



# Kapunda Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Kapunda Primary School Number: 200

Partnership: Goyder & Light

**Name of School Principal:**

Nathan Taylor

**Name of Governing Council Chair:**

Roxanne Weichert

**Date of Endorsement:**

27/02/2018

## School Context and Highlights

School Context: The school began the year with 337 students, which meant that we could create 13 classes. Class sizes ranged between 22 and 30. We were able to utilize the Early Years Funding to keep the Junior Primary classes below 24 students. In 2017 we had 27 students identified as Students with Disabilities, 4 I levels, 16 D levels and 7 A levels. We also had 5 students receiving resourcing for behaviour and 3 students identified as ATSI.

2017 School Highlights:

Sports Day was once again an amazing event attended by members of the school community. Students participated on the day in a number of events. The wonderful Parents and Friends Group ran the BBQ and cake stall on the day. PE week was another highly successful event with students participating in many events throughout the week including Active Australia Day put together by Life Be In It.

This year we had our biannual Maths Expo which was a great opportunity for staff and students to showcase what they had been learning in Maths. There were many displays in which students and the school community could explore the world of Maths. Once again the school linked our Special Visitors Day to the expo which was attended by many parents, grandparents and extended family members.

The Book Week Parade was another highlight for the year. Many of the students, staff and parents came dressed up as their favorite character from a book. The event was well attended which also included children from Kapunda Kindergarten.

Our school choir represented our school at many events including the Festival of Music Choir Performance at the Adelaide Entertainment Centre, Christmas Carols and other local events throughout the year.

Our swimming program continued at the Rex Centre at Tanunda. The program was run over 2 weeks. All students had the opportunity to participate in swimming lessons which was partially subsidized by the school and generous donations.

The biannual Spring Fair in Term 4 was highly successful. Students, parents and community members put together and ran stalls on the night. We also had an Auction which was the highlight of the night. The school raised over \$13,000 to be used in the future for grounds development and ICT.

We had 16 students participate in ICAS tests in Science, Mathematics and English. Many of our students received Distinctions, Credits and Participation certificates. 1 student achieved one of the highest scores in Australia in Science, receiving the Science Medal.



## Governing Council Report

As always, may I start with sincere thanks to all who helped with the smooth running of our school in 2017.

We have continued under the leadership of Principal Nathan Taylor, who has been ably supported by Kerry Giles stepping up to backfill the Deputy Principal position whilst Nick has been required elsewhere. Sincere thanks to Nathan and Kerry and all the teachers and support staff at KPS for providing valued quality education and support for our children.

Again, a special thankyou to all volunteers active in our school community. P&F has been a terrific fundraising and support body within our school, Shaaron Coe and her dedicated canteen helpers run the weekly canteen, many classroom volunteers help with reading, excursions, etc and your members of the Governing Council continue to attend meetings consistently and carry out their various roles both at Governing Council and in affiliated committees with reliability and respect.

This year has seen the retirement of our long-term Pastoral Care Worker, Marg Reimann. Our sincere thanks to Marg for her dedication to the students of our school over many years. We have been fortunate to find a replacement for Marg in Vanessa (Ness) Anderson who took up this position late 2017. We look forward to working with Ness into the future.

Your Governing Council has assisted KPS this year with participation in many areas. Some of the highlights include:

- Involvement in the planning of the newly installed and popular Nature Play Area.
- Continued support for swimming lessons at 'The Rex' to ensure occurrence. The logistics wrinkles seem to be getting ironed out.
- Supporting KOSHC with ongoing policy review. Congratulations and thanks to Louise and her staff for continuing to run KOSHC to a high standard.
- Continued monitoring of the status of the Government housing site on KPS land.
- Assisting with the Spring Fair.
- The installation of 3 water coolers in the grounds for students.

KPS unfortunately missed out on significant STEM funding this year which was made available to many other schools. We can only hope this will be rectified in a future round of funding.

These and many other areas are where your Governing Council represents all the parents of KPS and works to make a difference. Participating in Governing Council is interesting and rewarding and I invite and encourage your interest and involvement.

Respectfully Submitted, Roxanne Weichert



## Improvement Planning and Outcomes

In 2017 we continued our Literacy, Numeracy and Student Engagement and Wellbeing Site Improvement focus areas.

Literacy Improvement Focus Areas for 2017: • Review whole school literacy targets at the beginning and end of each term • Literacy Agreement and Assessment Time line reviewed at the beginning of the year • All staff trained in Accelerated Literacy and using it across the school • Focus on a differentiated curriculum within classrooms.

Outcomes for Literacy: • NAPLAN Reading- The percentage of students demonstrating the DECD SEA was above our historic baseline average in Year 3, 79% (70.1%-75.3%). We were slightly below in Year 5, 64% (65.1%-75.8%) and below in Year 7, 61.7% (73.3%-78.7%). PAT R- data was below expectation, Year 3 66% (85%), Year 4 74% (80%), Year 5 64% (80%), Year 6 56%(75%) and Year 7 72% (85%)

Literacy Recommendations for 2018: • All staff trained in the Big 6 in Reading, with stronger emphasis on improving reading outcomes • Literacy Coordinator to coach and mentor staff and implementing the Big 6 in Reading.  
• Partners in Print program across the school.

Numeracy Improvement Focus Areas for 2017: • Review whole school numeracy targets at the beginning and end of each term • Numeracy Agreement reviewed at the beginning of the year • Numeracy Coordinator to provided training to staff to improve Maths teaching such as Transforming Tasks and differentiated curriculum • Collaborative Moderation across the Partnership focused on rich Maths tasks and learning design.

Outcomes for Numeracy: • NAPLAN Numeracy- The percentage of students demonstrating the DECD SEA was above our historic baseline average in Year 3, 76.6% (62.3%-74.9%). We were within the historic baseline average for Year 5, 66.7% (63.1%-74.8%) and below in Year 7, 63.8% (74.2%-77.7%). PAT M- data was below expectation, Year 3 46% (85%), Year 4 84% (80%), Year 5 80% (85%), Year 6 71% (80%) and Year 7 52% (79%)

Recommendations for Numeracy in 2018- Implement the Big Ideas in Number across the school beginning with Trusting the Count • Numeracy Coordinator to provide coaching, mentoring, training and development to staff.

Student Engagement and Wellbeing Focus Areas for 2017: • Embedding Growth Mindsets as part of our school culture • All teachers trained in the Child Protection Curriculum, and all staff in Restorative Practices and Non-violent Crisis Intervention. Cyber bullying training for students with SAPOL.

Outcomes for Student Engagement and Wellbeing: • Attendance for the year was 92.7% which is 0.2% lower than 2016, but still below the DECD target of 95% • We saw a significant increase in behaviour incidents recorded from 314 in 2016 to 520 incidents in 2017 • The student Bullying Survey saw a decrease in the number of students who reported that they had not been bullied from 69.5% to 66%

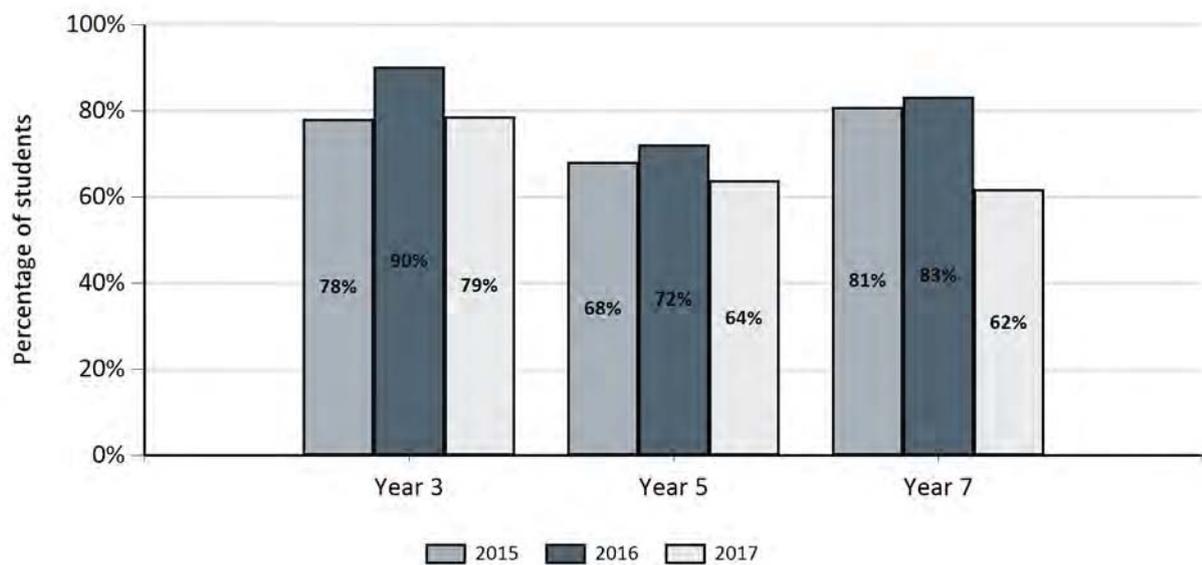
Recommendations for Student Engagement and Wellbeing in 2018: • Student Wellbeing Leader coordinating training for staff in the integration of Growth Mindsets in classrooms • KPS Powerful Learner to be implemented with a focus on social emotional learning • Staff reminded and embedding attendance procedures.

## 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.

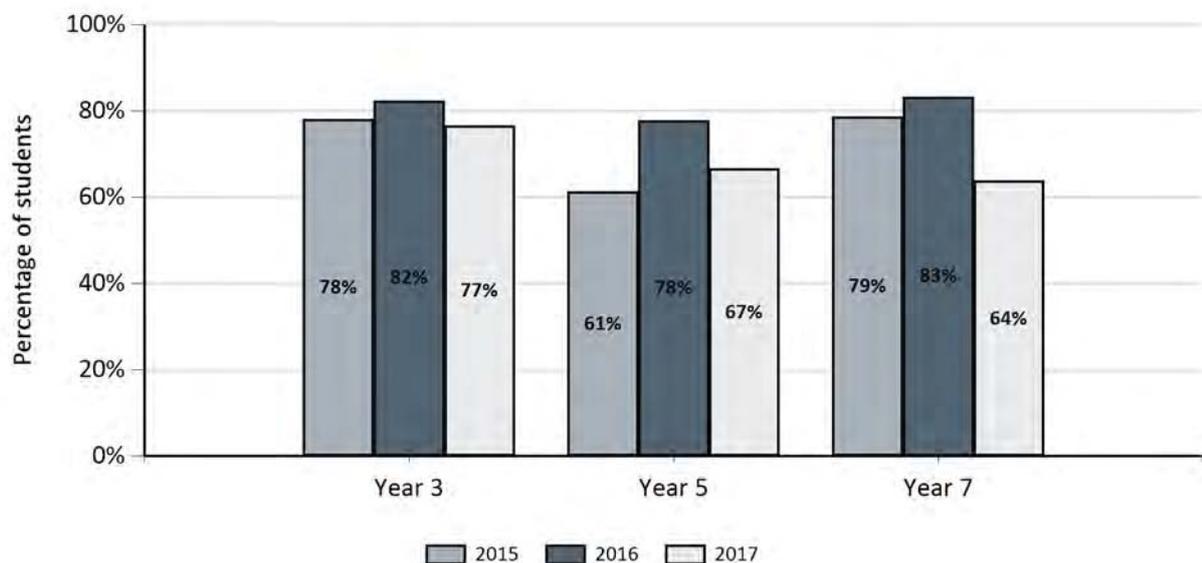
#### Reading



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 3-5	Year 5-7	State (average)
Upper progress group	10%	25%	25%
Middle progress group	58%	50%	50%
Lower progress group	32%	25%	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	8%	26%	25%
Middle progress group	50%	39%	50%
Lower progress group	42%	35%	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	47	47	17	14	36%	30%
Year 3 2015-17 Average	46.3	46.3	18.3	16.0	40%	35%
Year 5 2017	36	36	8	12	22%	33%
Year 5 2015-17 Average	38.7	38.7	9.0	8.3	23%	22%
Year 7 2017	47	47	8	5	17%	11%
Year 7 2015-17 Average	41.3	41.3	8.3	6.0	20%	15%

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

### NAPLAN Proficiency-

- Reading: We were above our historic baseline average in the percentage of students demonstrating the DECD SEA in Year 3 at 79% (70.1%-75.3%). We were slightly below in Year 5 at 64% (65.1%-75.8%) and below in Year 7 at 62% (73.3%-78.7%).

- Numeracy: We were above our historic baseline average in the percentage of students demonstrating the DECD SEA in Year 3 at 76.6% (62.3%-74.9%). We were within the historic baseline average for Year 5 at 66.7% (63.1%-74.8%) and below in Year 7 at 63.8%(74.2%-77.7%).

### NAPLAN Progress: Growth of Students between 2015-2017-

- Reading: We demonstrated lower than expected progress compared to the state average for Year 3-5 Reading for students tested in 2015-2017. We had 32% of students in the lower progress group compared to the state average of 25%, 58% (50%) in the middle and 10% of students in the upper progress group compared with 25% across the state.

For students tested in Year 5 and then in Year 7 we matched the state with 25% in the low, 50% in the middle and 25% in the high.

- Numeracy: We demonstrated lower than expected progress between Year 5-7 compared to the state average of students tested in 2015-2017. We had 42% of students in the lower progress group compared to the state average of 25%, 50% (50%) in the middle and 8% in the upper progress group compared to 25% across the state.

For students tested in Year 3 then 5 , we had 35% of students in the lower progress group compared with the state average of 25%, 39% (50%) in the middle and 26% of students in the upper progress group compared with the state average of 25%.

### NAPLAN Upper Two Bands Achievement-

- Year 3: The percentage of students achieving in the upper two bands in Year 3 Reading (36%) was slightly lower than the 2015-2017 average of 40% and lower than our school target of 45%. 30% of students achieved in the upper two bands in Numeracy compared with the average for 2015-2017 of 35%, which exceeded our school target of 13.7%.

- Year 5: The percentage of students achieving in the upper two bands in Year 5 Reading (22%) was slightly lower than the 2015-2017 average of 23% was lower than our school target of 29%. 33% of students achieved in the upper two bands in Numeracy compared with the average for 2015-2017 of 22%, which exceeded our school target of 18.4%.

- Year 7: The percentage of students achieving in the upper two bands in Year 7 Reading (17%) was lower than the 2015-2017 average of 20% and below our school target of 26.7%. 11% of students achieved in the upper two bands compared with the average for 2015-2017 of 15%, which was well below our school target of 23.3%.

## Attendance

Year level	2014	2015	2016	2017
Reception	94.9%	92.9%	92.5%	94.5%
Year 1	92.8%	93.5%	91.2%	93.5%
Year 2	92.7%	92.5%	93.8%	91.7%
Year 3	93.3%	93.7%	91.8%	95.7%
Year 4	93.1%	90.9%	93.0%	92.6%
Year 5	93.1%	92.5%	94.2%	90.7%
Year 6	94.1%	93.4%	93.0%	91.7%
Year 7	91.0%	92.7%	93.9%	90.5%
Total	93.1%	92.8%	92.9%	92.7%

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

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

## Attendance Comment

The average attendance rate for 2017 was 92.7%, with some classes achieving 95% on a term basis. Exemptions accounted for 0.6%, Family/Social 1.6%, Sick with a Certificate 0.1%, Sick without a Certificate 3.2% and Unexplained Absences 1.8%.

Attendance data was reviewed each term and individual student concerns were investigated through:

- Raising our concerns with parents, increasing parent accountability-Letters and phone conversations.
- Support from DECD Social Worker/Attendance Officer
- Information fliers in our school newsletter.
- Development of Attendance Improvement Plans.



## Behaviour Management Comment

This year saw an increase in the number of incidents that required support from leadership.

The total incidents increased from 314 incidents during 2016 to 520 during 2017, an increase of 39.62%.

Data indicated that 31.2% (106) students of our school population featured in our behaviour statistics during 2017. Of these 77.5 were male and 22.5% female. Children with a recognised disability accounted for 30.76%.

Year level percentages were: Junior(5 classes)-32.17%, Middle(5 classes)-24.8% Upper(3 classes)-43.3%

Students were supported through intensive counselling, individual safety plans, in class social and emotional learning programs, SSO support and the DECD Behaviour Coach and Social Worker.

## Client Opinion Summary

In 2017 the school survey was offered to Parents, Students and Staff. Though information was provided in the school newsletter, only a small number of parents completed the survey. A score of 4.0 is considered to be a very positive result.

Students highlighted the following areas as strengths:

My teachers expect me to do my best (4.0/5) \*My school is well maintained (3.6/5) \*My school looks for ways to improve (3.7/5) \*My school gives me opportunities to do interesting things (3.5/5)

Students highlighted the following areas in need of improvement:

My teachers provide me with useful feedback about my school work (3.4/5) \*Teachers at my school treat students fairly (3.2/5) \*I can talk to my teachers about my concerns (3.0/5) \*Student behaviour is well managed at my school (2.8/5) I like being at school (3.4/5)

Staff highlighted the following areas as strengths:

Teachers at this school expect students to do their best (4.3/5) \*The school looks for ways to improve(4.2/5) \*Students at this school can talk to their teachers about their concerns (4.3/5) \*Parents at this school can talk to teachers about their concerns (4.2/5) \*Students like being at this school (4.2/5)

Staff highlighted the following areas as areas in need of improvement:

I receive useful feedback about my work at school (3.7/5) \*Student behaviour is well managed at this school (3.6/5) \*Teachers at this school treat students fairly (3.9/5) \*Students learning needs are being met at this school (3.7/5)

Survey Summary

Particularly positive was the responses by both students and teachers to the questions regarding teachers expects students to do their best. Some other positive responses were that teachers expect students to do their best and the school looks at ways to improve.

Both teachers and students highlighted the need for the school to address how behaviour is managed as well as wanting to receive feedback.

Low parent participation - Those surveyed highlighted the maintenance of the school and their child likes being at school as positives. Areas for improvement included student behaviour management, student learning needs being met and student motivation.



## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	7.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	14.0%
Transfer to SA Govt School	44	77.2%
Unknown	1	1.8%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Kapunda Primary Schools processes for complying with the Criminal History Screening (DCSI) was audited by DECD in 2015. The processes and documentation were found to be well managed. In 2017 the same practices were maintained for all Volunteers, Contractors and Staff in line with DECD Policy.

Also in 2017 we offered several Reporting Abuse and Neglect (RAN) training sessions and Volunteer Induction sessions where volunteers received a newly developed volunteer pack which was developed in 2015.

## 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	39
Post Graduate Qualifications	8

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	20.4	0.0	9.0
Persons	0	23	0	13

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

## Financial Statement

Funding Source	Amount
Grants: State	\$3,083,564.41
Grants: Commonwealth	\$27,313.24
Parent Contributions	\$71,837.20
Fund Raising	\$27,991.50
Other	\$3,210,706.35

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	Funding was used to employ Student Support Officers, Restorative Practices training for staff and Social and Emotional classroom resources.	Ongoing- a strong focus on behaviour management.
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable.	Not Applicable.
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	Funding was used to employ a leader 0.30 to implement regular processes to track and monitor the progress of ILP, IEP and NEPs was completed by all.	ILP/IEP/NEP outcomes identified, implemented and reviewed by all relevant staff.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Allocated funding used to support students attending and reducing the cost of camps swimming and excursions. Allocated funding used to purchased Mathletics and Reading Eggs programs for home and school.	ILP/IEP/NEP outcomes to be achieved. All students were able to participate in camps, excursions and swimming. To be continued in 2018.
Program Funding for all Students	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Numeracy Coordinator employed focused on implementing whole school Numeracy Agreement, developing a differentiated approach and coaching and mentoring staff. She also provided ongoing training and development to staff. A Speech Program was also run for 15 students in Reception to Year 2.	
	Australian Curriculum	Not Applicable	Not Applicable
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not Applicable	Not Applicable
	Better Schools Funding	The Better Schools Funding was utilised to run Mini Lit Programs for 10 students in Years 2 and 3. Rainbow Reading was run with 10 students.	
	Specialist School Reporting (as required)	Not Applicable	Not Applicable
	Improved Outcomes for Gifted Students	Not Applicable	Not Applicable
	Primary School Counsellor (if applicable)	In 2017 a counsellor was employed 0.5 FTE. His role included coordinating the You Can Do It program, Cyber Bullying , promoting resilience, attendance and assisting staff, students and parents to manage relationships.	Implementation of You Can Do It, Restorative Practices, KidsMatter and GPC.