



# COORARA PRIMARY SCHOOL

## Annual Report 2014



## 1. CONTEXT

<b>School Name:</b>	Coorara Primary School	<b>School Number:</b>	0323
<b>Principal:</b>	Rebecca Read	<b>Partnership</b>	Panalitinga

Coorara Primary School is set in beautiful grounds in Morphett Vale, a southern suburb of Adelaide. In 2014 we catered for 237 students from Reception to year 7. We had nine classes including a primary district special class. We share a site and a positive partnership with Coorara preschool. Coorara Primary School is part of the Panalitinga Partnership.

The school population is made up of approximately 4% of students that identify as Aboriginal, 15% students with disabilities, 5% students from non-English speaking backgrounds and 42% students were eligible for School Card. The school had one international student enrolled in 2014. The community is diverse in terms of socio economic backgrounds and the school is a 'Category of Disadvantage level 4'.

## 2. REPORT FROM GOVERNING COUNCIL

### 2014 in Review.....

- Establishment of our new OSHC Program
- New uniform policy
- Ongoing upgrade of the school facilities and new signage for the school
- Revamp of the school logo
- Canteen service being available five days per week for our school community
- New website live
- Wakakirri
- Our new skoolbag app
- Continued to build strong links with the Coorara Preschool
- Coorara Cubs transition program
- End of Year celebration was a highlight of the school calendar
- Roll out of the 1:1 iPad program in five classes
- Successful fundraising events
- Concept design for courtyard redevelopment

### 3. 2014 HIGHLIGHTS



At the beginning of term 4 our **new school uniform polo top** was launched. Governing Council decided to provide all students with a polo top at no cost to support the transition from the plain red T-shirt to the new school polo top. The school uniform policy was updated and ratified by Governing Council to be implemented at the beginning of the 2015 school year.

The **school logo** was updated and modernised while retaining the original elements- cloud and bird. All school stationery, school signs, school newsletter and website have been updated to reflect this change. The **newsletter** was redesigned. **Communication** with families was improved through the newsletter, classroom term overviews and newsletters being sent home each term and through the **Coorara Skoolbag App**.



Coorara celebrated **Book Week 2014: Connect to Reading** Leading up to Book Week all classes worked with Debby Howard to read the short listed books, discuss the themes of the books and vote for their favourite book. The Resource Centre was dressed up into a range of story settings. There were lots of fun activities to do in the Resource Centre. Dress up day was another highlight of Book Week.

Majority of families attended the community event **'Come One, Come All to the Greatest School'** night at the beginning of the year. This event replaced the traditional Parent Acquaintance Night. Families got to visit classrooms, talk with staff and have fun learning some circus skills. It was a great community event that highlighted the positive feel, the strength of the community and the desire to move forward and make Coorara a great school for all.



In 2014 our **Music** program was developed and resourced. Proceeds from 2013 Fundraising events were used to buy new musical instruments including electric keyboards, class set of ukuleles,

djembes, xylophones, glockenspiels and a variety of untuned percussion instruments. Our music program consists of weekly music lessons taught by Nikki, junior primary singing lessons, senior and junior choir. All students were given an opportunity to perform with their class at school assemblies.



On Thursday 14<sup>th</sup> August 2014, Coorara entered our **first Wakakirri performance**. Over sixty students were involved in the performance as either performers or backstage support. Our team performed our story/dance 'How does your garden grow' with great enthusiasm and were awarded six awards including a state major award for Best Environmental Story. We are very fortunate to have a talented team of staff and parents who worked together on costume design, props, music and choreography.

Some comments from students:

**“Wakakirri was awesome because we got to dance and show what Coorara is made of” – Shanny**

**“Wakakirri was fun because we got to express ourselves by dancing” – Celeste**

**“I liked the feeling of going on stage” - Chelsea**



During term 2 the **Life Education Van** visited Coorara. We received funding from the Smith Family to provide this valuable program free of charge to students. All classes visited the van and participated in an interactive lesson in Drug Education and/or Cybersafety. A group of parents also visited the van for an information session.



**Healthy Lifestyle Week** was held in week 9, term 3. Healthy Lifestyle Week started with a whole school walk to Wilfred Taylor Reserve where students had lots of fun playing outdoors; playing in the dry creek bed, climbing on large logs and then snacking on yummy trail mix. Another highlight was riding bikes and scooters and wheels day. Everyone enjoyed feasting on lots of healthy foods at the **whole school breakfast**. The week concluded with the annual **Sports Day**. Healthy Lifestyle Week is an annual event and one of the many ways Coorara encourages students to make healthy choices.

Our new **OSHC service** opened at the beginning of term 4. We are very proud to be partnering with Camp Australia to provide before and after school for families attending Coorara Primary and Preschool.



During 2014 students had the opportunity to represent the school at many **SAPSASA sporting events** including district athletics day, swimming, cross country, rugby, soccer and netball. Some students were selected to represent the district at State Carnivals and a few students were selected to represent the State at National Carnivals.

A new initiative for 2014 was the **Coorara Cubs Program**. 25 preschool children participated in the weekly program for 11 weeks. The program has provided these children with the opportunity to transition smoothly from preschool to school and to build onto their learning at preschool. The children have built quality relationships with their peers and the staff they will work with next year. Positive staff-parent relationships have also been established. At the end of the program the children all received a Starting School Show bag filled with lots of things to support them and their family's transition to school.





We continued to develop a strong **partnership with Coorara Preschool**. Every week the preschool children join with Room 18 in the hall for circuit. The preschool also visit the Resource Centre weekly.

As part of our whole school focus on improving the reading achievement of all students a **'Partners in Print'** session was held for families of Reception Students. Partners in Print provided parents an opportunity to learn reading strategies from teachers and then to practise the strategy with their child at the session. The session was well supported by families and the children enjoyed the opportunity to show what they have been learning at school.



Our school goal is to improve the **reading achievement** of all students. The **Literacy Café** is a proven strategy to support all students to love reading and teach them the skills to be independent readers. This program was implemented in all classrooms Reception to Year 7 as part of the daily 90 minute literacy block. Teachers explicitly teach the **Café Menu** to their class through whole class teaching, small group strategy groups and 1:1 conferencing. Café stands for

**Comprehension**— I understand what I read

**Accuracy**— I can read the words

**Fluency**— I can read accurately with expression and understand what I read

**Expand Vocabulary**.— I know, find and use interesting words

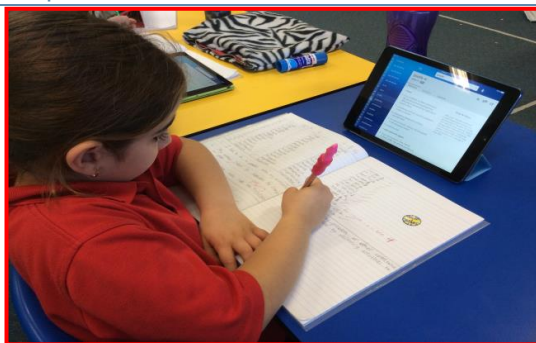


In 2014 we continued to invest in upgrading the school and improving the **learning environment**. New furniture was purchased for the Resource Centre to create a casual, relaxed reading/learning area for students.

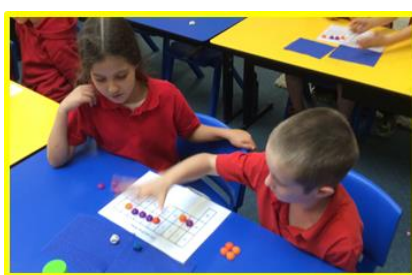
New student desks were purchased for the classes in the green unit and storage units were installed in the brick units.



The **Fundraising** Committee organised a variety of successful events to raise funds to develop new **outdoor natural learning spaces** in the courtyard. As usual, families supported all events. Highlights included the disco, Thing-athon, casual days and the Christmas Hampers. In 2014 we raised \$4926.66.



In 2014 we commenced our **1:1 iPad for Learning Program** in five classes including 2 junior primary classes, 2 primary classes and the special class. These classes were all provided with a class set of iPads at the beginning of term 2. The iPad is a learning tool which has allowed these students to access the Internet, email, use organizational tools, create movies and digital storybooks. The students have used their iPad for learning in their classroom, outside, in the Resource Centre and in specialist lessons.



Teachers participated in professional learning with Micheal Ymer about the teaching of Numeracy. All classes began their Maths lessons with a maths game to develop automaticity of number facts across the four operations.



The year ended with the **End of Year Celebration**, the **Whole School Day out** and the **Year 7 Graduation**.

The **End of Year Celebration** was a wonderful community night with all students performing enthusiastically. All classes performed along with the junior choir, Wakakirri and the staff.

#### 4. SITE IMPROVEMENT PLANNING AND TARGETS

Our **2014 Site Improvement Plan** had a focus on improving the learning outcomes of all students in the area of **literacy** and **numeracy**.

##### **STRATEGIC FOCUS: Literacy**

Our goal in reading was 'To improve the learning reading achievement all students Reception –year 7'. Staff analysed baseline data about reading achievement from 2012 and 2013 and set targets for 2014 that were:

75% of Reception students will achieve at or above the reading standard

75% of Year 1 students will achieve at or above the reading standard

75% of Year 2 students will achieve at or above the reading standard

2014 NAPLAN: 75% of Year 3 students will achieve at or above the reading standard

2014 NAPLAN: 75% of Year 5 students will achieve at or above the reading standard

2014 NAPLAN: 75% of Year 7 students will achieve at or above the reading standard

## Actions taken in 2014

During 2014 **whole school literacy data collection protocols** were implemented by all classroom teachers. Data about reading achievement was collected according to the agreed timelines and teaching staff worked in professional learning teams to analyse and translate the information into teaching learning plans. The information was used to inform whole class teaching, small group teaching and targeted intensive intervention. Data gathered was used to identify students requiring intensive reading intervention. The school invested in Scorelink software to store and manage the literacy achievement data.

A new teaching position was created, **Reading Intervention Teacher**, to work with identified students in the early years that required intensive reading intervention. The teacher received professional learning to skill them in the implementation of a proven effective intervention program called MiniLit. 26 students participated in the reading intervention program. They received four sessions per week. The Reading Intervention Teacher worked collaboratively with classroom teachers to develop, implement and review Individual Education Plans for the students receiving the intervention.

All staff engaged in **professional learning** about reading in particular **The Café approach to teaching reading**. Through professional learning and conversation staff developed a common knowledge of the Café Menu with a specific focus on the comprehension strategies that students need to develop to be an independent reader and effective pedagogy including the gradual release of responsibility. Structures and processes were facilitated by leadership to support staff to trial teaching strategies, share with peers and reflect on practice. Professional learning was supported by allocating time at staff meetings, pupil free days and professional learning teams meeting 3 times per term.

In 2014 **uninterrupted literacy blocks** were implemented in all classrooms. School timetables were organised to ensure that all classes had a 90 minute block everyday for the purpose of explicitly teaching literacy. To support the explicit teaching of literacy, all classes were provided with additional SSO support during the literacy block. SSO time was used in a variety of ways including working 1:1 with students, leading small groups and supervising independent learning tasks while the teacher ran small group strategy groups.

In 2014 **The Café approach to teaching reading** was implemented in all classrooms. This was agreed as a **whole school common approach** to what we teach and to how we teach reading.

During 2014 the teaching staff engaged and were supported by their line manager to participate in **performance and development** with a focus on improving reading outcomes for all students. Teachers participated in a planning cycle which was inclusive of goal setting, reflection, professional learning and gathering evidence of practice. Line managers provided feedback to staff.

## Future Directions

- Continue the MiniLit Reading Intervention Program with a focus on year 1 and year 2 students identified at risk of not achieving the standards
- Continue the daily uninterrupted literacy blocks
- Consistent implementation of the agreed approach to teaching reading( Café) and gradual release of responsibility



- Continue to develop teacher pedagogy with a focus on explicit teaching for whole class and small group teaching
- Continue to implement the Literacy Data protocols and focus on developing teacher expertise in analysing the data and using the information to plan for the effective teaching and learning of reading
- Foster the home reading opportunities offered by The Smith Family Student to Student Reading Program and the establishment of a Learning Club at Coorara
- Continue to offer Parent Education sessions through the Partners in Print Program and regular communication via school newsletter and class newsletters

### **STRATEGIC FOCUS: Numeracy**

The strategic focus in **Numeracy** was to gather baseline data about student achievement using the PAT M online assessment for students in years 3-7.

#### **Actions Taken**

**Assessment** through ACER PAT Maths was undertaken in term 1 to collect baseline data, to inform teachers of future focus and in term 4 to analyse progress.

Year 3-7 teachers were released to work with Karen Knox (Australian Curriculum Facilitator) to analyse PAT M data and to plan units of work in number.

Junior Primary teachers investigated **assessment tools** that could be used to track and monitor student progress in the early years. In 2015 whole junior primary assessment through ACER I Can Do It Maths.

School invested in **Professional Learning** for staff to support the development of teacher pedagogy and knowledge of the Mathematics Australian Curriculum. Micheal Ymer worked with staff across 2 days with a focus on developing rich maths tasks and developing a scope and sequence to what was to be taught and when.

Teachers trialled and agreed to begin each numeracy lesson with a 'maths game' to develop automaticity of number facts across all four operations.

**Common agreements** to what we teach in Mathematics and when we teach it was developed and documented for implementation in 2015. Common summative assessment tasks were developed and documented for implementation in 2015.

Implemented **Quicksmart Numeracy Intervention Program** across years 4-6 for 12 students identified through PAT M assessment and teacher assessments. Quicksmart Numeracy program improves automaticity of number facts across all four operations of number.

#### **FUTURE DIRECTIONS**

- Whole school assessment through ACER I Can Do It Maths (R-2) and PAT M (3-7) to track and monitor student progress and to inform teaching and learning
- Use data (NAPLAN, PAT M and I Can Do It Maths) to identify whole class, small group and individual learning needs
- Implement whole school numeracy common agreements
- Focus on developing teacher pedagogy and develop whole school common agreements to how we teach numeracy R-7 including using Learning by Design (TfEL)
- Student feedback for learning
- Continue to implement Quicksmart Numeracy Intervention Program

#### 4.1 Junior Primary and Early Years Scheme Funding

The Junior Primary and Early Years funding was used to support children from Reception to year 2 in early literacy learning and development. The resource enabled the school to focus on improvement of these learners' literacy outcomes and staff professional learning within a whole site approach. The following outcomes were achieved:

- Student progress was tracked and monitored through whole site literacy data protocols
- 26 students were identified at risk with their literacy learning and they received wave 2 intervention with the Reading Intervention Teacher
- All junior primary classes were provided with additional support (SSO time) during the literacy block to support wave 1 quality teaching and learning

#### 4.2 Better Schools Funding

The school received \$35,874 in Better School Funding. The funding was directed to support the priorities of the Site Improvement Plan with a focus on improving the reading achievement of all students. The funding was used to create a new .6 Reading Intervention Teacher position.

### 5. STUDENT ACHIEVEMENT

#### LITERACY

**Whole School Literacy Assessments protocols** were developed in 2013 and implemented in all Reception to year 7 classes in 2014. The purpose of the Whole School Literacy Assessment protocols is to:

- Track and monitor student progress against the school standards
- Inform teaching and learning
- Identify students requiring intervention
- Inform whole school planning

The school's **educational standards for reading achievement** are in line with the DECD Educational Standards and are as follows:

**End of reception:** That is, for all students to read, with understanding, between reading recovery level 9-11

**End of year 1:** That is, for all students to read, with understanding, between reading recovery level level 17-20

**End of year 2:** That is, for all students to read, with understanding, between reading recovery level 24-26

**MIN.NAPLAN targets:** At or above:

**Year 3:** Band 3

**Year 5:** Band 5

**Year 7:** Band 6

**PAT R Standards:**

**Year 3:** Scale score 103.0

**Year 4:** Scale score 111.2

**Year 5:** Scale score 117.1

**Year 6:** Scale score 120.2

**Year 7:** Scale score 123.5

Through the implementation of the Whole school Literacy Assessments protocols we have been able to track and monitor student progress against the standards, analyse the data in professional learning teams and respond to the data by using the information to inform teaching and learning. The information has informed whole class teaching, small group teaching and intensive targeted intervention.

The school continued to collect student achievement data through the ongoing use of Running Records in junior primary. Teachers complete a minimum of two running records for all students every term. Students receiving wave 2 reading intervention with the Reading Intervention Teacher are assessed more regularly. Data is reported to DECD at the end of term 3 for students in year 1 and year 2.

In 2014 the school began to collect student achievement data through the use of Running Records in year 3 to 7. Teachers completed three running records across the year using the Fountas and Pinnell Benchmark Assessment Kit. This has provided teachers with information about students reading accuracy, fluency and comprehension skills. Teachers have begun to use this information to inform whole class teaching and in 2015 the focus will be on using this information to flexibly group students for intentional small group strategy teaching.

### **JUNIOR PRIMARY READING ACHIEVEMENT**

In Junior Primary achievement data is collected at regular intervals about students' achievement in phonological awareness, alphabet awareness, oral language, phonics knowledge, sight word recognition, reading accuracy, fluency and comprehension.

\*Running Record Achievement Data

Year Level	Education Standard by the end of the year	% of students that achieved the standard in 2014	% of students that achieved the standard in 2013	% of students that achieved the standard in 2012
Reception	RR level 9-11	67%	39%	21%
1	RR level 17-20	52%	67%	34%
2	RR level 24-26	79%	55%	55%

\* data based on running records taken mid term 4 2014

### **PRIMARY READING ACHIEVEMENT**

In years 3-7 all students complete the PAT-R online reading comprehension test twice a year, once at the beginning of the year and again mid term 4. Other achievement data is collected at regular intervals about student's achievement in sight word recognition, reading accuracy, fluency and comprehension. Teachers complete a running record three times per year for all students using the Fountas and Pinnell Benchmark Assessment System.

**PAT R Achievement Data**

Year level	Education Standard: PAT R Scale Score	% of students that achieved the standard in 2014
3	103.0	54%
4	111.2	81%
5	117.1	60%
6	120.2	70%
7	123.5	73%

**PAT R Progress Growth in twelve months**

Year level	Expected growth (scaled score)	% of students that achieved the expected growth or more
Year 3	9 points	60%
Year 4	8 points	75%
Year 5	6 points	36%
Year 6	3 points	72%
Year 7	4 points	68%

**NUMERACY ACHIEVEMENT**

Year level	Education Standard: PAT M Scale Score	% of students that achieved the standard in 2014
3	38.6	71%
4	39.6	62%
5	44.8	61%
6	54.4	15%
7	54.9	42%

**5.1 NAPLAN****NAPLAN: Years 3, 5 and 7**

All students at Coorara Primary School are encouraged and supported to attempt the NAPLAN tests. Students in the primary district special class were exempt from NAPLAN, all other students with a verified disability completed the tests.

**YEAR THREE PROFICIENCY BANDS BY ASPECT**

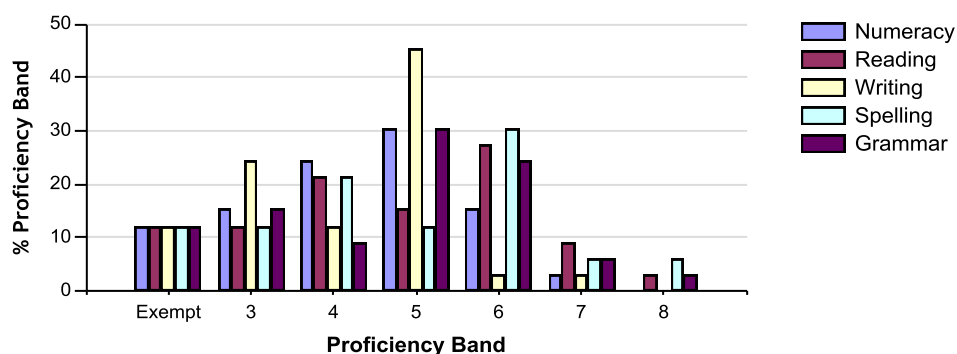
Figure 1: Year 3 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	3.4	20.7	31.0	17.2	17.2	10.3	
Reading	3.4	10.3	37.9		24.1	17.2	6.9
Writing	3.4	6.9	34.5	31.0	10.3	10.3	3.4
Spelling	3.4	17.2	13.8	20.7	13.8	13.8	17.2
Grammar	3.4	6.9	24.1	27.6	20.7	6.9	10.3

In 2014 48.2% of students achieved the school/DECD standard in Reading (proficiency band 3 or higher) and 24.1% of students achieved in the higher bands (proficiency bands 5 and 6).

In 2014 44.7% students achieved the DECD standard in Numeracy (proficiency band 3 or higher) and 10.3% of students achieved in the higher bands (proficiency bands 5 and 6).

**YEAR FIVE PROFICIENCY BANDS BY ASPECT**

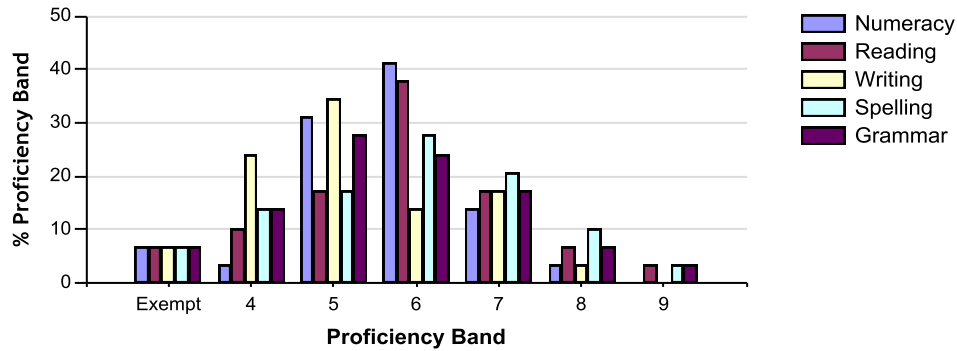


% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	12.1	15.2	24.2	30.3	15.2	3.0	
Reading	12.1	12.1	21.2	15.2	27.3	9.1	3.0
Writing	12.1	24.2	12.1	45.5	3.0	3.0	
Spelling	12.1	12.1	21.2	12.1	30.3	6.1	6.1
Grammar	12.1	15.2	9.1	30.3	24.2	6.1	3.0

In 2014 54.6% of students achieved the school/DECD standard in Reading (proficiency band 5 or higher) and 12.1% of students achieved in the higher bands (proficiency bands 7 and 8).

In 2014 48.5% students achieved the DECD standard in Numeracy (proficiency band 5 or higher) and 3.0% of students achieved in the higher bands (proficiency bands 7 and 8).

**YEAR SEVEN PROFICIENCY BANDS BY ASPECT**



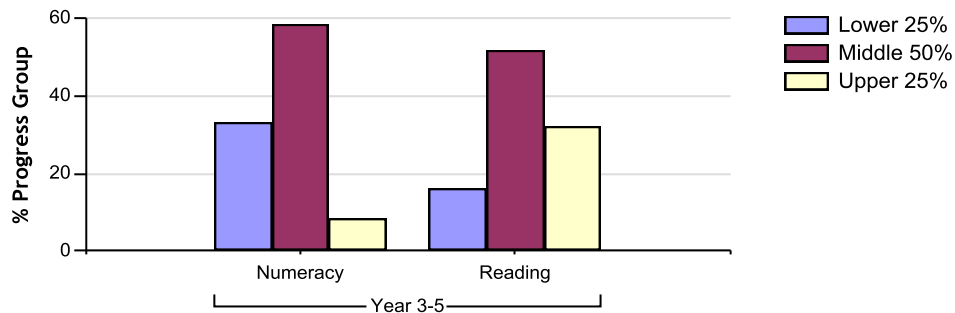
% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy	6.9	3.4	31.0	41.4	13.8	3.4	
Reading	6.9	10.3	17.2	37.9	17.2	6.9	3.4
Writing	6.9	24.1	34.5	13.8	17.2	3.4	
Spelling	6.9	13.8	17.2	27.6	20.7	10.3	3.4
Grammar	6.9	13.8	27.6	24.1	17.2	6.9	3.4

In 2014 65.4% of students achieved the school/DECD standard in Reading (proficiency band 6 or higher) and 10.3% of students achieved in the higher bands (proficiency bands 8 and 9).

In 2014 58.6% students achieved the DECD standard in Numeracy (proficiency band 6 or higher) and 3.4% of students achieved in the higher bands (proficiency bands 8 and 9).

**NAPLAN SCHOOL GROWTH**

**NAPLAN School Growth: Year 3-5**



**Year 3-5 Growth**

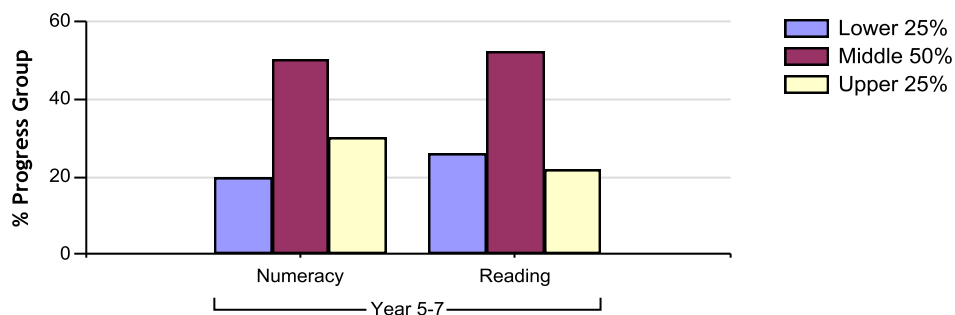
Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	33.3
	Middle 50%	58.3
	Upper 25%	8.3
Reading	Lower 25%	16.0
	Middle 50%	52.0
	Upper 25%	32.0

The year 3-5 growth data in Reading is pleasing with 84% of students making satisfactory or above progress. There were a small number of students that made progress that was not satisfactory.

In Numeracy 66.6% of students made satisfactory or above progress.

**Year 5-7 Growth**

**NAPLAN School Growth: Year 5-7**



**Year 5-7 Growth**

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	20.0
	Middle 50%	50.0
	Upper 25%	30.0
Reading	Lower 25%	26.1
	Middle 50%	52.2
	Upper 25%	21.7

The year 5-7 growth data in Reading is pleasing with 73.9% of students making satisfactory or above progress.

In Numeracy 80% of students made satisfactory or above progress.

## 6. STUDENT DATA

## 6.1 Attendance

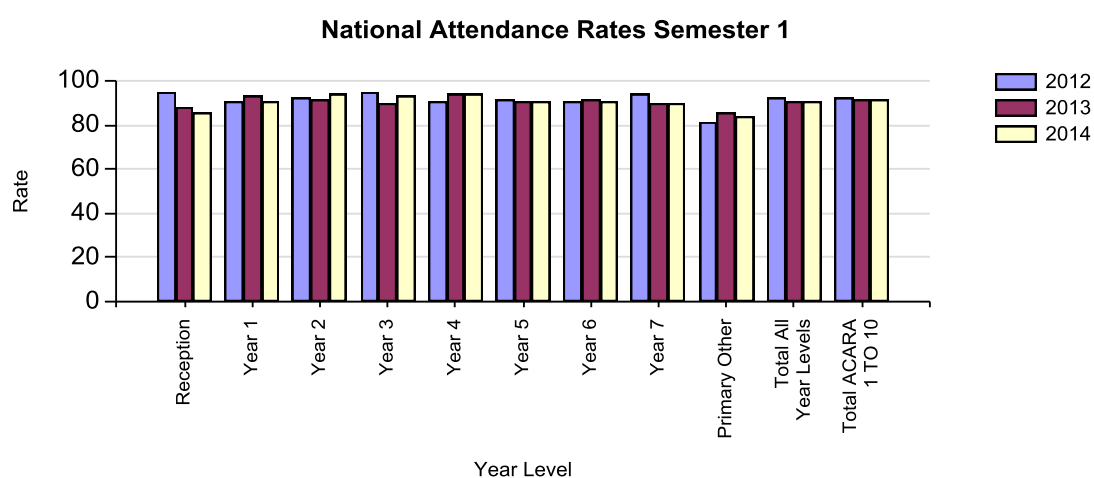


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2012	2013	2014
Reception	94.7	88.3	85.7
Year 1	91.1	93.0	90.3
Year 2	92.6	91.6	93.7
Year 3	95.1	89.6	92.9
Year 4	90.8	93.9	94.1
Year 5	91.2	90.7	90.8
Year 6	90.9	91.8	90.6
Year 7	94.4	89.7	89.7
Primary Other	81.6	85.6	83.9
Total All Year Levels	92.0	90.9	90.6
Total ACARA 1 TO 10	92.2	91.6	91.6

**Action Taken**

During 2014 we continued to implement our school Attendance Policy. We continued to review and analyse attendance data regularly and the Principal and Deputy Principal worked with targeted families to support improved attendance at school. Where appropriate attendance action plans were developed with identified goals, strategies and built in review procedures.

MGM Text messaging was introduced in term 3 which has enabled the school to closely monitor and follow up all non attendance and lateness in a timely manner.



## Outcomes/Targets achieved

Attendance rates in 2014 remained stable. Whole school attendance was 90.6%. Our target was 93%. The attendance rates were below target, largely due to a number of chronic non attenders. The school referred three families to the DECD attendance counsellor who worked closely with these families.

Significant improvement in attendance was achieved by two students referred to the DECD Attendance Counsellor.

## Future Directions for 2016

Improve attendance rates across the school by closely monitoring and following up all non attendance. A focus on early identification of students at risk, communicating with these families, developing attendance action plans and referral to DECD Attendance Counsellor.

Continue to set specific targets with regards to attendance and inform the community of these and how the school is tracking through regular articles in school newsletter and Governing Council.

### 6.2 Destination

Table 10: Intended Destination

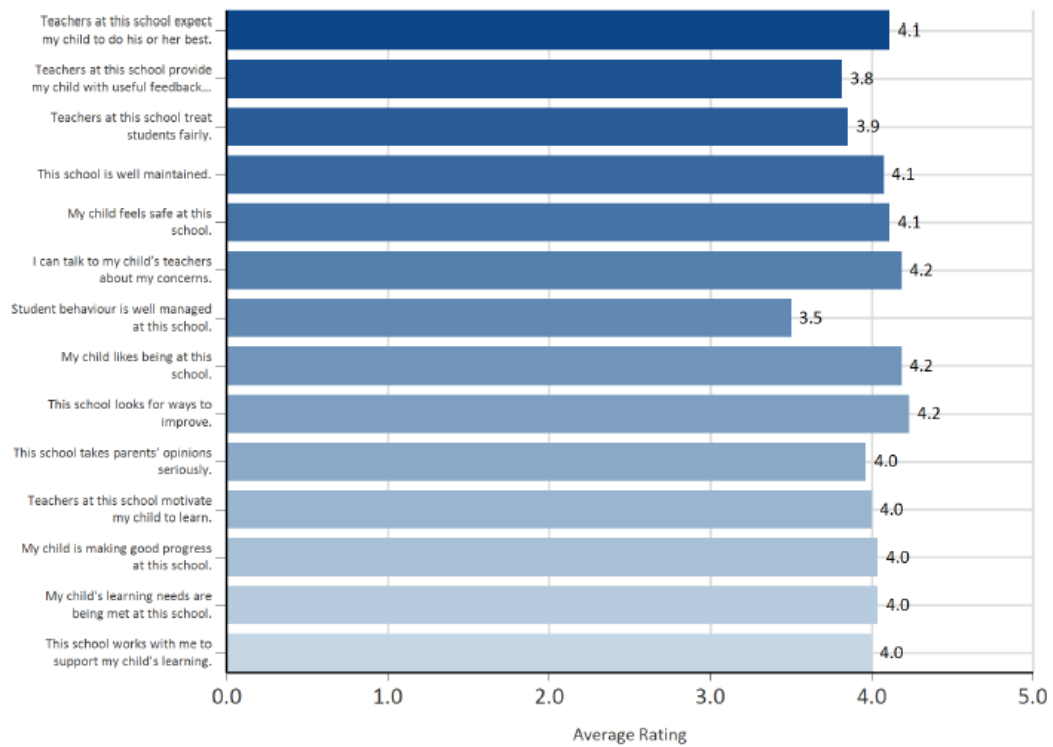
Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment			4.7%	3.0%
Interstate/Overseas	4	6.7%	8.1%	10.1%
Other			1.2%	1.4%
Seeking Employment			4.3%	3.6%
Tertiary/TAFE/Training			4.9%	4.6%
Transfer to Non-Govt Schl	6	10.0%	7.9%	9.7%
Transfer to SA Govt Schl	49	81.7%	49.6%	47.4%
Unknown	1	1.7%	19.3%	20.1%

## 7. CLIENT OPINION

### PARENT OPINION SURVEY

The ACARA Parent Opinion surveys were sent to all families early in term 4 2014. 27 families participated in the survey which is a similar participation rate to previous years. Overall the feedback from the survey was positive. The feedback about how student behaviour is managed at the school needs further investigation. Leadership will develop a process to use with the community in term 1 2015 to gather more information so we can better understand parent views and review what we are currently doing.

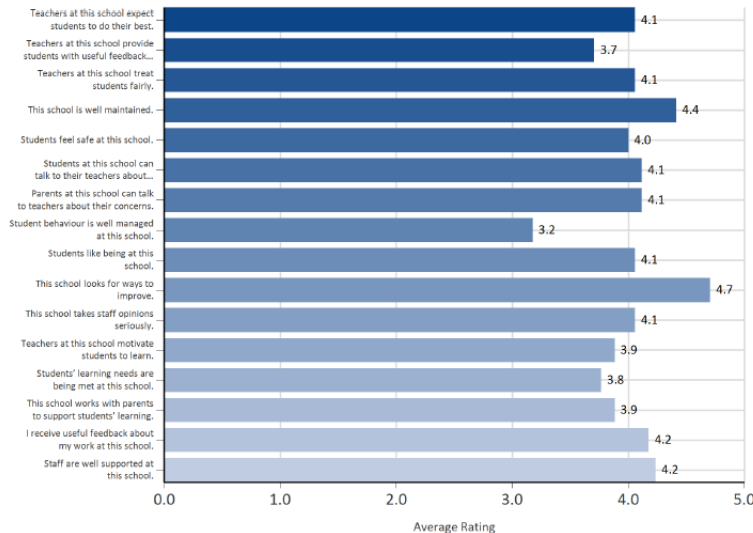
Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



### STAFF OPINION SURVEY

All staff were encouraged to participate in the ACARA Staff Opinion survey early in term 4 2014. 17 staff members participated in the survey which is significantly higher than in 2012 (3 staff members participated in 2012) and a similar number to 2013. Overall the feedback from the survey was positive. The survey indicated that staff felt the school looks for ways to improve. An area that was highlighted by both parents and staff that requires further exploration is how student behaviour is managed by the school. This process will be a focus for term 1 2015.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1



My School website  
<http://www.myschool.edu.au/>

## 8. ACCOUNTABILITY

### 8.1 Behaviour Management

Coorara is a school community that values: respect, caring, honesty, responsibility and teamwork. Through these values we aim to develop and maintain a safe and supportive learning environment for all members of the school community.

To support this goal, we have many wellbeing and behaviour education strategies in place at Coorara including Play is the Way. Play is the Way is an activity based program which allows students to develop understandings of cooperation and collaboration through a variety of structured games. The language used by the program supports the development of social responsibility, self-control and successful participation in group interactions.

Individual support and small group support for students requiring additional support for their behaviour education has been provided by the Principal, School Counselor and Christian Pastoral Support Worker. This has included the use of behaviour contracts, restricted play programs and What's the Buzz program. Leadership staff worked closely with parents and referred students to DECD support services where appropriate.

In 2014 there were 301 incidents that required students to attend office time out. 81 of these incidents were related to threatened or actual violence. There were a small group of students that required significant support with their behaviour education especially in the area of solving conflict in socially appropriate ways and support was provided through DECD support services.

[http://www.decd.sa.gov.au/aboutdept/files/links/cossey\\_report\\_document.pdf](http://www.decd.sa.gov.au/aboutdept/files/links/cossey_report_document.pdf)

### Future Directions

- Behaviour management practices and policies to be reviewed and developed
- Staff to focus on student engagement as many of the incidents that required office time out occurred during the class time
- Relaunch of school values
- Introduction of a beginning of year program to be implemented in the first 2 weeks of school. This program to focus on: school values, developing class expectations, getting to know you activities
- Conduct an Annual Bully audit R-7

### 8.2 Relevant History Screening (formerly Criminal History Screening)

Coorara Primary School has processes in place to ensure its compliance with DECD Relevant History Screening Policy and Procedures. In 2014 the school had a successful SAFE audit.

The school has a process in place to ensure:

- all persons engaged with the site including volunteers meet the screening requirements
- all volunteers undertake volunteer training including RAN Volunteer training and sign a volunteer agreement
- documentation is stored securely
- records kept on EDSAS and school database
- volunteers and staff are notified 6 months before their screening is due to expire

<http://www.decd.sa.gov.au/docs/documents/1/RelevantHistoryScreenin-1.pdf>

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	29
Post Graduate Qualifications	7

Please note: Staff that 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.

#### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	0.00	15.00	0.00	7.82
Persons	0	19	0	11

## 9. FINANCIAL STATEMENT

### Income by Funding Source

	Funding Source	Amount
1	Grants: State	2186599.95
2	Grants: Commonwealth	11566.08
3	Parent Contributions	52919.25
4	Other	8465.30