



COBDOGLA
Primary School

Cobdogla Primary School

2020 annual report to the community

Cobdogla Primary School Number: 721

Partnership: Berri & Barmera

Signature

School principal:

Mr David Ness

Governing council chair:

Taylor Swinstead

Date of endorsement:

18 February 2021



Government
of South Australia
Department for Education

Context and highlights

Cobdogla Primary School is a growing school situated in the Riverland 3 hours from Adelaide. The Governing Council works closely with staff to support learning targets and key priorities as agreed to in the Site Improvement Plan. Staffing levels have increased over the last 2 years as a result of increased enrolments. Enrolments have increased this year and currently sit at 115 with an estimated increase to 131 in 2021.

Academically our students have continued to excel, progress and achieve at a much higher rate in the NAPLAN Test compared to other schools. Our focus on reading improvement, which included a whole school approach to the teaching and learning of reading led to 100% of year 5 and 7 students exceeding Department Benchmarks. Our junior primary classes were involved in an intensive Literacy Block, which included InitialLit in reception and guided reading in year 1/2. This successful initiative led to 85% of year one students meeting reading benchmarks. The school has a rigorous improvement cycle and we continue to seek ways of excelling each year. We look forward to providing a strong education for all students in 2021.

The school's focus on Maths(challenge and formative assessment) as part of the school improvement plan has led to increased student achievement. 100% of students in year 3,5 and 7 met PAT SEA benchmarks.

The school has continued to provide a number of special events for our students these have included Reward Days, Sports Day, and Class Excursions . Our behaviour stats are extremely positive with an extremely low number of timeouts issued through the year. Students understand the restorative approach and are conversant with the school values. A successful Hot Shots Tennis program was coordinated by John Pick and Shane Nettle, which led to the school making the State Hot Shots tournament. Our Premiers Reading Challenge and the Premiers Be Active Challenge were successful again this year.

Governing council report

The Governing Council overcame a number of challenges posed by COVID-19 restrictions in order to further develop and strengthen Cobdogla Primary School.

A core focus of governing council this year was to restore, revitalise and update the grounds and buildings. The first project was the external renovation of the main building, which was funded under the Priority Maintenance Work Program. This project included replacing windows, cladding, painting and installing new insulation.

To compliment the building renovation, works commenced on redeveloping the landscaping at the front entrance. Landscaping works comprised of a new paved pathway to the front office, retaining walls and signage. This project further enhances the school and provides an excellent first impression.

Another redevelopment project completed this year, was the upgrade to the multipurpose room. The room sustained water damage as a result of a plumbing issue. Whilst necessary repairs took place, Governing Council took the opportunity to approve funding to further extend and update the facilities.

The final building to obtain substantial upgrades this year was the junior primary building. Funding was successfully secured from the Department of Education, through the Disability Access Program Funding. The renovation incorporates renovating the existing classrooms as well as adding a further classroom and outdoor learning space. This project is expected to be completed in early 2021.

Investment into new technology was another focal point this year. We undertook to improve both the reliability and speed of the internet with the introduction of Schools with Internet Fibre Technology (SWIFT). Furthermore, funding was approved to invest in an additional 25 Chromebooks and 10 iPads to ensure more pupils had access to technology resources.

Governing Council have also been focusing on improving the road safety around the school grounds. Concerns were raised over parking availability and compaction caused by narrow roads. We are very appreciative to the Berri Barnera Council for widening both Dolan Street and McLeod Street, in addition to providing extra car parking spaces.

The final project undertaken by Governing Council was to redesign the school logo. The new logo endeavours to encapsulate both the school values and culture. Furthermore, importance was placed in respecting the previous logo with similarities evident between the old and new.

Overall, we are pleased with the progress made over the past 12 months with numerous projects being successfully implemented. These changes will help ensure the longevity of the school.

Thank you to David Ness, the teaching faculty and support staff.

Quality improvement planning

Goal 1: Increase percentage of year one and two students that are at or above the DfE Standard of Educational Achievement(SEA) in Running Records.

The continued implementation of initial lit F has led to an improvement in the Phonics Screening test, and decodable reader levels have remained high. Our Running Record data as of the October collection has identified that the school is performing well above the standard of expected achievement in this area. Significant growth has occurred during the year with 86% of our year 1 students above Running record targets.

Goal 2: Increase the percentage of students(Yr 5 and 7) that are maintained in the higher bands in NAPLAN Reading (Stretch/challenge)

Key actions included the implementation of a whole school approach to teaching reading comprehension using the research based approach reciprocal reading with a focus on stretch and challenge. This is the 3rd year that this approach has been used and the school results are very high, with 40% and 56% of year 3 and 4 students achieving above stanine 6 in PAT-Reading.

Goal 3: Increase percentage of current year 5 students meeting SEA in NAPLAN Numeracy

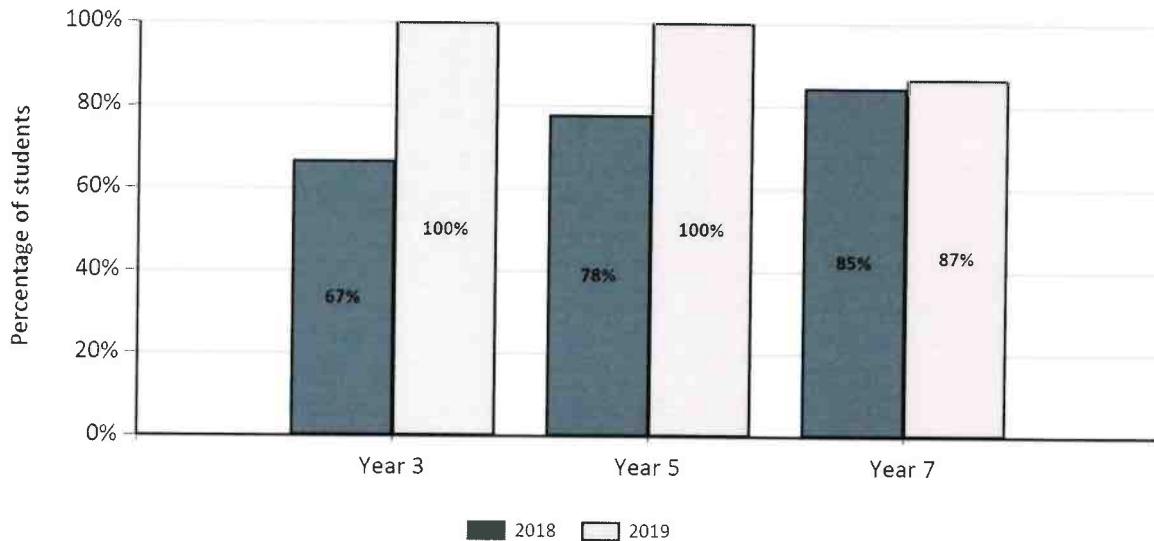
The introduction of learning walks across the school led to improved teacher practice in the area of formative assessment, providing challenge and the teaching and learning of the Big Ideas in Number. These key actions led to an increase in learner achievement. In year 5 with 100% of students meeting PAT Maths SEA and 60% achieving stanine 6 or above.

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

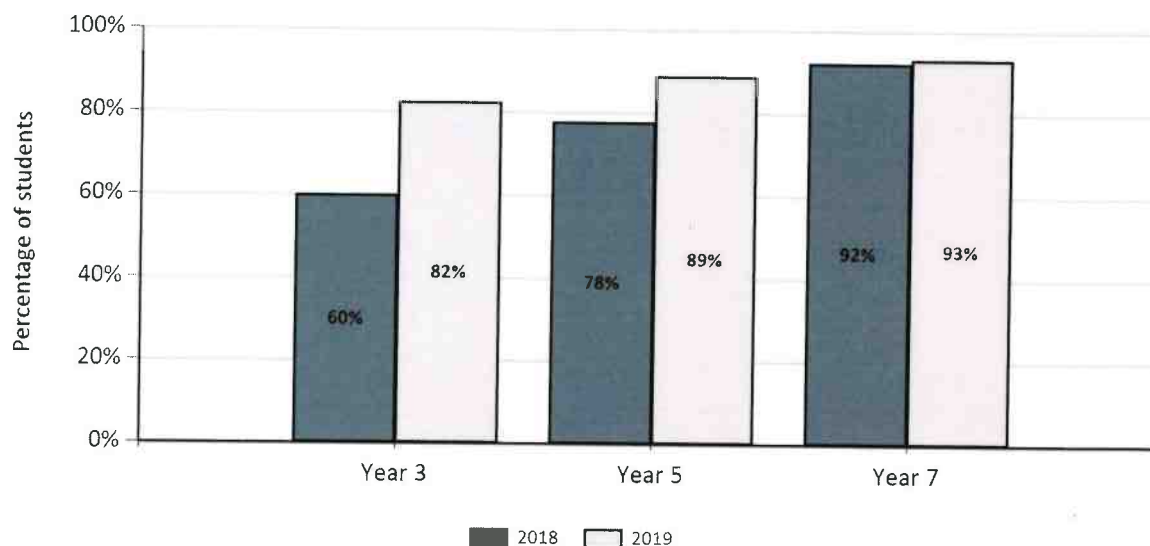


*NOTE: No NAPLAN testing was conducted in 2020.

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.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 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	67%	50%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	69%	71%	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%.

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	17	17	10	6	59%	35%
Year 3 2017-2019 Average	16.3	16.3	7.3	4.3	45%	27%
Year 5 2019	18	18	6	2	33%	11%
Year 5 2017-2019 Average	13.7	13.7	4.7	3.7	34%	27%
Year 7 2019	15	15	4	7	27%	47%
Year 7 2017-2019 Average	12.0	12.0	2.0	4.0	17%	33%

[^]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

NAPLAN was not conducted in 2020.

Higher Band students had the opportunity to complete the ICAS test, and the results were impressive. In English, 5 students achieved a credit and 1 a distinction. In Maths 6 students achieved a credit. These outstanding results show the school's focus on intellectual stretch and challenge is well developed.

Attendance

Year level	2017	2018	2019	2020
Reception	95.7%	93.5%	93.3%	93.6%
Year 1	93.0%	93.2%	93.9%	86.9%
Year 2	93.1%	93.0%	94.8%	87.5%
Year 3	91.4%	91.1%	92.7%	89.7%
Year 4	93.2%	89.0%	91.4%	88.8%
Year 5	86.1%	91.9%	92.3%	88.7%
Year 6	89.9%	91.0%	87.6%	87.0%
Year 7	88.2%	89.5%	92.4%	82.6%
Total	91.2%	91.3%	92.4%	88.2%

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

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

Attendance comment

The school's attendance rate of 90% is very high, as it was heavily impacted by Covid-19. This rate is a testament to the school's focus on engagement, wellbeing and inclusion. The reception class had an attendance rate of 92.3% this was the highest of all the cohorts.

Behaviour support comment

Student behaviour is supported through a rigorous focus on school values, a consistent behaviour management plan and a restorative approach to managing behaviour issues. Timeout slips are issued when required but the frequency of these is extremely low. Incidents of violence and bullying remain at an extremely low level.

Client opinion summary

In 2020, 50% of families responded to the parent opinion survey, and 95% of responses were positive/neutral. School communication, students feeling important and student expectations rated highly.

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	21	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

Relevant Screening history has been undertaken as per DfE guidelines. Checks are made on contract staff as required.

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	14
Post Graduate Qualifications	4

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	8.2	0.3	6.8
Persons	0	10	1	11

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

Financial statement

Funding Source	Amount
Grants: State	\$1,598,970
Grants: Commonwealth	\$8,550
Parent Contributions	\$33,057
Fund Raising	\$5,402
Other	\$8,979

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	The funding was used to employ a student wellbeing leader. The wellbeing leader improved attendance and engagement across the school	Strategies are proactive. Improvement in Student Wellbeing survey
	Improved outcomes for students with an additional language or dialect	SSO support 1:1, small group, in class support determined by specific literacy needs; reading comprehension focus. EALD teacher PD in moderating writing for Language and Literacy levels.	2019-2020. 7/8 improved at least 1 Lang and Lit level.
Targeted funding for groups of students	Inclusive Education Support Program	IESP SSO support for 9 students 1:1, small group and in class targeting one plan goals. Reading Comprehension Groups, MultiLit, MiniLit, What's the Buzz, Social skills, Quick smart and learning intervention.	One Plan goals progress for all students have been notable.
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	ACEO supports improved attendance, engagement and curriculum support for all Aboriginal Students. Numeracy and Literacy funding including early years support funding was used to employ highly quality SSOs that supported the classroom teacher with small group targeted instruction to raise achievement in reading and maths.	High progress, attendance and engagement for targeted students.
Program funding for all students	Australian Curriculum	Big Ideas in Number, LDAM TRT teacher release. Build capacity of teachers in AC and pedagogy.	Improving teacher knowledge, pedagogy, incorporated into staff learning program.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	6 students accessed the MiniLit Reading Program, 4 students on MacqLit, and 8 on Quicksmart, SSOs supported students by taking small groups for Guided or Reciprocal Reading	MiniLit students achieved reading DfE SEA. 8/8 Quicksmart achieved PAT-M SEA
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A