

COORARA PRIMARY SCHOOL

Annual Report 2015



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Coorara Primary School	School Number:	0323
Principal:	Rebecca Read	Partnership	Panalatinga

Coorara Primary School is a Category 4 school, set in beautiful grounds in Morphett Vale, a southern suburb of Adelaide. In 2014 we catered for 200 students from Reception to year 7. We share a site and a positive partnership with Coorara preschool.

The school population is made up of approximately 8% of students that identify as Aboriginal, 16% students with disabilities, 1% students from non-English speaking backgrounds and 45% students were eligible for School Card.

Coorara Primary School engages 21st century learners in quality learning opportunities within a safe and positive environment. We maintain a strong focus on our school values: respect, responsibility, honesty, caring and teamwork.

2. REPORT FROM GOVERNING COUNCIL

2015 in Review.....

- Review of school behaviour policy and development of new Code of Behaviour
- Worked with school community to develop Learning Dispositions: the learning habits we want all children to develop
- Ongoing upgrade of the school facilities
- Canteen service being available five days per week for our school community
- New school facebook page
- Wakakirri
- School hosted the launch of Children's Week
- Continued to build strong links with the Coorara Preschool
- Coorara Cubs transition program and the Bear Hunt to promote the school
- End of Year celebration was a highlight of the school calander
- Roll out of the 1:1 iPad program
- Successful fundraising events including Thing a thon, Halloween Disco
- Installation of a boom gate to make school driveway safer for children

3. 2015 HIGHLIGHTS



The first few weeks of the year was focused on building a safe learning positive learning community where teachers can teach and children can learn. As part of this we relaunched our **school values** at our first community event for 2015, **Play, Explore and Connect**. Children and their families decorated a Cockatoo to demonstrate their commitment and support of the school values. These are on display in the school courtyard.

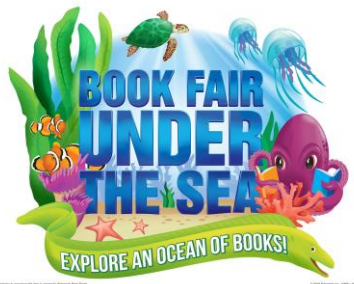


46 of our students performed at the Adelaide Entertainment Centre in August as part of the 2015 **National Primary School Dance Program, Wakakarri**. Our team performed our story/dance 'People Unite to Protect the Marine Environment' and won the state nomination for National Story of the Year and the State award for Best Environmental Story along with 5 performance awards. This is a great achievement for our second year of participation in Wakakarri. We are very fortunate to have a talented team of staff and parents who worked together on costume design, props, music and choreography.

A very professional performance with a very clear and important message. The costumes were brilliant and looked amazing on stage. The boat sets were fabulous and really added to the performance. I love the way the oil spill was executed. Very clever and clear. The creative movement in this number was very effective. Every performer gave 100% on stage. Kristin Agnoli – Judge



Coorara celebrated **Book Week and Science Week in term 3**. Staff and students enjoyed the fun of dress up day and a day of literacy and science activities. The Resource Centre was full of hands on science activities.



Two successful **Bookfairs** were held throughout the year. Both Bookfairs were well supported by the school community, with over \$3000 worth of books sold at both. Bookfairs provide children with the opportunity to experience a bookshop experience. This initiative supports our whole school focus on improving the reading outcomes of all students.



In 2015 we continued to further develop our **1:1 iPad for Learning Program**. We added another class to the program and now have six classes participating. The iPad is a learning tool which has allowed these students to access the Internet, email, use organisational 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. Staff have continued to develop their skills and knowledge by undertaking professional development in this area. Michael Koutsoukos (Partnership CPAC) has facilitated training sessions on using iPads in the classroom.



Our students participated in two lessons per week with our specialist music teacher. The aim of the **music** program is to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The school continued to invest in the program which saw a range of tuned and untuned music instruments purchased. A new initiative for 2015 was the **string program**. Twelve students received weekly violin lessons. To make the string program accessible to families, the school purchased the violins and the lessons were provided at no cost.



We were very privileged to be asked to host the 2015 state wide launch of **Children's Week**, the first time the launch had been hosted in the south! The Minister of Education and Child Development, Susan Close, and Mrs Lan Le, wife of the Governor attended along with 70 invited guests. The launch was a great success and showcased our excellent Arts program including music, dance and visual arts.

"I have been involved in these events for 20 years and I think this was the best one yet." Jane Reilly, OAM

"I want to thank you sincerely for the fabulous effort you put into hosting the official launch of Children's Week on Friday. We, along with the Minister, were most impressed with the talent that your students have and the wonderful artwork displayed around the hall. A credit to you and your staff. We have had many a compliment on the success of the function and some have stated it was the best ever!" Jan Martin, Event Manager



After the success of our Coorara Cubs transition program in 2014, we offered the program again in 2015. Twenty children participated in the transition program, **Coorara Cubs**, for 11 weeks in terms 3 and 4. The program provided these children with the opportunity to transition smoothly from preschool to school and build onto their learning. The children have established quality relationships with their peers and the staff they will work with when they start school in 2016. Positive staff –parent/carer relationships have also been established. The children got the chance to experience many aspects of school life. At the end of the program the children received a Starting School Show bag filled with lots of resources to support them and their family as they transition to school.



Our students and staff participated in the **National Day of Action Against Bullying**. Some highlights from the day included a school picnic, the whole school led by Nikki sang "Count on Me" and all students wrote a pledge stating what they will do to stop Bullying at Coorara.

*I pledge to stop bullying by welcoming people into my game. Oscar year 2
I pledge to stop bullying by telling the bully to stop and telling an adult.
Jenny year 5*



The **fundraising** Committee organised a variety of successful events to raise funds to develop new **outdoor natural learning spaces** in the courtyard. Highlights included the Halloween disco, the Thing a thon, Sports day BBQ and Casual Days. Thanks to the support of families we now have raised close to \$28,000 and plan to start the courtyard redevelopment in 2016.

A range of initiatives were implemented in 2015 to make the yard at playtime safe and fun. Our **playshed** opened in term 2 and was open everyday at lunchtime. The Playshed is full of interesting loose play items such as tyres, tubes, old cooking pots/utensils, material, handbags, clothes, wood planks, keyboards, cartons and much more! It has been wonderful to see children playing with a purpose, working with others to build and create, using their imagination and problem solving skills.

A group of twenty students in years 4-6 were trained to run the **PALS (play at lunchtime)** program. They participated in a day workshop, led by Andrew Delaney, DECD Project Officer. The students then ran lunchtime activities for younger students in the courtyard at lunchtime. The students did a fantastic job keeping the younger children active and engaged.

Play stations were set up and run by SSOs at recess time. Activities included card games, hoops, skipping, bubbles and much more! All of these initiatives resulted in children playing safely and returning to class calm and ready for learning.



Student Principal for a Day: For the first time, we participated in this national event. Students in years 4-7 were invited to step into the shoes of the 'principal' for the day. Interested students wrote an application and two students were selected. On the day the two students got some hands on leadership experience which included presenting awards at assembly, chairing a student forum on behaviour management, supporting teachers in the classroom, doing a yard duty, supporting children in the office for time out.



Coorara was successful in being chosen to participate in the Dairy Australia's **Picasso Cow Program**. Two classes worked together on a dairy related program 'Unbeatable Bones'. Together the classes created a school journal and decorated a life size cow, named Coorarabelle. Ten students took Coorarabelle to a presentation day to showcase their learning.



Legendairy **Healthy Lifestyle Week** was held in term 2. The focus was on healthy bones with Coorarabelle being our mascot. Activities included Tai Ci, Line dancing, Wheels day and a different calcium rich food to taste each day.

Excursions and **Incursions** are an important part of the learning program offered at Coorara. In 2015 three incursions were held that supported children's learning in science, literacy and the Arts. All classes went on one excursion during the year to enrich their learning as part of the classroom program. Excursions included the Whale Centre at Victor Harbor, Parliament House, Our Mob exhibition at Festival Centre, Old Schoolhouse at Willunga and the Come Out Childrens Art Festival.

The year ended with the **End of Year celebration**, the **Whole School Big Day Out** and the **Year 7 Graduation**. The End of Year celebration was a great community night with all students and staff performing enthusiastically. The community also got the chance to see the Wakakirri performance and the Three Song Medley that was performed at the launch of Children's Week by the Junior Choir, the violinists, year 6/7 students playing ukeles and percussion and the live loud dancers.

4. SITE IMPROVEMENT PLANNING AND TARGETS

Strategic Improvement Focus: Higher Standards of learning achievement in literacy: Reading

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Targets:

All students will achieve at or above the DECD Reading Education Standards which are:

- Reception: Achieve Reading Recovery level 5 by the end of term 3
- Year 1: Achieve Reading Recovery level 15 by the end of term 3
- Year 2: Achieve Reading Recovery level 21 by the end of term 3
- Year 3: Achieve NAPLAN band 3 or higher
PAT R: scale score 100
- Year 4: PAT R: scale score 110
- Year 5: Achieve NAPLAN band 5 or higher
PAT R: scale score 115
- Year 6: PAT R: scale score 120
- Year 7: Achieve NAPLAN band 6 or higher
PAT R: scale score 124

All students will achieve at or above school reading targets which are:

- Reception: Achieve Reading Recovery level 9-11 with understanding by the end of term 4
- Year 1: Achieve Reading Recovery level 17-20 with understanding by the end of term 4
- Year 2: Reception: Achieve Reading Recovery level 24-26 with understanding by the end of term 4
- Year 3: Achieve Fountas and Pinnel benchmark level P with satisfactory comprehension by end of term 4
- Year 4: Achieve Fountas and Pinnel benchmark level S with satisfactory comprehension by end of term 4
- Year 5: Achieve Fountas and Pinnel benchmark level V with satisfactory comprehension by end of term 4
- Year 6: Achieve Fountas and Pinnel benchmark level Y with satisfactory comprehension by end of term 4
- Year 7: Achieve Fountas and Pinnel benchmark level Z with satisfactory comprehension by end of term 4

Strategies Implemented in 2015

During 2015 the school **tracked and monitored** all students growth in Reading at both the classroom level and the school level. **Whole school literacy data collection protocols** are embedded to ensure that teachers and leaders know how every student is progressing, that the teaching and learning program is responsive to student needs, that interventions are timely and effective and that we are using pedagogy that is effective.

In 2015 all teachers implemented the whole school literacy data collection protocols. Data about reading achievement was collected regularly and according to agreed timelines. Running Records were used across the school, Reception to year 7. In junior primary Running Records were taken with

all students twice a term and in the primary years once a term. Other assessment tools were also used in line with the protocols.

Teaching staff used the information from the data to inform their teaching and learning program. Teachers worked in professional learning teams to analyse data and translate information into plans for effective teaching and learning. The information was used to inform whole class, small strategy group teaching and individual targets. The data was used to identify students requiring intensive reading intervention.

Teachers met with the leadership team in week 10 of each term to discuss their data, review individual student growth, reflect on the effectiveness of their teaching and set targets for the next term for all students.

A **whole school data wall** was used in 2015. Four times during the year the teaching staff mapped their students Reading progress on the wall. The scatter plot has enabled staff to see the achievement profile of the school as a whole, of each year level cohort and of each student as an individual. Through discussion and analysis of the data wall teachers have been able to ask questions, group students, share expertise, group problem solve and identify students who need additional support.

In 2015 **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. These common agreements were documented and published. Teachers implemented pedagogical practices that engaged students and improved their reading achievement. There was a focus on small group explicit teaching. Teachers developed expertise in being intentional in their teaching and being explicit with the students about what they are learning, why they are learning and the success criteria. A common pedagogical framework was used across the school to support this: WALT (we are learning to), WILF (what I'm looking for) TIB (this is because).

In 2015 we focussed on implementing differentiated **intervention** strategies through the wave intervention model. Teachers implemented individual targets for all students and grouped students according to reading strategy needs. Teachers met with all students in strategy groups at least once a week to explicitly teach a reading strategy that was the focus for that group of learners.

Intensive intervention was provided to 15 students in years 1 and 2. For further information about this strategy see section 5: Student Achievement.

All staff engaged in **professional learning** about reading in particular a focus on the explicit teaching of Reading Comprehension Strategies including The Café approach to teaching reading and using 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 team meetings held 3 times per term.

Learning Walks were introduced and held in 2015. The purpose of the Learning Walks was to obtain a snapshot of the learning at the school level and for staff to develop a shared vision of high quality teaching and learning and to monitor the implementation of whole school agreements. The focus of the Learning Walks were negotiated with staff and the 'walking team' consisted of a leadership member and a teacher. Five learning walks were done over the year. Time was allocated at staff meetings for feedback and discussion between teachers.

During 2015 the teaching staff engaged and were supported by their line manger 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.

Strategic Improvement Focus: Higher Standards of learning achievement in literacy: Numeracy

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.

School invested in **Professional Learning** for staff to support the development of teacher pedagogy and knowledge of the Mathematics Australian Curriculum. Staff were released to work with Michael K (CPAC) to develop expertise in planning units of work using the backwards by design model. Staff developed their skills in transforming closed numeracy tasks to more open rich tasks that provided intellectual stretch for all learners. Staff worked with Michele Russell (TfEL Pilot Leader) to develop their knowledge of growth mindset and how to teach to facilitate this. Staff collected **feedback** from students and made changes to their teaching practice. Three teachers participated in the Maths in Action Partnership program with Mike Charters.

The **whole school numeracy scope and sequence** was implemented in 2015. Summative tasks were used to monitor student achievement. Teachers participated in tri school numeracy **moderation**.

FUTURE DIRECTIONS

Literacy and Numeracy will remain major priorities in 2016 as we continue to work towards establishing consistent and positive improvements in student achievement. We will:

- Have high expectations for all learners
- Continue to build leadership capability and teacher quality
- Engage in professional learning and adapt/adopt new teaching pedagogies
- Track and monitor all learners growth
- Provide timely intervention
- Design learning to meet the needs of all learners
- Continue to develop, implement and review whole school common literacy and numeracy common agreements to what we teach, why we teach and how we teach

4.1 Junior Primary and Early Years Scheme Funding

The Junior Primary and Early Years Scheme funding was used to support students in Reception to year 2 in their early literacy learning and development. The resource enabled the school to focus on ensuring higher standards of learning achievement in literacy. All junior primary classes were provided with additional SSO support during the literacy block to support quality teaching and learning.

4.2 Better Schools Funding

The school received \$56,283.54 in Better School Funding. The funding was directed to support the priority of the Site Improvement Plan which was to improve the reading achievement of all students. An analysis of student achievement data in Reading identified a continuing need to provide wave 2 intervention intensive reading intervention for students in years 1 and 2. The funding was used to resource a .6 Reading Intervention Teacher position. For information about this program and student outcomes see section 5: Student Achievement.

5. STUDENT ACHIEVEMENT

Junior Primary Reading Student Achievement

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

Running Records: Teachers complete two Running Records per term with all students. The table below indicates an increase in students meeting the school standard in Reception and year 1. The

data also shows that we have been successful in 'closing the achievement gap' i.e. in 2014 67% of the reception cohort achieved the standard, that same cohort in 2015 80% achieved the standard.

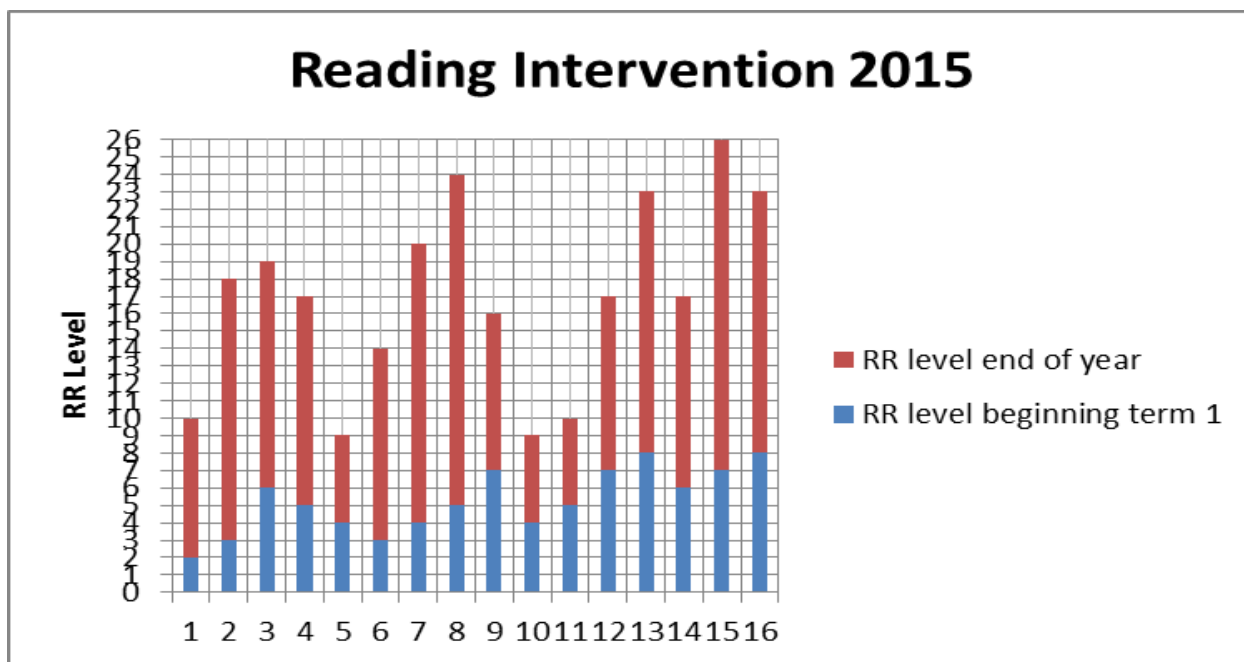
Year Level	School Standard by the end of the year	% of students that achieved the standard in 2015	% of students that achieved the standard in 2014	% of students that achieved the standard in 2013	% of students that achieved the standard in 2012
Reception	RR level 9-11	75%	67%	39%	21%
1	RR level 17-20	80%	52%	67%	34%
2	RR level 24-26	75%	79%	55%	55%

In line with DECD processes Running Record data for year 1 and 2 students were entered into EDSAS at the end of term 3. The data from this showed:

- 69% of year 1 students achieved Reading Recovery level 16 or above: this is higher than the DECD state percentage of 55% and higher than schools in the same category of disadvantage (CAT level 4) percentage of 45%
- 71% of year 2 students achieved Reading Recovery level 21 or above :this is slightly higher than the DECD state percentage of 69% and higher than schools in the same category of disadvantage (CAT level 4) percentage of 61%

Reading Intervention Processes: outcomes and effectiveness of the Minilit Reading Intervention program for targeted students

In 2015 16 students were identified through the whole school data collection process as requiring intensive reading intervention. The identified students received 4 fifty minute sessions per week, 3 lessons implemented by the Reading Intervention Teacher and the fourth by a SSO. The intervention program enacted was Minilit. The school funded for the Teacher and SSO to be trained in the program. The program is evidence based, highly structured and sequential. Individual Learning Plans were developed and reviewed regularly by the classroom teachers and the intervention teacher. The school supported this process through TRT release for classroom teachers and the Principal attended the meetings. This regular discussion between teachers ensured that the intervention program and classroom program were aligned and facilitated intentional teaching. The graph below shows the growth of the learners who received the intervention.



The Student Achievement Data provides clear evidence that the intervention program was responsive to student needs and supported the majority of students to make significant growth in their learning to

read. The data highlights the need to continue to provide intervention that is responsive, timely and for a short period of time.

Primary Reading Student Achievement

In years 3-7 all students complete the PAT-R online reading comprehension once a year, in October in line with DECD guidelines. 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 once per term with all students using the Fountas and Pinnell Benchmark Assessment System.

PAT-R (Reading Comprehension) Achievement Data

PAT R testing was conducted in October to inform the teaching of Reading Comprehension and measure student learning. The data in the table indicates an increase in students meeting the standard in years 3 and 5.

Year level	DECD Education Standard: PAT R Scale Score	% of students that achieved the standard in 2015	% of students that achieved the standard in 2014
3	100	68%	54%
4	110	69%	68%
5	115	89%	92%
6	120	52%	67%
7	124	40%	54%

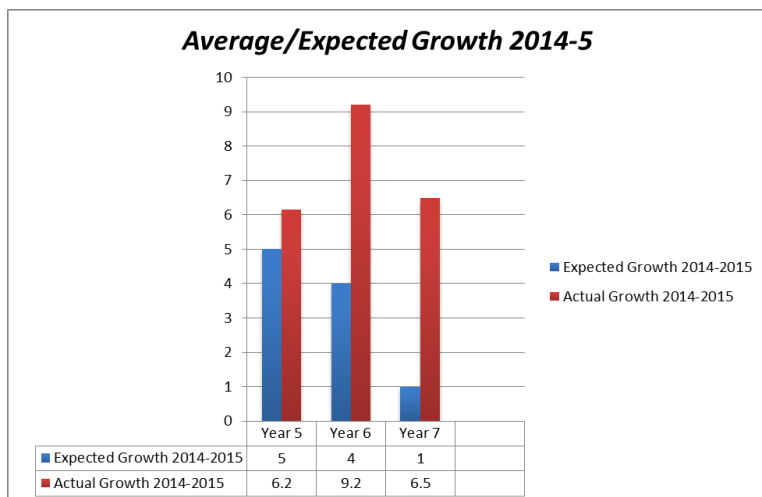
Fountas and Pinnell Benchmark Assessment Achievement Data

In years 3-7 the Fountas and Pinnell Benchmark Assessment System is used to assess students reading accuracy, fluency, vocabulary and comprehension. Teachers complete one assessment/running record per term with all students. This assessment strategy has been used at Coorara for two years. The school has adopted the suggested Fountas and Pinnell benchmarks for each year level. The table below indicates the percentage of students achieving the school standard. The table below does not show student growth. Majority of students progressed 3-4 levels over the year, which is what is expected. Analysis of the data shows that a much higher percentage of students could read the text at the expected year level accurately however their comprehension of the text was not at the satisfactory level (score of 7 or above out of 10). To achieve a satisfactory level of comprehension students need to be able to think within, beyond and about the text. Data shows that many students are not yet there with being able to think about the text. The data highlights the continuing need to explicitly teach reading comprehension strategies.

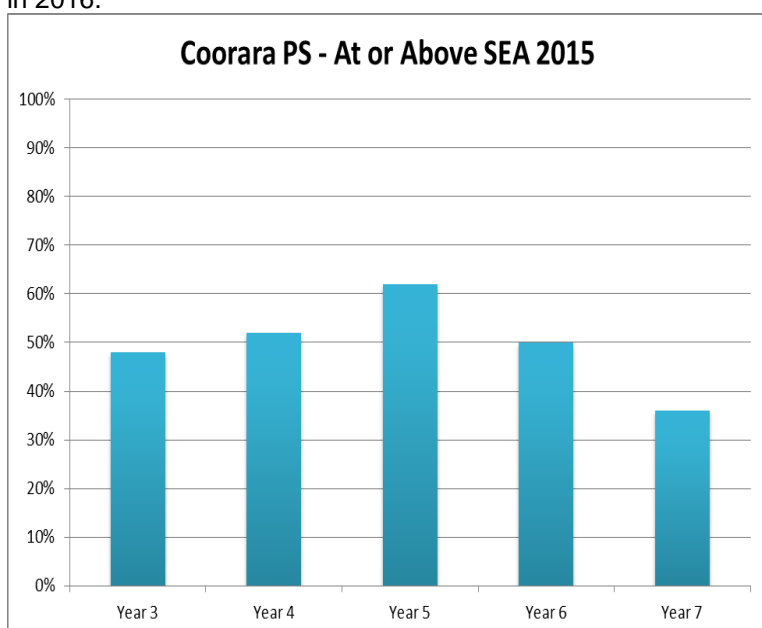
Year level	School Standard	% of students that achieved the standard in 2015
3	Fountas and Pinnell level P with satisfactory comprehension	39%
4	Fountas and Pinnell level S with satisfactory comprehension	42%
5	Fountas and Pinnell level V with satisfactory comprehension	35%
6	Fountas and Pinnell level Y with satisfactory comprehension	34%
7	Fountas and Pinnell level Z with satisfactory comprehension	32%

PAT Maths Testing

PAT Maths testing was conducted in September, in line with DECD guidelines. All year 3-7 students completed the test. This was the second year that the PAT M test was conducted. The graph below indicates that student growth in years 5, 6 and 7 was higher than the expected growth as measured by the PAT M scale score.



The table below shows the percentage of students that demonstrated the DECD Standard of Education Achievement in years 3 -7. During term 4 teachers met in professional learning teams to analyse the school Numeracy data. The data highlights the need to have a whole school focus on the teaching of learning of mathematics. Numeracy will be a strategic focus of the Site Improvement Plan in 2016.



5.1 NAPLAN

NAPLAN: Years 3, 5 and 7

All students at Coorara Primary School are encouraged and supported to attempt the NAPLAN tests.

YEAR THREE PROFICIENCY BANDS BY ASPECT

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	4.0	16.0	32.0	28.0	12.0	8.0	
Reading	4.2	4.2	12.5	29.2	29.2	16.7	4.2
Writing	4.0	4.0	12.0	40.0	28.0	12.0	
Spelling	4.0	4.0	24.0	16.0	28.0	4.0	20.0
Grammar	4.0	12.0	12.0	12.0	36.0	16.0	8.0

The table above indicates that:

- 79.3 % of students achieved the DECD SEA standard in Reading (proficiency band 3 or higher). This is a significant increase from the percentage achieved in 2014 of 48.2%
- 20.9% of students achieved in the higher bands in Reading
- 48 % of students achieved the DECD SEA standard in Numeracy (proficiency band 3 or higher). This is a slight increase from the percentage achieved in 2014 of 44.7%
- 8.0% of students achieved in the higher bands in Numeracy

YEAR FIVE PROFICIENCY BANDS BY ASPECT

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy	15.8		21.1	36.8	15.8	10.5	
Reading	15.8		15.8	31.6	5.3	31.6	
Writing	15.8		5.3	47.4	31.6		
Spelling	15.8		26.3	5.3	36.8	15.8	
Grammar	15.8	10.5	10.5	42.1	5.3	15.8	

The table above indicates that:

- 68.5 % of students achieved the DECD SEA standard in Reading (proficiency band 5 or higher). This is an increase from the percentage achieved in 2014 of 54.6%
- 35.3% of students achieved in the higher bands in Reading
- 63.1 % of students achieved the DECD SEA standard in Numeracy (proficiency band 5 or higher). This is an increase from the percentage achieved in 2014 of 48.5%
- 11.8% of students achieved in the higher bands in Numeracy

YEARSEVEN PROFICIENCY BANDS BY ASPECT

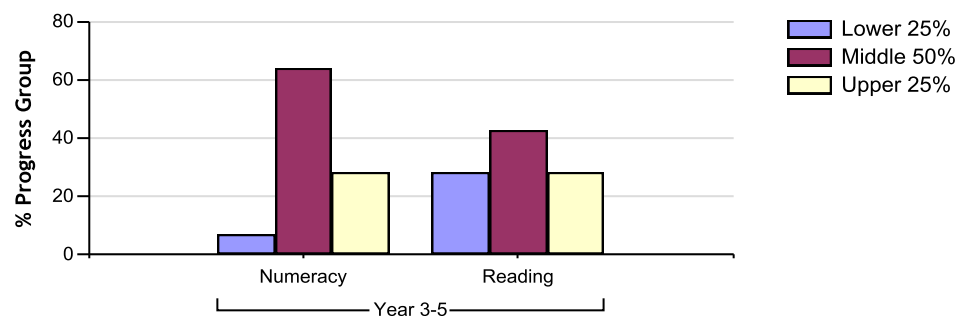
% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy	4.0		20.0	60.0	12.0	4.0	
Reading	4.0		20.0	40.0	16.0	16.0	4.0
Writing	3.6	14.3	39.3	21.4	17.9	3.6	
Spelling	3.6	25.0	14.3	17.9	21.4	17.9	
Grammar	3.6	14.3	14.3	32.1	7.1	14.3	14.3

The table above indicates that:

- 76% % of students achieved the DECD SEA standard in Reading (proficiency band 6 or higher). This is an increase from the percentage achieved in 2014 of 65.4%
- 18.5 % of students achieved in the higher bands in Reading
- 76% % of students achieved the DECD SEA standard in Numeracy (proficiency band 6 or higher). This is an increase from the percentage achieved in 2014 of 58.6%
- 4% of students achieved in the higher bands in Numeracy

NAPLAN SCHOOL GROWTH

NAPLAN SCHOOL GROWTH: Year 3 to 5



Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	7.1
	Middle 50%	64.3
	Upper 25%	28.6
Reading	Lower 25%	28.6
	Middle 50%	42.9
	Upper 25%	28.6

NAPLAN School Growth: Year 5-7

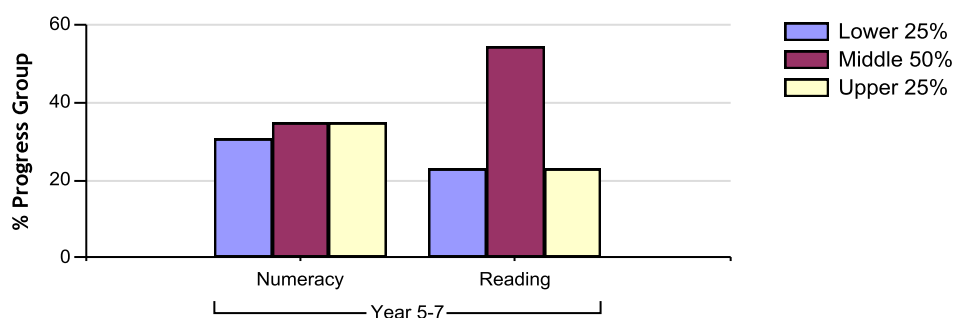


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	30.4
	Middle 50%	34.8
	Upper 25%	34.8
Reading	Lower 25%	22.7
	Middle 50%	54.5
	Upper 25%	22.7

6. STUDENT DATA

6.1 Attendance

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	88.3	85.7	93.5
Year 1	93.0	90.3	88.4
Year 2	91.6	93.7	91.5
Year 3	89.6	92.9	96.5
Year 4	93.9	94.1	91.2
Year 5	90.7	90.8	95.0
Year 6	91.8	90.6	87.5
Year 7	89.7	89.7	90.6
Primary Other	85.6	83.9	79.7
Total All Year Levels	90.9	90.6	91.1
Total ACARA 1 TO 10	91.6	91.6	91.4

During 2015 we continued to implement our School Attendance Policy. We review and analyse attendance data regularly and the Principal and Deputy Principal worked with targeted families to support improved attendance. Regular contact was made with families of concern, this was achieved through regular meetings, text messages,

emails and home visits. Where appropriate, attendance action plans were developed in collaboration with the family and the DECD Attendance Counsellor.

The introduction and implementation of MGM text messaging system has made it easier for families to notify the school of non attendance and the weekly message alert reporting system has enabled leadership staff to monitor students at risk of patterns of non attendance and lateness.

Every Day Counts, was the phrase we used to raise community awareness about the importance of regular attendance. This was done through newsletter articles, Governing Council meetings and acknowledging students at the end of the term who had achieved 95% attendance.

With a slight improvement of attendance at our school in 2015, we will continue to acknowledge positive attendance, follow up unexplained absences, work with students and their families whom are at risk and continue to build understanding amongst the community of the importance of regular attendance. In 2016 we will continue to strengthen our attendance processes and will implement an electronic attendance system in term 1.

6.2 Destination

Table 10: Intended Destination

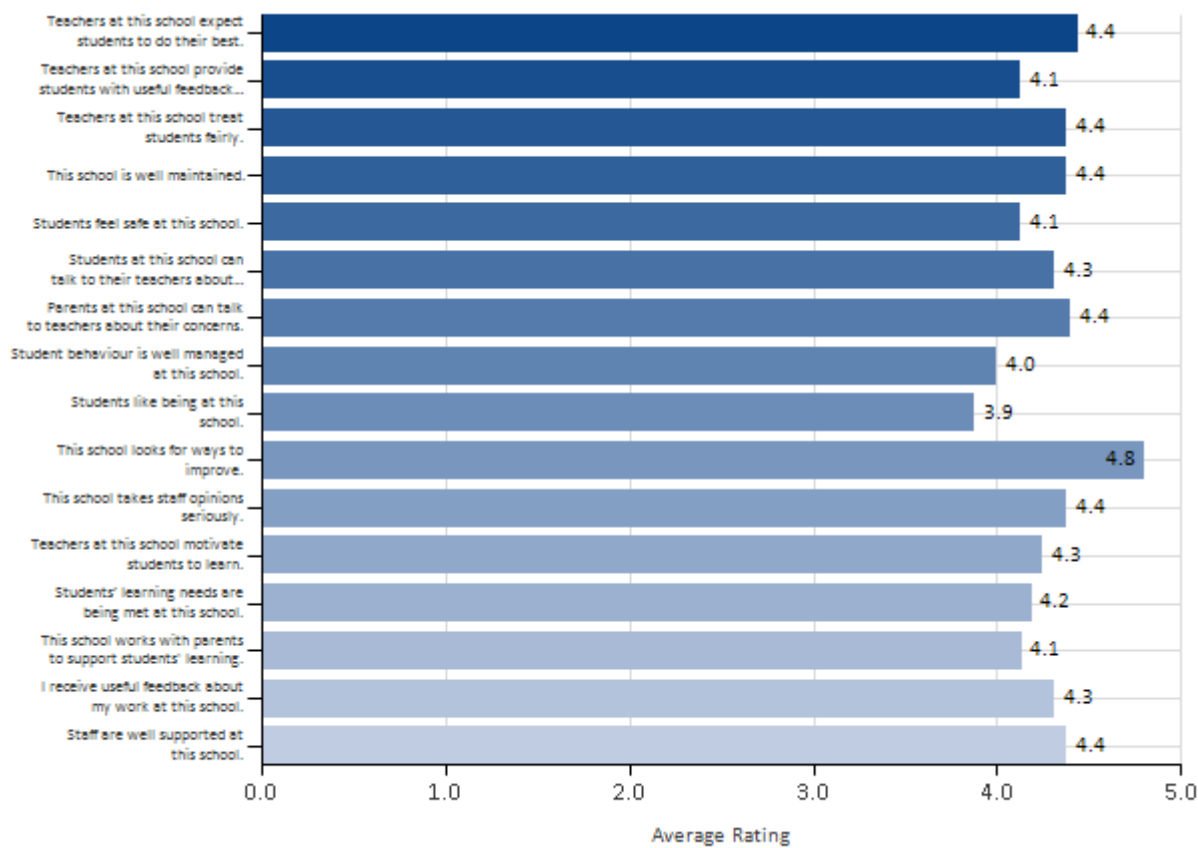
Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			3.8%	2.9%
Interstate/Overseas	8	12.1%	7.6%	9.5%
Other			1.0%	1.4%
Seeking Employment			5.2%	3.8%
Tertiary/TAFE/Training			4.0%	3.6%
Transfer to Non-Govt Schl	6	9.1%	7.8%	9.8%
Transfer to SA Govt Schl	52	78.8%	49.1%	48.8%
Unknown			21.5%	20.3%
Unknown (TG - Not Found)				0.0%

7. CLIENT OPINION

Staff Opinion Feedback

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

All staff were encouraged to participate in the ACARA Staff Opinion survey early in term 4 2015. The following table represents responses from 17 staff.



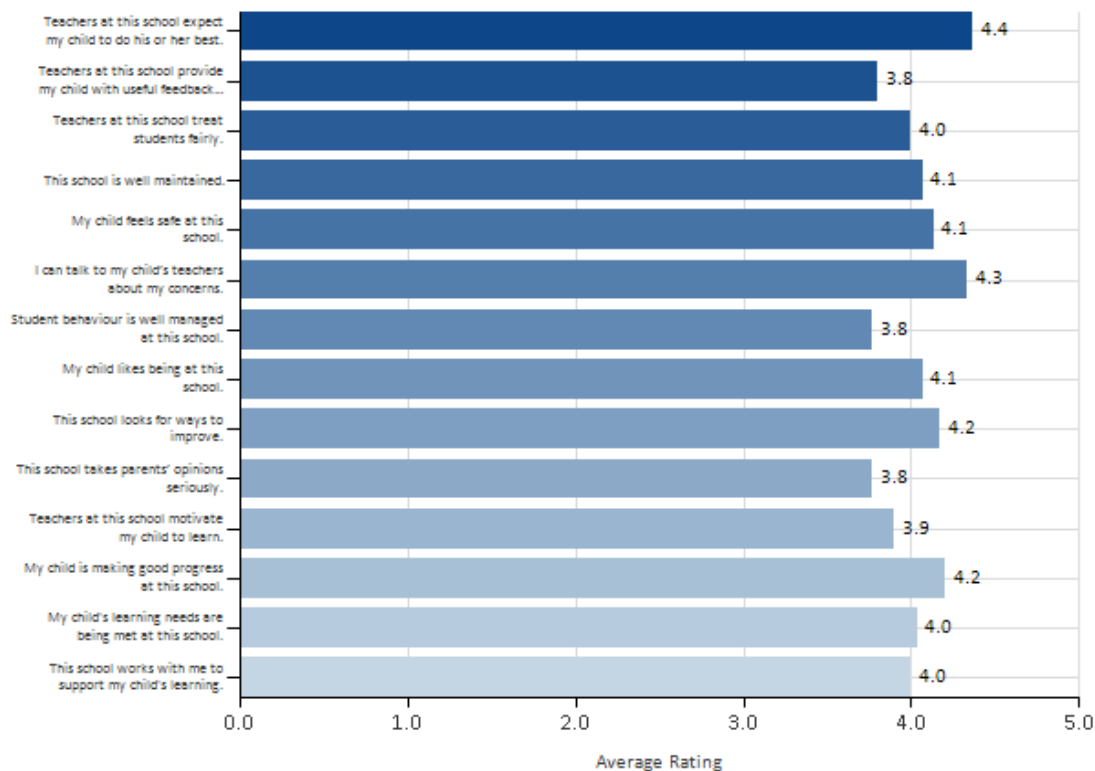
Teaching staff were asked to respond to two questions about the implementation of our whole school agreements to teaching reading. The following table represents responses from 14 teachers:

Question: On site professional learning benefits my teaching and learning				
Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
0	0	1	2	11

Question: Whole school agreements have improved the learning outcomes of students				
Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
0	0	1	3	10

Parent Opinion Feedback

ACARA Parent Surveys were conducted in term 4 2015. The following table represents the responses from 28 parents.



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.

Individual support and small group support for students requiring additional support for their behaviour education has been provided by the Principal, Deputy Principal and 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.

During 2015 the school community reviewed the school behaviour policy and developed a new Code of Behaviour: Better Behaviour Better Learning which will be implemented in 2016.

In 2015 there were 163 incidents that required students to attend office time out. 43 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.

8.2 Relevant History Screening

Coorara Primary School has processes in place to ensure it is compliant with DECD Relevant History Screening Policy and Procedures. The school had a successful DECD SAFE audit in 2014, which confirmed our processes to be effective. The school has processes 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

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	28
Post Graduate Qualifications	9

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 Equivalents	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	\$23,93124.18
2	Grants: Commonwealth	\$26,217.60
3	Parent Contributions	\$47,120.00
4	Other	\$25,131.95