



Cowandilla Primary School and Cowandilla Children's Centre

2017 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Cowandilla Primary School Number: 106

Cowandilla Children's Centre Number: 1567

Partnership: West Torrens

Name of School Principal:

Deb Postema

Name of Governing Council Chair:

Marcello Bronzin

Date of Endorsement:

28/2/2018

Site Context and Highlights

Cowandilla 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 and IT specialist teachers.

Cowandilla 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 diverse habitats.

In 2017 the school was featured on Al Gore's "24 hours of Climate Reality" show broadcast globally in December. Students were filmed working on a revegetation project, planting the veggie garden, weeding, recycling, conserving water and electricity and sharing their learning about climate change with buddy classes. In the film the younger students confidently explained what physical and behavioral adaptations allow giraffes to survive changes in the climate.

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 from SA and NT are working with Cowandilla teachers to share their research broadly across the school. In 2017-2018 the outcomes of the research is being published in the PETA magazine and filmed as part of the "24 Hours of Climate Reality" show.

The new STEM Works building completed during Term 4 was another highlight of 2017. The space offers us wonderful new opportunities to experiment, make and test things, use robotics and examine creatures under microscopes. In addition to new space the STEM project resulted in all the classrooms in the rest of the building being re-carpeted and painted.

Governing Council Report

Cowandilla 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 2017 they have overseen some significant initiatives which include:

- The installation of two new pedestrian crossings on Jenkins St
- Overseeing the completion of the STEM works renovations and yard playground upgrades
- Guiding the planning for the Multipurpose room that is desperately needed at the school. This will fill the role as OSHC facility after hours but during school hours will accommodate cooking, science and music classes. It will also provide a flexible space for visiting speakers, groups of students working on projects and meetings with parents.

Quality Improvement Planning (Preschool)

The Quality Improvement Plan was primarily constructed to reflect the work in the Preschool, this is due in most part to the way in which the buildings comprising the Children's Centre are positioned on the school site. We do not offer an intergrated Occasional Care service per se. The Occasional Care curriculum follows the Early Years Framework and their practice is aligned to the National Quality Standards, however planning is separate from the Preschool. The Quality Improvement Plan (QIP) reflects the insights and future planning of the whole Children's Centre team, ensuring that all members of our multidisciplinary team have a voice in its implementation.

We have a strong community outreach component, which strongly reflects the excellent work being done by the Family Servies Coordinator and the Community Development Coordinator. Their expertise in identifying and working in targetted areas and with families who are vulnerable. This has been invaluable in forming strong connections and linking families into the range of services and programs offered by the centre. The Child and Family Health service (CaFHs) nurses who share our community space have also enhanced our ways of working by referring families into our programs. The Occupational Therapist and the Speech Pathologist also work closely with CaFHs. All programs are discussed and assessed using key performance indicators (KPIs) to ensure that we are reaching and meeting the needs of the broader community.

The Quality Improvement Plan is constructed at the beginning of each year and submitted to the partnership Education Director. This year the Preschool was assessed in August, against the 7 Quality Areas and achieved a rating of Exceeding the Standard in all 7. Whilst the focus of the assessment was on the Preschool the work being done by the whole Children's Centre team was highlighted and articulated by the Director during the extensive interview that took place with the assessor.

Improvement Planning and Outcomes (School)

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

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. The focus for mathematics in the early years has been on building students' expertise in the knowing how our number system works and on the skills to calculate to solve maths problems.

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. Every year teachers are challenged and supported to teach new forms of writing.

In 2017 two classes trialled a new way of teaching science. Working together the two teachers devised a teaching sequence based on the outcomes they wanted to achieve for students in the topic "adaptation". They had the end point in mind a carefully planned a series of lessons that they taught together to help children define and adaptation and write about the different kinds of adaptation seen in nature.

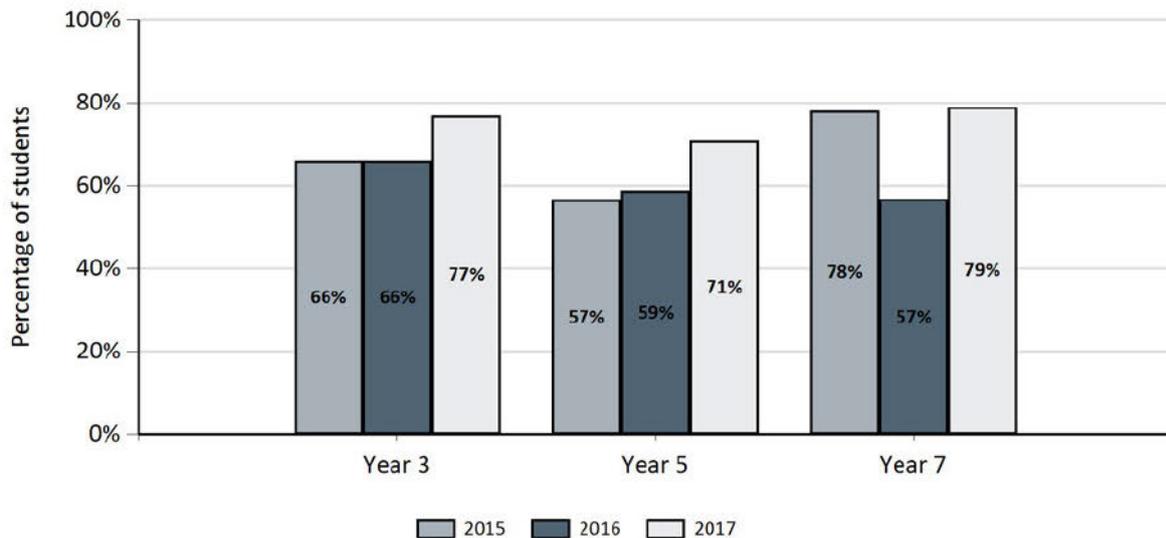
In 2017 staff introduced a Cowandilla designed wellbeing and social skills program. Our program is based on the Personal and Social Capability Continuum from the Australian Curriculum, but ours is tailored for Cowandilla students. We have structured the course around Mindset and our two school values, 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 DECD 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 one 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 DECD SEA for Reading and Numeracy.

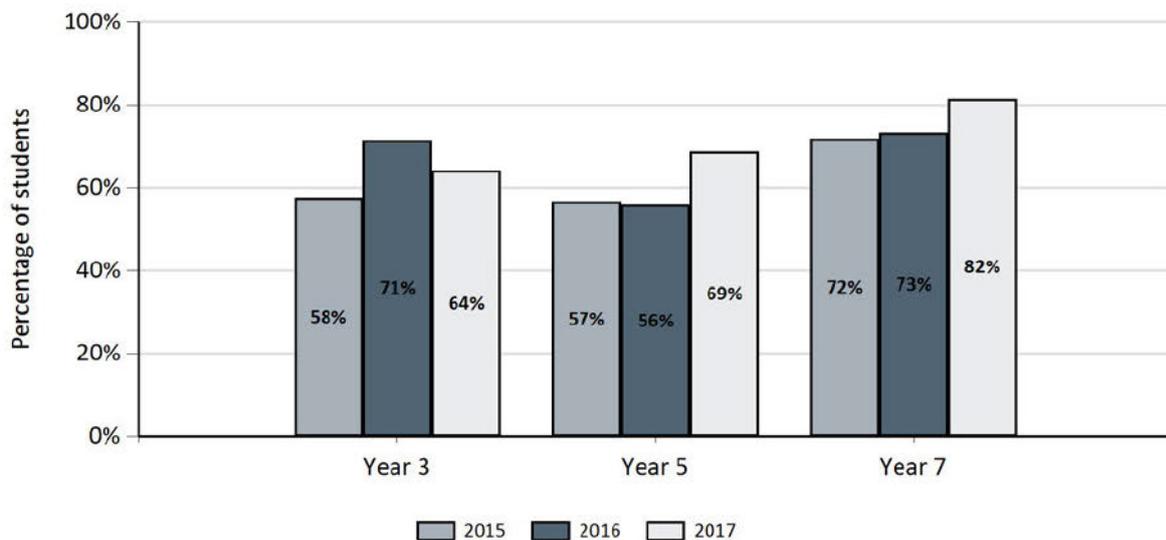
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2017.

*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, August 2017.

*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 2015 to 2017 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)
Lower progress group	17%	14%	25%
Middle progress group	59%	32%	50%
Upper progress group	24%	55%	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

*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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	21%	41%	25%
Middle progress group	55%	32%	50%
Upper progress group	24%	27%	25%

Data Source: DECD special extract from Student Data Warehouse, September 2017.

*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.

	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 2017	39	39	12	7	31%	18%
Year 3 2015-17 Average	51.3	51.3	17.3	11.0	34%	21%
Year 5 2017	48	48	14	10	29%	21%
Year 5 2015-17 Average	42.7	42.7	10.3	7.3	24%	17%
Year 7 2017	38	38	12	11	32%	29%
Year 7 2015-17 Average	33.3	33.3	8.3	8.0	25%	24%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

School Performance Comment

Literacy Levels

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. This year 85% of students showed growth of one or more levels.

Student growth from Term 4 2016 to Term 4 2017 (268 students)

-1 Level: 1.8% 0 Levels: 14% 1 Level: 57.5% 2 Levels: 22.5% 3 Levels: 4% 4 Levels: 0.7%

PAT Reading and PAT Maths tests were conducted for student in Years 3-7 during the final weeks of Term 3. Our 2017 test results show the following year level data. Both these results are increases on our 2016 results.

PAT Maths

Overall, 72% of students are at or above the at or above the DECD Standard of Educational Achievement requirement for their year level. This is an improvement of 4% on 2016.

Year 3: 81% achieved DECD SEA Year 4: 83% Year 5: 72% Year 6: 92% Year 7: 66%

PAT R (Reading Comprehension)

82% of students are at or above the DECD Standard of Educational Achievement requirement for their year level. This is an improvement of 4% on 2016.

Year 3: 82% achieved DECD SEA Year 4: 86% Year 5: 93% Year 6: 84% Year 7: 84%

NAPLAN Numeracy

Progress from years 3-5 showed 87% achieved middle or upper growth. A steady increase from 2016. In the year 5-7 range, 59% of students achieved middle or upper growth which was a decrease from last year. Number will continue to be a whole school focus and will be enhanced by working with our external Maths Consultant through specific coaching and planning support.

NAPLAN Reading

Progress from years 3-5 showed 83% achieved middle or upper growth. In the year 5-7 range, 79% of students achieved middle or upper growth, a pleasing increase. 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.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	88.1%	87.2%	85.3%	70.9%
2016 Centre	89.8%	82.4%	82.4%	87.7%
2017 Centre	84.8%	83.7%	84.5%	
2015 State	92.4%	90.2%	87.8%	88.5%
2016 State	91.1%	89.6%	87.9%	87.9%
2017 State	90.6%	88.8%	86.7%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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.

School Attendance

Year level	2014	2015	2016	2017
Reception	87.9%	89.3%	92.2%	87.9%
Year 1	91.0%	91.4%	92.6%	93.6%
Year 2	94.5%	90.4%	93.4%	93.0%
Year 3	90.2%	93.3%	92.4%	94.0%
Year 4	93.5%	91.6%	93.3%	92.7%
Year 5	93.4%	93.8%	93.0%	93.8%
Year 6	95.8%	92.3%	90.1%	92.0%
Year 7	92.8%	94.1%	94.4%	93.3%
Primary Other	94.7%	94.4%	92.8%	86.6%
Year 8			95.0%	
Total	92.5%	92.2%	92.6%	91.9%

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.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	76	77	76	75
2016	66	64	65	68
2017	64	65	66	67

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Our attendance has historically fluctuated due to in most part being a diverse group. Parents take advantage to return to home countries on a regular basis prior to children commencing their school year. We also have a strong indigenous community and attendance is sporadic due to family commitments, illness or other reasons that impact on attendance. Sickness within a 4 year old cohort is also an issue particularly in the winter months when viruses are rampant.

School Behaviour Management Comment

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"

"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 Pitjantjatjara"

"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 from Preschool

Feeder Schools (Site number - Name)	2015	2016	2017
0104 - Coromandel Valley Primary School	0.0%	0.0%	3.9%
0106 - Cowandilla Primary School	90.7%	88.9%	92.3%
0270 - Mitcham Primary School	0.0%	2.2%	0.0%
8028 - Immanuel College	1.9%	0.0%	0.0%
8405 - Emmaus Christian College	1.9%	0.0%	3.9%
9011 - St John Bosco School	3.7%	4.4%	0.0%
9063 - St John the Baptist Catholic School	1.9%	0.0%	0.0%
9066 - Tenison Woods Catholic School	0.0%	4.4%	0.0%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	40	28.2%
Other	7	4.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	9.9%
Transfer to SA Govt School	81	57.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

Destination Comment

Students enrolled in our Intensive English Language Program enter the school throughout the year and generally attend this intervention program for up to 12 months. Upon exiting the program, most then enroll in their local school to continue their mainstream education. Almost half choose to stay at Cowandilla even though it may not be their nearest school.

The cultural diversity of our school also means a high number of students and families often return to home countries for family reasons.

DECD 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.

Teacher Qualifications 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	54
Post Graduate Qualifications	22

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	30.5	0.0	14.3
Persons	0	34	0	19

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$5,811,085.60
Grants: Commonwealth	\$7,900.00
Parent Contributions	\$154,740.98
Fund Raising	\$1842.63
Other	\$86,838.02

2017 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Classes produce a clear set of expectations and implement specific lessons to teach children how to meet those expectations. The members of the Leadership Team support teachers and students.	The standard of behavior at Cowandilla is good and that means students can learn
	Improved Outcomes for Students with an Additional Language or Dialect	Specialist ESL lessons run concurrently with LOTE lessons. All teachers trained in the systemic functional grammar course; Literacy for Learning. All students assigned a scale using the Literacy Levels.	Data shows that most students improve by at least one Literacy Level each year.
	Improved Outcomes for Students with Disabilities	SSOs are trained to implement a literacy and numeracy intervention program and teachers use a very explicit pedagogy to ensure that no child is left behind.	NEPs are effective and these students are monitored closely.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Our ACEO works closely with classroom teachers and the Counsellor to monitor attendance and performance of Aboriginal students in lessons. High levels of pastoral care are available to Aboriginal children. The Pitjantjatjara lessons help support Indigenous identity and provide highly relevant learning for the rest of the student cohort.	Aboriginal students are monitored and nurtured by the Aboriginal Community Education Officer, the Pitjantjatjara teacher and the Deputy Principal.
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Our classroom pedagogy is based on Vygotsky and Bruner who say that, with the right support students can learn anything and that the teacher needs to be the expert. Cowandilla teachers are trained to think deeply about what they want the students to learn and devise very explicit steps to reach those goals.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Pitjantjatjara has been running at Cowandilla for about 30 years. Our teacher maintains strong connections to Pitjantjatjara speakers and offers this language and cultural learning to all students across the school.	Pitjantjatjara is valued in the school and many ESL students benefit.
	Better Schools Funding	This funding has been used to support the maths intervention program which has been highly effective for the past two years. The SSOs involved use test scores to determine who would benefit most from being involved.	The intervention program has been highly effective and as such will continue.
	Specialist School Reporting (as required)	Cowandilla is a Climate Change Specialist school. Much of our science and social studies is associated with understanding the science of climate change and how to reduce our ecological footprint.	Climate Change will remain a priority until our society takes it seriously.
	Improved Outcomes for Gifted Students	Teachers are being clear to students how to move from a C to a B, then up to an A. Clever task design and a clever teaching sequence allows students to shine and take their learning as far as possible.	Two of the top 12 students in the state in 2016 attended Cowandilla PS.
	Primary School Counsellor (if applicable)	Our School Counsellor is an advocate for all the students, but has a particular task to do for children from less than supporting homes. She focuses on wellbeing, mindset and restorative practices.	The Counsellor has huge influence on supporting children to make better choices

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	As part of the West Torrens DECD partnership, stand alone Preschools and Children's Centre's have worked collaboratively on shared Literacy and Numeracy projects. This has enabled collaborative and collegial learning across sites. It has enhanced the understanding of all staff and created opportunities for children to be part of a positive learning ethos. The CDC and FSC together with the other Allied Health professionals have worked together to ensure that families specific needs are being met across a range of areas. In the wider context AEDC data has been used to identify areas of need and to develop programs.	<ul style="list-style-type: none"> • Positive Parenting programs • Implement innovative ways in which to present and achieve Literacy and Numeracy program. • Continuous reflective practice of our work.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Children with disabilities are thoughtfully integrated in to the Centre and parents are supported to build strong relationships with staff. Effective lines of communication are established to ensure that children have every opportunity to achieve at a level that meets their capabilities and are encouraged to adopt a "can do " attitude to ensure successful outcomes.	<ul style="list-style-type: none"> • Children feel confident and supported • Funding helps to support children to transition into Early Childhood sites successfully. • Parents are less concerned.
Improved outcomes for children with additional language or dialect	Bilingual funding has helped children to feel supported both socially and emotionally within an Early Childhood environment. The 30 hrs allocated per language group is not ideal, particulating in assisting children to acquire enough English to be able to converse using singular words. But it does give them a confidence and a sense that someone is listening and that they are understood.	

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.