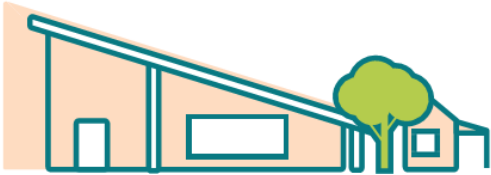


COWANDILLA

Primary School & Children's Centre



2023 annual report to the Community

Cowandilla Primary School and Cowandilla Children's Centre

Cowandilla Primary School number: 106

Cowandilla Children's Centre number: 1567

Partnership: West Torrens



School principal:

Katrina Sexton

Signature

Date of endorsement:

02/04/2024



Context Statement

Cowandilla Primary School and Children's Centre caters for students from birth through to year 6. At the time of this report, the enrolment in 2023 was 376. Cowandilla Primary School is classified as Category 4 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population included 3% Aboriginal students, 10% students with disabilities, 61% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. The Children's Centre includes a preschool, several playgroups and programs that support children and their families. There is also an Intensive English Language Centre, currently with five classes. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Cowandilla Children's Centre is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

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 purposeful feedback with the school's Leadership team and staff that facilitates clear and regular communication as we develop, implement, progress, and review our SIP and QIP priorities. In 2023 both GC community positions were filled by parents.

At the beginning of 2023 the Governing Council suggested that the school have an Open Night for parents. In week three term one, information sessions were implemented by year level groups of teachers in consecutive timeslots throughout the evening. The sessions were very well attended and a creche was provided to allow parents and caregivers to attend. During the first two terms, the GC was instrumental in initiating discussion about a possible lunch service being accessed for families. This resulted in the trialling of a Villis lunch service on a Tuesday Term 3, during first break eating time. The delivery and distribution process despite a couple of glitches continues to be implemented smoothly across the school. . The Governing Council reviewed several Preschool and School Policies throughout the year and approved the funding and completion of the natural play space near the R/1 classes.

The GC continues to support the implementation of a whole school approach to 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. The leadership team are able to spend more time in classrooms supporting teachers and students as they are not having to provide as much time helping individual students to regulate out of the classroom.

During Term 4, the structure of the End Of Year Celebration introduced in 2023 was again implemented. This included groups of classes performing in 30 min staggered time slots in the hall throughout the evening. Despite the wet weather, the four sessions were extremely well attended with the hall being at capacity for each mini concert timeslot. Musical instruments were incorporated into many of the performances which demonstrated the music teaching and learning students have engaged in throughout the year. The Community Resource Committee ran a successful fundraising stall 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 OSHC service continues to make a healthy profit for the school.

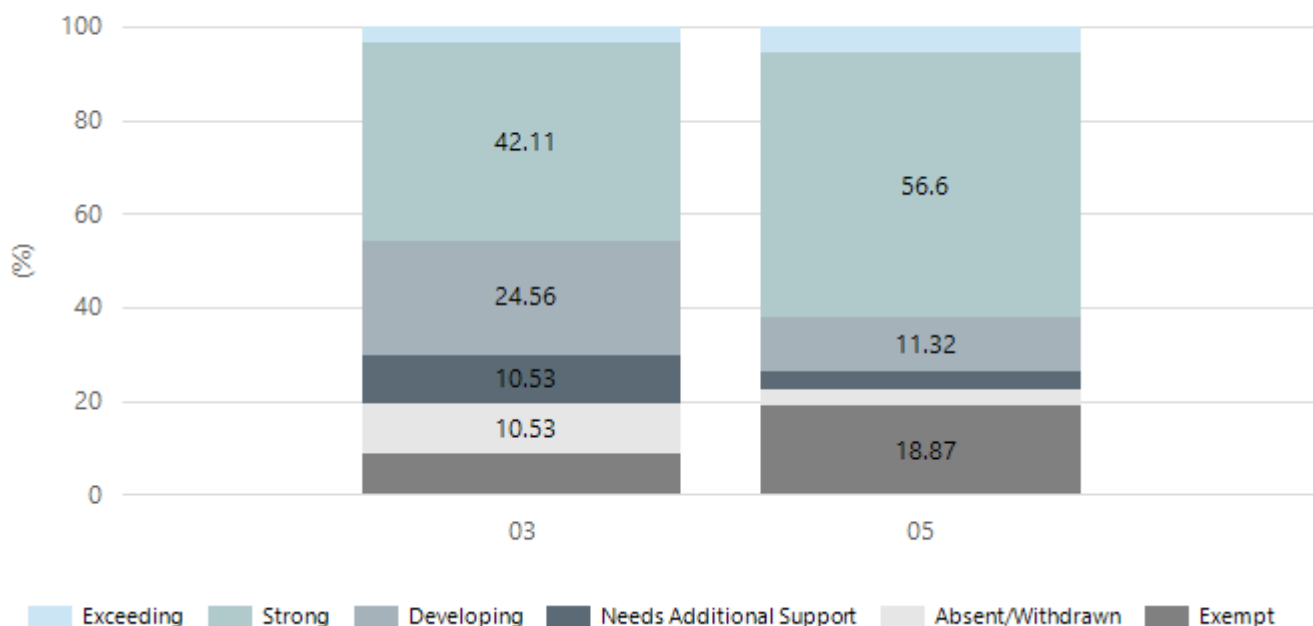
All members of GC have made valued contributions in 2023. Parent volunteers and their children, continue to run the breakfast club very efficiently every Friday morning. Toast and fruit is enjoyed by many students. The Community Resource Sub- Committee continued to raise funds and organise events to benefit the school community; they organised a highly successful Quiz Night, BBQ fundraiser during the Voice referendum as well as coffee meet and greet mornings to connect parents with each other.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

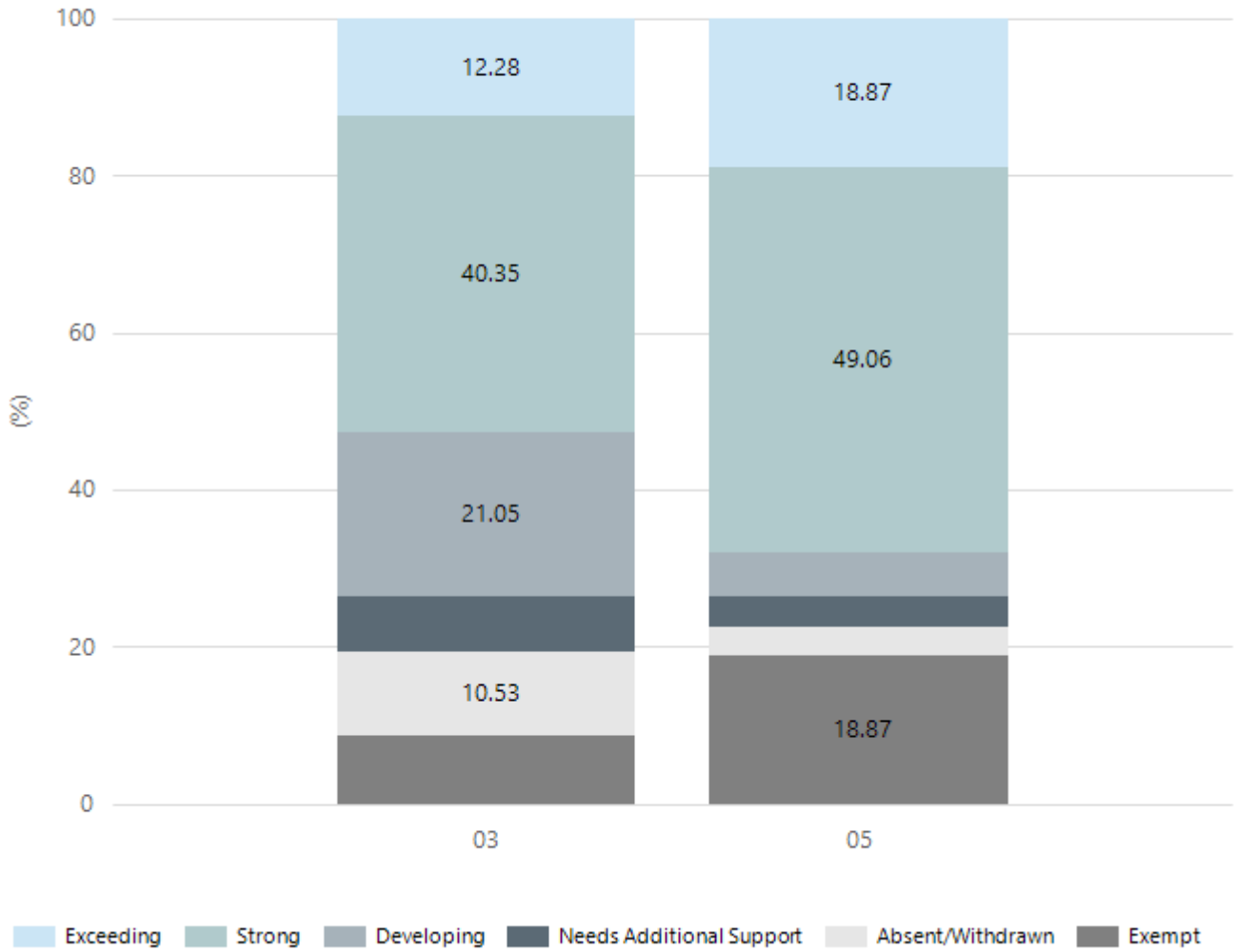
Numeracy



Year Level	03	05
Exceeding	2	3
Strong	24	30
Developing	14	6
Needs Additional Support	6	2
Absent/Withdrawn	6	2
Exempt	5	10
Total	57	53

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

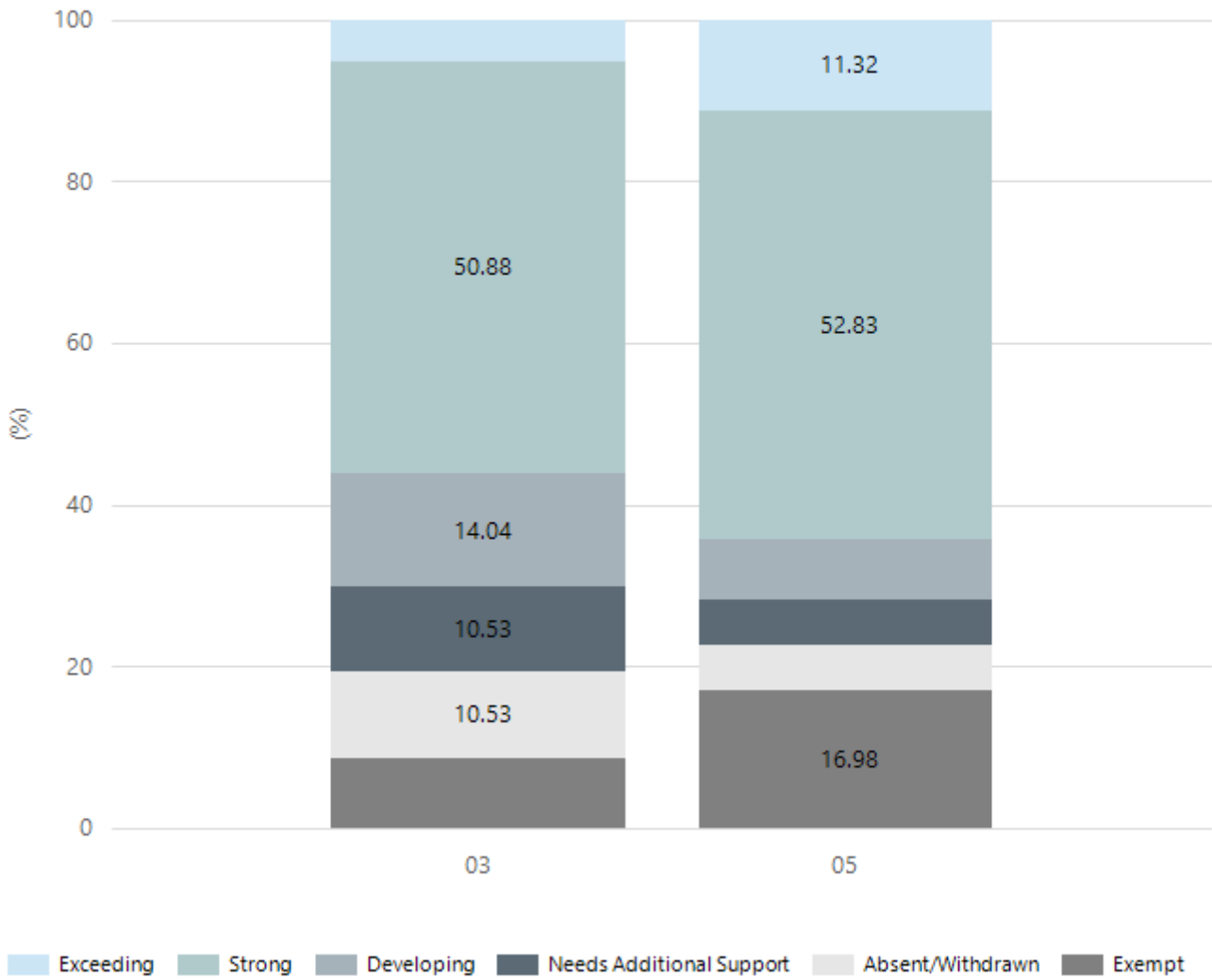
Reading



Year Level	03	05
Exceeding	7	10
Strong	23	26
Developing	12	3
Needs Additional Support	4	2
Absent/Withdrawn	6	2
Exempt	5	10
Total	57	53

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

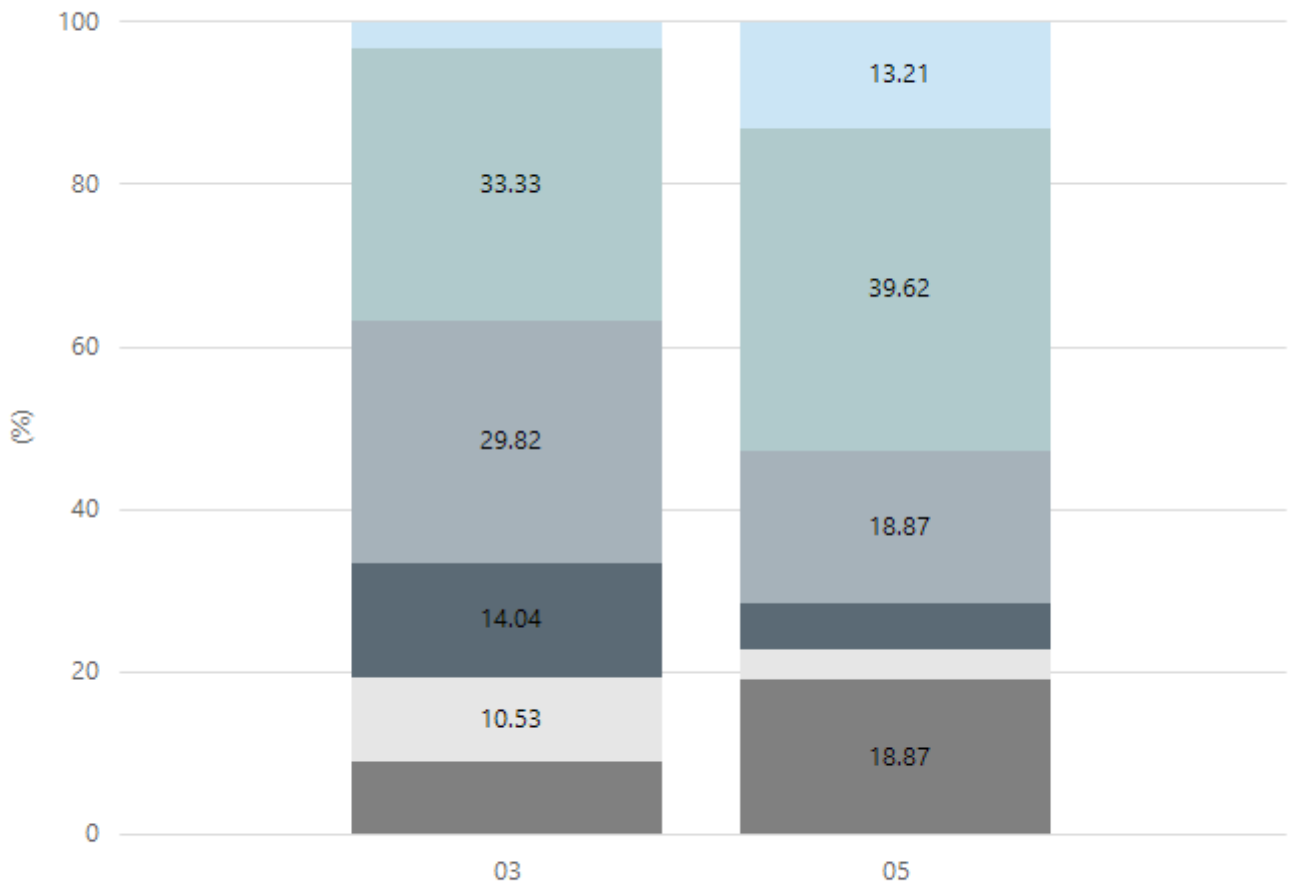
Writing



Year Level	03	05
Exceeding	3	6
Strong	29	28
Developing	8	4
Needs Additional Support	6	3
Absent/Withdrawn	6	3
Exempt	5	9
Total	57	53

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Grammar

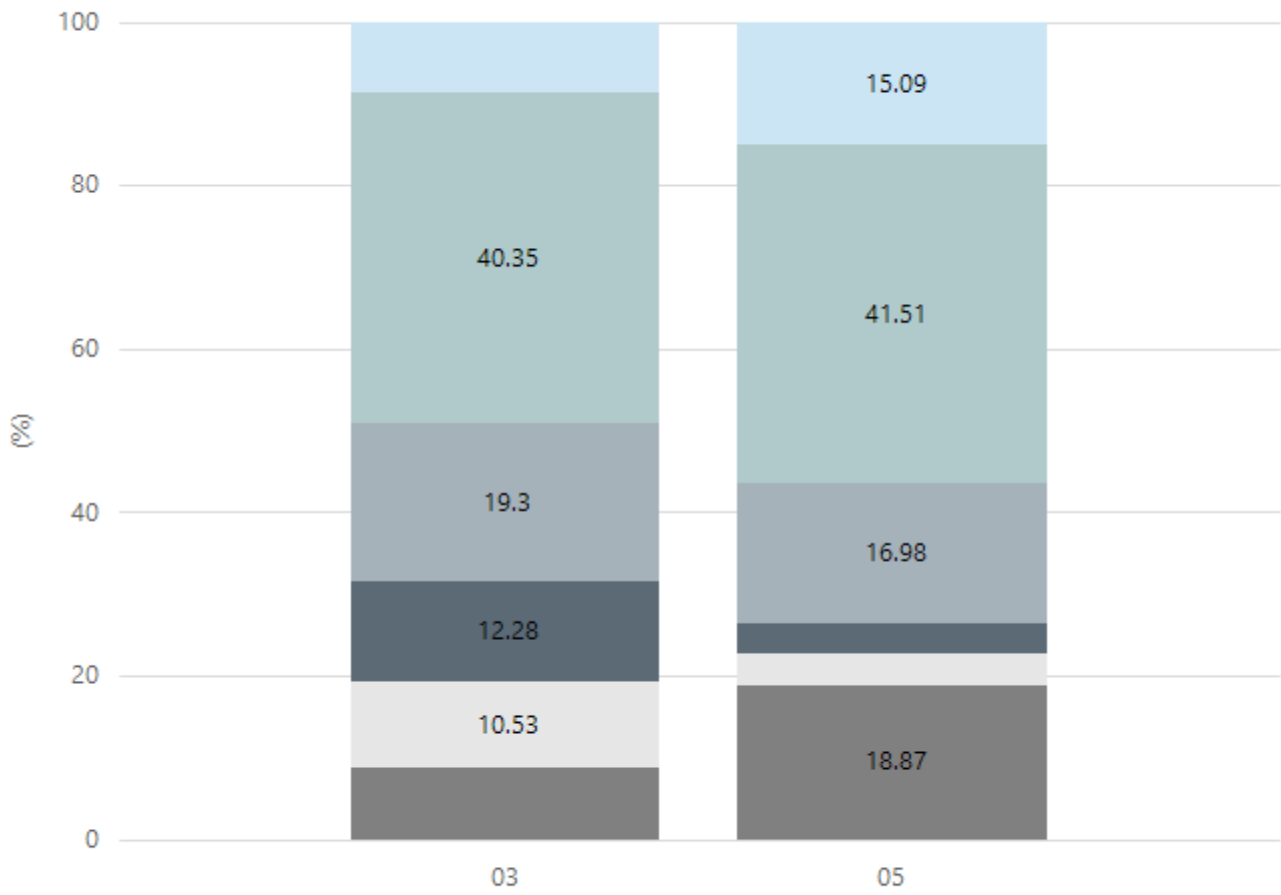


■ Exceeding
 ■ Strong
 ■ Developing
 ■ Needs Additional Support
 ■ Absent/Withdrawn
 ■ Exempt

Year Level	03	05
Exceeding	2	7
Strong	19	21
Developing	17	10
Needs Additional Support	8	3
Absent/Withdrawn	6	2
Exempt	5	10
Total	57	53

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling



■ Exceeding
 ■ Strong
 ■ Developing
 ■ Needs Additional Support
 ■ Absent/Withdrawn
 ■ Exempt

Year Level	03	05
Exceeding	5	8
Strong	23	22
Developing	11	9
Needs Additional Support	7	2
Absent/Withdrawn	6	2
Exempt	5	10
Total	57	53

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	80.1%		78.2%	83.4%
2021 centre	79.5%	88.2%	81.4%	84.5%
2022 centre	89.7%	81.1%	79.7%	81.8%
2023 centre	85.2%	85%	81.6%	84.2%
2020 state	89.1%		84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled.

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

School Attendance

Year Level	2021	2022	2023
Reception	90.3%	87.2%	88.2%
Year 01	89.1%	87.7%	87.4%
Year 02	89.8%	86.0%	91.6%
Year 03	91.1%	87.2%	89.1%
Year 04	93.1%	88.5%	88.8%
Year 05	91.2%	87.7%	89.7%
Year 06	92.0%	87.0%	89.8%
Year 07	90.9%		
Primary Other	91.2%	94.2%	93.4%
Total	90.9%	88.0%	90.1%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

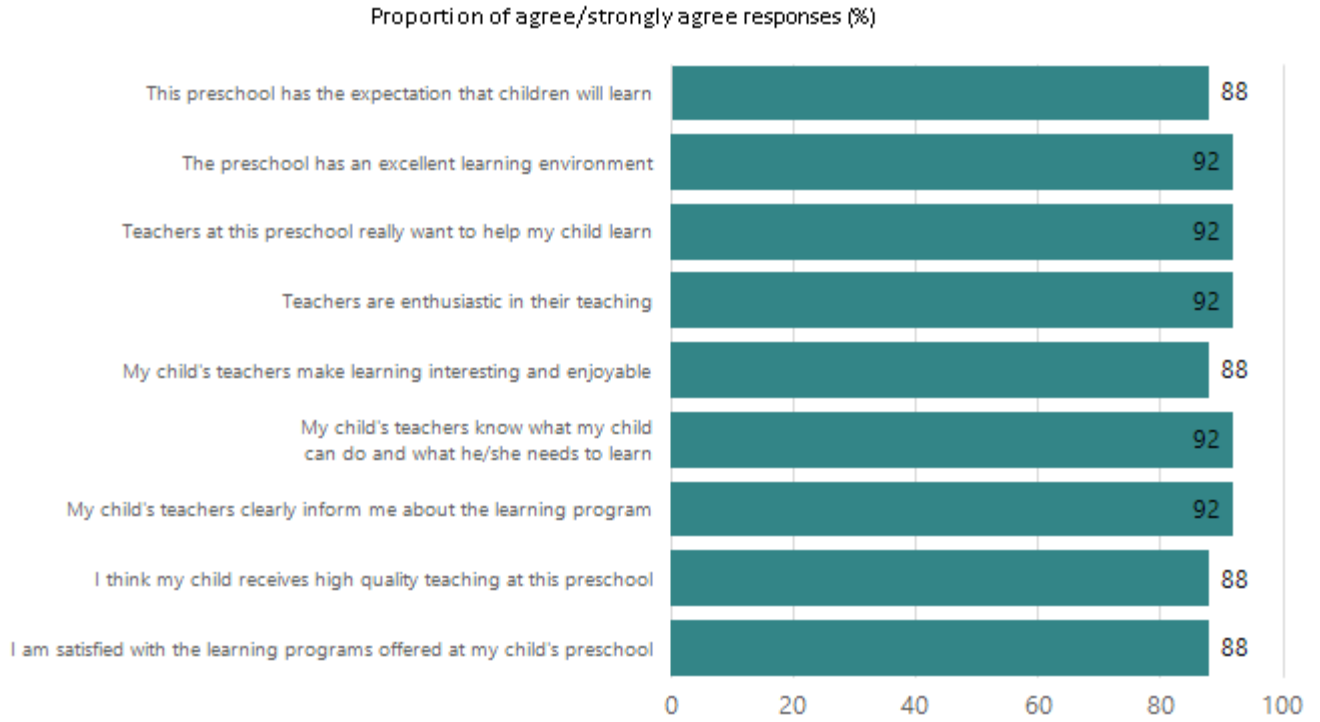
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

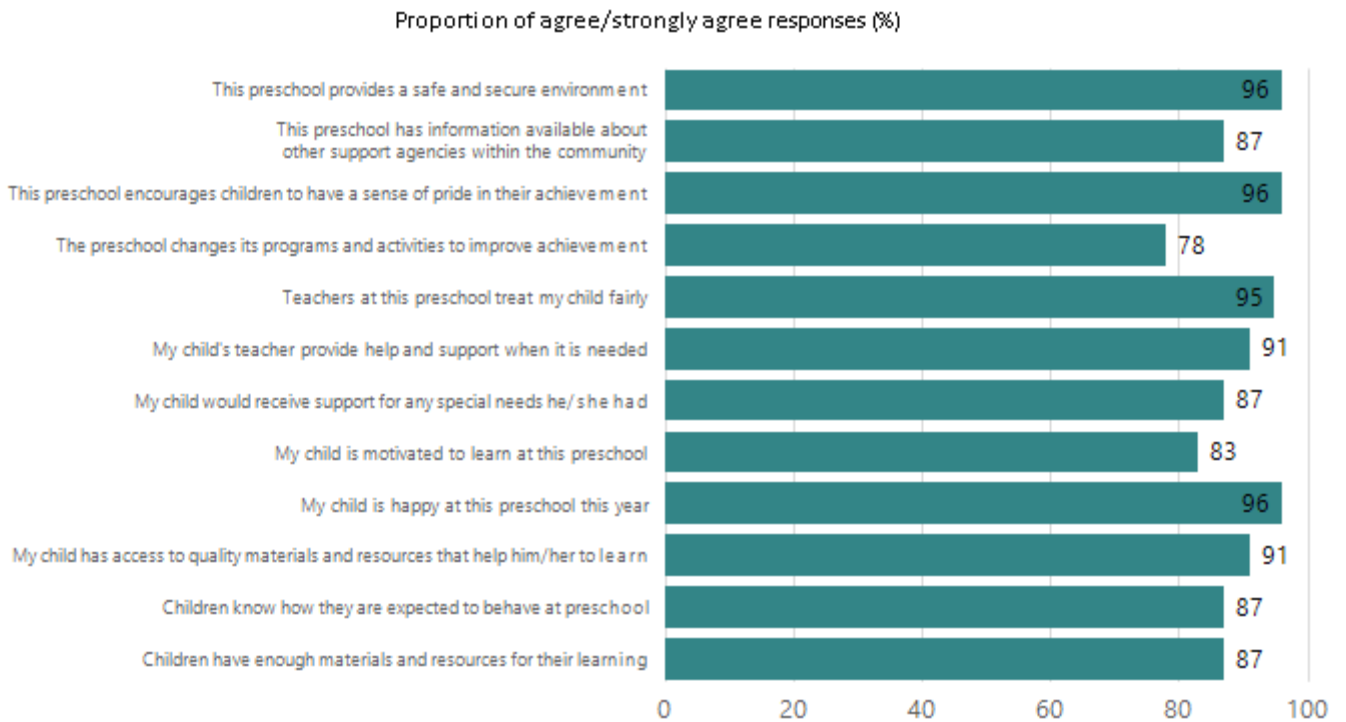
Preschool Family Opinion Survey

Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

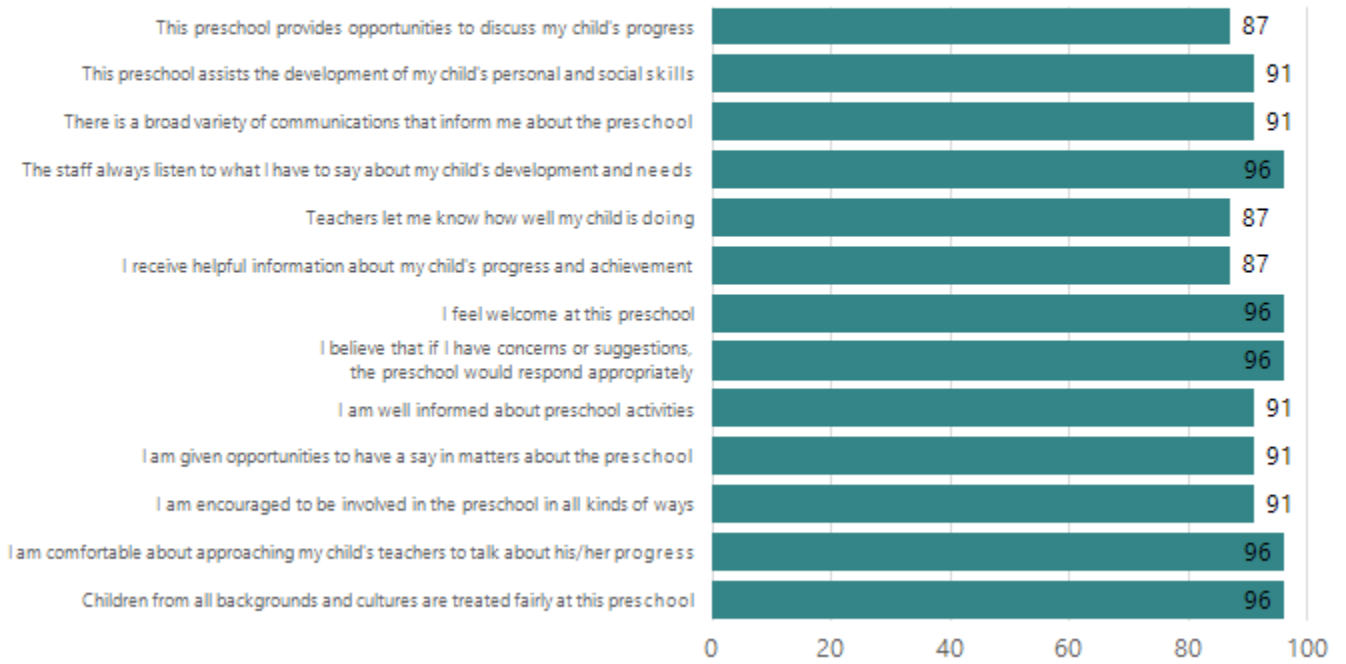
Support of Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication

Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making

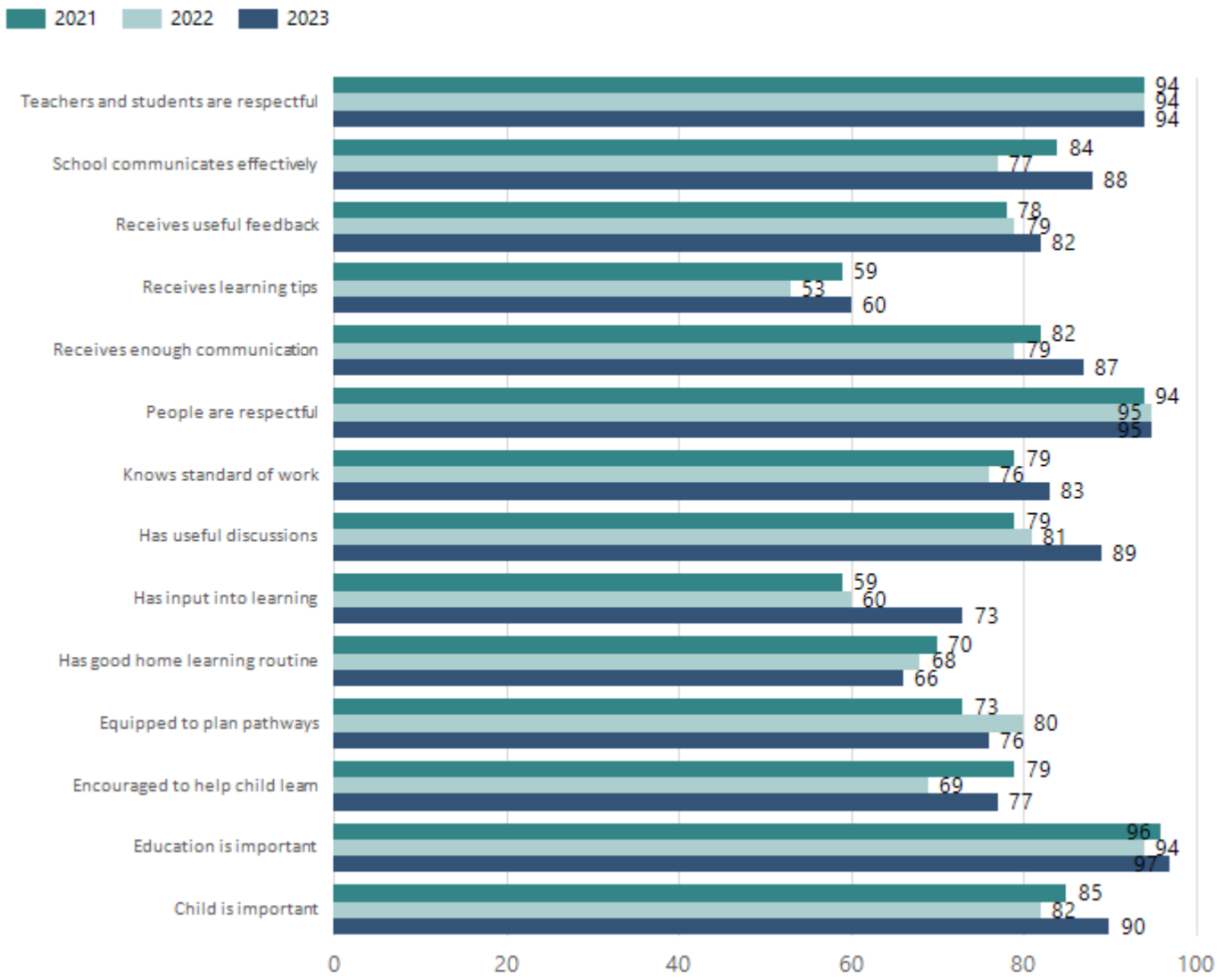
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0106 - Cowandilla Primary School	94.4%	77.2%	75.0%
9011 - St John Bosco School		3.5%	
9066 - Tenison Woods Catholic School		5.3%	
9999 - Unknown		3.5%	17.5%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	20.0%
NT - LEFT SA FOR NT	1	7.0%
OV - LEFT SA FOR OVERSEAS	3	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	7	47.0%
VI - LEFT SA FOR VIC	1	7.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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	25
Postgraduate Qualifications	15

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	33.3	1.8	15.5
Persons	0.0	40.0	2.0	21.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$6,164,109
Grants: Commonwealth	\$16,800
Parent Contributions	\$162,483
Fund Raising	\$15,823
Other	\$154,860

Data Source: School supplied data.