Coober Pedy Area School and Coober Pedy Child Parent Centre

2022 annual report to the community

Coober Pedy Area School Number: 920

Coober Pedy Child Parent Centre Number: 1566

Partnership: Far North

	Signature
School principal:	Mr Maurice Saah
Governing council chair:	Lisa McClure
Date of endorsement:	**26 March 2023**

Government
of South Australia

Department for Education

Context and highlights for the combined site

Coober Pedy Area School is a category 1 on the Index of Educational Disadvantage in the Far North Region of South Australia. The school enrolment for 2022 was approximately 216 students.
48.15% of our 2022 enrolments were identified as Aboriginal and/or Torres Strait Islander background (ATSI). 14.81% of our students were verified as Students with additional needs (SWD).
Our school continues to have an absolute focus on quality teaching and learning. Our School Improvement Plan priorities have continued to be in Literacy (Reading and Writing) and Numeracy in 2022.
We have 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.
Our work continues to be aligned to the department's quality school improvement model.

Some highlights of 2022 include:
- Literacy (Reading): We continue to explicitly teach the Big Six (oral language, phonics, phonological awareness, vocabulary, fluency and comprehension) of Reading across the school. Our teachers have been working with literacy coaches/experts to continue to build their capacity and to ensure that our students continue to receive explicit and quality teaching and learning opportunities.

- Literacy (Writing): This year saw us implement the explicit and structured Talk for Writing (TfW) program across our primary school (Reception- Years 6). Our teachers were trained onsite by experts from DSF to ensure that staff capacity to deliver this program is enhanced.
We look forward to consolidating the gains in this.

-Numeracy: Building conceptual understanding of students in Mathematics through the Big Ideas in Number has continued to be our focus during 2022. Our students are continually 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/experts to build their capacity in driving this site improvement priority.

Our secondary students mainly in Years 9-12 have had access to various SACE, VET and Work Experience opportunities both in Coober Pedy and outside Coober Pedy. Our focus continues to be on SACE completion and successful pathways for all our students.
In addition to an outstanding SACE completion for our Year 12 students in 2022, a record number of three year 11 students completed their SACE. These Year 11 students will return in 2023 to work towards an Australian Tertiary Admission Rank (ATAR) as part of their university ambition journey.

We continue to build the foundational skills in 2022. We thank our staff, students, parents/caregivers, our school governing council and the community for their unflinching support.

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

Mr Maurice Saah
Principal

Governing council report

2022 - a journey of change; we have seen literacy and numeracy strongly embedded across the school site, students having opportunities to engage with other training opportunities outside the bubble of Coober Pedy, visiting Universities and looking at future educational options. Ensuring the school community hear about the great work the students and teachers have achieved in the school environment.

Partnerships have consistently been developed and strengthened across Department of Education head office and Far North service area, service providers across Coober Pedy and other areas, other educational and training facilities across South Australia and the business community in Coober Pedy.

Governing Council has been working to finalise the Canteen refurbishment and hopefully we will be able to re-open in early 2023. Out of School Hours service is going well and are thankful to our OSHC Coordinator – Ms Karen Jones for her hard work and commitment to our students and their families.

On behalf of Governing Council, I would like to take this opportunity to acknowledge the engagement and commitment of our principal – Mr Maurice Saah has for the school community; especially the students. We would like to thank all the school staff for their commitment to the students and school. A big thankyou to the staff that have moved on to other locations, we wish you all the best. I would like to welcome the new staff that have come to Coober Pedy Area School and look forward to working together for the betterment of our students and schooling community.

On behalf of Governing Council, we look forward to working together with the school community and look forward to the exciting journey ahead for our students.

Lisa McClure
Governing Council Chairperson

School quality improvement planning

Our School Improvement plan targets in Literacy (Reading and Writing) and Numeracy for 2022 saw progress during the year.
This has been adjusted to reflect in our targets for 2023. This is part of our 2023 SIP summary on our website.

Preschool quality improvement planning

Goal 1: Develop children's speaking and listening skills. (To support foundational skills for CPAS SIP priority- reading).
Data collection: All educators will contribute to the collection of data on all children. Benchmark data collection, ongoing observational data collection and assessment data collection and evaluation.
Planning and Programming:
All educators will contribute to shared intentional planning and provision of experiences that offer opportunities for children to engage in sound play, talk, extend vocabulary and participate in high quality reciprocal language.
Achievements: Oral Language Project screens in term one to determine base line data and Term 4 for comparison and improvement data, were conducted on 78% of enrolled children. Articulation screens completed for 81% of enrolled children. Working with DfE Speech Pathologist has supported in individual program delivery for 12% of enrolled children requiring speech and language support. Ongoing anecdotal observations, work samples and photographic evidence has allowed educators to track children's development and progress and for sharing with families via SeeSaw and supported an increase in parent/ carer participation in preschool programs.
Site specific processes, such as open-ended question prompts for staff to extend children's language and thinking during play has seen a significant increase in reciprocal conversations during play. Assessment against the Preschool Oral Language Screener indicates a 73% of our graduate students have an average sentence length of 5.5 years; this is an improvement of 0.8 years compared to Term 1 screeners. These processes will be ongoing and refined to suit the current attending cohort of children.

Goal 2: To develop children's understanding in mathematical thinking, processes and concepts. (To support foundational skills for CPAS SIP priority- numeracy).
Data Collection:
All educators will contribute to the collection of data on all children. Bench mark data collection, ongoing observational data collection, assessment and evaluation.
Achievements: Ipad observational data allowed educators to capture many mathematical incidental moments during play and extend these through our open- ended question prompts.
Term plans included the concise and strategic actions working with visuals, manipulatives and concrete materials to deliver content rich, oral language driven teaching and learning opportunities for the children. The consistent delivery of this content has seen an increase in child learning outcomes with the following data results: 87% of our graduating students can confidently and consistently group objects to three; 45% can visually recognise numerals 0-10 and 30% can rote count to twenty and beyond. And an overall increase for attending children in the use of mathematical language during play and thinking to solve problems during play.

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
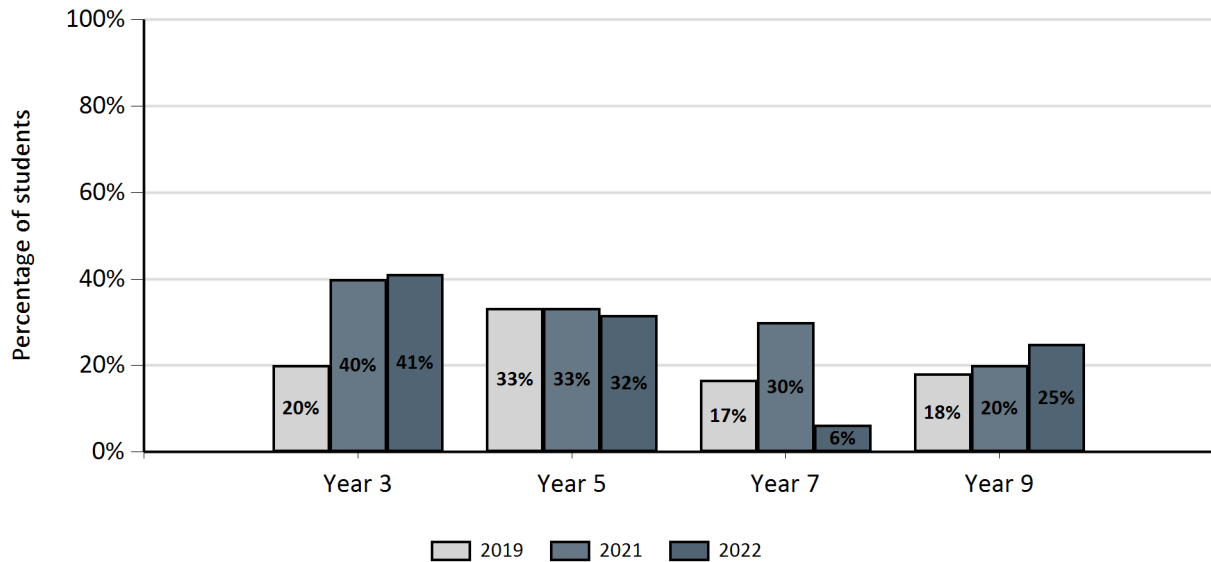
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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.
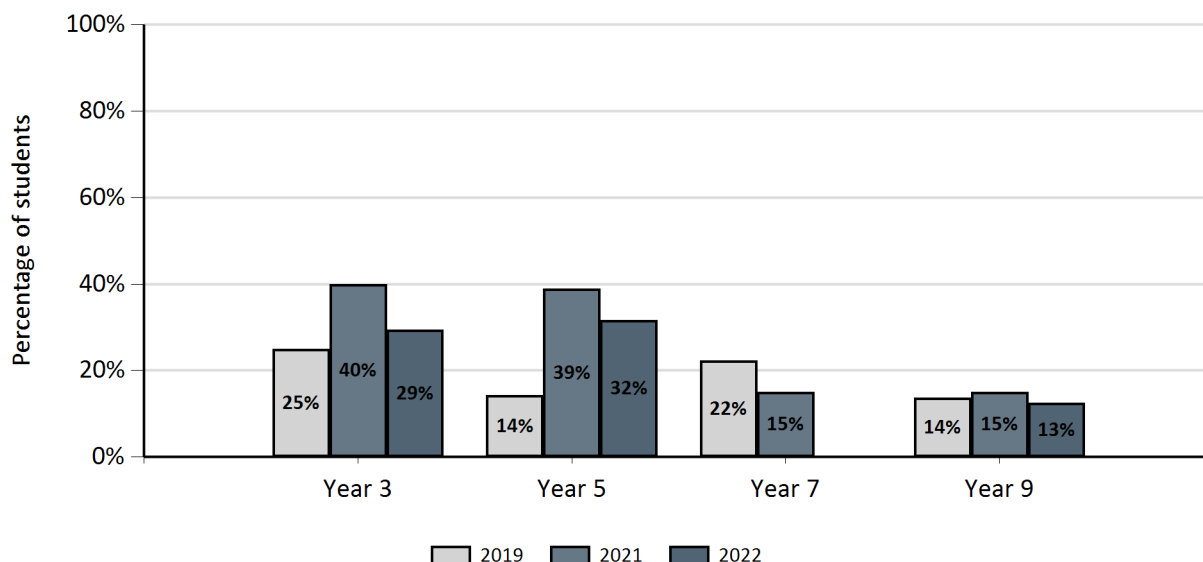
Numeracy

*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 2022.

*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 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 03 2022	17	17	3	0	18%	0%
Year 03 2021-2022 Average	16.0	16.0	2.0	0.5	13%	3%
Year 05 2022	19	19	2	1	11%	5%
Year 05 2021-2022 Average	18.5	18.5	3.0	1.0	16%	5%
Year 07 2022	16	16	0	0	0%	0%
Year 07 2021-2022 Average	18.0	18.0	0.5	1.0	3%	6%
Year 09 2022	8	8	0	0	0%	0%
Year 09 2021-2022 Average	14.0	14.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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 2022.
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.
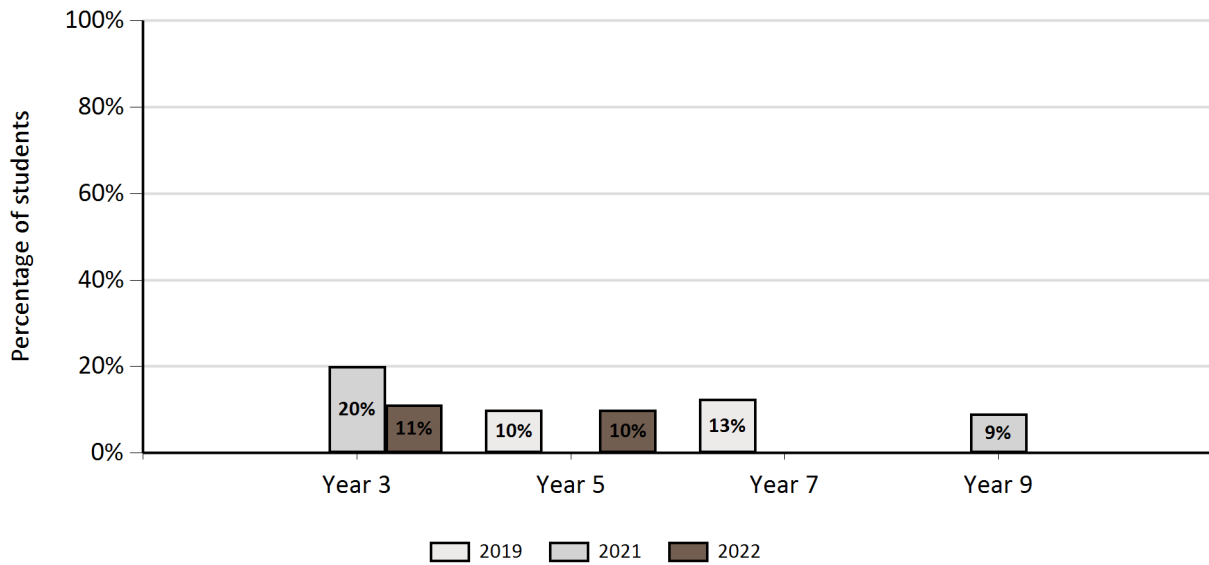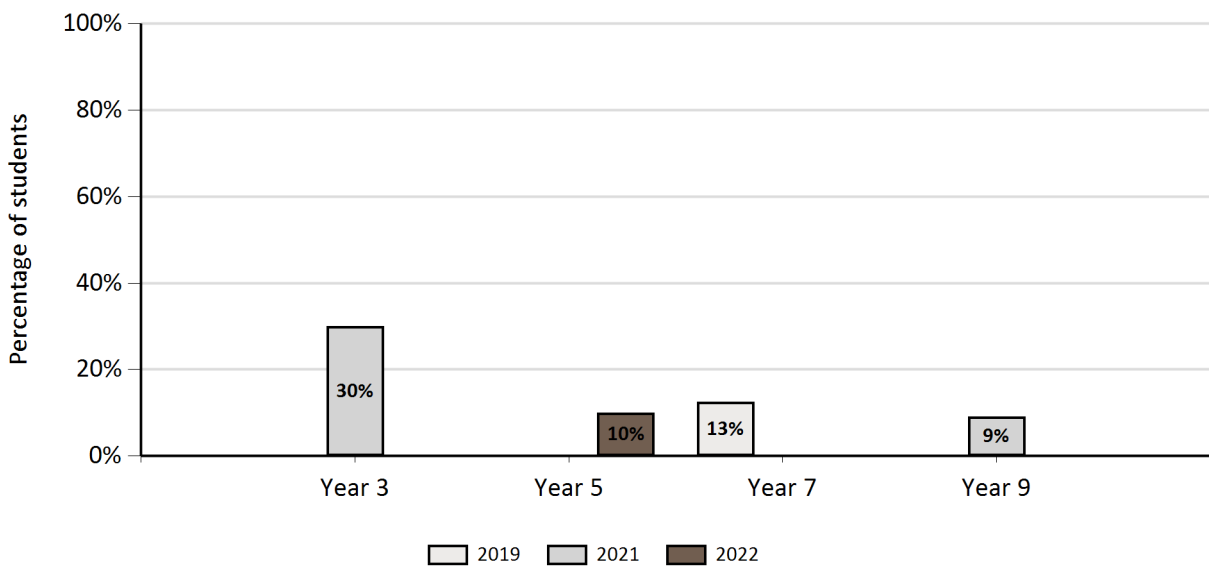Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN 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 03 2022	9	9	0	0	0%	0%
Year 03 2021-2022 Average	9.5	9.5	0.0	0.5	0%	5%
Year 05 2022	10	10	0	0	0%	0%
Year 05 2021-2022 Average	9.5	9.5	0.0	0.0	0%	0%
Year 07 2022	8	8	0	0	0%	0%
Year 07 2021-2022 Average	8.5	8.5	0.0	0.0	0%	0%
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	7.5	7.5	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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 2022: Quality Teaching

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

> Literacy (Reading & Writing): Explicit teaching of the Big Six of Reading and Talk for Writing (TfW) with particular emphasis on key skills
> Numeracy: Explicit teaching and providing learning experiences in the Big Ideas in Number

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

> We have seen more of our Aboriginal Learners achieving at or Above SEA in Both NAPLAN (Reading and Numeracy) as well as in PAT-R and PAT-M

South Australian Certificate of Education - SACE

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

2019	2020	2021	2022
73%	100%	83%	79%

Data Source: SACE Schools Data reports, extracted February 2022
*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	2019	2020	2021	2022
A	0%	0%	2%	1%
A-	0%	9%	2%	4%
B+	0%	9%	5%	6%
B	9%	9%	3%	16%
B-	0%	36%	17%	13%
C+	18%	9%	16%	10%
C	36%	27%	11%	16%
C-	9%	0%	27%	10%
D+	18%	0%	8%	4%
D	9%	0%	3%	3%
D-	0%	0%	5%	3%
E+	0%	0%	2%	4%
E	0%	0%	0%	4%
E-	0%	0%	0%	1%

Data Source: SACE Schools Data reports, extracted February 2022
*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

2019	2020	2021	2022
50%	67%	82%	82%

Data Source: SACE Schools Data reports, extracted February 2022
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2019	2021	2022	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	0%	0%	0%	0%
Percentage of year 12 students undertaking vocational training or trade training	0%	0%	0%	0%

School performance comment

NAPLAN
45% of our Years 3,5,7 & 9 who sat the NAPLAN in 2022 achieved at or above the DfE SEA in NAPLAN- Reading, 35% of our Years 3,5,7 & 9 who sat the NAPLAN in 2022 achieved at or above the DfE in NAPLAN- Writing and 43% of our Years 3,5,7 & 9 who sat the NAPLAN in 2022 achieved at or above the DfE in NAPLAN- Numeracy.

PAT-R/PAT-M
About 48% of our Years 3-10 students achieved at or above the DfE SEA in the PAT-R and about 43% of our Years 3-10 students achieved at or above the DfE SEA in the PAT-M.

SACE
73% of our potential SACE completers in Year 12 students completed their SACE in 2022. Additionally, three of Year 11 students also competed their SACE and will return in 2023 to work towards an ATAR reqired for university entry.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	86.5%	74.9%	52.9%	62.3%
2020 centre	57.2%	45.7%	56.3%	46.5%
2021 centre	62.8%	49.1%	52.6%	60.0%
2022 centre	64.0%	63.7%	76.8%	99%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	76.6%	75.8%	81.6%	68.9%
Year 1	70.8%	68.1%	70.9%	63.8%
Year 2	71.8%	75.6%	61.5%	65.8%
Year 3	82.0%	70.1%	58.6%	54.1%
Year 4	63.6%	74.6%	43.3%	64.2%
Year 5	72.2%	56.7%	66.0%	55.7%
Year 6	60.2%	68.1%	54.8%	61.3%
Year 7	65.9%	63.6%	54.7%	56.5%
Year 8	59.8%	59.4%	50.8%	59.2%
Year 9	57.9%	61.7%	47.8%	46.8%
Year 10	57.7%	62.6%	52.9%	38.9%
Year 11	69.8%	56.2%	55.7%	82.5%
Year 12	63.0%	39.3%	48.6%	92.1%
Secondary Other	65.2%	N/A	N/A	100.0%
Total	67.2%	64.7%	56.5%	66.3%

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 meetings map 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.

Our updated and purposeful Attendance policy has been approved by Governing Council for implementation in 2023.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	26	22	23	29
2020	22	18	21	24
2022	16	16	17	21
2021	23	23	26	14

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Behaviour support comment

Promoting and maintaining acceptable student behaviour continued to underpin our work here at the school in 2022.
This approach ensures that, a safe and 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 2023. An updated and fit for purpose school behaviour policy has been approved for 2023 to enhance our work in 2023.

Parent opinion survey summary

Our parent opinion survey has demonstrated an increase in community and parent confidence in our school. We look forward to this trend continuing in 2023.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
920 - Coober Pedy Area School	200.0%	200.0%	200.0%	200.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	6.6%
NS - LEFT SA FOR NSW	1	1.1%
NT - LEFT SA FOR NT	2	2.2%
PA - PARENTING/CARER	3	3.3%
PE - PAID EMPLOYMENT IN SA	1	1.1%
QL - LEFT SA FOR QLD	2	2.2%
SM - SEEKING EMPLOYMENT IN SA	17	18.7%
TA - LEFT SA FOR TAS	1	1.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	37	40.7%
U - UNKNOWN	17	18.7%
WA - LEFT SA FOR WA	4	4.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

40.7% of our students left for other SA schools, the remaining students left for other interstate schools and to seek employment.

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	44
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

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	0.0	31.0	5.5	12.0
Persons	0	32	6	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	$5,864,457
Grants: Commonwealth	$138,526
Parent Contributions	$60,631
Fund Raising	$0
Other	$1,500

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

2022 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 2022 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, Writing and Mathematics.	Student progress made towards achieving at the DfE SEA
	Improved outcomes for students with an additional language or dialect	Additional teaching and leadership time to support 1: 1 and small group work in Teaching Reading, Writing and Mathematics.	Student progress made towards achieving at the DfE SEA
	Inclusive Education Support Program	Reading and Writing focus programs and teaching time in the Learning Hub support some our students.	Progress tracked, monitored and recorded
Targeted funding for groups of students	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	- 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	Progress made in our Literacy (Reading & Writing), numeracy and SACE outcomes
Program funding for all students	Australian Curriculum	Release time for teacher planning and collaboration. Australian Curriculum PL for all teachers	All Teaching staff plan, teach and access with the Australian curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	Employed a Yankunytjatjara speaker and had language sessions- to continue in 2023	Progress made and recorded.
	Better schools funding	Funding external coaches (experts) to work with teaching staff in literacy (Reading and Writing), numeracy and SACE.	Improved literacy, numeracy and SACE outcomes in 2022.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A