COONALPYN PRIMARY SCHOOL
Annual Report 2011

Principal

Governing Council Chairperson

Date
2011 has been a positive year for Coonalpyn Primary School. We began the year with 48 students spread over three classes, with a total of 9 staff members some of which worked part time. We are a small but vibrant rural school made up of farming families and families that live in the town. 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 and native gardens. 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 Grandparent Day and Footsteps Dance.

Currently we have no indigenous students and one family with English as a second language. The decline of the town, most notably the closure of the local supermarket has contributed to declining enrolments however new projects are currently taking place in the town which will see this improve in the long term. This is reflected in our enrolment data. (See Table 1)

Our school community continues to grow through the work of our Friends of Coonalpyn Primary School parent group and our Governing Council continues to be supportive of the school.

Our site Learning Plan reflected the priorities for the state and region as well as our school based context, with a focus on literacy and numeracy.

Table 1

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Enrolments</th>
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</thead>
<tbody>
<tr>
<td>Reception</td>
<td>5</td>
</tr>
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<td>Year 1</td>
<td>10</td>
</tr>
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<td>Year 2</td>
<td>7</td>
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<td>Year 3</td>
<td>8</td>
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<td>Year 4</td>
<td>9</td>
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<td>Year 5</td>
<td>10</td>
</tr>
<tr>
<td>Year 6</td>
<td>8</td>
</tr>
<tr>
<td>Year 7</td>
<td>7</td>
</tr>
</tbody>
</table>

2011 Highlights

- Successful validation in March. “Coonalpyn Primary School has provided an array of evidence that clearly demonstrates quality achievement of outcomes against indicators of the nine principles of improvement and effectiveness. This was particularly evident in the student learning outcomes being achieved through a whole school approach to literacy.” Peter Chislett.
- Participation in the Principals as literacy leaders course and the flow on effect to classrooms.
- Participation in the Festival of Choirs for the fifth year in succession
- Excursion to Camp Coorong looking at Bush Tucker and Native Gardens. This resulted in the planting of a native garden at school with support for funding from the Tintinara Local Action Planning Group.
- A well received end of year concert.
• 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.
• Flute and clarinet instrumental lessons with continuous improvement from students. Two of our students were accepted to attend the DECS Instrumental Music two day workshop in Adelaide. One has been accepted to play in the orchestra for Festival of Music 2012.
• 100% of our students complete the Premier’s Reading Challenge.
• Worked towards minimizing our excess water bill by successfully applying for a new water meter to be installed at the adjacent Kindergarten. This is yet to occur.
• Fifty percent of teaching staff were nominated by Governing Council for NEiTA Teaching Awards.

Report from Governing Council

Chairperson’s Report 2011
Firstly I would like to thank the 2011 committee for their help and support last year, their cooperation makes being chairperson so much easier. Special thanks to Calum Dow and Craig Lutze for their help in refurbishing the playground equipment to make it compliant.
I would also like to thank the staff, particularly Karen, for their support throughout the year. I would like to acknowledge Karen’s work in dealing with the developing situation with student numbers due to our shrinking population. I am sure Karen’s research has the current class situation as the best available option. Special thanks to the Coonalpyn Ambulance members for their help in organizing our Quiz Night fundraiser (particularly successful on my behalf) and thanks to the many sponsors.
I would also like to thank the Friends of Coonalpyn Primary School for their many activities organized throughout the year and their help to staff.
Thank you again to the Governing Council members and staff, and I wish both the best in 2012.

Kym Marshall

Governing Council Chairperson.

Site Improvement Planning

TARGETS
Our Site Improvement Plan priorities for 2011 included:
Focus on learning: quality teaching, literacy and numeracy
Attend to Culture: Student voice and staff well being
Target Resources: Maintaining a quality education and establishing a LOTE Program.

ACTIONS AND OUTCOMES
Our first major strategy for improvement included participation the Principals as Literacy Leaders program which filtered down through the school resulting in a sharper focus on pedagogy which was then addressed through our professional learning schedule and the performance development process. Use of the literacy practice guides as well as classroom observations helped to establish a dialogue about effective teaching. This combined with a transition into using the National Professional Standards for Teaching has placed staff in a positive position to continue to pursue personal and professional goals in 2012.

Our second major strategy was our involvement with Courtenay Gardens Primary School in Victoria. With only three classes in the school it was a decision made by all that we would adopt a whole school approach to the teaching of literacy. When visiting Courtenay Gardens we saw an excellent example of how to implement literacy across the school. This resulted in the implementation of not only our writing genre sequence but also the writing process and language that each teacher uses.
We created a standard writing process and language to use in order to focus more on our core business of teaching the literacy. The writing process that we have taken on is: Plan, Draft, Edit, Revise and Publish. Each step of the process is completed on a different coloured piece of paper and is collated in the end with the published piece of work to show the process and the learning they have gone through. There is also an assessment rubric for each piece of work which can be used by students to identify areas for improvement and by teachers for future planning.

As a result of our observations there in April as well as hard work in our professional learning time, we have developed a whole school approach to writing, reading comprehension, guided reading and problem solving. Staff work together to plan and assess each genre. This combined with our own formal data map of assessments has provided us with a great deal of useful data to inform our decision making, both as individual classes and as a whole school. We have seen the positive effects of our whole school approach already reflected in our NAPLAN results in writing in the upper primary class.

We were able to establish German R-7 through the school as our contract teacher was qualified to teach German and staff were flexible in swapping classes to allow this to occur. This teacher is no longer employed at our school and so the process of providing a second language continues. Due to the small size of the school and the isolation, finding a LOTE teacher willing to travel such distances for such a short amount of time is difficult and so we will need to be innovative in our approach to this issue.

RECOMMENDATIONS

Through our self review process both mid year and end of year we have been able to establish, through our analysis a range of data where our priorities lie for 2012. Using a disciplined dialogue approach we have been able to set our major priorities as:

- Spelling – Whole School Approach
- Reading – Whole School Approach
- Intervention – Whole School Approach
- Numeracy – Whole School Approach using Australian Curriculum
- 2 Classroom School – Innovative Staffing
- Listen and Respond Rethink parent teacher interview timeline.

Student Achievement

The trend over 2010 and 2011 appears to be that students do not achieve targets in literacy until the end of year 2 and 3. Depending on the number of classes we are able to run in 2012 we will employ a literacy support teacher whose role it will be to implement our wave approach in conjunction with classroom teachers. This year in particular there has been outstanding improvement in spelling in the upper primary class. In addition to this, students capacity to write effectively in a range of genre has also improved significantly.

- 10% decrease in the number of students identified as at risk by the end of 2011.
- 100% of students in years 5, 6 and 7 demonstrated improvement in spelling with an average growth of 24 months.
- 100% of students in years 3 and 4 showed significant growth in spelling.
- 100% of students achieved Running Record Benchmark Level 3-5 after four terms of schooling*
- 78% of students achieved Running Record Benchmark Level 20-25 at the end of year 2*
- 100% of students Years 3-7 achieve RR Benchmark Level 28 or are reading independently.*
- 68% of students have achieved a year's growth or higher in numeracy to date
- 66% of students showed significant growth in PAT math results

*With the exception of students with a verified Negotiated Education Plan
NAPLAN

**Reading**
Year 3: Lower than SA mean and National mean.
Year 5: higher than SA mean and National mean.
Year 7: Lower than SA mean and National mean

**Spelling**
Year 3: Lower than SA mean and Regional mean.
Year 5: higher than SA mean and National mean.
Year 7: Lower than SA mean and Regional mean

**Writing**
Year 3: Lower than SA mean and National mean.
Year 5: higher than SA mean and National mean.
Year 7: Lower than SA mean and National mean.

**Grammar**
Year 3: Lower than SA mean and National mean.
Year 5: Lower than SA mean and Regional mean
Year 7: Lower than SA mean and Regional mean

**Numeracy**
Year 3: Lower than SA mean and Regional mean
Year 5: higher than SA mean and Regional mean
Year 7: Equal to the SA mean but lower than the National mean

Year 7 cohort is too small to recognise trends in data.
Individual progress in Upper Primary class is outstanding for 4/9 students that completed the NAPLAN. Individual growth is not represented by data trends above.
**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 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.**

### Student Data

#### Attendance

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<th>Year Level</th>
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<th>2010</th>
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<tr>
<td>Reception</td>
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<td>94.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>91.8</td>
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<tr>
<td>Year 3</td>
<td>86.1</td>
<td>94.7</td>
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<td>Year 6</td>
<td>91.7</td>
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<tr>
<td>Year 7</td>
<td>86.5</td>
<td>93.2</td>
<td>90.9</td>
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<tr>
<td>Total All Year Levels</td>
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<td>91.8</td>
<td>92.4</td>
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<td>Total ACARA 1 TO 10</td>
<td>91.0</td>
<td>91.7</td>
<td>92.2</td>
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2011 school attendance data indicates a slightly higher than regional and state rate of attendance and slightly higher than the previous year. There is always room for improvement, and Coonalpyn’s student attendance is reasonable. In small schools, it must be remembered that in year levels where there are only a few students, that data can sometimes be disproportionate.

There were a number of external suspensions of one student in 2011 due to repeated bullying behaviour. Every effort was made to engage this student in school including the use of exceptional circumstances funding from ICAN, counseling and interagency support in meetings involving the family. 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. Those students who begin to show consistent absence are managed in accordance with the school’s attendance policy and supported by the regional office.

Client Opinion
Thirteen parents responded to our survey which is a slight decrease on numbers in 2010. Parent opinion was very positive and the data indicates that parents have a high level of satisfaction regarding teacher expectations of students and the learning environment. Parents are satisfied with the management of facilities at the school and they feel welcome here. Parent opinion of leadership and decision making showed a high level of support for the systems in place.
Staff

Eight staff members completed the survey online. Staff is happy with the opportunities they have to discuss and receive feedback on their work and performance as well as a strong sense of genuine care for each other. Staff indicated a high level of satisfaction with leadership and decision making processes.

Students

A total of nineteen students completed the survey online. Students for the most part expressed high levels of satisfaction in all areas with the exception of a minority. Their concerns included; having someone to talk to if they have problems and being involved in the decision making at school.

Generally speaking our results for this year’s opinion surveys were excellent and a genuine improvement on the previous year. Though expressed by a small minority, areas to be addressed as identified through our disciplined dialogue activity in November clearly demonstrate the need to listen and respond in 2012:

- A few parents feel uninformed and uninvolved.
- Staff feel parent input is not valued
- Students feel uninvolved with decision making

The school community will address these issues through the Site Improvement Plan for 2012 with input from relevant stakeholders.

Accountability

Staff

Teacher Qualifications

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

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
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<td>Post Graduate Qualifications</td>
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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.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<tr>
<td>Persons</td>
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See appendix.
Instructions for Using the School Annual Report Template

This template has been provided to aid in the development of your school annual report. It has been designed to meet all the requirements detailed in National Education Agreement, Schedule E – Student Reports and Annual Reporting to the School Community as well as legislated requirements under the Education Act and other National Partnerships reporting requirements. Full details of the requirements can be obtained from the Essential Requirements 2011 document at http://www.decs.sa.gov.au/quality/files/links/EssentialRequirementsAnnual.pdf.

<Deleting comments>
Please note all highlighted <comments> in red should be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template. You also need to replace ‘School Name’ on the front page of the report with your school name.

Data for your Reports
- Data for your report can be found in SPeRS from the Annual Report Data report. It has been formatted so you can simply copy and paste the tables and charts you require from this spreadsheet to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles or the Site Summary Report in SPeRS. NAPLAN data may also be sourced from the Student Data Warehouse.
- A separate report for Teacher Qualifications and Workforce Composition data will be available from the Reports section in SPeRS. The text in black in the Teacher Qualifications section in the template must remain in the report. No other comments are required for these sections.
- Finance data will come from your End of Year Profit and Loss Statement. You can choose to enter the data in the table provided in the template or attach your End of Year Profit and Loss Statement as an appendix.
- Other data e.g. Opinion Surveys will be available as PDF reports in SPeRS as previously.
- Senior Secondary data will need to be sourced from your school data.

Hints and Tips for Formatting your Report
- For copying and pastings from PDF documents e.g. Running Records or Opinion Survey please check out the following document http://www.decs.sa.gov.au/docs/documents/1/CopyingfromaPdfDocument.pdf

Contact Details
For any queries regarding the data sets or the annual report templates please contact Data and Educational Measurement:

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<tr>
<th>Name</th>
<th>Position</th>
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<tr>
<td>Diann Bedwell</td>
<td>Manager, Information Systems Management</td>
<td><a href="mailto:diann.bedwell@sa.gov.au">diann.bedwell@sa.gov.au</a></td>
<td>8226 1147</td>
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<tr>
<td>Janine Preece</td>
<td>Training Co-ordinator</td>
<td><a href="mailto:janine.preece@sa.gov.au">janine.preece@sa.gov.au</a></td>
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