Site Annual Reporting Requirements have all been met, with all required data sets as per legislative requirements set by the Australian Government in Schedule E.

Signed Principal:

SIGNED_________________________________GOVERNING COUNCIL CHAIRPERSON

DATE______________________

SCHOOL NAME: COONALPYN PRIMARY SCHOOL
Location Number: 0730
Coonalpyn Primary School (160km from Adelaide), opened in 1889 and is an integral part of the farming community. The spacious, attractive school offers a quality learning environment resulting in high standards of learning and care for all in our school community. We value honesty, responsibility, respect, resilience and excellence. Health and well-being, literacy, arts, science, and information and communication technology are focus areas, with health, physical education and science offered as specialised subjects. At-risk students are well-supported to improve their outcomes. Our music program includes Festival Choir, flute, clarinet and recorder lessons. We participate in recognised sport (SAPSASA), promote healthy eating and regular fitness activities and have a student-run vegetable garden. The school also provides an effective pre-school to reception transition program. Staff work well together and regularly communicate student progress and achievements. Many parents support and attend curriculum special events. School values are acknowledged by students through their participation in the Kids Council and activities such as National Tree Day and the School Garden Club.

Highlights of this year have included:

• Year 5/6/7 Aquatics Camp
• Participation in the Festival of Choirs for the fourth year in succession
• Two pottery experiences. Every child in the school has had the opportunity to complete two pieces of work with a visiting ceramic artist.
• School grounds have been made safe with the removal of several unsafe trees and four rainwater tanks have been installed using the Green Voucher Grant.
• Using Primary Schools for the Twentieth Century funding, the initial stages of construction on our computer suite began.
• Through National School Pride funding our meeting room has been renovated as well as an upgrade in the ground surface of the vegetable garden. The front office has also been recarpeted.
• Participation in the Picasso Cows Project run by Dairy Australia which resulted in our receiving third prize.
• Participation in the Coonalpyn Centenary weekend
• Development of calendars for the Coonalpyn Centenary
• Our involvement as a staff in the Assessment for Learning Project. Our school was the only participating school for this project in the Murray and Mallee Region.
• Continued high levels of Kindy/School interaction and cross age learning.
• Flute, recorder and clarinet instrumental lessons continuing with continuous improvement from students.
• Students taking part in Young Leaders Conference in Adelaide.
• Positive Sporting/Fitness events including 2 swimming carnivals, Sports Day, sports clinics, SAPSASA Representatives, Specialist PE lessons, fitness circuits 3 times per week.
• Dance workshops.
• Improvements in individual student’s literacy and numeracy results.
• Well received school musical.
• Premier’s Reading Challenge.
Improving literacy continued to be our major focus in 2009. Staff has implemented a range of intervention strategies and practices including the establishment of a literacy scope and sequence, to improve learning in the areas of spelling, reading and in particular, writing. Our focus on Information and Communication Technologies has also seen significant change with the implementation of the Commonwealth Government’s Building the Education Revolution. This has translated into a computer suite being built in one half of our Class 3 building. At present the suite has had the majority of the work completed and is awaiting a final ICT fit out of equipment and cabling.

This year staff has worked to complete a Literacy Scope and Sequence as well as the foundation of an Information and Communication Technology Scope and Sequence. In addition to this we have implemented many aspects of the National Science and Literacy Strategy ahead of the agreed federal timelines. Staff have taught using these Primary Connections materials for a minimum of 12 months now and the improvement in thinking scientifically has been noticed by staff. The school now has a whole school data map which tracks data measurement in literacy and numeracy standardized testing as well as school based testing. This has been used to establish a database of students at risk for 2010 and has supported Governing Council’s approval to self fund additional SSO hours for classroom support with particular emphasis on the Junior Primary.

To improve the Literacy learning of all our students R-7.

**Targets**
- 100% of students show growth at an age specific level in reading, writing and spelling
- Overall scores in literacy for each year level are on or higher than state and like school averages. Years 3, 5 & 7.

**Actions**
- Data was used to inform programming and planning for all students.
- Students identified with learning difficulties received targeted support.
- **An audit of student reading** was undertaken. Independent Reading Recovery levels were taken for all students who were not yet independent readers and this information was collated and recorded.
- This was done in Term 1 and again in early T4 and growth shown. It was decided as a school to repeat this assessment timetable in future years in order to track student progress.
- An audit of literacy resources was completed. Excess, unused and out dated resources were removed and SACSA related stickers were added to assist teacher use of all the resources.
- An audit of all teachers Training and Development in the literacy area was taken
- Running Records training was completed as necessary
- Methods of data collection were reviewed to enable easier access to data to inform planning
- A Literacy Coordinator was appointed
- A fun Open Day celebrating Literacy and Numeracy Week and Book Week with a Book Safari theme was organised in Term 3 and was well supported by family and friends of CPS. A hot dog lunch followed by classroom literacy activities was arranged.
- Further work was done on streamlining the teaching of writing through the school. A document produced by Catholic Education regarding teaching of text types was obtained and it was decided that CPS would use this document to advise teaching of writing in future years. It became obvious that Reading Comprehension was a need across the school and money was put towards purchasing school wide resources for teaching reading comprehension. These were sourced for the school.
- Assessing Literacy achievement across the school was addressed and a Literacy Data Gathering Map was formulated that included timelines for assessment of reading, writing and spelling. Running Records, Spelling tests of Oxford Word List, NAPLaN, and Reading Comprehension Tests will be undertaken by teachers and all data centrally recorded. This will help to highlight areas of need for intervention.
A Literacy Support Folder was prepared and copies will be made available for all staff from 2010 collating much of the work done in teaching of writing, CPS spelling continuum and Oxford Word list, Westwood spelling tests, and the Literacy Data Gathering Map. Other information will be added to this folder as it becomes available. This will be a useful working document to advise all teachers.

- Professional Development was implemented to support teacher pedagogical change with particular emphasis on assessment for learning.
- Students were introduced to the Premier's Reading Challenge.
- Whole staff commitment to the Assessment for Learning Project throughout 2009, focusing on backwards planning design in literacy.
- 100% of teaching staff were trained in Running Records and data collected on all students not yet reading independently to identify for targeted support.
- All Year 1 students who are struggling with reading and writing are given targeted and specific learning support time with an SSO and/or teacher. (Increased SSO time and teacher time allocated to literacy/JP students, particularly to year 1 students.) They were identified through teacher assessment and a standardised reading assessment.
- All JP students take part in a guided reading program and are assessed using Reading Recovery methods. Data is collated. Ensure we have effective data collected to inform literacy learning.
- All JP teachers can articulate the effective literacy experiences they provide for their students.

### Year 3

![Year 3 Graph](Image)

### Year 5

![Year 5 Graph](Image)

### Year 7

![Year 7 Graph](Image)
Compared to Regional data on NAPLAN:

**Year 3 students** – Our students performed above the region and the index in all aspects of literacy and numeracy.

**Year 5 students** - Overall all our students were below the Regional mean scores in all aspects of literacy and numeracy.

**Year 7 students** – Our students performed above the Region in grammar and punctuation, but below in all other aspects of literacy and numeracy.

**It is important to consider that our NAPLAN data is vulnerable to not having high statistical relevance due to the small numbers in each year level who take part in the tests. Having just 1 or 2 students in each year level who are either a student with disabilities or ‘At Risk’ can drastically lower the overall average for any particular data group when comparisons are made. It is more worthwhile to track these students throughout their schooling and map their improvements against their own previous results.**

At a school level results were as follows:

**Year 3**
- 100% of Year 3 students reached NMS in all aspects of literacy.
- 75% of Year 3 students are above NMS in all aspects of literacy.

**Year 5**
- Overall scores for all areas of literacy were lower than state average.
- 72% are above NMS in Punctuation and Grammar.
- 43% are above NMS in Reading.
- 28% are above NMS in spelling.
- 43% are above NMS in Writing.
- 86% of Year 5 students reached NMS in Punctuation and Grammar, Reading and Writing.
- 72% of students reach NMS in Spelling.

**Year 7**
- Overall scores for all areas of literacy were lower than state average.
- 100% were above the NMS in Punctuation, Reading and Writing.
- 80% were above MNS in Spelling.
- 80% of Year 7 students reached NMS in all aspects of Literacy.

*NMS denotes National Minimum Standard.

<table>
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<th>Test Aspect</th>
<th>Progress Group</th>
<th>2008 Year 3-5</th>
<th>2008 Year 5-7</th>
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<td>Upper 25%</td>
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</tbody>
</table>

* All NEP students have shown progress against their NEP statements. As there are so few of these students, to make any more specific comments about them may inappropriately identify their characteristics.
Coonalpyn Primary School
Annual Report 2009

Recommendations:
• A stronger emphasis to be placed on both Reading and Spelling across all year levels.
• Whilst the Year 7 results were satisfactory against the National Minimum Standards, further improvement is required in all areas to meet the current Regional Standards with the exception of Grammar and Punctuation.

To improve the Information and Communication Technologies learning of all students R-7

Targets
• Address equity issue regarding access to ICT
• 100% of students Years 2-7 make use of the Internet and e-mail as tools for communication
• 100% of students use ICT confidently as a tool to support every area of curriculum through the use of a formalised and agreed plan.

Actions
• Establishment of a scope and sequence by ICT Coordinator at the end of term 4
• Equity issues remained a problem due to the need to be flexible regarding inclement weather for example. The school has no other classroom available for Class three to utilise when vacating their classroom for other classes.
• ICAS test results were completed Years 2-7
• Used Building the Education Revolution funding to establish a computer suite in building 5 to enable greater access to ICT for all students.
• Conducted an audit of teacher skills with a view to establishing future requirements.
• Provided opportunity for Staff T&D as necessary.
• Offered classroom support of teachers, and students at risk.

Outcomes
• ICAS test results suggest improvement required in aspects including; General Skills, Word Processing, Graphics/media, Internet/Email and Databases/spread sheets.

Recommendations
• Further T&D required by staff to make best use of new ICT equipment that will shortly be made available.
• Further examination of the ICT Scope and Sequence by staff with a view to integration of this resource into student learning.

To improve the Numeracy learning of all students R-7

Targets
• 100% of students show growth at an age specific level in all aspects of numeracy
• Overall scores in Numeracy for each year level are on or higher than state and like school averages. Years 3, 5 & 7.

Actions
• Data was used to inform programming and planning for all students.
• Students identified with learning difficulties received targeted support.
Outcomes

Compared to Regional data on NAPLAN:

Due to the small cohort of students, this information is not available for years 3 and 7.
At a school level results were as follows:

Year 3
- Overall scores for numeracy were lower than regional and state average.
- 100% of Year 3 students reached NMS in Numeracy.
- 75% were above National Minimum Standard.

Year 5
- Overall scores for numeracy were lower than regional and state average.
- 100% of Year 5 students reached NMS in Numeracy.
- 57% were above the NMS.

Year 7
- Overall scores for numeracy were lower than regional and state average.
- 75% of Year 7 students reached NMS in Numeracy.
- 50% of students were above the NMS.

Recommendations
- Numeracy along with Science will need to be considered a priority in 2010 incorporating the National Implementation of the Math and Science Strategy.

Strategic Priority 4

Use of Curriculum Standards data embedded across the site.

Target
- All Teachers plan, program and assess and report using SACSA

Actions
- Using the school Portfolio Toolkit staff conducted a self assessment analysis of their use of SACSA the plan, implement and report using the SACSA document.
- Performance management meetings saw regular discussion on the use of SACSA in programming and assessment.
- Parents were reported to using information that was easy to understand based on SACSA.
- Teachers, as part of our involvement in the Assessment for Learning Project provided information to DECS through SAS.
- One hundred percent of Teachers already plan, program, assess and report using SACSA.

Outcomes
- From the self review the need for teachers to have professional dialogue with other teachers in nearby schools became evident. JP and MP teachers worked with Judy Keilor on Exploring Teaching Approaches over a series of training and development sessions. UP teacher has used part of her coordinator time to contact other schools not only in regard to establishing ICT scope and sequence but to discuss upper primary methodology in general. Greater connections are being made between 6/7 teacher at Coomandook and Coonalpyn as well as the Kindergarten and JP at Coomandook.
- Performance Management meetings demonstrate 100% of staff use SACSA to inform their planning and programming.
- JP Teacher has worked with a mentor teacher and regional support in relation to programming and planning in JP and also literacy in general.
- Staff new to the school to receive induction into use of SACSA at CPS as required.
Recommendations
• Further investigation into cluster groups supporting each other at a teaching level.
• Incorporation of observation days into performance management at a site and regional level to seek out best practice.

Attendance practices of Reception students will ensure best access of Literacy learning programs.
Maximise attendance of itinerant students.

Targets
• Kindy students have smooth and thorough transitions, greater interactions and confidence in their schooling experiences and in their social interactions with school age students.
• Parents of brand new receptions are well informed, confident and comfortable with the start of their children’s schooling.

Actions
• Communication with school community continued regarding attendance through newsletter, notes home, and following up non attendance in a rigorous manner.
• Contact with Rachel Black Attendance Officer at RO regarding a small number of students. Appropriate letters sent to families regarding attendance.
• Weekly interaction between Kindy and school students and staff.
• Parent information packs sent home in the term prior to commencement.
• Parent meeting and induction held in the term prior to commencement.

Outcomes
• Attendance this year has seen an overall increase with the exception of a very small number of families.
• Parents receive regular updates and reminder re attendance at school through newsletter.
• Staff and parents report a smooth transition to school due to regular interaction between these two groups of students.
• Fewer reception students requiring ‘rest days’ in the week due to regular transition days prior to commencement.
• Parents report that having the Parent Information book to look at prior to our meeting enables them to come to the meeting with any relevant questions that may need answering.
• Increased contact between Kindy and Reception enhances student readiness for schooling.

Recommendations
• Maintenance of existing structures.
Sit Wellbeing Student & Staff

Targets

• Parents, students and staff work together to support a whole of school approach to building a culture in which students actively choose food and drink in accordance with a healthy lifestyle.
• EDSAS data reflects minimal intervention for behaviour management.
• Access to child protection education is available to every learner on site.
• Maintain positive working relationships among staff.

Actions

• Staff analysed data and new staff received induction on CPS Student Behaviour Management Policy and Grievance Procedure prior to commencement of Term 1.
• Teachers implemented agreed rules and responsibilities with class early in term 1. These are revisited at the start of each term and as appropriate, in accordance with SBM policy.
• Teachers implemented agreed guidelines with class early in term 1. These were revisited at the start of each term and as appropriate, in accordance with School Grievance Procedure.
• Information related to SBM Policy and Grievance Procedure was sent home at the start of the year.
• Perception survey was sent home in term 3.
• Perception survey was completed by staff in terms 3.
• Responding to Abuse and Neglect Retraining provided to 100% of staff at CPS and offered to bus drivers and TRTs.

Outcomes

• Review of Food and Nutrition Policy still required
• Analysed framework processes in place for curriculum delivery of Health program to ensure inclusion of Child Protection Curriculum.
• Health Coordinator rewrote the Health Scope and Sequence to include access to child protection education.
• All students received child protection education in 2009 as part of their health program.
• Behaviour Management Policy was reviewed as a result of identified need.
• Reviewed Behaviour Management Policy now needs to be discussed and ratified by the Governing Council.
• 100% of staff at CPS trained in Responding to Abuse and Neglect.

Recommendations

• It is my belief that the school would benefit from a parent forum that examines bullying at our school level. Due to a number of incidences that occurred last year involving a small number of staff, students and parents, there may appear to be a distorted view of what constitutes bullying and how it is best managed within the school.

Enrolments

Enrolments have risen slightly between 2008 and 2009 with 2010 looking to have a 20% increase enrolment as this year. Students who attend our school come from the town and from farms in the area. However there are increasing numbers of families moving into the area in the search for affordable accommodation as well as a small element seeking a country way of life. 48% of our students identified as school card holders and 3.6% identified as students with a disability. 4% of students come from a non English speaking background and 3.6% of students had verified Negotiated Education Plans.
In 2009 school attendance data indicates a slightly higher than regional and state rate of attendance. There is always room for improvement, and Coonalpyn’s student attendance is fairly good.

**Attendance**

At our school, some factors that influence attendance include:

- Rural families that holiday during the term because of their farming duties restricting holiday times
- Accessing support or medical facilities in distant locations.
- Contagious illness or long running health needs.

Regular Communication with parents has occurred which has contributed to our very low levels of unexplained absence, (0%). Families in our school community are typically very good at communicating their child’s absence from school to school staff and the vast majority know the importance of continuity in attendance due to regular updates in our school newsletters.

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**STAFF ATTENDANCE**

Staff averaged a total of 11 days absent each in 2009. This is inclusive of illness, entitled leave (EG, Parenting) and training and development but exclusive of long service leave entitlement.

**Staff Retention**

75% of permanent staff in 2009 had also taught at Coonalpyn Primary in 2008. There was 1 new contract staff member who later won a permanent position at Coonalpyn Primary School. Currently there are no indigenous staff members working at Coonalpyn Primary School.

During 2009, 1 permanent teacher took long service leave for six weeks of term three. One School Services Officer also took leave for all of term three.

Even though last year saw stability in permanent staff, retention remains a difficulty for our location in accessing interested and suitable teaching staff for temporary or part time positions.

**Student Progression**

Last year we had minimal new enrolments, mostly due to a declining population of transient or short term employed families (drought).

**Staff Qualifications**

All teachers hold qualifications required for teacher registration in South Australia.

Of our teaching staff, 100% hold a bachelor or diploma degree in education.

Of our teaching staff, 60% hold an additional degree as well as their base education degree.
The range of qualifications include:

* Bachelor of Ed-JP/Primary (40%)
* Bachelor of Music Performance
* Diploma of Education
* Bachelor of Science
* Bachelor of Early Childhood
* Bachelor of Teaching-Primary.

STAFF PROFESSIONAL DEVELOPMENT

Funds spent for Staff Training and Development in total for 2009 was $10,342. This was broken into 4 different priority areas including Literacy, Numeracy, ICT, Assessment for Learning. A total of $8,415 of this amount was received in grants. All training and development was based on the priorities identified in the school’s site improvement plan.

Examples of professional development accessed by staff last year include: Choir Trainer’s Conference, Senior First Aid, Assessment for Learning, Exploring Teaching Approaches and Financial Management, Literacy and Numeracy Expo, Coach in a Box leadership training.

Student Suspensions

There were no external suspensions during the census period.

Satisfaction Surveys

This year Governing Council was supportive of the use of the DECS provided survey whereas previously the school had participated in a school generated survey. This new survey was undertaken in term three.

Parents

Eleven parents completed the survey. Parent opinion falls predominantly in the upper section of the 50th percentile when compared to the regional and state data. The data indicates that parents strongly believe the school has high expectations of its students together with an excellent learning environment. Parents believe to a high degree that they are given the opportunity to be involved in the school’s educational activities and have involvement in the school’s decision making and development plans.

Staff

Five staff members completed the survey online. Staff indicated strong support for effective student behaviour management procedures as well as a strong involvement in the development of the school’s vision. Staff strongly believed the school to be well organized and that they have ample provision of training and development opportunities.

Students

Fifty one students completed the survey. Students strongly believe that teachers explain what they are learning and enjoy the kinds of things they are learning because the teachers make it interesting. Students believe they have support available to them if they are having problems and that the majority of students get along well with each other. Students also believe they have opportunity to be involved in making decisions about the school.

Kids Council

The Kid’s Council in 2009 worked towards raising money for various causes including Camp Quality and Australian Childhood Foundation. Students participated in casual days where the money raised was given to these causes. Kid’s Council members were also involved in the celebrations for world teacher’s day and SSO week. Student’s in Kid’s Council in term four were involved in the organisation and running of a whole school disco. The funds raised from this even were put towards the sponsorship of the Coonalpyn Primary School leadership award. The remaining money is to be used to purchase new Kid’s Council badges in 2010.

Karen Schilling

Principal

Kym Marshall

Governing Council Chair Person