



Coromandel Valley Primary School

2021 annual report to the community

Coromandel Valley Primary School Number: 0104

Partnership: Mitcham Hills

Signature

School principal:

Mrs Liz Pelling

Governing council chair:

Sam Neville

Date of endorsement:

6 February 2022



Government
of South Australia
Department for Education

Context and highlights

Coromandel Valley Primary School works collaboratively with the community to support growth for all learners and maximise opportunities for students to develop socially, intellectually, and physically. As an IB world school, our vision to develop Global Learners in a supportive learning environment continues to grow through dedicated involvement with International Baccalaureate Programmes offered at the school. Students thrive in highly engaging, dialogue rich classrooms and benefit from learning in our beautiful surrounding natural environments.

Enrolments have continued to grow, reaching 490 students, with significant interest in our school from both in zone and out of zone families. It has been very rewarding to observe the progress made through the IBPYP, IBMYP and a clear and specific site improvement plan focusing on Writing, Numeracy and Critical and Creative thinking. Strong NAPLAN results saw our school named as a top 20 performing school in the state with significant growth in Yr. 3 writing, Yr. 5 Reading and Yr. 7 Numeracy.

We started the year with a very successful external review where review officers found at Coromandel Valley Primary School a culture of collaboration drives the implementation of high yield strategies for improvement and teaching. Students at the school clearly articulate their learning.

Later in the year, we were involved in an IB Primary Years evaluation involving staff, leadership, students, parents, and members from governing council. Findings from this review further highlighted our very healthy culture of learning and collaboration.

We once again experienced challenges with COVID however effective communication and online learning platforms ensured that excellent learning opportunities were retained for our students. Full credit to our highly professional, creative, and determined staff who planned and collaborated to provide rich learning programmes, largely through Seesaw.

We continued to provide opportunities for our families to engage in school events via Livestream, however, it was great to have them join us at the Dance Night, Sports Day, Book Week, Colour Explosion Fun Run and for a final singing/picnic event at the end of the year. We farewelled 93 Yr. 6 and 7 students in two separate graduations, celebrating their many achievements and wonderful primary school memories. Students participated in a range of extracurricular initiatives such as SAPSASA sport, music, jump rope, chess, action groups and clubs, with excellent outcomes

I have felt very privileged to be the principal of this wonderful, collaborative, and innovative community school.
Liz Pelling

Governing council report

We began the year with 489 students & 19 classes and farewelled our 6's & 7's to high school with the double intake. 2022 will see us retain strong numbers, with 61 new receptions starting, & a total of 18 classes.

A number of reviews & audits were performed across the year, including the IB Review & the External Review, all conducted with great results. The 2022 Site Improvement Plan has been approved by the Governing Council and is available on the website. Strong programs continue to be a cornerstone of the success of our literacy & numeracy programs & we are keen to see this continue.

We welcomed Murphy the therapy dog in September of this year and she is a wonderful addition to the staff at CVPS.

The school received additional maintenance works, with our groundskeeper Keith increasing his hours to 5 days a week. Improvements to the school included new chairs and garden beds near the playgrounds, table tennis tables, an OSHC Verandah, the gazebo in the butterfly garden, the painting of the Turner unit & new library shelving. Further works to redo the paths & the Turner Unit toilet block are planned for early 2022.

Both Canteen & OSHC are performing well reporting YTD on track for surplus. Canteen continues to break sales records, with October YTD sales in excess of 2020's totals. Reusable food pouches were introduced, and the canteen continues to add healthy options to the menu. OSHC & Vac Care have also seen strong bookings with a before-school average of 39 children and after school of 75 Children in term 4. Dennis has worked hard this year to update numerous policies & ensure children's safety, wellbeing & enjoyment whilst at OSHC. We thank school staff and OSHC for their support of essential workers during the lockdowns, by continuing to provide care for children.

Parents & Friends continued to excel, holding fundraisers and events throughout the year. The colour explosion was a notable success, and we look forward to reinstating additional events in 2022.

We will lose Liz Pelling to a promotion at Colonel Light Gardens Primary, panel discussions for a replacement Principal will begin in early 2022. We thank Mike Shaw for stepping into the interim Principal role for Term 1 next year. The Governing Council would like to heartily thank Liz Pelling for all her time with us at CVPS, for all the work she has put in to make the school a wonderful community and place of learning, and for setting the school up for more success ongoing.
Sam Neville

Quality improvement planning

Writing

All staff attended Seven Steps to Writing Success: Workshop Two, with a focus on persuasive writing. The Seven Steps pedagogy is now firmly embedded in teacher practice, with staff using a common language across the school, resulting in consistent improvement in writing.

Brightpath training also focused on persuasive writing. Teachers used staff and team meeting time to collaboratively moderate narrative and persuasive writing samples in Terms 1, 3 and 4. Feedback from the Brightpath team indicates that this collaborative approach results in, accurate scoring of samples. The focus in 2022 will be to authentically incorporate writing genres into the assessment schedule.

Junior Primary staff consolidated work done with Alixe Boardman from the Literacy Guarantee Unit, with classroom practice being adapted to include a daily review of spelling concepts and daily phonological awareness sessions. Year One staff undertook the Phonics Screening Check training in Term 2, with the PSC being delivered in Term 3. As a result of this intensive work, results reflect an enormous increase in achievement, with 95% of Year One students achieving the benchmark in phonics, up from 68% in 2020. This approach to phonics and phonological awareness will continue in 2022.

Students did not undergo the NAPLAN assessments in 2020 due to Covid. Despite this, results in 2021 writing show improvement across year 3. Although there were no major areas of deficit, paragraphing was identified as an area for improvement focus in 2022.

Numeracy

Our Numeracy SIP team supported staff in moderation of Maths tasks, designed from areas of challenge identified in PAT testing, by looking at student work samples focusing on high achieving students. Staff identified students operating in the high bands in PAT numeracy and all students were provided with the opportunity to engage in problem-solving, at least once a week, to increase stretch opportunities.

We updated our Numeracy agreement and developed a problem-solving resource that outlines strategies to be explicitly taught to ensure students have the 'tools' to attempt unfamiliar maths problems.

SSO support was provided at least once per week during numeracy blocks and students routinely set goals in Maths.

Year 5-7 staff implemented the DfE maths units and Orbis maths training for 2 staff members was shared with the Year 3-5 team.

This year we have consolidated our work with Tierney Kennedy using "Back to Front Mathematics". Our three new teachers attended training in using a diagnostic approach to mathematics learning. We will continue to send new staff to "Back to Front" training opportunities, as required.

We will continue to develop student tracking processes across the school as well as student goal setting. Our aim is to continue moderation, for students just below the high band to stretch and support problem-solving skill development.

Thinking

Our Thinking team continued a focus on supporting staff and students to develop a range of strategies for reflection and goal setting. Regular team and staff meeting discussions provided opportunities to share and refine.

This year we made the decision to focus on critical and creative thinking skills embedded in Humanities and Social Sciences. Kate O' Driscoll, our PYP coordinator worked with all staff to ensure that units of inquiry contained rich opportunities for students to practice reasoning, communication and consider multiple perspectives. We noticed students' ability to reflect upon their own learning in this area and set more specific goals clearly developed. The number of students achieving an A or a B increased in all most year levels (decline in Yr.4).

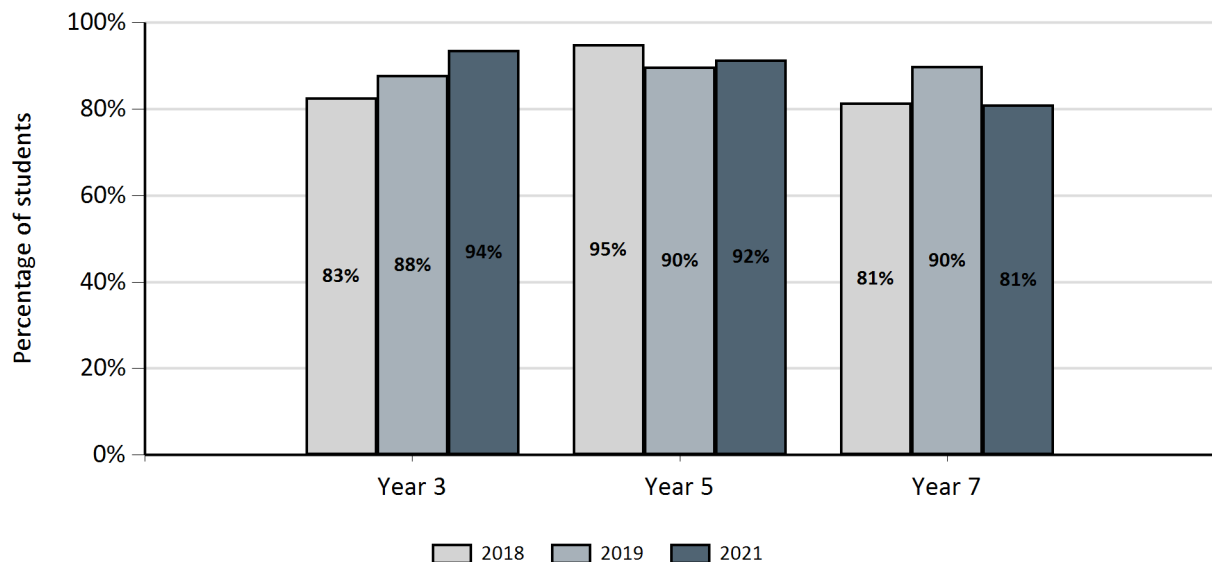
We have continued to focus on naming and noticing great classroom practice by engaging in observation, peer feedback and snapshot observations. This has provided staff with the opportunity to critically reflect upon their own practice and consider different ways to further engage students in c

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

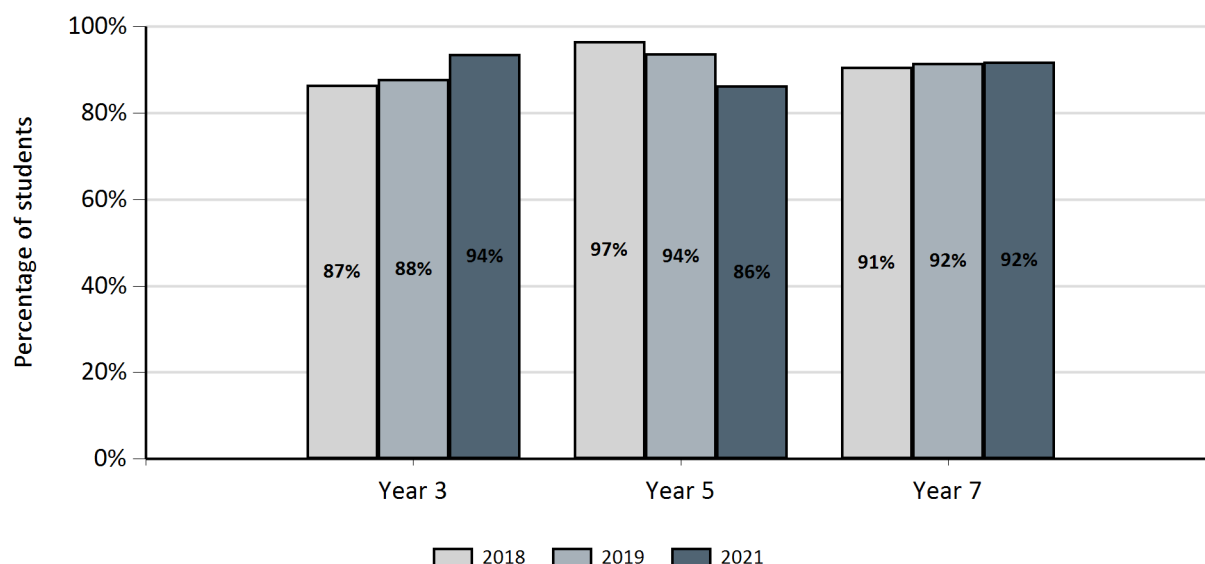


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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	40%	23%	33%
Middle progress group	48%	61%	48%
Lower progress group	12%	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	30%	21%	33%
Middle progress group	60%	70%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

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 2021	79	79	53	33	67%	42%
Year 3 2019-2021 Average	68.5	68.5	41.5	28.5	61%	42%
Year 5 2021	59	59	29	19	49%	32%
Year 5 2019-2021 Average	54.0	54.0	26.0	16.0	48%	30%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

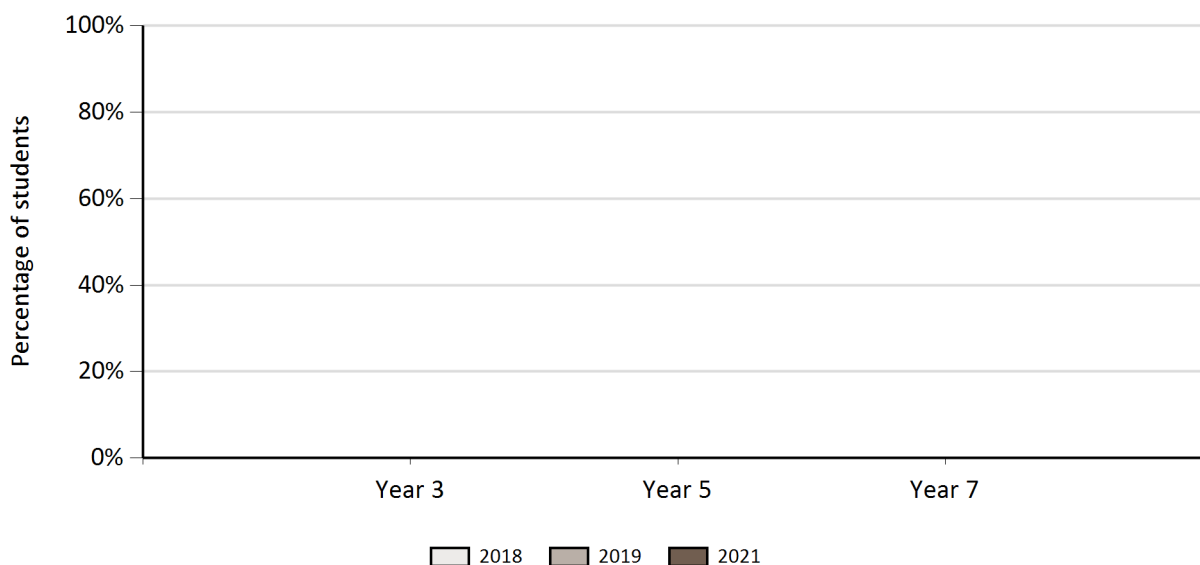
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



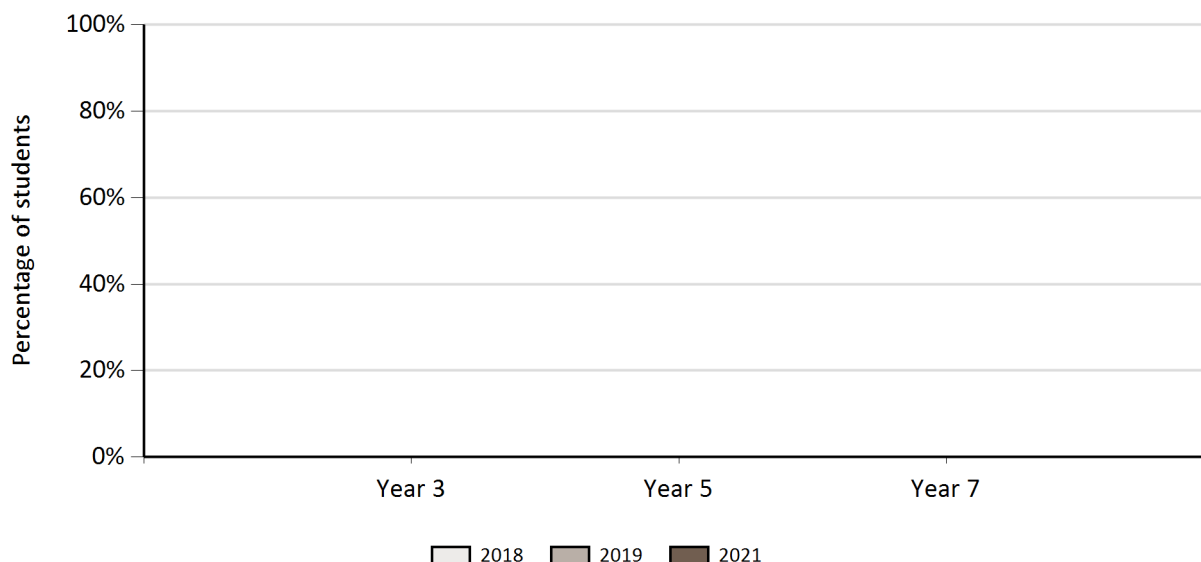
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

- In 2021 there were 10 Aboriginal and Torres Strait Islander (ATSI) students enrolled at Coromandel Valley Primary School. These students were supported by a 0.1 AET and in-class SSO support.
- One Plan was developed in consultation with the teachers, students, families and the AET.
- Teachers, SSOs and the AET supported students to work towards individual learning goals.
- Five Aboriginal and Torres Strait Islander students were transitioning from primary school to high school from 2021 to 2022. A transition to high school program was established with support from Blackwood High school. Coromandel Valley Primary School students visited Blackwood High for mentoring, participating in activities to familiarise them with high school routines and to teach them how to seek support if needed.
- The AET visited Aboriginal and Torres Strait Islander students during their full-day transition visits at both Blackwood High School, Urrbrae Agricultural High School, and attended One Plan meetings with staff at Aberfoyle High School. The Aboriginal Education Teacher also met with Blackwood High School teachers to discuss targeted support to meet specific student needs.
- All the pupils participated in experiences that strengthened their sense of belonging.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

- Four Aboriginal and Torres Strait Islander students completed NAPLAN in 2021. All four students achieved SEA in both Numeracy and Literacy. Two students achieved high band in Reading.
- 90% of Aboriginal and Torres Strait Islander students achieved a C grade or above for both English and Mathematics.
- 3 students achieved A grades and 2 students achieved B grades for Mathematics.
- 1 student achieved an A grade and 2 students achieved B grades for English.
- 90% of all Aboriginal and Torres Strait Islander students showed growth in their persuasive writing Bright Path assessment from Term 1 to Term 3.
- All five of the Aboriginal and Torres Strait Islander students transitioning to high school were confident when attending their high school transition visits with their peers and are excited and happy when talking about their move to high school.

School performance comment

Reading

The percentage of students achieving the Department for Education, Standard of Educational Achievement (SEA) benchmark across the school increased from 89% to 90%. In analysing this result, the Yr. 3 cohort showed a healthy increase from 2019 data from 88% to 94% and our Yr. 5 cohort from 90% to 92%. There was a decline in the Yr. 7 cohort data from 90% to 81%.

Overall school high band achievement reflected excellent growth from 46% to 52%. Students achieving in the top 2 bands showed healthy improvement across Yr. 3-5 with 67% of students in Yr. 3 and 49% of students in Yr. 5. Yr. 7 results declined with 24 % of students in Yr. 7 achieving High Band results.

Progress from Yr. 3-5 reflects healthy growth in the upper progress group in comparison to the state average. A focus on retaining and increasing the number of students who achieve in the top two bands will continue to be a focus for the school in 2022. We will also provide additional classroom support for all students as well as identified support for students below benchmark in reading.

Numeracy

The percentage of students achieving the Department for Education, Standard of Educational Achievement (SEA) benchmark across the school remained steady at 91% compared to 91% in 2019. In analysing this result, we can see growth across the school with Yr. 3 SEA benchmark increasing to 94%, Yr. 7 maintained at 92% and Yr. 5 with a further decline to 86%.

Overall school high band achievement reflected an increase from 34% to 37%. Students achieving in the top two bands was above the average for our Yr. 3 cohort at 42% and for our Yr. 7 cohort at 35% however the Yr. 5 cohort reflected an improvement from the 2019 result and three-year average at 32%

A focus on high band retention will continue to be a priority for our school in 2022. Funding will provide additional classroom support as well as identified support for students below the benchmark. Staff will continue to focus on task design, reasoning, and problem-solving strategies.

The school will focus on providing quality feedback for students for them to develop specific and measurable learning goals. Increased SSO support will allow for strategies to provide greater differentiation.

Staff have analysed 2021 NAPLAN results to identify areas that provided the most challenge for students in both literacy and numeracy and reflected this in the 2022 Site Improvement Plan.

Attendance

Year level	2018	2019	2020	2021
Reception	94.7%	94.7%	92.3%	94.1%
Year 1	90.5%	93.5%	92.3%	93.1%
Year 2	93.2%	92.5%	93.5%	92.1%
Year 3	94.3%	92.7%	90.7%	94.6%
Year 4	93.0%	92.9%	92.2%	92.1%
Year 5	94.8%	91.3%	92.7%	92.3%
Year 6	94.6%	93.6%	87.9%	93.3%
Year 7	93.5%	92.4%	92.2%	88.3%
Total	93.7%	93.0%	91.9%	92.8%

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

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

Attendance comment

Attendance was obviously impacted by COVID-19 however we have continued to share information with our parent community around the importance of attendance at school. Requirements for absence and exemption are clearly communicated in the parent information booklet and also via school newsletter. Attendance reflects the strong community support for schooling in a very difficult year. The number of families applying for exemption reduced due to travel restrictions.

Behaviour support comment

This year we reviewed our procedures regarding proactive regulation strategies to support students in the classroom setting. Most classes adopted interoception strategies and used the language of 'zones of regulation' to support students to identify feelings and make appropriate choices.

Behaviour data showed a total of 74 students received a 'Time Out' referral to the office with a total of 136 referrals for 2021. Of these referrals most were for interfering with the rights of others and threatening safety and wellbeing. There were 4 suspensions and 1 exclusion.

The student wellbeing and engagement survey reflected the following data in reference to student bullying:

- Physical bullying – 5%
- Verbal bullying – 10%
- Social bullying – 10%
- Cyberbullying – 3%

Parent opinion survey summary

The 2021 parent survey came in quite a different format with a different set of prompt questions for families to consider. At our annual review day staff analysed responses and identified 3 areas of strength and 3 areas that could provide a focus for our school in the future. Outside of this process, parents are always encouraged to contact leadership and staff to explore any areas of concern. A Parent Consultation Group was formed and met each term to explore areas identified from the Parent opinion survey. This group will continue in 2022.

Strengths

- People are respectful 86% agree
- Teachers and students treat each other with respect 88% agree
- Receives enough communication 78% agree

Focus Areas

- Parent input into learning 44% agree 34% neutral 22% disagree
 - Useful discussions with school 52% positive 23% neutral 25% disagree
 - Parent understanding of the standard of work expected from school 55% positive 22% neutral 24% disagree
- Our plans for 2022 include a change to the 3-way discussion process held in the first term. Recommendations from the parent consultation group are to make the discussion 20 minutes in length and based on a shared agenda providing parents with an opportunity to discuss concerns. A more purposeful sharing of data is also recommended for this discussion.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	12	17.9%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	49	73.1%
U - UNKNOWN	6	9.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Our school continues to have many parents involved in volunteering, obtaining their relevant screening and working with children check so that they may support with excursions, school camps and overnight excursions. Like last year, there was less opportunity for parents to be involved in volunteering due to COVID-19 restrictions. Information regarding the process required to complete Department Relevant History Screening is included in our parent information and included regularly in the school newsletter. In total we have 257 people with a Working with Children clearance, 289 people who have completed RRHAN and 222 who have completed the full volunteer induction. All parents, when volunteering, are required to complete the Department volunteer process.

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	43
Post Graduate Qualifications	22

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	1.0	26.8	0.0	7.5
Persons	1	31	0	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$52,801
Grants: Commonwealth	\$71,916
Parent Contributions	\$187,550
Fund Raising	\$13,733
Other	\$8,550

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

2021 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 2021 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	Funding was used to increase Leadership capacity including additional pastoral care support. Some students with additional needs were supported in the classroom and staff released to help with the development of student	Consistent attendance in a COVID impacted year.
	Improved outcomes for students with an additional language or dialect	All students with an additional language received one on one SSO support within the classroom.	Improved NAPLAN results
	Inclusive Education Support Program	IESP funding was used to support individual students with additional one on one classroom support and to enable more SSO support for students with complex behavioural needs. Staff were provided with release time to colla	Students able to grow within the classroom and able to achieve some of the goals
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	Aboriginal students all received an hour of individual support to be used following One Plan goals. Our AET actively supported Aboriginal students by regularly checking in on their progress.	The improvement reflected in NAPLAN and PAT results showed growth for ATSI students.
	First language maintenance & development Students taking alternative pathways IESP support	Early Years funding supported minilit sessions for Yr.1 students, additional reading resources, professional development, and coaching release with Alixe Boardman the literacy consultant.	Improved Yr.1 phonics screening results with 95% in developed phase.
Program funding for all students	Australian Curriculum	Funding was used to support teacher planning with a particular focus on improving HASS skills and specialist skills. Support provided for teachers to deliver the new Australian Curriculum units in English and Mathematics	Improvement in A&B grades from 2020 to 2021 measured in semester 1.
Other discretionary funding	Aboriginal languages programs Initiatives	Additional SSO support provided for Aboriginal languages and a heavy focus on Aboriginal languages in our Reconciliation Action Plan.	RAP approved and enacted
	Better schools funding	Funding was used to increase the number of hours of SSO support in classrooms in order to greater differentiate learning for students with needs.	Greater support for students below the benchmark. Increased number of students a
	Specialist school reporting (as required)	Funding was used to increase SSO support within each classroom. Identified students received additional group support based on specific literacy needs.	Growth for all students below SEA.
	Improved outcomes for gifted students	Planning for High Band Stretch is incorporated into all lesson plans. Purposeful directions for students in the High Bands is a strength of team planning.	Improved Naplan results and PAT Reading and Mathematics attainment.

