

# Cowandilla Primary School

## 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

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

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, IT and Counselling specialists.

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 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 from SA and NT are working with Cowandilla teachers to share their research broadly across the school.

## 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 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.

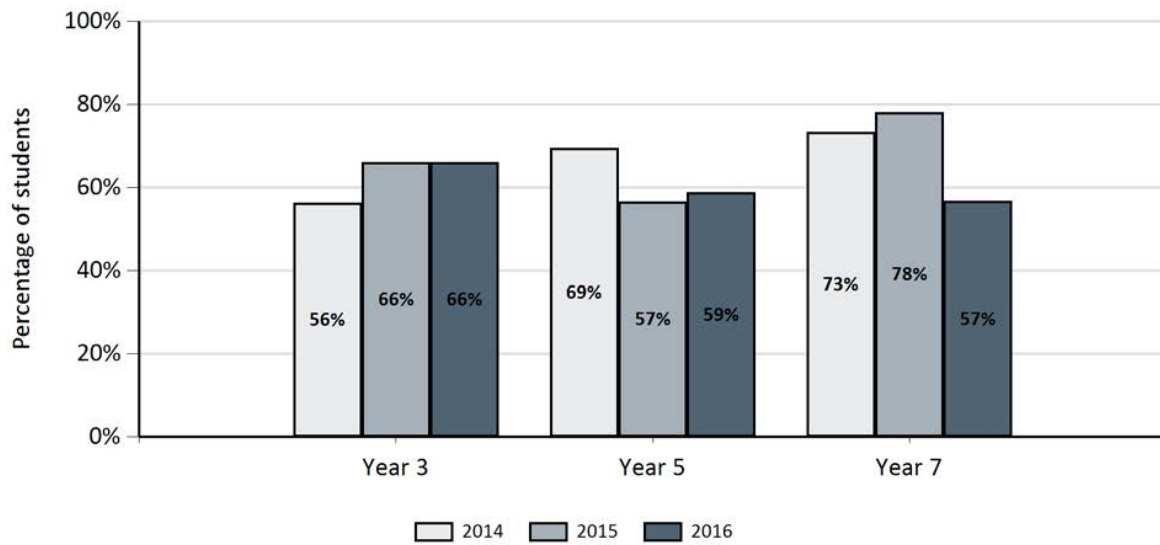
In 2017 staff will begin teaching a Cowandilla designed wellbeing and social skills program. Our program is based on the Personal and Social Capability Continuum from the Australian Curriculum, but ours is tailored for Cowandilla students. We have structured the course around Mindset and our two school 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

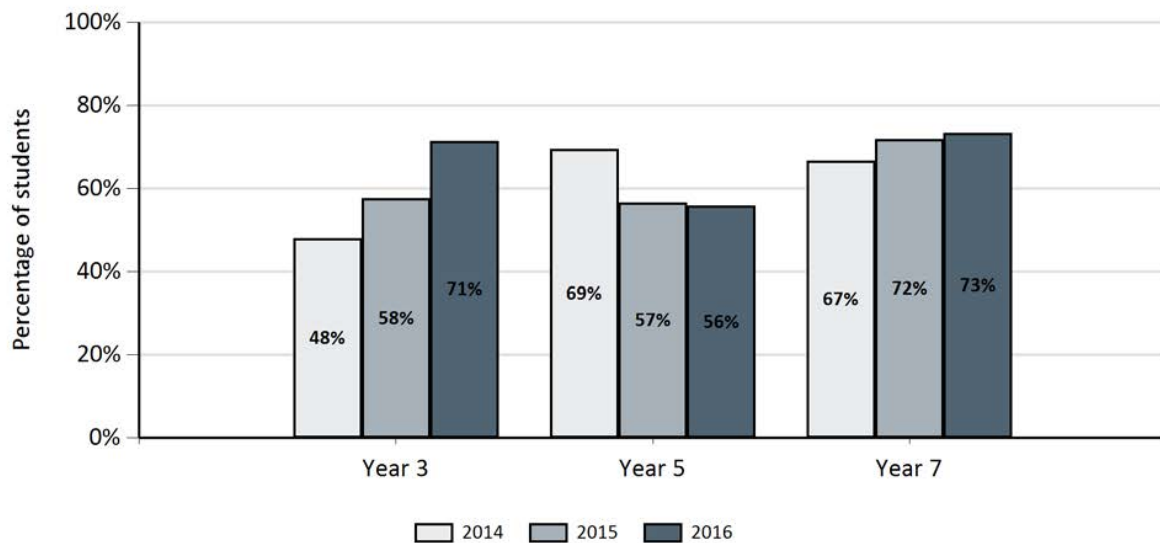
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	24%	35%	25%
Middle progress group	47%	29%	50%
Upper progress group	29%	35%	25%

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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	19%	24%	25%
Middle progress group	63%	29%	50%
Upper progress group	19%	47%	25%

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.

	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 2016	56	56	22	15	39%	27%
Year 3 2014-16 Average	54.3	54.3	18.3	12.3	34%	23%
Year 5 2016	34	34	6	2	18%	6%
Year 5 2014-16 Average	38.7	38.7	9.3	5.7	24%	15%
Year 7 2016	30	30	7	8	23%	27%
Year 7 2014-16 Average	30.7	30.7	6.3	7.0	21%	23%

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 2015 to Term 4 2016:

- 65% of students showed growth of one or more levels
- This achievement was below the target of 80% 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

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

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"

"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 Pitjnatjajara"

"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

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

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.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	48
Post Graduate Qualifications	19

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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	28.6	0.0	14.5
Persons	0	32	0	20

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

## Financial Statement

Funding Source	Amount
Grants: State	5,954,585
Grants: Commonwealth	13600.00
Parent Contributions	144594.00
Fund Raising	2564.00
Other	98926

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

## 2016 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 2016 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 Disabilities	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.  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.	Data shows that most students improve by at least one Literacy Level each year.  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 Pitjanjatjara 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 Pitjanjatjara teacher and the Deputy.
	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	Pitjanjatjara has been running at Cowandilla for about 30 years. Our teacher maintains strong connections to Pitjanjatjara speakers and offers this language and cultural learning to all students across the school.	Pitjanjatjara 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	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