



# Curramulka Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Curramulka Primary School Number: 114

Partnership: Southern Yorke

**Name of School Principal:**

Rosie Harden

**Name of Governing Council Chair:**

Mathew Pointon

**Date of Endorsement:**

25/02/2018

## School Context and Highlights

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; participate in the Youth Environmental Leaders Program and the Edible Kitchen Garden Program.

The Sporting Program is strong with Sporting Schools Australia supporting the development of more non traditional sports. Students have the opportunity to participate in a range of SAPSASA and local Sporting Activities.

In 2016 a Christian Pastoral Care Support worker was appointed to the school and supports our school program one day per week.

Highlights for 2017 included a trip to Canberra by the Year 6/7 students and the Rec - Yr 5 camp to Adelaide. Both camps were held in term 3 and were high valued by students and parents.

Sporting successes included - SAPSASA - 5 students selected in football, 1 in netball, 1 in tennis and two in cricket. Silver and gold medals were won in the Volleyball SA Beach Volleyball Tournament held at Wallaroo.

Significant contributions were made in The Arts through the Maitland Music and Arts Program and the SYP School Concert Band.

## Governing Council Report

The 2017 Office Bearers were: Matthew Pointon Chairperson, Gavin Reade Secretary, Emily Harris, Deputy Chairperson, Treasurer Kim Campion, Councillors – Ashlyne Pointon, Odette Forrest, and Craig Hickman. The Governing Council continued to support the school in a range of ways including decisions about making the classrooms and school more attractive and functional.

The Governing Council acted with due diligence in the process for the appointment of the new School Principal - Ms Brooke Wenzel.

A number of school policies were reviewed and the Principal informed the Council about new programs introduced to the school program. The Governing Council discussed bus issues pertaining to our site to ensure our children have the best possible experiences on the bus.

The Governing Council actively participated in the School's External Review.

Kim Campion was awarded the Rowan Ramsay award for services to school and community over a very long period of time. Excerpts from end of year speech.

Thanks to all those who supported our school in 2017 and all the best to the school community for the future.

This year, as has become the norm, the school has been punching well above their weight and very much upheld the school motto of small school, strong team. During the 2017 school year we again had excellent representation, participation and success in a wide range of activities, sports and programs. All of these events were supported, arranged and conducted by the dedicated staff and the eager enthusiastic band of volunteers.

I believe that these experiences enrich a student's schooling and therefore produce not only well rounded students but well rounded students with greater knowledge and understanding of things outside of the classroom for example community and environment.

On behalf of GC, staff and students say a big thankyou to those who volunteer their time and efforts to make everyone's life easier. Your contribution is appreciated and we couldn't do it without you. Another BIG thank you to this amazing staff at Curramulka. Their dedication and organisation shines through. Thankyou!

As you all know we are saying farewell to Ms Harden. Her time with us has been fun. Her professionalism and dedication to the school and its people has been nothing but exceptional. We all wish Rosie well in her next phase of life.

I can assure you that the memories that the people of Curramulka have, be them child or adult, will be fond and long-lasting.

Matthew Pointon

## Improvement Planning and Outcomes

In 2016 the site data and programs were reviewed which determined the need for a continued focus on Literacy and Numeracy along with Building Resilience.

Staff analysed all PAT data. Results discussed with students. Results were used to target specific teaching areas and to focus on work not mastered. Results correlated well with NAPLAN. Students results overall showed very good growth from previous testing.

There was only a very small sample of students sitting NAPLAN at each year level. Analysis of results appear in the School Performance Comments.

With a strong focus on explicit teaching utilizing Jolly Phonics, a range of Maths strategies eg Back to Front Maths, Maths in Action and the use of Numicon, students in the early years have had a great start to the learning at school.

Running records have shown growth for individual students over the year, with 100% meeting the DECD SEA standards.

To support engagement and enjoyment of reading most students participated in the Premier's Reading Challenge, with 100% success. Parents have also shown their support by listening to their children read aloud daily to promote the skill. Local volunteers have provided additional opportunities for children to read under the supervision of an adult and the value of reading was promoted through the newsletter. Regular Friday afternoon visits to the Minlaton Library Depot in the Curramulka Institute were highly valued.

To support learning improvement staff attended a range of professional learning sessions both cluster determined, and as identified by individuals, to build their knowledge and understanding of all areas of learning. Moderation of Student work against the standards in the Australian Curriculum. Staff participation in the STEM 500 ( Science, Technology, Engineering and Mathematics) project has been highly valued. Evidence of teacher learning has been in a range of technology task children have participated in during Semester 2.

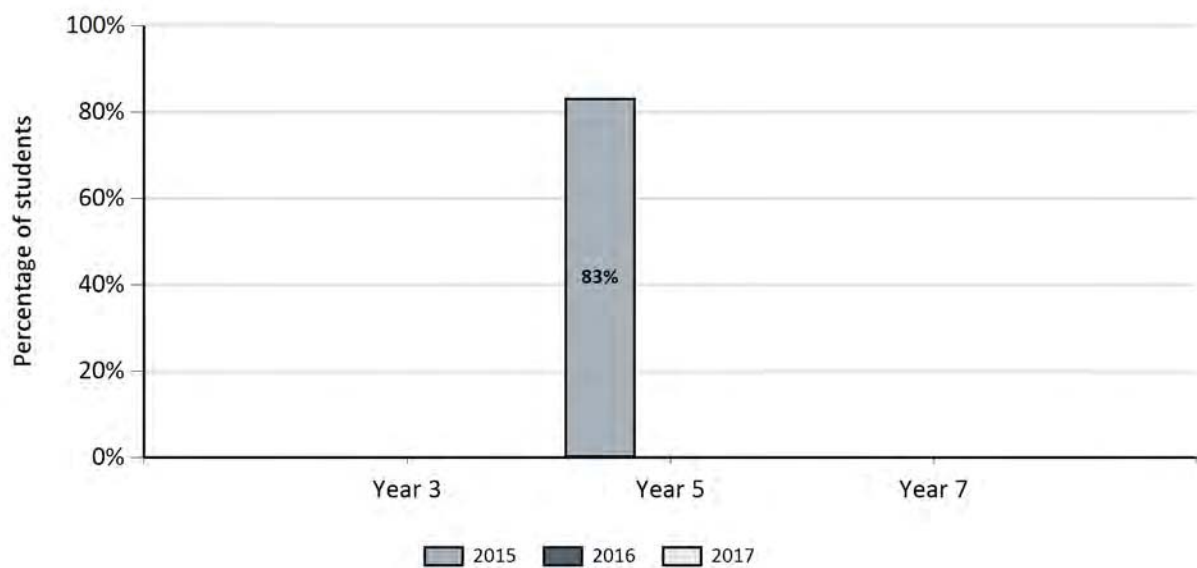
In 2017 our amazing task of completing and publishing The Three Emus culminated in a book launch in May. The book was launched by the mayor of the SYP Council Mr Ray Agnew in front of a large and supportive audience. This project was part of an overall strategy which supported the notion of resilient communities.

## Performance Summary

### NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

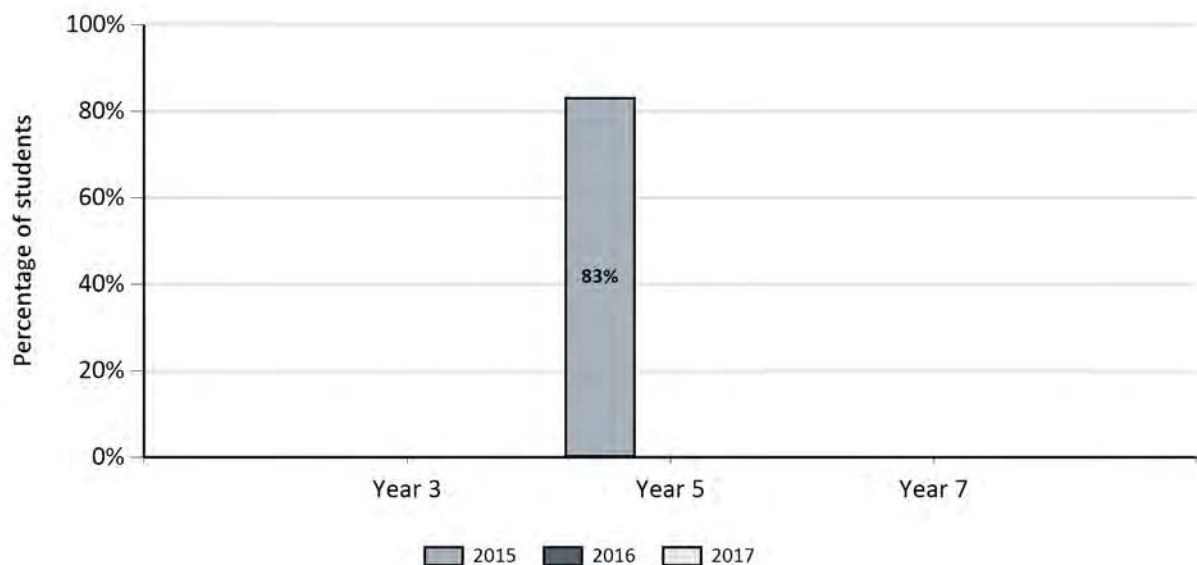
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

\*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

### Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	*	*	*	*	*	*
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>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

With such a small cohort of students being tested it is difficult to make meaning the progression data. There were no students who sat the Year 3 test this year, two Year 5's and 4 students sat the literacy NAPLAN test and four year 7 students sat the Numeracy test. There were no surprises. The emphasis continues to be on aiming for medium to high growth between tests.

## Attendance

Year level	2014	2015	2016	2017
Reception	92.6%	20.7%	87.4%	93.6%
Year 1	95.6%	81.5%		91.9%
Year 2	94.6%	85.2%	90.1%	100.0%
Year 3	97.5%	97.5%	93.6%	85.7%
Year 4	95.1%	92.1%	95.5%	95.6%
Year 5	95.8%	95.1%	96.3%	95.1%
Year 6	99.0%	95.5%	93.4%	97.1%
Year 7	96.3%	99.5%	96.5%	94.3%
Total	95.9%	91.9%	92.7%	93.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

## Attendance Comment

It is pleasing to note that attendance had improved slightly in 2017 despite a huge number of students being sick during term 3 where the school experienced an outbreak of Influenza A. Parents do have to be reminded about arriving to school on time.

## Behaviour Management Comment

The School's Behaviour Code was reviewed. There was a strong emphasis on modelling the school's values. Children were rewarded at school assemblies for demonstrating good behaviour habits. New children entering our school are taught very quickly the agreed behaviour norms.

## Client Opinion Summary

A total of nine parent survey forms were returned this year. On a rating of 0-5 for the first 10 questions, most gave the school ratings of 5 - indicating that they were very happy with the school and its operation. One family gave most ratings at 4 but indicated they were happy with the school. Three parents indicated that they would maybe like to be informed more about their child's progress (ratings of 4).

All parents wanted Literacy, Numeracy and Well being to be continued foci for the school.

Parents indicated the following as highlights for the year: - Canberra trip, leadership opportunities and Student Representative Council, Adelaide camp, learning another language ,reading, many extra curricula activities SAPSASA opportunities, SYP band, their child being a valued member of a team - this was demonstrated, modelled, reinforced and constantly practised and refined, personal development in all aspects and a positive attitude to all subjects, wonderful opportunities, sense of belonging and responsibility. My child's "confidence has grown so much and I attribute much of this to the encouragement and support she receives during her time at school." Rugby was also mentioned as a positive experience as was Maths, Science, Geography and Art.

One parent wrote "Both of my children love going to school and always come home happy. This is a HUGE highlight/success and positive for me!"

Most parents were happy with the direction of the school. Two parents specifically commented on the importance of continuing a second language.

## 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	3	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

## DECD Relevant History Screening

Relevant history screen applications were submitted and approved on line.



## Teacher Qualifications 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	8
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	2.6	0.0	1.5
Persons	0	3	0	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

## Financial Statement

Funding Source	Amount
Grants: State	557168.85
Grants: Commonwealth	5400.00
Parent Contributions	15809.50
Fund Raising	5507.48
Other	6429.36

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

## 2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress 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 literacy and mathematics. The school updated the Reading Doctor resource to specifically support the teaching of reading.	more confident learners working towards being functionally literate and numerate
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy		
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Purchase of specific resources targetted at supporting literacy learning - Waddington Educational Resources [spelling and reading], additional SSO hours to support students learning	
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		