

Kapunda Primary School

2020 annual report to the community

Kapunda Primary School Number: 200

Partnership: Goyder & Light

School principal:

Mrs Kerry Giles

Signature

Governing council chair:

Brendan Moten

Date of endorsement:

16 December 2020



Government
of South Australia

Department for Education

Context and highlights

School Context-

The school began the year with 320 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 2020 we had 25 students identified as students with disabilities. We also had 5 students identified as Aboriginal.

2020 School Highlights-

The Sports Day was a wonderful event although due to COVID19 restrictions parents and family members were unfortunately unable to attend. Each student participated on the day in a number of games and athletic events.

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

Our annual Book Week Parade was held at the beginning of Term 4. Many of the students and staff were dressed up enjoying the 2020 theme "Curious Creatures and Wild Minds."

The School Choir represented our school proudly again this year, led by our experienced and talented Teacher Mrs Fahlbusch. Unfortunately the Choir was unable to perform at outside events however we did enjoy several school based performances including our Rotary Achiever Assembly and School Concert. Our School Band led by Sonia Samain also contributed several live School Performances which the students enjoyed.

Our swimming program at the Tanunda Rex was cancelled for 2020 however our Year 4-7 students enjoyed attending the 'Splash and Dash' swimming carnival in Term 4 at the Kapunda pool.

We had 22 students participate in International Competitions and Assessments for Schools (ICAS) Science, Mathematics and English. Many of our students received Distinctions, Credits and Participation certificates.

We had our School Concert in Week 6 Term 4. Once again parents were unable to attend however the concert was filmed and a link was provided to parents. The students and staff did an outstanding job preparing for the concert and the students presented high quality performances that were polished and engaging.

I would like to thank the Governing Council, Parents and Friends group, volunteers and community members who were so supportive and understanding during such an unprecedented time with lots of changes and restrictions to follow.

Governing council report

2020 has been a difficult year for all of us in the Kapunda Primary School Community. Although it has been at times a hard slog, dealing with the day to day running of the school environment during COVID, the efforts and leadership of the staff and the work of volunteers have been remarkable.

The Staff at KPS have handled possibly the most difficult year on record with determination, resourcefulness and resilience. The whole school has benefited from the strong leadership of Kerry Giles and her team of Jemma Worroll and Daniel Ryan. The Governing Council fully appreciated the extra yards Kerry and the whole Staff put in to make 2020 a successful year.

Our learning outcomes are heading in the right direction, and the sense of community has never been stronger. As Governing Council Chairperson, I would like to thank our team of volunteers who quietly help when they are asked, and who attend GC Meetings so that they can guide the KPS Policies and direction in any way they can. All parents can be involved at Governing Council level, it is a rewarding experience and a vehicle where your views can be heard.

In closing, I would like to thank the wonderful Staff at KPS along with the Governing Council Members and the P&F committee. The challenges that we have faced this year as a whole school community can only make us more resilient in the future.

Brendan Moten

Governing Council Chairperson.

Quality improvement planning

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

All teachers received refresher training and development opportunities through out the year, led by Vanessa Murray our Numeracy Coordinator in the Big Ideas in Number, Natural Maths Strategies, Problem Solving (STAR model) and Numeracy Learning Progressions. This was evident in teachers learning programs, professional development plans and during formal observations/learning walks.

In PAT Mathematics we saw improvement in 5 out of 8 year levels meeting the school target of 5% increase, which is on track with 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 (89% in 2019 and 78% in 2020), we have seen consistent improvement across the school as a result of the strategies we have implemented and the consistent whole school approach.

In 2020, 78% of our Year 4 students achieved the SEA, Year 5 88% and Year 6 74%. Our Year 4,5 and 6 students have all improved in the Big Ideas in Number diagnostic testing. In Year 4 21% of students are now at multiplicative thinking, Year 5 46% and Year 6 67%. In Year 5 20% of the students are at Partitioning and in Year 6 44%.

In 2021 we will focus on continuing to build teacher capabilities in using the Big Ideas in Number (BiIN) 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, natural math's strategies or through BiIN.

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 areas of the Big 6 for Reading, including Heggerty to improve phonemic awareness, Accidence to analyse reading comprehension, The Tiers of Vocabulary and the Literacy Learning Progressions to set individual student goals. This was evident in teachers learning programs, professional development plans and during formal observations/learning walks.

We have received some pleasing results this year. 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 2021 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.

Improvement: Aboriginal learners

We had five Aboriginal students enrolled at Kapunda Primary School in 2020.

Our Aboriginal students have all been targeted in class teachers professional development plans and received targeted intervention in the Big Idea In Number and Heggerty.

Three of our students have been in Year 2 and two of our students have been in Reception for 2020. In PATR two out of the three students met the SEA for Year 2. In Year 1 two out of two students met the SEA. In PATM all of our students met the SEA for their year level.

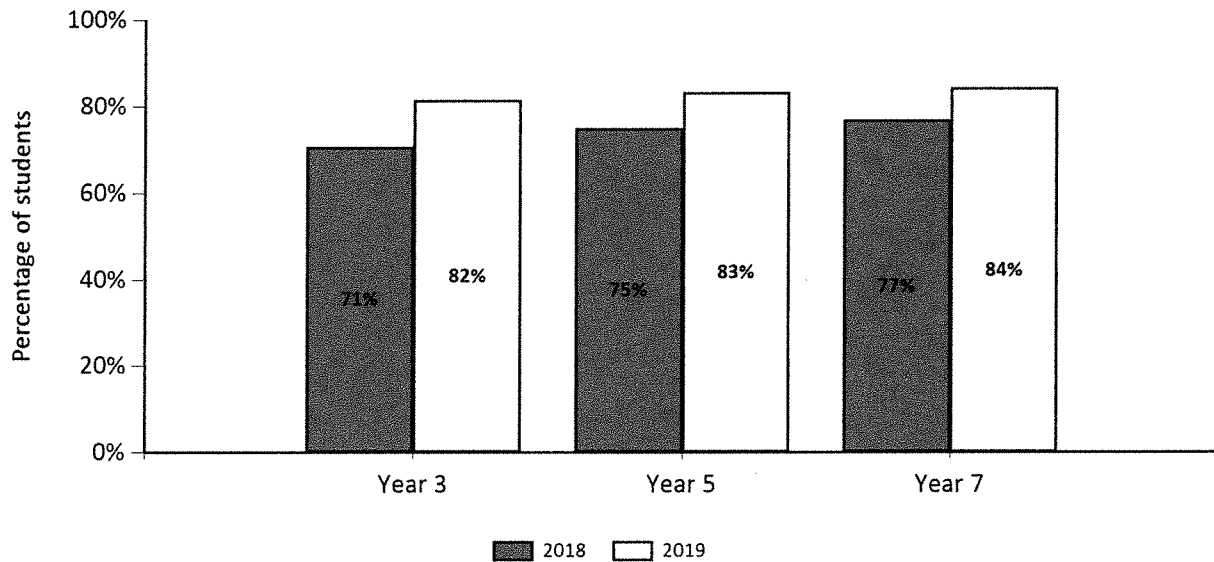
The focus for 2021 will be to continue having our students involved in our intervention programs and for students to continue to be targeted by teachers in their professional development plans.

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

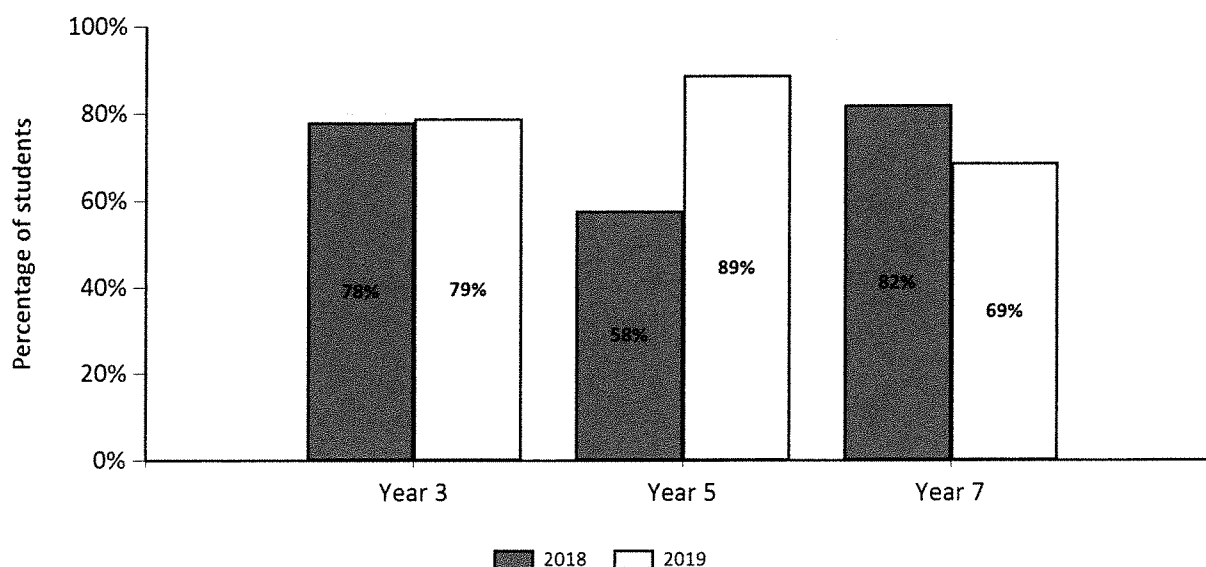


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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	State (average)
Upper progress group	43%	32%	25%
Middle progress group	37%	57%	50%
Lower progress group	20%	*	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	State (average)
Upper progress group	20%	*	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 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 [^]		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 2017-2019 Average	42.0	42.0	13.3	11.7	32%	28%
Year 5 2019	36	36	14	8	39%	22%
Year 5 2017-2019 Average	41.3	41.3	11.0	9.3	27%	23%
Year 7 2019	32	32	10	12	31%	38%
Year 7 2017-2019 Average	39.3	39.3	8.7	8.3	22%	21%

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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

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Attendance

Year level	2017	2018	2019	2020
Reception	94.5%	92.4%	87.7%	91.9%
Year 1	93.5%	90.7%	92.8%	90.4%
Year 2	91.7%	93.7%	92.5%	93.2%
Year 3	95.7%	91.3%	94.1%	90.0%
Year 4	92.6%	93.8%	92.8%	92.1%
Year 5	90.7%	91.6%	93.2%	90.5%
Year 6	91.7%	90.1%	90.0%	92.2%
Year 7	90.5%	91.7%	90.9%	88.5%
Total	92.7%	91.9%	91.8%	91.1%

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 2020 was 90.8%, with some classes achieving over 92%. In 2020 we continued to contact parents each morning which has reduced the number of unexplained 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

We saw a large increase in behaviour incidents from Term 1 (95) to Term 2 (252) which we believe was directly impacted by all the changes of COVID19. In Term 1 we had a reduced attendance as several families were working from home. Students who returned in Term 2 struggled to adapt to new routines.

In response to the increasing escalations of behaviour we introduced a Nurture Class (recommended by Behaviour Coach Michelle Knynenburg and Leanne Kitson). This class ran for the first two lessons of each day. It gave the students a chance to check in before joining their class and also explicitly taught regulation strategies.

Although this class only had 10 students in the program we saw the behaviour incidents reduce across the school from 163 in the first 5 weeks of Term 3 to 101 in the second 5 weeks of Term 3. The number of incidents in Term 4 was 136 (Nurture running for a whole Term).

Client opinion summary

Students highlighted the following areas as strengths:

81% of students said that they felt there was an important adult at school that they feel supported by.

Students highlighted the following areas in need of improvement:

Emotional wellbeing-

33% had low well being around worries.

26% had low well being around emotional regulation and couldn't think of ways to help them feel better

Staff highlighted the following areas as strengths:

94% of staff agreed that site leader were visible and accessible to staff.

94% of staff agreed we have a clear site improvement plan.

Staff highlighted the following area in need of improvement:

Voice-35% of staff would like to see staff opinions and suggestions considered in the sites decision making processes.

Parents highlighted the following areas of strengths:

85% of parents agreed they receive enough communication from the school.

83% of parents agreed that the school communicates effectively with them.

Parents highlighted the following areas in need of improvement:

43% of parents would like more help from the school with their child's learning.

Intended destination

Leave Reason	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	5	8.9%
Transfer to SA Govt School	51	91.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

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 2020 the same practices were maintained for all volunteers, contractors and staff in line with the Department for Education policies and procedures.

In 2020 staff underwent the Reporting Abuse and Neglect (RAN) update training sessions. The Working With Children Check was maintained in 2020 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	28
Post Graduate Qualifications	4

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 Equivalents	0.0	17.0	0.0	12.0
Persons	0	21	0	19

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

Financial statement

Funding Source	Amount
Grants: State	\$267,184
Grants: Commonwealth	\$4,050
Parent Contributions	\$78,812
Fund Raising	\$10,038
Other	\$20,420

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	Funding was used to support individuals in class and in the yard to improve engagement and behavior. Our nurture class was established in terms 3 and 4 to explicitly teach regulation strategies to students.	Behaviour incidents reduced across the school as a result of our nurture class.
	Improved outcomes for students with an additional language or dialect	Not Applicable	Not Applicable
	Inclusive Education Support Program	Funding was used to support identified students with SSO support in emotional regulation strategies and curriculum intervention with a focus on Heggerty and Big Ideas in number.	Students unregulated behaviours decreased and students data results improved.
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	Funding was used to support Aboriginal students to receive intervention in big ideas in number and Heggerty. We reduced class sizes in the early years and had our numeracy coordinator supporting our early years classes. We also provided extra SSO support for all classes to assist with whole school programs and intervention.	Improved outcomes in big ideas in number diagnostic testing and Heggerty testing. We also had improved outcomes in PAT testing.
Program funding for all students	Australian Curriculum	Funding was used to employ a Numeracy coordinator. We purchased resources and all staff were involved in training and development to upskill in our focus areas of our site improvement plan.	Improved teacher capacity. Students improved data results in PAT testing.
Other discretionary funding	Aboriginal languages programs Initiatives	Not Applicable	Not Applicable
	Better schools funding	The funding was used to run intervention programs, MacqLit, Heggerty and Big Ideas in Number.	Significant progress through the programs and improvement in classroom work.
	Specialist school reporting (as required)	Not Applicable	Not Applicable

	Improved outcomes for gifted students	Not Applicable	Not Applicable
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