr>
<th>Year level</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>87.9%</td>
<td>89.3%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Year 01</td>
<td>91.0%</td>
<td>91.4%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Year 02</td>
<td>94.5%</td>
<td>90.4%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 03</td>
<td>90.2%</td>
<td>93.3%</td>
<td>92.4%</td>
</tr>
<tr>
<td>Year 04</td>
<td>93.5%</td>
<td>91.6%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 05</td>
<td>93.4%</td>
<td>93.8%</td>
<td>93.0%</td>
</tr>
<tr>
<td>Year 06</td>
<td>95.8%</td>
<td>92.3%</td>
<td>90.1%</td>
</tr>
<tr>
<td>Year 07</td>
<td>92.8%</td>
<td>94.1%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Primary Other</td>
<td>94.7%</td>
<td>94.4%</td>
<td>92.8%</td>
</tr>
<tr>
<td>Year 08</td>
<td></td>
<td></td>
<td>95.0%</td>
</tr>
<tr>
<td>Total</td>
<td>92.5%</td>
<td>92.2%</td>
<td>92.6%</td>
</tr>
</tbody>
</table>

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.
Attendance Comment

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. Attendance is monitored through daily reports produced by DUX. Individual attendance is tracked using Dashboard, EDSAS and Data Warehouse as outlined in our Cowandilla Attendance Procedure & Policy. Students identified are monitored through meetings and home visits.

Behaviour Management Comment

Behaviour
At Cowandilla we encourage and expect children, with support and guidance, to make the right choice and take responsibility for their actions. Violence and Bullying behaviours account for 8% of our total behaviour data; 6% is for minor acts of violence and 2% is related to bullying. All students are explicitly taught social skills and protective behaviours.

Five students contribute to 40% of the overall behaviour data; interventions for these students include formalised behaviour plans, RAAP, Behaviour Supplementary and Disability Supplementary Funding. We work closely with Regional Office Service Providers and other agencies; 30% (nine students) of our overall data is comprised of students from identified risk groups.

Client Opinion Summary

When asked about what the school does well, nearly every parent commented on the integration of all the students. They clearly appreciate the multicultural nature of the school and seem not to be seduced by the anti-immigrant frenzy so often evident in the public domain these days. Parents really like that their children will be growing up 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. It works!”

Other comments on a range of topics include:

*I like the communication with teachers and leaders*
*I when we give feedback the teachers take it on board*
*Teachers are approachable*
*Front office staff, OSHC staff and teachers are all friendly*
*The Counsellor is approachable and wise;*
*There’s a good school spirit here*
*The older kids look after the younger ones*
*We really like the buddy class system...the children get to interact with all the age groups and not be scared or intimidated by the seniors.*
*The grounds and facilities are good*
*We like the languages choice. Teaching languages is important*
*We like Geography and Pīnātiajarara*
*We like the use of technologies in this school***

Suggestions from parents include:

*More emphasis on swimming*
*Create a drama club. That’s a good way to teach reading*
*The basics (of literacy and numeracy) are still important and so is making things*
*Please keep doing the buddy class thing. That helps the little ones feel safe in the yard*
*More history and science please*
*More ways to encourage our children to be involved in team sports*
*Perhaps we could start earlier and finish earlier to take advantage of day light saving*
Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>28</td>
<td>20.0%</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>5.7%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>Transfer to Non-Govt School</td>
<td>9</td>
<td>6.4%</td>
</tr>
<tr>
<td>Transfer to SA Govt School</td>
<td>93</td>
<td>66.4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1.4%</td>
</tr>
<tr>
<td>Unknown (TG - Not Found)</td>
<td>0</td>
<td>NA</td>
</tr>
</tbody>
</table>

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Cowandilla Primary School is compliant with all requirements. Non teaching staff and volunteers who require screening are notified 6 months 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.
Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>48</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>19</td>
</tr>
</tbody>
</table>

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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

<table>
<thead>
<tr>
<th></th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non-Indigenous</td>
</tr>
<tr>
<td>Full-Time Equivalents</td>
<td>0.0</td>
<td>28.6</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>5,954,585</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>13600.00</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>144594.00</td>
</tr>
<tr>
<td>Fund Raising</td>
<td>2564.00</td>
</tr>
<tr>
<td>Other</td>
<td>98926</td>
</tr>
</tbody>
</table>

Data Source: Education Department School Administration System (EDSAS).
<table>
<thead>
<tr>
<th><strong>Better choices of schooling opportunities</strong></th>
<th><strong>What is being done to make these choices more effective?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Government and the educational system</td>
<td>Two of the top 12 students in the school are taking Alternative Pathways. Teachers are bringing down the ceiling for these students. They have been closely monitored by NEPs and other support teachers. Students are monitored closely and receive any extra support to reach these goals.</td>
</tr>
</tbody>
</table>

**Details:**
- The Government and the educational system have introduced alternative pathways and support for students who are taking Alternative Pathways.
- Teachers are monitoring these students closely and providing additional support to reach their goals.
- Students are provided with extra resources to ensure they can reach their full potential.

**Outcomes:**
- Improved outcomes for students who are taking Alternative Pathways.
- Increased support for students who are facing challenges.
- Enhanced engagement in learning for students who are taking Alternative Pathways.

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### Tier 2 Funding

**To:**
- **2016 School Annual Report: Tier 2 Funding Report**

**Applicable to:**
- Primary School Counselor
- PS.

**Funding Source:**
- Targeted Funding for Students with Disabilities
- Targeted Funding for Aboriginal English Proficiency
- Targeted Funding for Aboriginal Language Programs
- Targeted Funding for Students with Learning Difficulties
- Targeted Funding for Individual Students

**Purpose:**
- To improve outcomes for students who are facing challenges.
- To support students who need additional resources.
- To ensure a supportive learning environment for all students.

**Outcomes:**
- Improved outcomes for students who are facing challenges.
- Enhanced engagement and motivation for students who need additional support.
- Increased support for students who are facing difficulties.

### Additional Language or Dialect

**Details:**
- The school is providing additional support for students who need it.
- Classes are provided in languages other than English.

**Outcomes:**
- Improved engagement for students who need additional language support.
- Enhanced learning opportunities for students who need language assistance.

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**Notes:**
- This page provides additional resources to support students who are facing challenges.
- It highlights the importance of providing a supportive learning environment for all students.