



# Coonalpyn Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Coonalpyn Primary School Number: 730

Partnership: Coorong & Mallee

**Name of School Principal:**

Margret Elvey

**Name of Governing Council Chair:**

Terecia Page

**Date of Endorsement:**

22nd February 2017

## School Context and Highlights

Coonalpyn is situated an hour south of Murray Bridge on the Duke's Highway. It is isolated in the sense that we have very few local services.

There is no general store, only a BP service station, a Bakery and Post Office hence families need to go to Meningie, Taillem Bend or Murray Bridge for groceries or professional services. There is a Medical Centre with a visiting doctor 1.5 days a week, an ambulance service, two farm supplies businesses and a silo complex.

Community facilities are a Community Gym, A Hall, a Lutheran Church and a Uniting Church. The local football and netball team is Borderdowns-Tintinara. There are tennis and netball courts at the town oval.

Our current enrollment is 39 We currently have one indigenous student and one family where the parents have English as a second language.

We currently have 4 students with disabilities: 2 level A and 2 level Ds.

One of the main highlights of 2016 has been the Y-Cook program work of the Year 4 to 7 class with the Careship Coorong group. Half of the Upper Primary class each Friday attend the Yurt at the Careship Coorong snail farm and cook a two course meal for the elders of the community who come for a chat and entertainment from the students. Students devise the menus and organise the buying, keeping an eye on the budget. This has been an amazing experience for the students and began after we won a Whytes Rural grant which was to provide opportunities for children to work in a meaningful way in their community.

Another major highlight is our connection with Raukkan Aboriginal School. First we had the Swimming Carnival, then the El Shaddai Camp held at Wellington. This was a fantastic experience for all of the children and friendships were consolidated and new ones formed. We then continued with them visiting us for Book Week and we visiting them for a Science Day in Term 4 with Peter Eastwell. The Science Day was brilliant with the older children each having a partner from the opposite school to work with on a whole variety of Science experiments and activities. We concluded the year with a combined Pool Party at the Coonalpyn Pool and lunch was provided by the CPS Kids Council.

Other highlights included the Festival of Music Choir Concert in Adelaide for the Year 5,6 & 7 students, the Regional Choir Concert at Murray Bridge for all year 4,5 6 & 7 students; the Athletics and Swimming Carnivals, the SAPSASA events for the older students the whole school excursion to the Adelaide Zoo.

## Governing Council Report

Sadly, we lost some great teachers and an SSO at the end of 2016.

I make a special mention of Emily Richardson and her positiveness and encouraging teaching style in the Upper Primary class saw most students grow and achieve some fantastic academic results. This is a real testament to Emily and the trust and relationships she developed with her students to get them to strive and achieve. We wish her well in her new role as a mother, and hope to see her return to CPS in the future.

Jo McKenzie, who dedicated many teaching years to our Junior Primary children saw many of these students achieve above standard results. We wish her good health in 2017 and thank her for her long years of commitment to CPS and the Choir students.

I would like to say a big thank you to everyone here at CPS who helps out with the day to day running of the school - administration staff, ground staff, teachers, leadership, SSOs and volunteers, Governing Councilors and especially a big thank you to Margret Elvey whose dedication to this school is invaluable.

A highlight for me was sitting on the selection panel for the Pastoral Care Worker's position and making the selection of Joan Fabbian to join our school's environment and she has been invaluable to our school in her role since starting.

I was also lucky enough to sit on the selection panel for the selection of Principal to lead our school for the next 5 years and was pleased to see Marg win the position to continue her great leadership of CPS.

I would like to take this opportunity to thank those of you who made the effort to commit time and energy to Governing Council - without your dedication we could not function. Thanks also to the parents who are finishing their term on Governing Council. Your dedication and help throughout the years is appreciated - best of luck in your new ventures. Thank you to continuing members and, to any new members joining, a big welcome! Taking on active involvement in the decision making that affects our children's education is commendable.

Sadly, I say goodbye to Coonalpyn Primary School as I move interstate with my family.

I thank you all for your support and dedication during my time as Chairperson and I wish you all well in 2017.

Terecia Page  
Chairperson 2017 CPS Governing Council

## Improvement Planning and Outcomes

### Grammar

Our 2015 NAPLAN results showed a poor understanding of Grammar across the school, so we implemented a Grammar lesson once a week for 30 minutes using the Oxford Grammar series as a guide. We split the children into 4 groups - R/1, Years 2 & 3, Years 4 & 5 and Years 6&7 with each teacher taking on a group. We were amazed to find that the PAT Grammar Tests conducted in September 2016 showed that most students now had acceptable skill levels for their year levels and due to staffing constraints we have decided not to continue these smaller groups for 2017, but Grammar will be an integral part of the English and Literacy Curriculum.

### Numeracy

We continued to work in three groups - R to year 2, Years 3,4 & 5 and Years 6 & 7 for Mathematics lessons and due to timetable constraints and part time teacher in the Junior Primary these are done on three consecutive days in two two hour blocks and an hour block on the Wednesday. Each class begins each lesson with practice in multiplication, division, addition or subtraction facts or speed and accuracy type tests. Next comes Maths Mental where students are expected to answer questions on a variety of topics covered over the year, not necessarily topics being currently worked on - this acts as a revision exercise and aids retention of previously taught concepts. Next comes explicit teaching on the topic being studied, with appropriate groups of students who then go on to work independently on set tasks, both closed and open. Teachers sometimes ask students to reflect on the lessons and give feedback and so the next day some further explanations may be given depending on the issues raised by the students or noticed by the teacher when work is checked. These appears to be quite effective with the Junior Primary PAT M scores being very pleasing and students in other year levels also scoring within their expected bands.

### Reading

We invested \$2000 + of SASIF money in having SSO staff trained in Multilit and began with the older students who were more than two year behind in PAT R scores having 3 half hour sessions a week on Multilit. As the students succeeded, other younger ones have been included in the program. Some students who are then able to decode are given intensive Comprehension lessons using the school's Comprehension Checklist of skills.

### Well Being

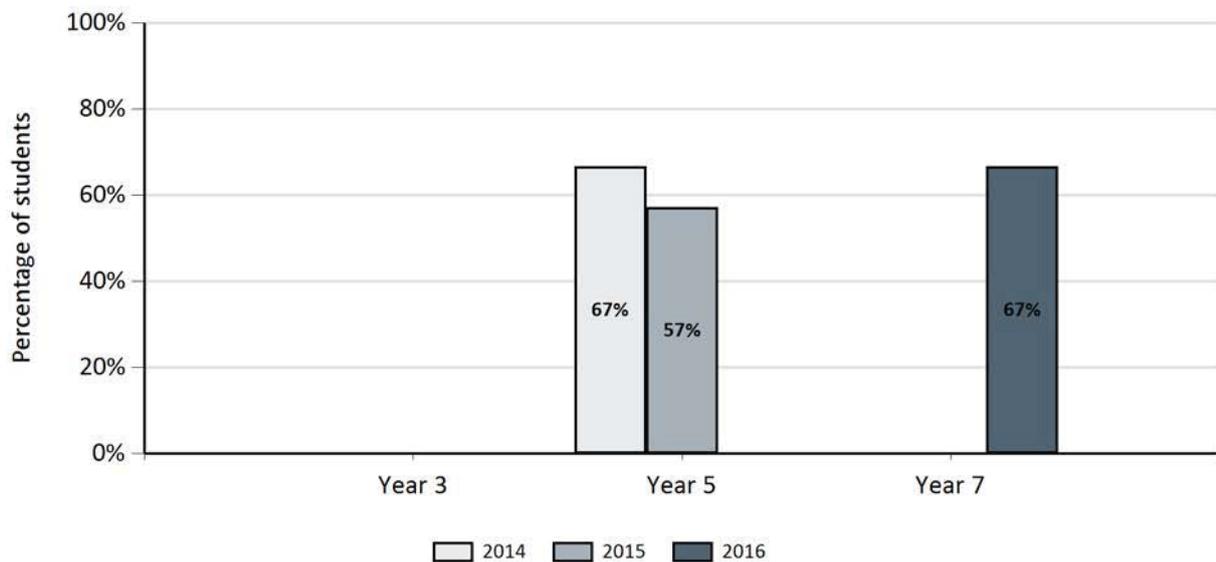
P C Worker - Joan Fabbian began her work as our Pastoral Care Worker at the beginning of Term 3. It was fantastic to have her on board and she has been working with students, staff a parents offering support to all. She has begun a program called Growing with Gratitude and the focus has been on being grateful for everyday for something and the children each have their own Journal called their "Happy Book". Next year we will put along side Growing with Gratitude, the language of MYTERN - a language which of improves resilience and well being in whole communities. This is run by Dr Jane Foster from Tasmania and has been very successful at Karoonda Area School.

## Performance Summary

### NAPLAN Proficiency

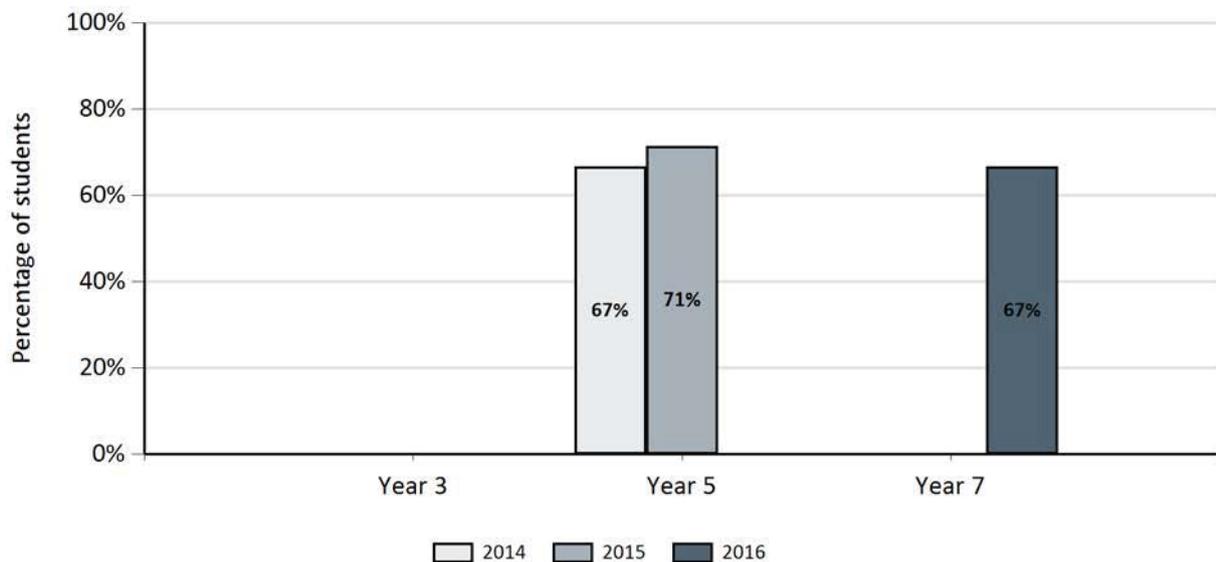
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	*	33%	25%
Middle progress group	*	50%	50%
Upper progress group	*	17%	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	*	17%	25%
Middle progress group	*	83%	50%
Upper progress group	*	0%	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	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	6.0	6.0	1.3	1.0	22%	17%
Year 7 2016	6	6	0	1	0%	17%
Year 7 2014-16 Average	*	*	*	*	*	*

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

Our site is very small and it is hard to compare cohorts with those from other schools. I am unable to make comment on scores and why we think these are so because individual students may be able to be identified.

We continue to see steady growth in most areas but we will be focusing on trying to push the higher achieving students to really strive for the top in 2017 as progress was mostly in the moderate range for most of our students.

Our PAT R, PAT M and PAT Grammar and Punctuation tests results were sound and as we expected with individual improvement noted in most cases. However it was the first time Year 1 and 2 students had completed the on-line tests so we could not compare their results with previous years. In Junior Primary, however the PAT Maths scores were very high as identified by our partnership Literacy and Numeracy Plus Leader who spent a day in the class trying to identify the characteristics which led to this improvement. 75% of students did reach our target of achieving appropriate levels in NAPLAN except in year 7 where 2 students out of 6 did not reach this bringing the percentage down to 66.6%. Unfortunately one student in Year 1 did not progress a year's growth (but going from a paper to an on-line test may be the difference) so we did not reach our target of 100% of students gaining a year's growth.

We had a target of 75% attaining appropriate grades against the Australian Curriculum and we reached 88% excluding One Plan students.

Unfortunately we did not reach 100% students completing the Premier's Reading Challenge as 4 students were not supported or encouraged by families to complete this, despite the best efforts and nagging by the the Staff. (89.7%).

Our Year 1 and 2 Running Records were very pleasing with only one Year 1 reaching only Level 8 (should be 13) and a Year 2 only reaching level 18 (should be 21).

However, our PAT R scores were very low with only 62% reaching appropriate benchmarks. (These numbers include all One Plan students.) 2 Year 1s, 3 Year 2s and the Year 3 did not reach benchmark. All Year 4 & 5 students did but only half of the Year 6 and 7 cohort did. A combination of factors account for this - quite a few of these students have very little support at home, with parents not willing or unable to listen to their children read regularly and ask pertinent comprehension questions of their child while reading together.

The staff have worked extremely hard to engage all students and regularly speak to these families about expectations and what is required to raise their children's levels but staff are constantly frustrated, as a few do not realize the importance of them working together with the teachers. This is very discouraging, but we will remain relentless in our pursuit of better results.

All well being targets have been met and attendance is discussed below.

## Attendance

Year level	2014	2015	2016
Reception	75.5%	90.5%	88.8%
Year 01	86.4%	84.6%	92.0%
Year 02	85.8%	97.3%	89.3%
Year 03	93.8%	94.7%	91.7%
Year 04	95.0%	87.5%	90.6%
Year 05	89.4%	94.3%	94.3%
Year 06	89.2%	93.6%	94.9%
Year 07	93.4%	94.6%	88.6%
Total	88.4%	91.6%	91.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

We try really hard to improve our attendance and follow all DECD procedures. We even babysit after hours - to assist families keep their children attending school. We phone parents of students daily to find out why they are absent. Unfortunately our community is rather isolated so families need to travel to a bigger regional centre or the city to attend medical, dental and other professional services and tend to take the whole family for the day, as they need to leave well before school time and return long after the school day has finished. We did have a lot of sickness this year.

## Behaviour Management Comment

Occurrences of poor behaviour have escalated this year. We have some young students who were unable to settle and one who was violent but has now left this school. Several older students constantly push the boundaries. We had one external suspension which was the result of a student making threats and inviting others to "get cut" with a blade from a sharpener.

Unfortunately Coonalpyn is no longer a farming community - a lot of families experience domestic violence and the children do not realise that it is not OK to use violence to get their own way. We constantly talk about bullying and the right way to do things and in 2017 are introducing MYTERN as a way of increasing resilience and respect while also reducing the incidence of poor behaviour.

## Client Opinion Summary

Our Staff survey again (100% response) showed that staff are very happy working here with the lowest score being 4.6 for Teacher at this school treat students fairly, Students feel safe at this school, and Students' learning needs are being met at this school.

Our Parent Survey ( 48.3%) was a little lower than last year, with the lowest score being 4.1 for Teachers at this school treat students' fairly and Teachers motivate my child to learn. 4.2 was this school works with me to support my child's learning and student behaviour is managed well. 4.3 was this school takes parent's concerns seriously.

The student surveys were much lower than previous years - the lowest score being 3.2 Student behaviour is managed well... and I feel safe at this school.

These results are not surprising in some ways, as the student survey was not done until after the year 7s had completed transition at their high school and the boys in particular felt the need to throw their weight around on their return to primary school. However, mid Term 4 we had an incident when a year 5 student ran around the yard threatening to cut students with a blade he had gotten out of a pencil sharpener! All surveys were conducted after this incident and I had complaints from students and parents about the behaviour of this boy and others. From my perspective, I did all I could to curb the behaviour but am upset that the system constantly questions my actions because I am constantly asked by the system to reconsider the consequences- yet in every other respect students are all to be treated equally!

We are a very open school and it was disappointing to hear some people say we do not listen to their concerns or ideas, but we feel they are given every opportunity, but some parents seem unable to read notes or choose not to read the notes we send home, despite the fact that they are written in very simple language.

We will be taking action to address these points next year - I will be liaising with Families SA regarding this boy most are fearful of and how we can help him minimize his anger and aggression but at the same time I will be giving appropriate consequences if he disobeys school rules. I also plan to survey the Upper Primary students and have frank conversations with the students about consequences and rules etc to improve the behaviour.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	14.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	6	85.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Currently all Governing Council members and staff have current history screenings. As people request checks or they come due, they are sought via the website. All regular volunteers have up to date screenings. All parents attending camps and excursions have a current DCSI screening check.

The Principal regularly checks staff compliance through the HR Management system.

On the new DSCI screening check we have three staff member cleared.

## 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	9
Post Graduate Qualifications	1

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	3.2	0.0	3.0
Persons	0	4	0	5

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

## Financial Statement

Funding Source	Amount
Grants: State	\$702673.42
Grants: Commonwealth	-
Parent Contributions	\$21232.98
Fund Raising	\$4521.85
Other	\$11592.13

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	The student who received this funding was given extra support 1:1 and was able to meet with an adult when he was having difficulty.	we had no more behaviour issues with this student.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	All students receiving this funding have been given extra support in addition to the SWD funding. The older ones have all received Multilit Literacy support. All have made some improvement in academic outcomes	All have made some improvement in academic outcomes
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Our Aboriginal student benefited from socializing at camp with the Raukkan Aboriginal children and participating in other activities with them. Students requiring additional Literacy and Numeracy support have received extra time than what the Learning Difficulties money provided.	All continued to benefit from learning about aboriginal culture. Extra ipads used to Additional support for students at Risk was available. AC imbedded
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	All student are receiving tuition using the Australian Curriculum and staff have been engaged with the new pedagogies from the Ac and the TEL.	N/A
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	N/A
	Better Schools Funding Specialist School Reporting (as required)	This money was earmarked to continue our purchase of more ipads and to upgrade the multimedia projectors in the classrooms. However, it was not expended in 2016 but will be in 2017. N/A	To be completed in 2017 N/A
Other Discretionary Funding	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	This money had been put into extra teaching staff and SSO time but in 2017 it will go towards specific counselling time for an SSO with experience in this area.	SSO has supported in a positive way students who have had issues.