



# Coober Pedy Area School

## 2020 annual report to the community

Coober Pedy Area School Number: 920

Partnership: Far North

Signature

School principal:

Mr Maurice Saah

Governing council chair:

Mrs Lisa McClure

Date of endorsement:

14 February 2021



Government  
of South Australia  
Department for Education



## Context and highlights

Coober Pedy Area School is a Category 2 on the Index of Educational Disadvantage in the Far North of South Australia. The school enrolment for 2020 was approximately 270.

During the year, we continue to have an absolute focus on teaching and learning. Our Site Improvement Plan priorities have continued to be improvement in Literacy, Numeracy and SACE outcomes.

Our Site teaching and learning approaches continued to be informed and driven by the Department's Quality School Improvement Model.

This has ensured that, quality teaching and learning opportunities which are evidenced-based, research-informed and aligned to best practice remains at the forefront of what we do.

Some highlights of 2020 include:

- Literacy (Reading): 2020 has been a year where we have been explicitly teaching the Big 6 (oral language, phonics, phonological awareness, vocabulary, fluency and comprehension) of Reading across the school. Our teachers have been working with Literacy coaches from the Literacy Guarantee Unit and well as external coaches to build their capacity and to ensure that our students continue to receive quality teaching and learning opportunities.

- Numeracy: During 2020 we have focussed on building conceptual understanding of students in Mathematics through the Big Ideas in Number. Our students have been offered hands on learning experiences through the use of manipulatives, multiple opportunities/exposure to concepts and resourcing to ensure that they build these concepts to the point of automaticity and mastery. Our teachers have been working with coaches from the Mathematical Association of South Australia to build their capacity in driving this site improvement priority.

SACE: Our students have had opportunities to access various SACE, VET and work Experience opportunities both in Coober Pedy and outside Coober Pedy. Our focus continue to be on SACE Completion and successful pathways for all our students. We had 100% SACE Completion in 2020.

We have been able to build a solid foundation for 2021. We thank our staff, students, parents/caregivers, our school governing council and the Community for their support.

We look forward to working with you all to make CPAS a school of choice.

Mr Maurice Saah  
Principal

## Governing council report

2020 was a difficult year with not many meetings held due to the COVID-19 pandemic but our Coober Pedy Area School Governing Council has been committed with parents and community members who have participated in decision making about school operations and in the running of the Governing Council businesses: Bus operations, Canteen and Out of School Hours Care.

Governing Council members have continued to support school policy development, quality assurance processes for the preschool and Out of School Hours Care and school improvement planning.

COVID-19 pandemic had its biggest effect on the School canteen with specific restrictions put in place. However, the commencement of redevelopment of the Canteen into a small business learning opportunity for the students of Coober Pedy Area School is underway as this will increase the viability of the business. The refurbishment of the canteen should be finalised by Term 2, 2021.

Small Business training will start once this project is completed.

Governing Council looks forward to ensure all our students are given opportunities to learn and continue to build strong literacy, numeracy and SACE pathways.

Mrs Lisa McClure  
Governing Council Chairperson

# Quality improvement planning

Our Site Improvement work continues to be in literacy, numeracy and SACE as outlined in our Site Improvement Plan (SIP). Our aim is achievement growth for each student.

Summary of progress:

Literacy (Reading):

Intentional focus on the teaching of reading across the school; literacy expertise is the core business of all teachers and the Big Sis of Reading is taught across all curriculum areas and year levels.

- R-12 staff have been supported with professional learning and coaching opportunities and collaborative planning to support and facilitate explicit teaching of Reading across the school.
- Our school-wide statement of practice- Literacy underpins and informs our approaches.
- Monitoring students' acquisition of phonological awareness and phonics and strengthening classroom programs (Read, Write Inc), intervention programs (1:1 Read, Write Inc tutoring, MultiLit and Phonological Awareness) as well as a dedicated focus on extra reading lessons has supported many students to make excellent reading progress.

-Our 2020 Phonics Screening Check (PSC) results witnessed an upward trend with more than 50% of our Year 1 students achieving at or above the department's benchmark.

- Our 2020 PAT-R data saw an increase number of students achieving at our above the DECD SEA.

Numeracy:

Numeracy development has continued to progress with staff focusing on the Big Ideas in Number to ensure that student build conceptual understanding and develop the skills and foundation for mathematical problem-solving?

Teaching staff across the school have worked closely with coaches and mentors to build their capacity in working with our students to build these concepts as a foundation for success in mathematical learning and eventually in numeracy.

? A school-wide statement of practice- Mathematics has been developed to support, guide and drive our practice in the teaching of mathematics to make our students numerate. This will be a continuing focus in 2021 and beyond.

-Our 2020 PAT- M data saw an increase number of students achieving at our above the DECD SEA.

SACE

Our dedicated focus on SACE completion and successful pathways for all our students has seen an increasing number of SACE subject options being offered at the school during 2020.

Our senior secondary students have been involved in VET and Work experience opportunities both in and out of Coober Pedy.

We do have a very effective tracking, monitoring and responsive (SACE 'traffic lights') system where each student is individually tracked on a regular basis to ensure that they are on track with their SACE achievement.

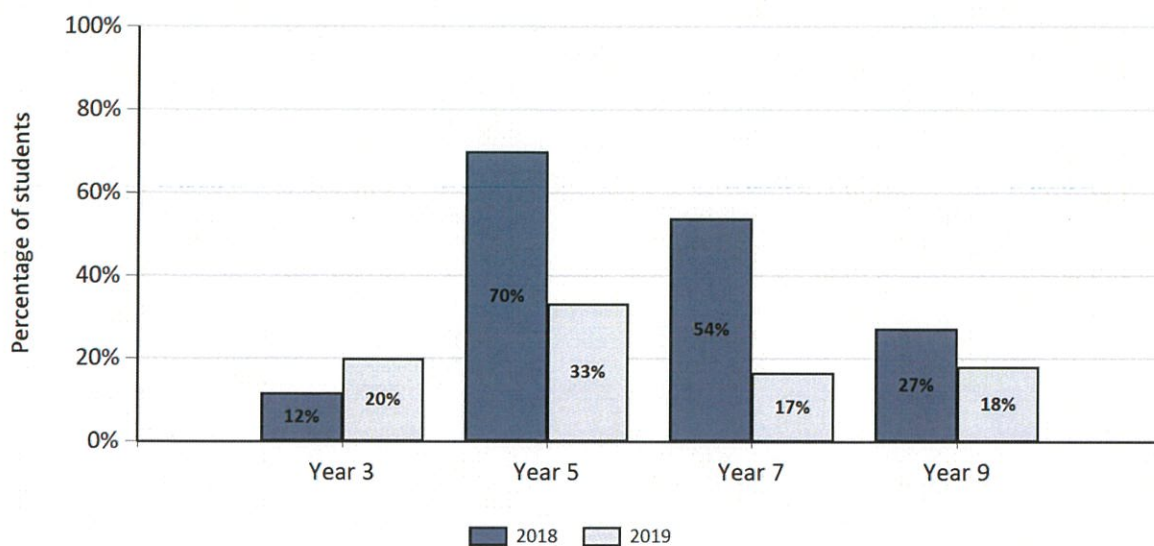
- We had 100% SACE Completion in 2020 and we look forward to this continuing in 2021.

# 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



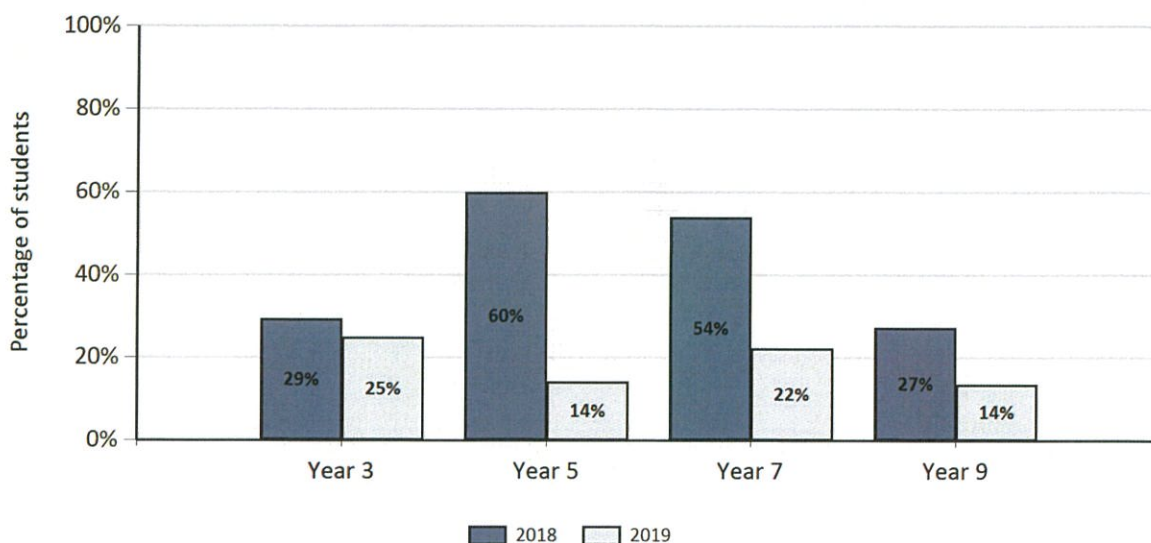
\*NOTE: No NAPLAN testing was conducted in 2020.

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.

\*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 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	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	46%	*	*	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	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	67%	*	*	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 <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 2019	20	20	3	1	15%	5%
Year 3 2017-2019 Average	21.0	21.0	2.3	2.0	11%	10%
Year 5 2019	21	21	2	0	10%	0%
Year 5 2017-2019 Average	18.3	18.3	3.0	1.7	16%	9%
Year 7 2019	18	18	0	0	0%	0%
Year 7 2017-2019 Average	18.0	18.0	0.7	1.3	4%	7%
Year 9 2019	22	22	0	0	0%	0%
Year 9 2017-2019 Average	19.3	19.3	0.7	0.0	3%	0%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<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.

# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2017	2018	2019	2020
69%	100%	73%	99%

Data Source: SACE Schools Data reports, extracted February 2020

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	0%	*	0%	0%
A	0%	*	0%	0%
A-	0%	*	0%	9%
B+	6%	*	0%	9%
B	6%	*	9%	9%
B-	13%	*	0%	36%
C+	25%	*	18%	9%
C	13%	*	36%	27%
C-	6%	*	9%	0%
D+	19%	*	18%	0%
D	13%	*	9%	0%
D-	0%	*	0%	0%
E+	0%	*	0%	0%
E	0%	*	0%	0%
E-	0%	*	0%	0%
N	0%	*	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020

\*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%.

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2017	2018	2019	2020
60%	100%	50%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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



# School performance comment

Phonics Screening Check (PSC) for our Year 1 students- 2020  
58% of our students were at our above the department's benchmark as compared to 17% in 2019 and 20% in 2018.

PAT-R and PAT-M  
About 60% of our Years 3-10 students achieved at our above the DECD SEA in both the PAT-R and PAT-M

SACE  
There was 100% SACE completion in 2020

## Attendance

Year level	2017	2018	2019	2020
Reception	71.1%	69.5%	76.6%	76.2%
Year 1	76.3%	68.0%	70.8%	67.8%
Year 2	74.0%	69.5%	71.8%	75.9%
Year 3	76.9%	74.0%	82.0%	70.0%
Year 4	83.7%	71.2%	63.6%	73.3%
Year 5	70.5%	85.1%	72.2%	57.1%
Year 6	78.2%	69.3%	60.2%	68.1%
Year 7	75.6%	73.9%	65.1%	63.5%
Year 8	61.3%	70.8%	60.9%	59.4%
Year 9	55.6%	53.5%	57.9%	61.9%
Year 10	62.2%	48.3%	57.7%	62.4%
Year 11	63.6%	48.5%	69.8%	56.2%
Year 12	76.0%	40.8%	63.0%	39.3%
Secondary Other	N/A	N/A	65.2%	N/A
Total	71.7%	66.2%	67.2%	64.5%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.  
NOTE: A blank cell indicates there were no students enrolled.

## Attendance comment

Attendance continues to be a challenge and we as a school continues to work with parents/caregivers, the community and external agencies to ensure that our students are attending and accessing the learning opportunities being offered at the school.

Our weekly attendance meeting maps out strategies and approaches in addressing attendance issues and challenges.

We use Daymap to better track, monitor and document attendance and have worked with DfE attendance officers to support our site efforts.

## Behaviour support comment

Promoting acceptable student behaviour has continued to be a focus of our leadership team in 2020. This is to ensure that, a conducive learning environment continues to be in place at the school. Our student Behaviour management process which is based on our school behaviour code will continue to be in place in 2021.



## Client opinion summary

Our Parent opinion survey has demonstrate an increase in community and parent confidence in our school. We look forward to this trend continuing in 2021

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	5.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	2	3.6%
Transfer to Non-Govt School	3	5.5%
Transfer to SA Govt School	32	58.2%
Unknown	15	27.3%
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

Our teaching staff are all registered teachers with the Teacher Registration Board of SA, and an essential part of registration is up-to-date police and working with children clearances.

Our support staff all hold current working with children clearances. We continue to monitor this to ensure currency of certification at all times.

# 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	41
Post Graduate Qualifications	11

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 Equivalent	0.0	27.0	6.0	15.5
Persons	0	28	7	20

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

## Financial statement

Funding Source	Amount
Grants: State	\$5,555,892
Grants: Commonwealth	\$107,000
Parent Contributions	\$65,502
Fund Raising	\$65,000
Other	\$137,992

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	Additional teaching and leadership time to support 1:1 and small group work in Teaching Reading and Mathematics	Student progress made towards achieving at the DECD SEA
Targeted funding for groups of students	Improved outcomes for students with an additional language or dialect  Inclusive Education Support Program  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	Additional teaching and leadership time to support 1:1 and small group work in Teaching Reading and Mathematics  Reading focus programs and teacher in the learning hub to support some of our students  - Teacher and leadership support in providing learning opportunities for students - Coaching and mentoring for teachers to build capacity - Providing opportunities for staff and students to access learning opportunities outside Coober Pedy - Bringing in experts to support students and staff	Student progress made towards achieving at the DECD SEA
Program funding for all students	Australian Curriculum  Aboriginal languages programs Initiatives  Better schools funding  Specialist school reporting (as required)  Improved outcomes for gifted students	- Release time for teacher planning and collaboration  Employed a Yankunytjatjara speaker and trialled Yankunytjatjara language sessions - to continue in 2020.  - Funding external coaches (experts) to work with teaching staff in literacy, numeracy and SACE  N/A  N/A	Progress tracked, monitored and recorded  Progress made in our literacy, numeracy and SACE outcomes  All staff plan, teach and access with the Australian curriculum  Progress made and recorded  Improved literacy, numeracy and SACE outcomes in 2020  N/A  N/A
Other discretionary funding			