



Cowandilla Primary School and Cowandilla Children's Centre

2021 annual report to the community

Cowandilla Primary School Number: 0106

Cowandilla Children's Centre Number: 1567

Partnership: West Torrens

Signature

School principal:

Mrs Katrina Sexton

Governing council chair:

Amy Patterson

Date of endorsement:

4 March 2022



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 48 languages spoken by our students. The rich diversity of cultures is a feature of our school that is highly valued. In 2021 we had two IELC classes. Our IELC enrolments decreased due to COVID-19 during 2020. In 2022 our IELC will be paused.

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 7. Our seven Professional Learning Teams continue meet fortnightly and drive our Site Improvement Plan with rigorous planning of teaching and learning that impacts on the outcomes of all students

This year 84 students Year 6 and 7 students completed their last year in Primary School. Both Year 6 and 7 students were selected as Sports Team Leaders and members of the Student Executive Group. Our six student leaders lead a consultation process with students and the community to design our school mural which will be painted on the southern side of the school hall. Our Year 6 and 7 students attended a camp at Arbury Park, however due to a lockdown the students were fortunate to enjoy one night on camp.

In 2021 our school was chosen to participate in the Physical Education, Physical Literacy Project. Teachers of a Year 2/3, 4/5 and a 4-7 IELC class were involved. As a participating school, the teachers involved received dedicated support from a 'PEPL Educator' (an experienced Health and Physical Education educator) who provided on-site professional learning for staff and additional resources including lesson plans, planning templates, pedagogical frameworks and assessment tools. In Term 4 our school was asked to launch the opening of Physical Education Week which was also a celebration of the success of the PEPL project. The Honourable John Gardner, Minister for Education officially opened PE Week and three elite athletes attended as part of a panel. Our student leaders did an outstanding job of leading the Launch of PE Week assembly. Cowandilla PS continues to have a strong focus on teaching the science of Climate Change and 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. Our Climate Change student leadership group comprising of 55 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 Festival of Music Choir practised diligently throughout the year and performed as part of the mass choir at the Entertainment Centre in September. Our Junior choir continues to be popular and builds students' enjoyment of singing and performing as a choir. Both choirs perform regularly at school assemblies. This year we have live streamed our school assemblies to enable parents to enjoy watching our celebrations online.

Governing council report

The parents of Cowandilla Primary School and Children's Centre Governing Council (GC) continues 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.

Planned repair work to the school's swimming pool was completed as scheduled before the commencement of 1st term 2021, allowing swimming lessons to go ahead. Water temperature was brought to GC as a parent concern from the school community. In term 2 the sporting surface known as the "grassknetball court" was also resurfaced, for safety and liability reasons. Significant upgrades were planned for the Outdoor Learning Environment in the Preschool, and are out to tender. The RAP Committee did not meet in 2021, and no progress was made. There is a designated ATSI seat on GC that remains unfilled although this is raised regularly.

A review of bullying information for parents initiated informative discussion of our site's Restorative Justice approach. GC also formalised an internal Code of Conduct, informed by the Cowandilla Primary School and Children's Centre's Staff Value Statement. It was noted that the GC Constitution was due for review, and that updated guidance from DfE was expected early 2022.

Midterm election of new members for GC was required on more than one occasion during the year, as some sitting members faced expanding responsibilities elsewhere or were disinclined to vaccinate as required by DfE. All members of GC have made valued contributions. Parent concern over the toilet facilities was a recurring theme. Installation of better soap dispensers has improved hygiene; but poor ventilation, inadequate supervision, and a bleak atmosphere remain on the agenda.

GC approved the formation of a Community Resources Committee to raise funds and organise events to benefit the school community; they successfully applied for grant funding for wicking beds for the Garden Club, and undertook their first fundraising BBQ in September. Volunteer members of the school community ran a weekly Breakfast Club for children throughout the year, COVID-permitting. GC notes that as of the end of 2021 Cowandilla Primary School continues to await a much needed transformer upgrade — one which is now a prerequisite for implementation of effective COVID mitigation procedures in the built environment.

School quality improvement planning

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 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 unfamiliar mathematical problems. Teachers have met regularly in Professional Learning teams to plan, implement, monitor and evaluate teaching and learning improvement cycles that have been aligned to the 2021 SIP Challenges of Practice and Success Criteria.

Our 2021 Site improvement Priorities:

Numeracy: to improve student achievement SEA 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 an increase of 1% from 2020.

Year 3: 85% achieved SEA

Year 4: 83 % achieved SEA

Year 5: 86 % achieved SEA

Year 6: 80% achieved SEA

Year 7: 68% achieved SEA

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 improve student achievement in Reading .

Our PAT Reading Years 3-7 results indicate that overall of 85% students are at, or above the DECD Standard of Educational Achievement requirement for their year level. This is a slight decrease from 2020.

Year 3: 92% achieved SEA

Year 4: 83% achieved SEA

Year 5: 93% achieved SEA

Year 6: 82% achieved SEA

Year 7: 75% achieved SEA

Literacy Levels

All Teachers used the Literacy Levels to moderate and assess student writing in English and other curriculum areas across two 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.

Student growth from Term 4 2020 to Term 4 2021 (Students who have not increased a literacy level will be identified and provided with ongoing support from EALD and classroom teachers.

1 level growth - 41.2%

2 levels growth - 16%

3 levels growth - 1%

0 level growth - 39.4%

-1 level growth - 2.1%

-2 levels growth - 0.3%

Preschool quality improvement planning

Quality Improvement Planning (Preschool)

Cowandilla is a very culturally and socio-economically diverse community. Cowandilla Preschool operates as part of the Children's Centre located at either ends of Cowandilla Primary School. 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. The 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 child development.

The Preschool has supported learning and wellbeing for up to 70 children in 2021 with the majority of children enrolled for 15 hours per week. 2 children accessed the Early Entry Initiative for children who are Aboriginal or Torres Strait Islander enrolling for 12 hours per week. A well utilised Playgroup program also supported a number of children and families from the broader West Torrens council area. In term 4, the Playgroup program focussed on continuity of learning and has facilitated a smooth transition for the children enrolled in preschool in 2022.

Highlights of the 2021 Preschool Program have included;

- Pizza days
- Harmony Day Celebrations
- Excursion to Warriparinga and Wetlands Living Kaurna Cultural Centre.

The 2021 Preschool Quality Improvement Plan focuses on both Literacy and Numeracy, aligning with the improvement goals of the Primary School to support the continuity of learning from preschool to school. For every child to become a literate learner

The primary focus of the literacy goal was on providing opportunities for children to develop and extend their phonological awareness skills. A broad range of experiences were provided for children to develop skills and understandings of rhyme, syllabification and identify sounds in words. Educators accessed training and development in collaboration with the Flinders Park Portfolio to develop their understanding of the scope, sequence and effective teaching of phonological awareness. As such the following approaches were used effectively to develop and extend children's phonological awareness.

- Increasing children's access to rhyming texts
- Reading regularly with children
- Intentionally designing places for children to engage with texts in small groups in play
- Continuing to encourage children to syllabify children's names through routines (such as washing hands etc through the Animal Plant Leader role)
- Using beat and rhythm through songs and poems (in consultation with Literacy Coach)

A focus on differentiation and targeted approaches to support diverse learners has been identified as an area for improvement in 2022.

For every child to become a numerate learner

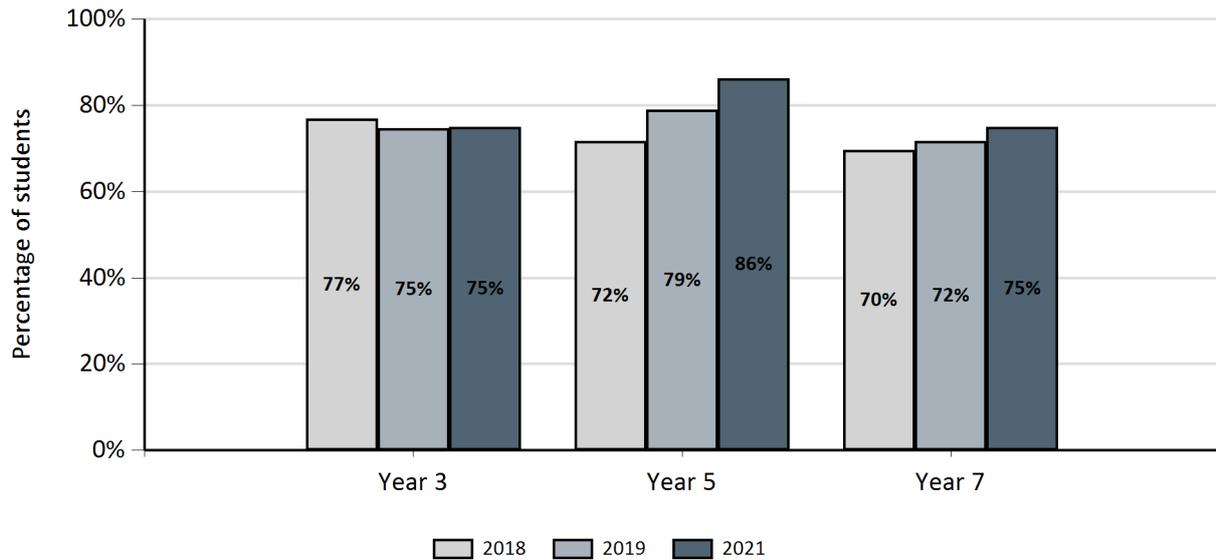
Numeracy learning focussed on children's developing skills and understanding to use the Base-10 number system to quantify. Edu

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

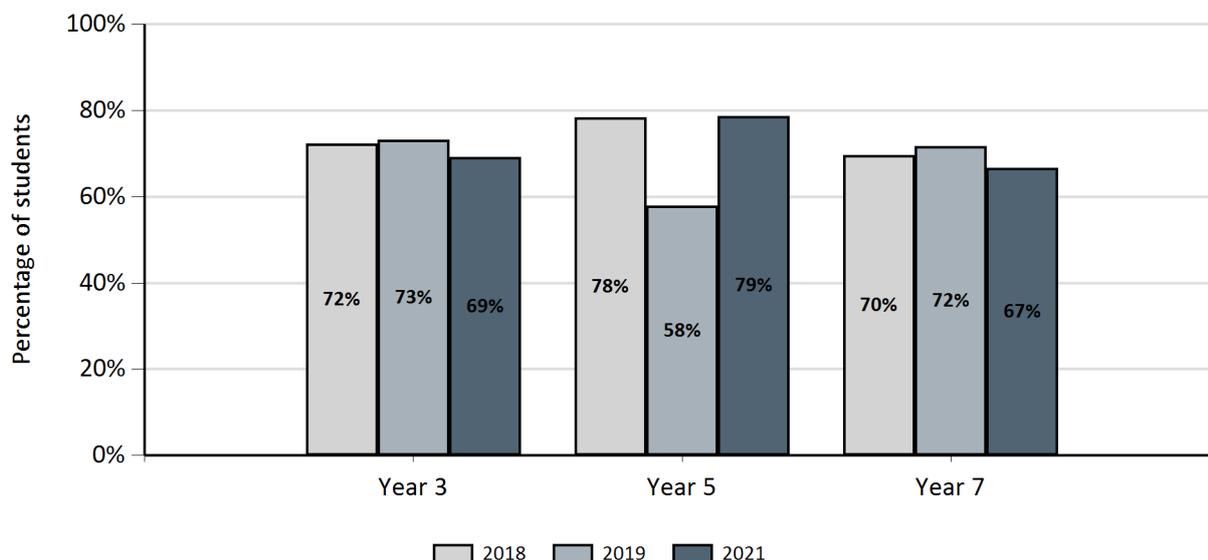


*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	47%	35%	33%
Middle progress group	40%	50%	48%
Lower progress group	12%	*	19%

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

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	30%	32%	33%
Middle progress group	54%	44%	48%
Lower progress group	16%	24%	18%

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

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

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	52	52	18	12	35%	23%
Year 3 2019-2021 Average	61.5	61.5	24.0	17.0	39%	28%
Year 5 2021	80	80	27	10	34%	13%
Year 5 2019-2021 Average	59.0	59.0	17.5	8.0	30%	14%

*NOTE: No NAPLAN testing was conducted in 2020.

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

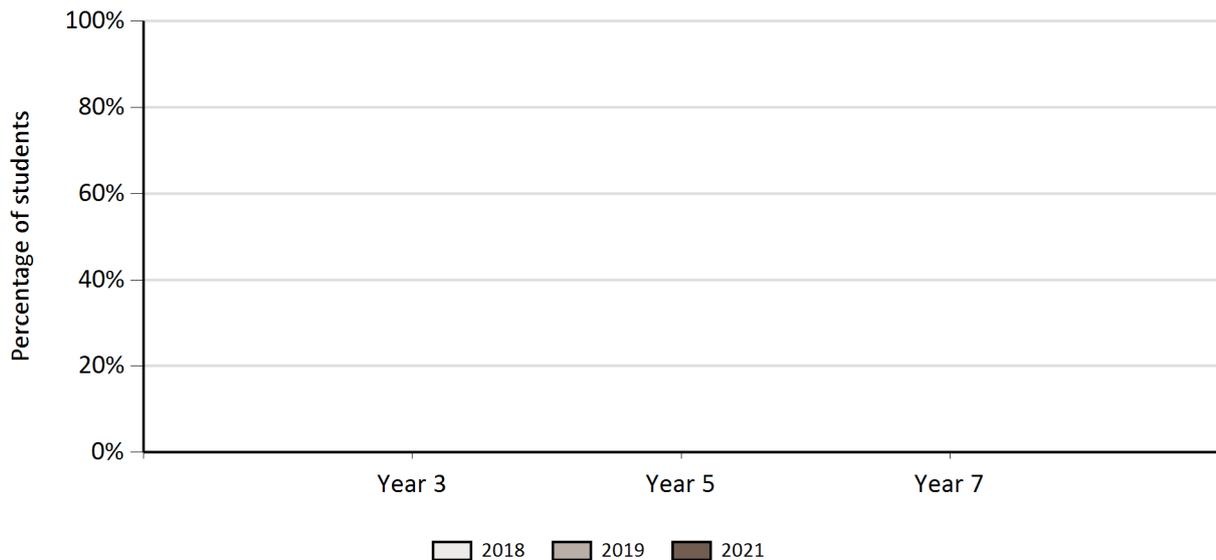
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



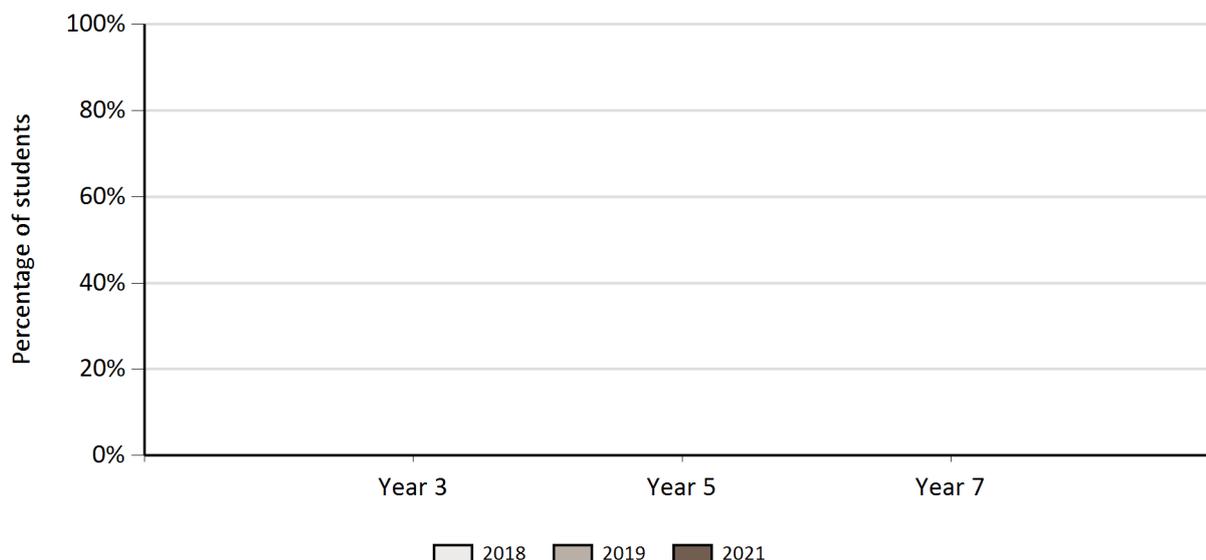
*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

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

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

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

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

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

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

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

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

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

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

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

Teachers implementing targeted and intentional teaching to specifically support progress of ATSI learners. Teachers had a clear understanding of the current achievement of their ATSI learners and as part of each learner's OCOPI identified achievable goals. Explicit teaching of phonics and reading comprehension, as well as counting 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 2022 the focus will continue to be Key Element 2, 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 counting 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. Improvement planning for the Aboriginal children enrolled in 2021 included the use of the Aboriginal Learner Achievement Matrix.

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

In 2021, 32 ATSI children were enrolled at Cowandilla Primary School and Children's Centre. 54.5% of ATSI students achieved SEA in Years 3,5 and 7 NAPLAN reading and numeracy. In 2021 57% of students in R-2 have met SEA in running records. In 2021 50% of students have met SEA in PAT-Reading. In 2021 50% of 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 2021, there has been an increase in the percentage of students achieving the Standard of Educational Achievement in Year 3, 5 and 7 NAPLAN Reading.

Year 3 75% met SEA which is an increase from 74%

Year 5 86% met SEA which is an increase from 79%

Year 7: 75% met SEA which is an increase from 71%

The percentage of students achieving in Higher Bands in Reading increased from 21% to 34% of Year 5 students. Higher Achievement in Years 3 and 7 slightly decreased.

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%

A large percentage of students from the Intensive English Language program completed NAPLAN Reading and were included in the NAPLAN results. Some of these students met SEA in Reading. The IELC students have been learning English for a very limited time. The growth for these individual students has been very positive.

The Year one Phonics screening assessment indicated that 74% of students are achieving 28 or above. This is a significant increase from 2020. In 2022 there will continue to be a strong focus on the systematic teaching and ongoing monitoring of the teaching of phonics and the impact on student learning outcomes.

Our Year 1 and 2 Running Record data showed that 61% of Year 1 students met SEA which is the same as 2020 and 68% of year 2 students met SEA which is a 16% increase from 2020.

In 2021 the percentage of students meeting SEA in Year 5 NAPLAN numeracy increased from 58% to 79%.

In 2019 the percentage achieving SEA for this cohort of students as Year 3's was 73%

The percentage of students meeting SEA in NAPLAN numeracy slightly decreased in Years 3- 71% and Year 7- 67% from 2019.

In 2019 the percentage achieving SEA for the 2021 Year 7 cohort of students as Year 5's was 57.9%

In 2021, the percentage of students achieving in Higher Bands in Numeracy also decreased in Years 3,5 and 7 Higher Band Retention in Numeracy decreased from Years 3-5 and maintained from Years 3-7 at 57%.

These results are due to the explicit and consistent teaching of counting and calculation strategies over the past 4 years across the school and as a result the number of year 5 students meeting SEA continues to increase.

There average PAT-R and PAT-M scale scores in each year level from Year 3 to Year 7 over the last three years continue to increase.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	85.3%	86.3%	80.3%	86.1%
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%	94%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	91.2%	92.5%	86.6%	90.3%
Year 1	88.3%	91.6%	84.3%	89.5%
Year 2	90.9%	91.9%	86.4%	89.9%
Year 3	93.2%	90.3%	84.2%	91.1%
Year 4	91.6%	92.1%	86.7%	92.9%
Year 5	93.3%	91.2%	88.1%	91.5%
Year 6	92.0%	94.0%	84.4%	92.1%
Year 7	94.1%	89.7%	88.3%	91.2%
Primary Other	93.3%	89.0%	85.5%	93.1%
Total	91.8%	91.4%	86.1%	91.2%

Data Source: Site Performance Reporting System (SPER), 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 many of our families exempt their children to return home on family business. Students identified as chronic and habitual non attenders are monitored through meetings with parents/caregivers, home visits and referrals to support services.

Preschool enrolments fluctuated between 53 and 59 over the course of the year. This is a significant decrease in the number of children enrolled in the school from previous years, particularly 2020, where enrolments were up to 82 children. This would primarily be due to international border closures in relation to the Covid-19 pandemic. As in previous years many families move in and out of the Cowandilla community which would explain the fluctuation.

Attendances also fluctuated quite significant over the course of the year. In both Term 1 and 3 attendances were almost 10% below the state percentage, while in Term 2, it was slightly above. Attendance at preschool is always a priority at the centre.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	63	61	58	56
2019	69	71	72	72
2020	75	N/A	79	77
2021	59	53	54	51

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. 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, and the submission of IESP applications to gain additional support funding for students. We work closely with our Behaviour Coach and other agencies; 30% (nine students) of our overall data is comprised of students from identified risk groups.

In 2021 we began a whole school approach to implementing Positive Behaviour Strategies with support of an external expert. In 2022 we will continue to build on this work and implement a whole school approach to Self-Regulation strategies.

Parent opinion survey summary

Client Opinion Summary

The preschool parent opinion survey had a 20% response rate from the families in the preschool.

Of these survey responses the highest levels of satisfaction were indicated in responses to the following questions:

- Q7: my child's teachers make learning interesting and enjoyable
- Q12: my child's teachers provide help and support when it is needed
- Q14: my child is happy at this preschool
- Q24: I feel welcome at this preschool
- Q25: the preschool assists the development of my child's personal and social skills
- Q26: I am comfortable about approaching my child's teachers to talk about his/her progress.
- Q34: I believe that if I have concerns or suggestions, the preschool would respond appropriately.
- Q39: I have confidence in how the preschool is managed

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

- Q6: my child's teachers clearly inform me about the learning program
- Q16: the preschool changes its program and activities to improve achievement
- Q20: Children have enough materials and resources for their learning
- Q27: I am given opportunities to have a say in matters about this preschool.
- Q28: There is a broad variety of communications that inform me about the preschool.
- Q33: I am well informed about the preschool activities
- Q35: I am encouraged to be involved in the preschool in all kinds of ways
- Q45: Parents have the opportunity to be involved in the development of school plans through the Governing Council.
- Q46: the preschool includes parents and community in decision making

The impact of Covid-19 this year has limited the involvement and participation of parents and families in the preschool learning program this year. The types of activities that are usually offered throughout the year that enable family involvement, such as excursions has also been limited due to these restrictions.

In 2021 the school received 189 responses to the school online parent survey. Feedback from the 2021 Parent survey indicated that:

94.5% agree and strongly agree that people, including staff and students respect each other.

85% agree and strongly agree that their child is made to feel important
79% agree and strongly agree that they know the standard of work the school expects of their child.

78% agree and strongly agree that their child is provided with useful feedback about their learning.

60% agree and strongly agree that opportunities are provided for parents to have input about their child's learning

59% agree and strongly agree that they receive useful tips about how to help student's learning at home.

In 2022 we will continue to provide strategies and resources that will assist students with their learning at home and improve how we can provide further opportunities for parents to have input about their child's learning.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
106 - Cowandilla Primary School	76.0%	91.6%	86.5%	96.2%

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 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	9	11.1%
NS - LEFT SA FOR NSW	2	2.5%
OV - LEFT SA FOR OVERSEAS	3	3.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	61	75.3%
U - UNKNOWN	2	2.5%
VI - LEFT SA FOR VIC	3	3.7%
WA - LEFT SA FOR WA	1	1.2%

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

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. Over the last 2-3 years some Year 6 students have transferred to non- Government schools to begin their middle schooling in Year 7. 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 7, 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 Degrees or Diplomas	57
Post Graduate Qualifications	24

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	30.0	0.5	12.8
Persons	0	35	1	19

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

Financial statement

Funding Source	Amount
Grants: State	\$6,260,871
Grants: Commonwealth	\$18,344
Parent Contributions	\$163,063
Fund Raising	\$7,197
Other	\$71,871

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

2021 School Annual Report: Tier 2 Funding Report*

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

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	Teachers work with wellbeing leader and students to develop clear expectations and to implement social learning in daily routines through explicit teaching, prioritising keeping students engaged in the learning program.	The standard of student wellbeing is good and supports a strong learning focus.
	Improved outcomes for students with an additional language or dialect	In 2020 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.	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	Students continue to meet their goals and OCOPs are reviewed regularly.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	<p>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.</p> <p>Early Intervention programs provide support for R-2 identified students identified through running record and phonics screening data.</p>	Aboriginal students' learning outcomes and wellbeing is closely monitored by teachers and support staff including the ACEO, AET and Pitjantjara teacher.
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 steps to reach these goals including developing success criteria with students.	Consistency in moderation of student achievement continues to be a focus.
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 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 4 years. A regular diagnostic assessment determines participants.	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

2021 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. Fa
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. Children supported included diagnoses of Autism Spectrum Disorder, Speech and Language delays or disorders, with funding also used for Behaviour Support. A review of the IESP grant was requested in Term 3, 2021, which resulted a significant increase of the original IESP grant to support those children identified.	Effective screening and assessment processes were used to target particular learning needs. Children were supported to access the learning program with individualised and smal
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to support children who did not have English as their first language. Connecting and building relationships with parents, interpreting and sharing information about the learning program, 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.

2021 Children's Centres for Early Childhood Development and Parenting annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used, and what programs were run, to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved ECD and parenting outcomes	Universal and Targeted groups were offered to support the education, health and wellbeing of children and families. Parents were supported in their roles as caregivers and providers through playgroups and parenting courses. The introduction of the Storytime and Many Cultures Playgroups which successfully supported the literacy, language and cultural connections for the families who attended.	Parents engaging with multiple programs and services across the Children Centre. Children's education and developmental milestones were supported by multi-disciplinary team (
Children's Centres for Early Childhood Development and Parenting Grants	The Children's Centre undertakes a rigorous evaluation process to ensure that the programs and services that are offered to the community are responsive to their needs. In 2021, the centre offered a broad range of universal and focussed playgroups in line with the Children's Centre Outcomes framework. In response to a growing number of families moving into the community with cultural and linguistic diversity a Multicultural Playgroup was introduced. Similarly, due to an increasing number of referrals to the Speech pathologist, a playgroup focussed on developing language was offered. The centre continued to provide consultant services by the	All of the Playgroups were well attended and family engagement was high. Feedback from particular families expressed their gratitude for the connections the had made.

Briefly describe or list the community programs offered in 2021 which had a focus on:

- **Playgroup**
- **Parent support**
- **Transition to and from preschool**
- **Any new programs or services not previously offered.**

Playgroups at the Children's Centre supported a broad range of community needs and focussed on supporting children's development in 3 age groups from birth, early walkers and older toddlers. These were all very well attended and regular families began connecting with each other in other social settings. A transition to school playgroup in conjunction with a Bilingual Playgroup was offered in Term 4 and was well attended. Children who attended this playgroup have enjoyed a smooth transition to preschool, through familiarisation with the preschool environment and daily routines. The Sing and Grow, Calming Infants and Parenting SA programs were

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