



Curramulka Primary School

2020 annual report to the community

Curramulka Primary School Number: 114

Partnership: Southern Yorke

Signature

School principal:

Ms Robyn Hering and Ms Kristan Every

Governing council chair:

Emily Harris

Date of endorsement:

21 February 2021



Government
of South Australia
Department for Education

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 after which the township of Curramulka is named. Curramulka Primary School is a Reception to Year 7 school that offers diverse and interesting learning programs, which allow all students to succeed. The school's core values are respect, responsibility and trust, and these values are embedded in our everyday language and actions at the school.

The school plays an important role in the community by ensuring that it is part of events in Curramulka like memorial services, the Curry Light Up Christmas event, heritage events and sporting occasions. The community in return is very supportive of the school in a range of ways. The school maintains a high profile in the wider community with its emphasis on environmental education and sustainability.

Students take an active role in managing the Curramulka Bush Parklands Project and the Edible Kitchen Garden Program.

Curramulka Primary School is a Category 5 school on the Yorke Peninsula, which is part of the Southern Yorke Partnership. In 2020 we had 25 students in 2 classes. The student population includes approximately:

- 20% school card holders,
- 0% students with English as an Additional Dialect
- 12% students with disabilities and
- 24% Aboriginal students.

Our highlights of the year include a variety of different activities is listed below.

Term 1- Sports day held at Curramulka Community Club combined with Stansbury, Sporting Schools Lawn Bowls with the Curramulka Bowls Club. Beach Day and Aquatics.

Term 2- Footsteps Dance

Term 3- Tree Planting and Cookout Week, Volleyball excursion to Adelaide.

Term 4- Camp to Monarto Zoo, SAPSASA Bowls.

With the challenges of 2020 we still made changes within the school with a change of furniture in the library, the introduction of the Lexile Readers to students in Year 1-7.

Governing council report

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Quality improvement planning

Goal 1: Improve student achievement in number sense and place value across R-7.

2020 Target: Each student in years 3-7 to correctly answer 'Number Questions' in PAT-M with accuracy of 55% or greater.

Actions & progress:

- 1- Provide opportunities (staff meetings, pupil free days) for staff to engage with the Australian Curriculum, Numeracy Progression, Numeracy Learning Continuum to support learning design to identify next steps and plan for student success in teach teams. Design structured learning tasks and processes that include clear learning intentions and success criteria.
- 2- Analyse and interpret data for all students, share interpretations with staff and lead discussions with teachers to design, implement and monitor numeracy interventions.
- 3- Develop students' sense of number by following the sequence provided by 'Big Ideas in Number' with a focus on trusting the count and place value.
- 4- Design structured learning tasks and processes that include clear learning intentions and success criteria.
- 5- Provide ongoing, timely and formative feedback for students regarding their progress against learning intentions through the use of the numeracy progressions.

Plan for 2021: Staff will continue to work towards the target of every student achieving a C or above in Mathematics. In 2020 we implemented specific teaching strategies using the Big Ideas In Number. Teachers will continue to embed these practises into their everyday teaching of Mathematics.

Goal 2: Increase the size of vocabulary, the number and variety of words, that students know across R-7.

2020 Target: Each student in years 3-7 to correctly answer the first 10 questions in PAT-Vocabulary with accuracy of 95% or greater. 95% of students in Years R-2 will reach the Department Running Records Benchmark.

Actions & progress:

- 1- Staff will use professional development to strengthen their understanding of the English curriculum and the Big 6. They will ensure best practise advice and strategies are followed from the Guidebooks to tailor learning goals for students.
- 2- Teachers use specific strategies, such as morning talks, question cards, informal and formal presentations and think pair share to extend student talk, incorporating learning area vocabulary
- 3- Teachers incorporate genre specific modelled writing where they model the use of specific vocabulary and verbalise the reasons for their vocabulary choices.
- 4- Develop vocabulary through explicit instruction within reading programs including lexile readers, levelled readers and decodable readers.

Plan for 2021: Teachers will continue to work within the small school cluster to continue to develop their understanding of the BIG 6 and begin working to unpack the scope and sequence of the Australian Curriculum.

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.

Improvement: Aboriginal learners

Improvement for Aboriginal learners is supported through these elements:

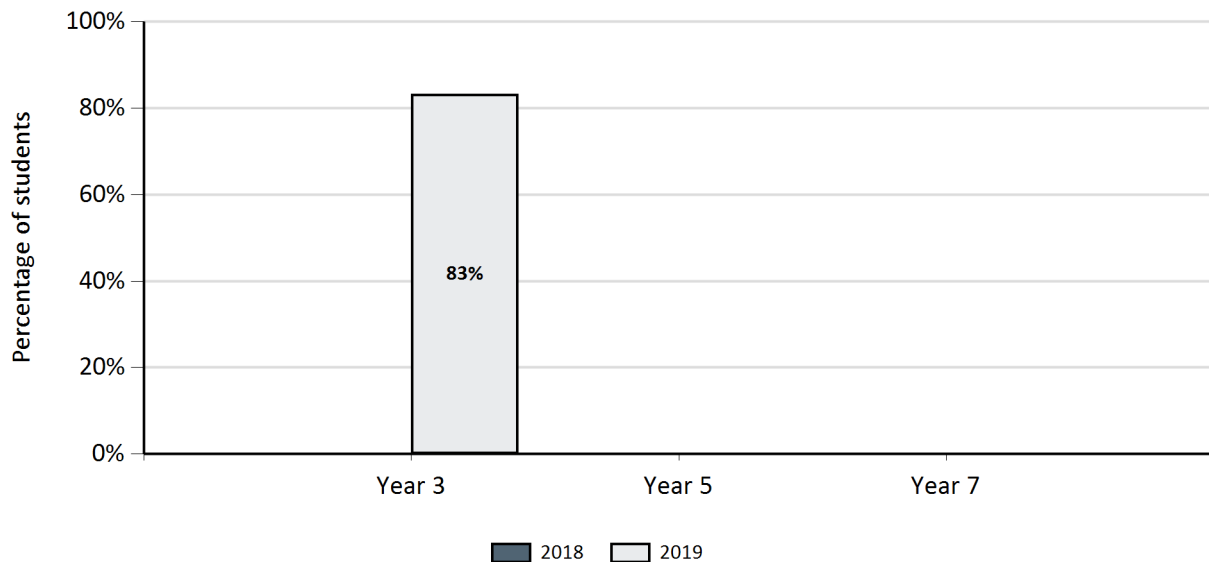
- data informed planning: mandated and more frequent assessments in literacy and numeracy guide teachers to design learning
- tracking and monitoring growth and achievement: regular assessment and feedback in literacy and numeracy
- assuring consistent, high-quality classroom practice: class teachers focus on literacy and numeracy, using agreed evidence-based strategies
- applying rigorous, evidence-based learning interventions: SSO support to individuals and small groups with a focus on literacy and numeracy
- engaging Aboriginal families as partners in literacy and numeracy learning: Aboriginal Community Education Officer connecting with families
- promoting the continuity of learning: multi-year level classes, teachers in specialty subject areas across the school, small class sizes, high levels of collaboration between educators

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

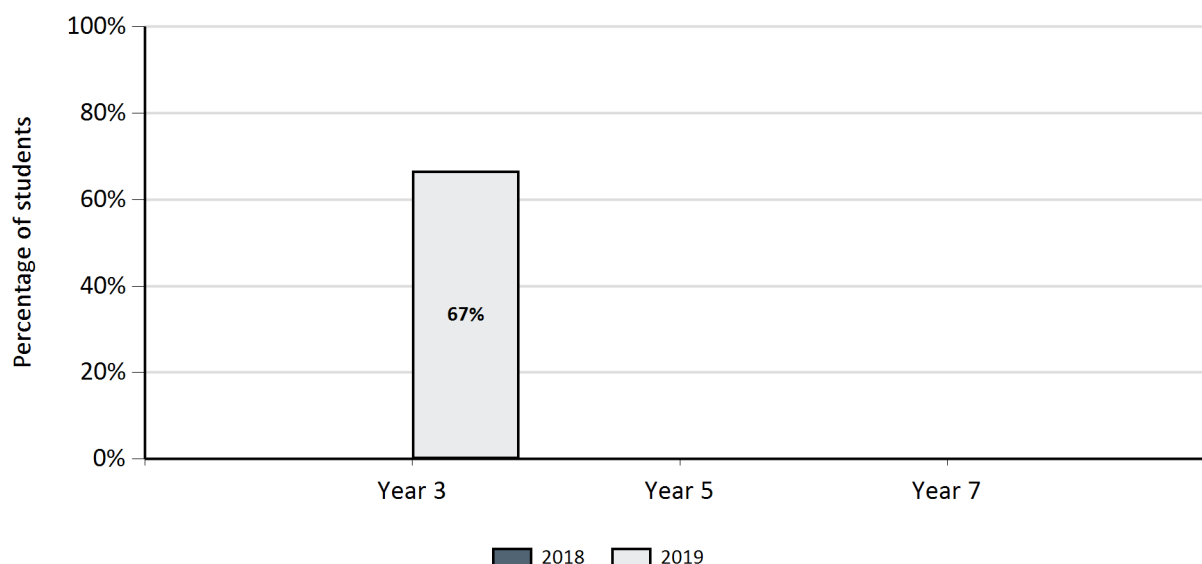


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 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 2020.

*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%.

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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 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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

As a school that often has fewer than 5 students eligible to sit assessments in each year level, small changes in the number of our students' Improvement Planning Outcomes can cause large changes in the percentages shown. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Attendance

Year level	2017	2018	2019	2020
Reception	93.6%	91.3%	92.7%	97.4%
Year 1	91.9%	91.3%	94.7%	90.6%
Year 2	100.0%	92.6%	96.9%	97.9%
Year 3	85.7%	91.6%	94.3%	93.0%
Year 4	95.6%	90.1%	N/A	87.5%
Year 5	95.1%	96.5%	91.2%	N/A
Year 6	97.1%	97.5%	95.3%	81.4%
Year 7	94.3%	94.4%	97.1%	99.0%
Total	93.8%	92.8%	94.6%	92.1%

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

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

Attendance comment

Overall attendance is reduced slightly this year compared to 2019. This figure is affected by a small number children who were previously identified as having patterns of chronic non-attendance. Improved attendance has been supported by strategies implemented from parent-teacher interviews, and through family contact with the school's Pastoral Care Worker.

Behaviour support comment

In 2020 there were no significant behaviour incidents or reports of bullying and harassment. Student behaviour is supported by positive reinforcement, high levels of engagement, and celebrating achievements. This year's Wellbeing and Engagement Collection was conducted in Term 1. More than 80% of these students reported high or medium wellbeing for most of the questions about emotional wellbeing, engagement with school, learning readiness, and health and wellbeing out of school. Particular strengths were in the areas of happiness, optimism, emotion regulation, emotional engagement with teachers, school belonging, (lack of) physical bullying, perseverance, overall health, and sports. Areas suggesting possible challenges to address were satisfaction with life, connectedness to school, and friendship intimacy. Responses related to connectedness to school have improved or remained positive over the survey period of 2016-2020.

Client opinion summary

This year there was a 40% return of parent surveys for our school. Respondents all agreed or strongly agreed with the survey's statements about how the school supports respect, communication, appropriate standards of work, feedback, discussions about learning, involving parents, and the importance of education to children's futures. The parents indicated a variety of preferences for ways of receiving communication from the school. Responses suggested that an area to consider for improvement is the way in which the school addresses the needs of every individual child.

Intended destination

Leave Reason	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	4	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All staff and volunteers have undergone the required Department for Human Services (DHS) screenings, including the Working With Children Check as it was introduced . A copy of these is kept on file at school. All relevant 2020 screenings were submitted using the DHS online process for volunteers and ancillary staff. Teachers' screening is part of their 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	5
Post Graduate Qualifications	1

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	1.4
Persons	0	3	0	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$636,091
Grants: Commonwealth	\$5,500
Parent Contributions	\$8,063
Fund Raising	\$1,912
Other	\$4,754

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

2020 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 2020 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 wellbeing and engagement	.	.
	Improved outcomes for students with an additional language or dialect	.	.
	Inclusive Education Support Program	Identified students received 1:1 support in English and Mathematics. Students were tested using the Mini-Lit program and 1:1 intervention was implemented and additional SSO hours were given.	Students were more confident learners working towards achieving their SEA goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Literacy and Numeracy funding allowed for increased SSO support in early years classroom to provide intentional and small group support in targeted ways.</p> <p>Mini-Lit program and training performed by teachers and SSO staff. Targeted intervention through 1:1 support.</p> <p>Teachers supported through additional release time to participate in the Primary School Cluster to develop task designs and delve further in the Big 6 of reading.</p>	Students achieved highly in running records and the phonics screening checks. Further interventions were put into place to support all students.
Program funding for all students	Australian Curriculum	Staff participated in Collaborative Moderation exercises and used the scope and sequences to continue to develop task design.	Our grading was consistent in comparison to the ACARA.
Other discretionary funding	Aboriginal languages programs Initiatives	.	.
	Better schools funding	Additional SSO time was given to classrooms to support students in small groups.	Students achieved well in the running records, phonics screening test and PAT.
	Specialist school reporting (as required)	.	.
	Improved outcomes for gifted students	.	.