

Kapunda Primary School 2019 annual report to the school community



**Government
of South Australia**
Department for Education

Kapunda Primary School Number: 200

Partnership: Goyder & Light

Name of school principal:

Nathan Taylor

Name of governing council chairperson:

Brendan Moten

Date of endorsement:

24th February 2020

School context and highlights

School Context-

The school began the year with 307 students, allowing for 12 classes. Class sizes ranged between 22 and 30. We were able to utilise the Early Years funding to keep the Junior Primary classes below 22 students. In 2019 we had 21 students identified as students with disabilities. We also had 3 students identified as Aboriginal.

2019 School Highlights-

The Sports Day was a wonderful event attended by many parents, family members and school community. Each student participated on the day in a number of tabloids and athletic events.

PE week was again highly successful with a range of different lunchtime activities as well as Life Be In It again ran the Active Australia Day event on the Thursday.

We had our special visitor's afternoon which was focused on the Big Ideas in Number. Students invited a special visitor to join them at their classroom to participate in some fun maths games.

Our annual Book Week Parade which was held at the end of Term 2. Many of the students and staff were dressed up and with a large number of parents also dressing up for the occasion.

The school choir represented our school at many events including the Balaklava Show, Eisteddfod and Christmas Carols. Our students once again did an fantastic job performing at the Festival of Music Choir Performance, which also included 2 students performing solos.

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

The biannual Spring Fair in Term 4 was highly successful again. Students, parents and community members put together and ran stalls on the night. We also had market stall holders join us for the Fair. Our Auction was again a highlight of the night. The school raised over \$13,000 which was used to purchase new Interactive Screens.

We had 14 students participate in ICAS tests in Science, Mathematics and English. Many of our students received Distinctions, Credits and Participation certificates.

I would like to thank the Governing Council, Parents and Friends group, volunteers and community members who were supportive of the school through fundraising and through various assistance and support throughout 2019.

Governing council report

Whilst thinking about the role of a Governing Council member, I was struck by the range and effort different people that make up a whole school.

The Leadership Team at Kapunda Primary School, led by Nathan, is a big factor in the direction and learning for our children.

All of our children face challenges in their journey through school towards adulthood. Some need more help than others, and some need a firm guiding hand. Some are influenced by their peers, and others are taught by examples set by the adults that are present, in their school lives in particular.

The efforts put in by teachers, Governing Council members, Parents and Friends, and other volunteers continue to shape young lives in a positive way.

The Governing Council has this year, as in many past years, always strived to make a positive difference to our children's learning. By supporting Nathan and his staff, we hope we have helped deliver a stable and nurturing environment.

Our learning outcomes are heading in the right direction and our sense of community involvement can only be good for our next generation of leaders. The Governing Council was a big supporter of the School Fair fundraiser and the hard work done by Kerry Giles and her enthusiastic staff, who put in countless hours of work to make the night a great success.

As Governing Council Chairperson, I would like to thank our team of volunteers, who quietly help when they are asked and who attend Governing Council meetings, so that they can help to guide Kapunda Primary School policies and direction in any way they can. All parents are encouraged to be involved at Governing Council level. It is a rewarding and informative experience where your views can be heard.

In closing, I would like to pass in the goodwill of our Governing Council members to Nathan and other staff who are leaving at the end of 2019. We thank you for your contribution and hope you continue to strive to develop young minds in a positive and challenging way.

Thank you
Brendan Moten
Governing Council Chairperson

Improvement planning - review and evaluate

Goal 1- Increase student achievement in Mathematics, particularly in the Number Strand, in Years 4-6.

All teachers received training in the Big Ideas in Number, Natural Maths Strategies, Problem Solving and Numeracy Learning Progressions. This was evident in teachers learning programs, professional development plans and during formal observations.

We have received some of our highest results in Numeracy this year in NAPLAN across the year levels, with a larger number of students achieving in the higher bands. In PAT Mathematics we saw improvement in 5 out of 8 year levels meeting the school target of 5% increase, which is the best results the school has had since beginning PAT-M Testing. Although we did not reach our target of 10% improvement in Year 4 PAT-M (78% in 2018 and 81% in 2019), we have seen consistent improvement across the school as a result of the strategies we have implemented.

In 2019 we have met our goal of an increase in Mathematics achievement in Years 4-6 as we have seen consistent increases in Years 4, 5 and 6 in NAPLAN, PAT M and Big Ideas in Number data. Another aspect that improved was the number of students achieving in the high bands in Year 5 Numeracy.

In 2020 we will focus on continuing to build teacher capabilities in using the Big Ideas in Number diagnostic tests and Natural Maths Strategies as well as ensuring there is a consistent approach across the school with common language, processes and practices. We will also focus on students having learning goals which are content specific and identified in the Numeracy Progressions and by analysing data as it comes available.

Goal 2- Increase student achievement in Reading, particularly in the Literacy (interpreting, analysing and evaluating) Strand, in Years 4-6.

All teachers received training in the Big 6 in Reading, Jolly Phonics/Grammar and Literacy Learning Progressions. This was evident in teachers learning programs, professional development plans and during formal observations.

We have received some of our highest results in Reading this year in NAPLAN across the year levels, with a larger number of students achieving in the higher bands. The schools Running Records data demonstrated the highest levels of students meeting or above the SEA. Year 1- 75.5% demonstrated the SEA (Historic bounds 55.7% to 66.7%) and Year 2- 81% demonstrated the SEA (Historic bounds 57.2% to 73.8%).

In PAT Reading Comprehension we saw improvement in 6 out of 8 year levels meeting the school target of 5% increase, which is the best results the school has had since beginning PAT-R Testing. Although we did not reach our target of 10% improvement in Year 4 PAT-R (68% in 2018 and 73% in 2019), we have seen consistent improvement across the school as a result of the strategies we have implemented.

In 2019 staff received professional learning in the Big 6 in Reading however there are still some class teachers needing additional support to implement the whole school literacy agreements including the Big 6.

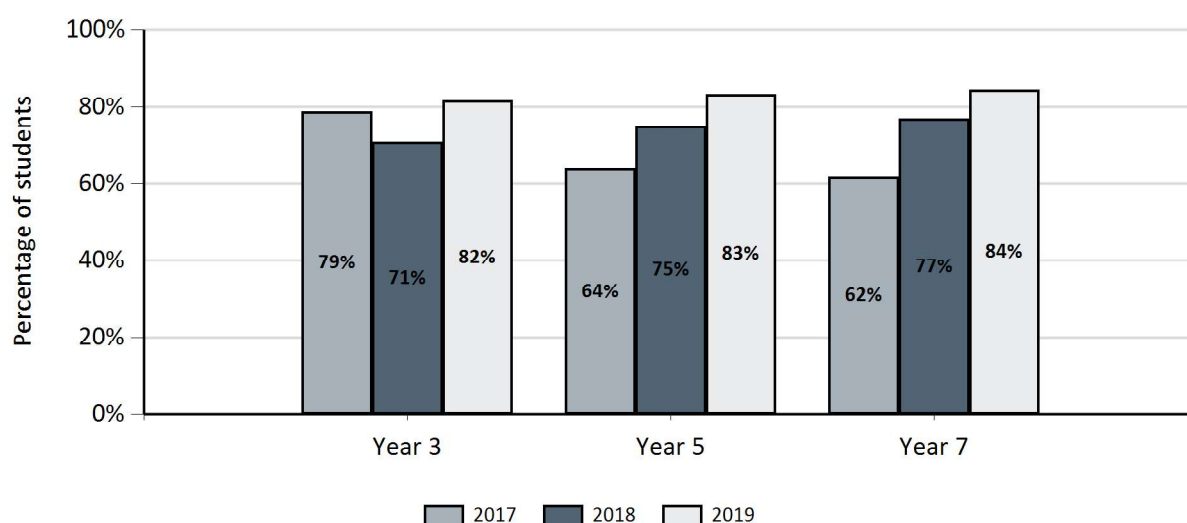
The focus for 2020 will be continuing to build teacher capacity in the Big 6 in Reading and on students having learning goals, which are content specific and identified in the Literacy Learning Progressions.

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.

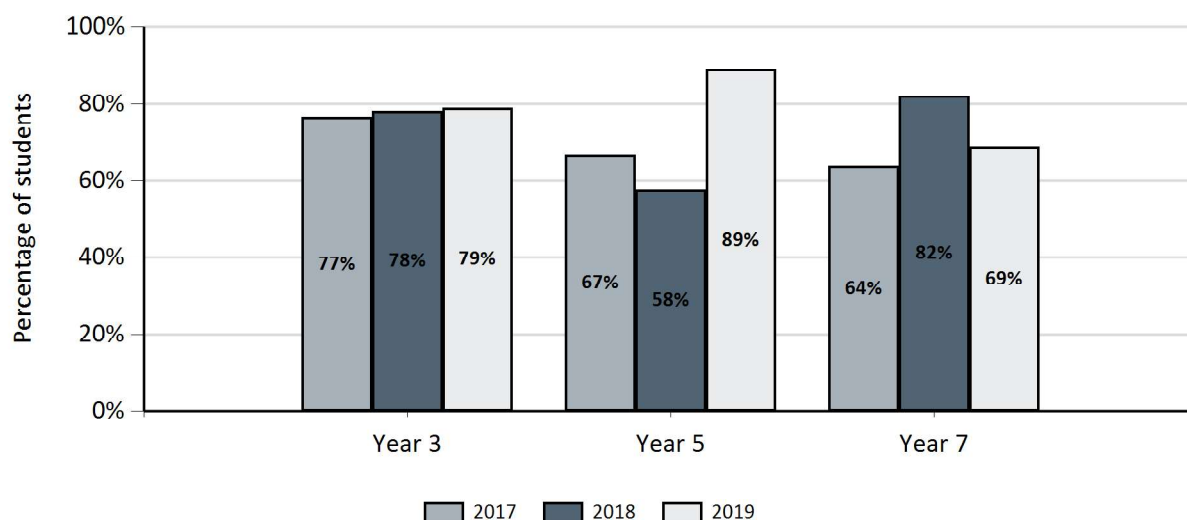
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2019 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	43%	32%	25%
Middle progress group	37%	57%	50%
Lower progress group	20%	11%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	20%	15%	25%
Middle progress group	57%	58%	50%
Lower progress group	23%	27%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*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	38	38	15	9	39%	24%
Year 3 2017-19 average	42.0	42.0	13.3	11.7	32%	28%
Year 5 2019	36	36	14	8	39%	22%
Year 5 2017-19 average	41.3	41.3	11.0	9.3	27%	23%
Year 7 2019	32	32	10	12	31%	38%
Year 7 2017-19 average	39.3	39.3	8.7	8.3	22%	21%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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 demonstrated our best results in Years 3, 5 and 7 in 3 years (2017-2019). We achieved our 2019 targets in Reading in Year 3 (82%), Year 5 (83%) and Year 7 (84%) demonstrating the SEA. This shows an increasing trend of improvement over these years.
- Numeracy: We achieved an increase in Years 3, 79% (78% in 2018) and in Year 5, 89% (58% in 2018). We experienced a decrease in Year 7, 69% compared with 82% in 2018. The Year 7 result was lower than expected due to students absent from the test.

NAPLAN Progress: Growth of Students between 2017 to 2019-

- Reading: We demonstrated higher than expected progress compared to the state average in Year 3-5 Reading for students tested in 2017-2019. We had 43% of students in the upper progress group compared to the state average of 25%. This was a significant improvement on 2017 and 2018.

For students tested in Year 5 and then in Year 7 we demonstrated higher than expected progress compared with the state average in reading with 32% (25%) making upper progress, 57% (50%) making medium progress and 11% (25%) making lower progress. This demonstrated a shift from medium to high progress, which is an improvement on 2017 and 2018 results.

- Numeracy: For students tested in Year 3 then 5, we had 23% of students in the lower progress group compared with the state average of 25%, 57% (50%) in the middle and 20% of students in the upper progress group compared with the state average of 25%, demonstrating a school improvement.

We demonstrated lower than expected progress between Year 5-7 compared to the state average of students tested in 2017-2019. We had 27% of students in the lower progress group compared to the state average of 25%, 58% (50%) in the middle and 15% in the upper progress group compared to 25% across the state. This is an improvement compared with 2017 and 2018 results.

NAPLAN Upper Two Bands Achievement-

- Year 3: The percentage of students achieving in the upper two bands in Year 3 Reading (39%) was higher than the 2017-2019 state average of 32%. 24% of students achieved in the upper two bands in Numeracy compared with the state average for 2017-2019 of 28%, which is an improvement compared with 2017 and 2018 results.
- Year 5: The percentage of students achieving in the upper two bands in Year 5 Reading (39%) was higher than the 2017-2019 state average of 27%. 22% of students achieved in the upper two bands in Numeracy compared with the state average of 23%, which is an improvement on the 2018 result.
- Year 7: The percentage of students achieving in the upper two bands in Year 7 Reading (31%) was higher than the 2017-2019 state average of 22%. 38% of students achieved in the upper two bands in Numeracy compared with the state average for 2017-2019 of 21%, which is a significant improvement.

Attendance

Year level	2016	2017	2018	2019
Reception	92.5%	94.5%	92.4%	87.7%
Year 1	91.2%	93.5%	90.7%	92.8%
Year 2	93.8%	91.7%	93.7%	92.5%
Year 3	91.8%	95.7%	91.3%	94.1%
Year 4	93.0%	92.6%	93.8%	92.8%
Year 5	94.2%	90.7%	91.6%	93.2%
Year 6	93.0%	91.7%	90.1%	90.0%
Year 7	93.9%	90.5%	91.7%	90.9%
Total	92.9%	92.7%	91.9%	91.8%

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

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

Attendance comment

The average attendance rate for 2019 was 91.8%, with some classes achieving 95% on a term basis. In 2019 we continued to contact parents each morning which has reduced the number of unnotifiable absences.

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

- raising our concerns with parents
- letters and phone conversations
- support from the Department for Education Social Worker/Attendance Officer
- information fliers in our school newsletter
- development of Attendance Improvement Plans

Behaviour support comment

In 2019 we saw decrease in the number of incidents that required support from Leadership which is a change from the increasing trend of previous years. The total incidents decreased from 623 during 2018 to 343, a significant decrease.

Data indicated that 28.6% (88) of students of our school population featured in our behaviour statistics was lower than the 33.7% (99) of students during 2018. 66% were male and 34% female. Children with a verified disability accounted for 17%.

Students were supported through counselling, individual safety plans, in class social and emotional learning and Interoception programs, SSO support, Department Behaviour Coach, Social Worker and by the Northern Area Community Youth Service, providing counselling service.

Client opinion summary

In 2019 the school survey was offered to Parents, Students and Staff. 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 (4.6/5) *My teachers provide me with useful feedback (4.2/5) *I feel safe at school (4.2/5) *My teachers motivate me to learn (4.3/5)

Students highlighted the following areas in need of improvement:

My school takes students' opinions seriously (3.6/5) *Teachers at my school treat students fairly (3.7/5) *I can talk to my teachers about my concerns (3.8/5) *Student behaviour is well managed at my school (3.5/5)

Staff highlighted the following areas as strengths:

Teachers at this school expect students to do their best (4.7/5) *The school is well maintained (4.8/5) *The school looks for ways to improve (4.6/5) *Students feel safe at school (4.6/5)

Staff highlighted the following area in need of improvement:

Teachers at this school treat students fairly (4.2/5)

Parents highlighted the following areas of strengths:

Teachers at this school expect my child to do his or her best (4.6/5) *The school is well maintained (4.8/5) *My child likes being at this school (4.5/5) *The school looks for ways to improve (4.5/5) *My child is making good progress at this school (4.3/5)

Parents highlighted the following areas in need of improvement:

Teachers at this school treat students fairly (3.8/5) *Teachers at this school provide my child with useful feedback (4.2/5)

Survey Summary

The 2019 survey of students, staff and parents was positive. Particularly positive was the responses by stakeholders to the questions regarding expectations on student learning, the school is well maintained and students feeling safe at school. An area for improvement in 2020 is teachers treating students fairly, as it was highlighted by all stakeholders.

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	3	3.8%
Transfer to SA Govt School	76	96.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

Kapunda Primary School's 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 2019 the same practices were maintained for all volunteers, contractors and staff in line with the Department for Education policies and procedures.

In 2018 all staff underwent the Reporting Abuse and Neglect (RAN) update training sessions. The Working With Children Check was introduced in 2019 and managed by administration members. A database continues to be managed centrally by the school administration.

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	29
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	17.5	0.0	10.4
Persons	0	21	0	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$3,145,914.68
Grants: Commonwealth	\$7,800.00
Parent Contributions	\$78,723.00
Fund Raising	\$29,479.18
Other	N/A

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

2019 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 2019 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 behaviour management and engagement	Funding was used to support individual students in class and in the yard to improve engagement and behaviour.	Ongoing- strong focus on behaviour management. Reduction in behaviour incidents
	Improved outcomes for students with an additional language or dialect	Not Applicable	Not Applicable
	Improved outcomes for students with disabilities	Funding was used to employ a leader to implement regular processes to track and monitor special needs students. Teachers were released to write ILP/NEP/IEP. It was also used for SSO support for identified students.	Outcomes to be achieved by identified, implemented and reviewed by teachers.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development	Allocated funding was used to support students attending and reducing camps, swimming and excursions. Allocated funding was used for an Aboriginal Cultural day, employing Aboriginal cultural organisations. Reduction in Early Years class sizes and SSO support- reducing numbers to 22 students.	ILP/IEP/NEP outcomes to be achieved by identified students. All students offered to participate in all excursions, camps and swimming.
	Students taking alternative pathways Learning difficulties grant		
	Australian Curriculum	Funding was used to employ a Literacy and Numeracy coordinator to implement to School Improvement Plan strategies.	Significant gains in students NAPLAN, Running Records and PAT M/R results.
Other discretionary funding	Aboriginal languages programs initiatives	Not Applicable	Not Applicable
	Better schools funding	The funding was utilised to run the MacqLit program for 16 students and to support introduction of the Maths for Learning Intervention program.	Significant progress in program which was also noticed within class work.
	Specialist school reporting (as required)	Not Applicable	Not Applicable
	Improved outcomes for gifted students	Not Applicable	Not Applicable
	Primary school counsellor (if applicable)	The school allocation in 2019 was 0.46, used to employ the Student Wellbeing Leader. Her role included coordinating the Interception , You Can Do It, attendance, resilience and assisting stakeholders with relationships.	Interception Program being implemented to continue in 2020