

Curramulka Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Curramulka Primary School Number: 114

Partnership: Southern Yorke

Name of school principal:

Denise Rigby-Meth, Brooke Tilbrook and Olivia Clifford

Name of governing council chairperson:

Emily Leong

Date of endorsement:

28-11-19

School context and highlights

Curramulka Primary School was established in 1880 in the township of Curramulka. Curramulka or “Gardimalga” in Narungga language, literally means “Emu Waterhole.” Our school logo of the emu and waterhole is representative of the local Narungga site that the township of Curramulka is named after.

Curramulka Primary School is a Reception to Year 7 school that offers diverse and interesting learning programs, which allow all students to succeed. Most of our students complete all of their primary education at CPS.

Term 1 - Curramulka Primary School enrolments increased with a high reception intake, Sports Day held at CPS town oval combined with Stansbury Primary, SSSSA Athletics, Sporting Schools yearly plan includes golf, volleyball, NRL Rugby and Hot-Shots tennis, Implementation of 1:1 touch screen computers across R-7. SRC Lunch time sport - Basketball.

Term 2 - Cookout and Tree Planting Day, Footsteps Dance, SA Water Incursion 'Slippery Stuff', YP Vets visit, Knock - out Basketball Carnival.

Term 3 - The 3-7 Illawonga Camp combined students from Curramulka Primary and Ardrossan Area School. A range of caving, ecology tours, conservation education tasks and a farm visit. R-2 Students were fortunate to participate in an Adelaide based camp with the inclusion of a zoo visit and an aquatics centre visit.

Term 4 - Jump Rope for Heart, SAPSASA Bowls, Cricket, Football and Tennis, Assembly scheduling continues to develop, students are engaged during this process and their confidence in sharing their learning with the community is increasing. Student concerns, wish-lists for new equipment and clarification of yard rules have also been on the agenda. We are happy to report that the new basket swing and football net are a both a big success. Concert, Year 7 Graduation, Beach Day

Our new STEM furniture in the Upper Primary Class, the library refurbishment and the addition of plants and de-cluttering have allowed us to produce more intentional learning spaces for students.

Governing council report



Improvement planning - review and evaluate

The School's improvement priorities for 2019 emerged from the analysis of the school data through the site self-review process in 2017/2018.

Staff analysed a range of data sets including, NAPLAN, PAT-R, PAT-M, PAT- V Attendance, Behaviour, Running Records, and anecdotal data. As our data sets include a small sample size staff looked at the patterns and trends that were occurring across a number of years.

Staff also focused on the External School Review directions when considering our direction for improvement:

1. Continue to implement approaches that integrate and effectively embed intellectual stretch challenge and rigour into daily classroom teaching and learning.
2. Strengthen the student influence in developing clear understandings of learning intentions and success criteria directly related to the Australian Curriculum Achievement Standards. with feedback, data and evidence that enables individual goal setting.
3. A major change to the SIP targets in Term 4 included the implementation of our new Student Achievement Data target - 100% of students achieving 'C' or above.

Educators participated in professional conversations through the year to establish common understandings of this work, and then reflected and shared their progress. This is ongoing work, with educators implementing a range of strategies to improve their pedagogical knowledge.

This work and reflection resulted in the following three priorities being identified:

- All students receive an explicit and differentiated literacy education and become competent oral language communicators in various settings.
- All Students receive an explicit and differentiated numeracy education and become engaged learners in numeracy.
- All students will receive high quality explicit teaching in how to build social and emotional skills that will enable them to develop as positive and productive members of the Curramulka community.

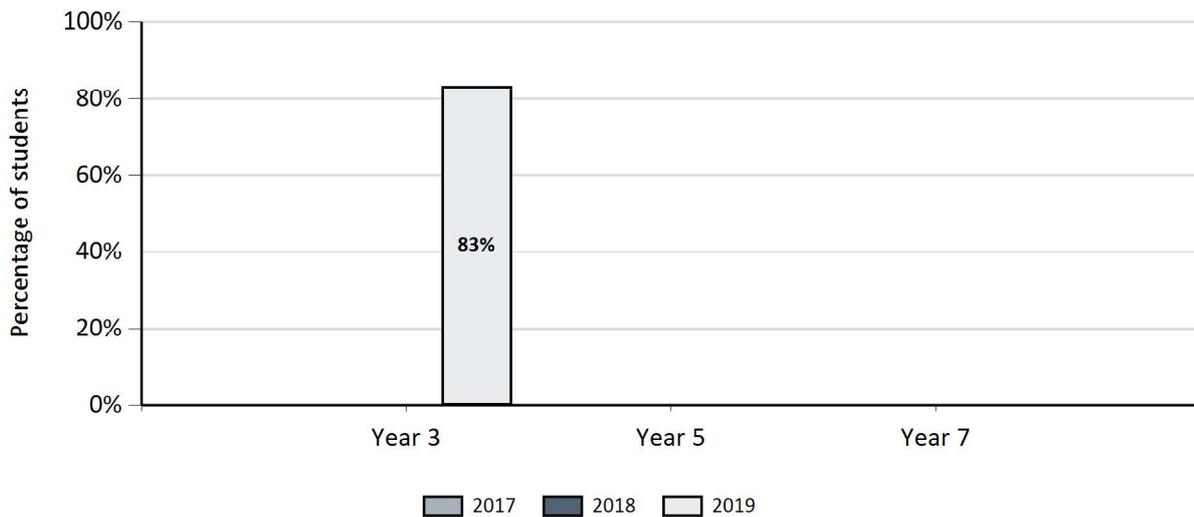
Throughout the year staff engaged with credible professional development opportunities focused on improving our three priorities. Some of these included Learning Design and Moderation, Angela Ehmer's - Developing High Performing Readers in 2-6. Curramulka Primary School formed a small schools cluster which was lead by the Learning Improvement Team. These sessions provided staff with invaluable opportunities to develop pedagogical strategies across R-7. Performance Management processes, supported by opportunities to share practice at combined small school staff meetings, were a focus on continuous improvement through explicit teaching and consistent pedagogy.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

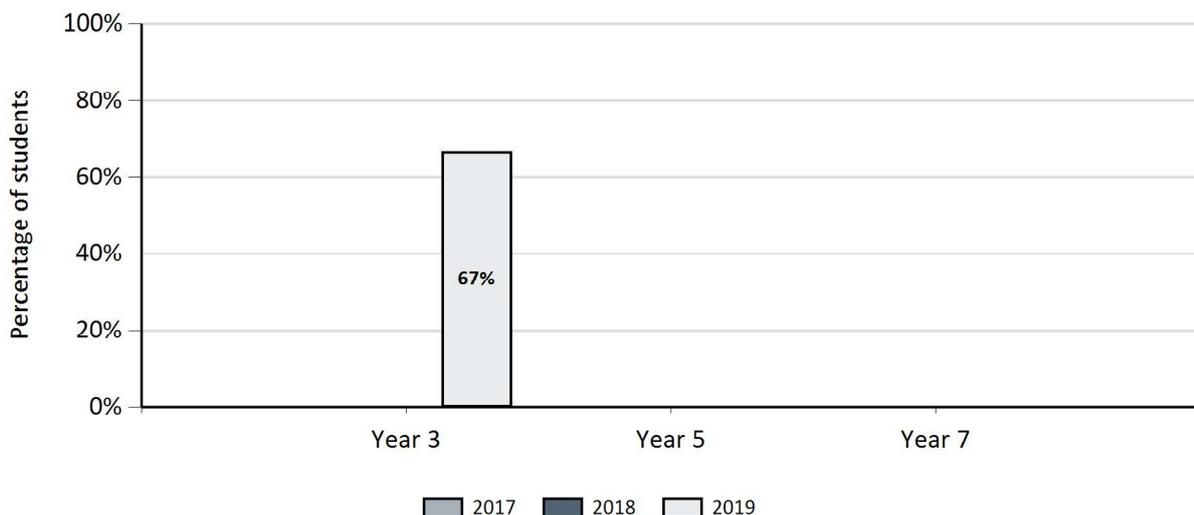
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

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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 2019	6	6	3	2	50%	33%
Year 3 2017-19 average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-19 average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-19 average	*	*	*	*	*	*

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

NAPLAN ANALYSIS 2019

Year 3

- Six students participated in the Year 3 NAPLAN testing.
- 100% of the participants met National Minimum Standard for Reading, Grammar and Punctuation, Writing, Spelling and Numeracy.
- 83% of participants met the Departments Standard of Educational Achievement (SEA) for Reading.
- 67% of participants met the Departments Standard of Educational Achievement (SEA) for Numeracy.
- 50% of participants were flagged in Higher Bands (Band 5) for Reading.
- 33% of participants were flagged in Higher Bands (Band 5) for Numeracy.

Year 5

- Two students participated in the Year 5 NAPLAN testing.
- 100% of participants achieved National Minimum Standard for Reading, Grammar and Punctuation and Numeracy.
- 50% of participants achieved National Minimum Standard for Spelling and Writing.
- 50% of participants met the Departments Standard of Educational Achievement (SEA) for Reading.
- 50% of participants met the Departments Standard of Educational Achievement (SEA) for Numeracy.
- 50% of participants were flagged in Higher Bands (Band 7) for Reading.
- 50% of participants were flagged in Higher Bands (Band 7) for Numeracy.

Year 7

- Two students participated in the Year 7 NAPLAN testing.
- 100% of the participants met National Minimum Standard for Reading, Grammar and Punctuation, Writing, Spelling and Numeracy.
- 100% of participants met the Departments Standard of Educational Achievement (SEA) for Reading.
- 100% of participants met the Departments Standard of Educational Achievement (SEA) for Numeracy.
- 50% of participants were flagged in Higher Bands (Band 7) for Numeracy.

Attendance

Year level	2016	2017	2018	2019
Reception	87.4%	93.6%	91.3%	92.7%
Year 1		91.9%	91.3%	94.7%
Year 2	90.1%	100.0%	92.6%	96.9%
Year 3	93.6%	85.7%	91.6%	94.3%
Year 4	95.5%	95.6%	90.1%	
Year 5	96.3%	95.1%	96.5%	91.2%
Year 6	93.4%	97.1%	97.5%	95.3%
Year 7	96.5%	94.3%	94.4%	97.1%
Total	92.7%	93.8%	92.8%	94.6%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Overall attendance has increased by 1.8% for 2019. Attendance was impacted by a couple of families who have been flagged as habitual non-attenders. A Habitual alert indicates a total absent count per student of between 5 – 9 days for the current term.

Behaviour support comment

There have been zero reports of student bullying or violence this year and no ongoing issues across the school of poor student behaviour choices.

Student wellbeing survey indicates the following:

Happiness - 100%

Absence of Sadness - 100%

Connectedness to School - 60%

School Climate - 100%

School Belonging - 67%

Perseverance - 67%

Academic self-concept - 100%

Client opinion summary

This year there was a 40% return of parent surveys for the school.

Parents' expectations for literacy, numeracy and well-being are high. Parents indicated that their children feel safe on the site, and that they have a voice.

The respondents commented on the following:

Successes and positives for 2019

- School camps
- Sports Days, School Concert
- This by far has been our child's most successful year, and our entire family has been happier.
- New and exciting activities every week

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	5	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All staff and volunteers undergo the required Department for Human Services (DHS) screenings. A copy of these is kept on file at school.

All relevant 2019 screenings were submitted using the DHS online process for volunteers and Ancillary Staff. Teachers screening is a part of the teacher's registration process.

Governing Council members do not require screening as per The Department advice.

Qualifications held by the teaching workforce 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	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	3.0	0.0	1.5
Persons	0	4	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

Data Source: Education Department School Administration System (EDSAS).

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	Identified students received 1:1 support in English and Mathematics.	More confident learners working towards being functionally literate and numerate
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Rural & Isolated funding supported students to access curriculum connected camps, excursions and performances. Numeracy and Literacy funding allowed for increased SSO support in early years classrooms to provide intentional 1:1 and small group support in targeted ways. Supported teachers to plan collaboratively across sites and develop task designs that incorporated learning intentions and opportunities for stretch.	Access to programs not available locally. Improved Running Record results.
	Australian Curriculum		
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding		
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		