EFFORT • RESPECT • CO-OPERATION • HONESTY

Kapunda Primary School

Kapunda Primary School

2021 annual report to the community

Kapunda Primary School Number: 0200

Partnership: Goyder & Light

	Signature
School principal:	Mr David Pitt
Governing council chair:	Mrs Megan McWaters
Date of endorsement:	8 March 2022

Government of South Australia
Department for Education

Context and highlights

At the start of 2021 we began the year with 310 students, 12 classes in total. Throughout the year, our class sizes ranged between 20 and 31 students. Using the Early Years funding, we were able to keep our classes below DfE recommended average sizes (20 students compared to expected average of no more than 26).

Our Numeracy and Intervention Coordinators continued to work with staff to build capacity and ensure consistent classroom practice across the school. Both Coordinators worked alongside staff, provided professional learning at staff meeting and Pupil Free days and worked with the leadership team to action goals in our Site Improvement Plan.

Improvements to facilities also took place in 2021. A majority of this work was funded by the $70,000 the school received as part of the Priority Maintenance program. Work that was completed included internal painting of Old Stone building, internal painting of Front Office admin, landscaping of the JP courtyard, replacement of external doors on transportable classrooms and replacement of 2 classroom air conditioners.

Other highlights included:
- Ongoing work with our Site Improvement Plan, resulting in enhanced learning outcomes for students
- Enterprise Day, where students brainstormed business ideas and sold products to raise funds
- Annual Book Week parade, with students and staff dressed up enjoying the theme 'Old Worlds, New Worlds, Other Worlds'
- School Choir performing at the Adelaide Entertainment Centre as part of the Primary Schools Festival of Music
- Fun packed Sports Day, with students enjoying a range of activities throughout the day

I wish to congratulate all students, staff, Governing Council and parents/carers for their resilience throughout the year as they navigated the many different changes and processes that were put in place throughout 2021.

David Pitt
Principal

Governing council report

What a very different year 2020 was for us all and 2021 proved to be another testing year. We welcomed David Pitt into the School Principal position where he joined the leadership group in guiding our school team through the COVID 19 restrictions, remote learning and face to face education that was the school year of 2021. A truly different introduction to our school and community.

Due to the ever-changing COVID 19 restrictions, the Governing Council had a mix of in person and video meetings. I thank our volunteer group for adapting to new systems and appreciate David and the school coordinating and implementing new methods to allow us to continue to serve the school community effectively.

Works on the school buildings and landscaping were completed during 2021 and with student, local artists and supervising volunteers involvement the “Bee Positive Painting Project” on the toilet block commenced. Thank you to the grounds committee and all those involved with attaining the grant, and the initiation of the mural project.

Governing Council again participated in the review and adaptation of policies for the school and KOSCH. I am certain that the Governing Council will have involvement in celebrations when KOSCH will celebrate 20 years in May 2022.

A sub committee was formed in late 2021 to discuss further a new school uniform and dress code. This is ongoing and it is expected that more information will be available to the Governing Council during the 2022 school year for further discussion and implementation.

Families were thankful to be able to attend sports day, graduations and some school assemblies throughout the year. Unfortunately, with the restrictions placed on the school in the past 2 years, Governing Council have not had the opportunity to connect with new families to the school as we historically have been able to. With the cancellation of the welcome morning tea and the limited ability to provide a friendly greeting to those new families at the first school drop off there have been reduced opportunities to discuss with them the role of the Governing Council and P&F and to seek new members to the committees.

I want to take this opportunity to thank you all for being part of the Governing Council in 2021. Thanks also to the P&F and school volunteers. Your support of the school and its community is appreciated. Thanks to all staff for continuing to provide a safe and quality learning environment for the children of Kapunda and surrounds.

With a staged return to this school year, we shall see what 2022 has in store for us all.

Megan McWaters
Kapunda Primary School
Chairperson

Quality improvement planning

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

Throughout 2021, all teachers received refresher training from our Numeracy Coordinator, Vanessa Murray. The training focused on individual student goals, Big Ideas in Number, Natural Maths strategies, Numeracy Progressions and PAT M resources.

In PAT Mathematics we saw improvement. 81% of our Year 4 students achieved SEA (target was 83%). This result was also an improvement from the same Year 3 cohort in 2020, where 78% achieved SEA. Whilst we did not reach our target of 93% Year 5 achieving SEA, 84% of Year 5 students met SEA (increase from 78% for previous year as Year 4s). We have seen consistent improvement across the school as a result of the strategies we have implemented and the consistent whole school approach.

In NAPLAN, 88% of Year 3 students achieved the SEA (up from 79% in 2019), Year 5 76% and Year 7 84% (up from 68% in 2019). In Year 3, 33% achieved in the Higher Bands (up from 23% in 2019).

In 2022, the focus will be on ensuring our practices are embedded consistently across the staff, with our Numeracy Coordinator position ending. Ensuring practices and procedures are refreshed with staff. We will need to focus on ensuring students understand their goals.

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

2021 was a consolidation of the training teachers received in 2020. Our Intervention Coordinator, Tammy Kearns, provided refresher training in setting individual student goals, whilst also continuing to upskill teacher knowledge in Heggerty and Acadience.

There were some pleasing gains in 2021. In Year 2 PAT-R, there was a 16% increase of the number of students achieving SEA compared to the same cohort the previous year (73%, up from 57%). Our Year 5 PAT-R results also saw improvement, with 84% achieving SEA (an increase from 78% when Year 4 students).

In NAPLAN, 86% of our Year 3 students achieved the SEA (an increase from 82% in 2019 for Year 3). 41% of our Year 5 students achieved in the Higher Bands, our highest result ever.

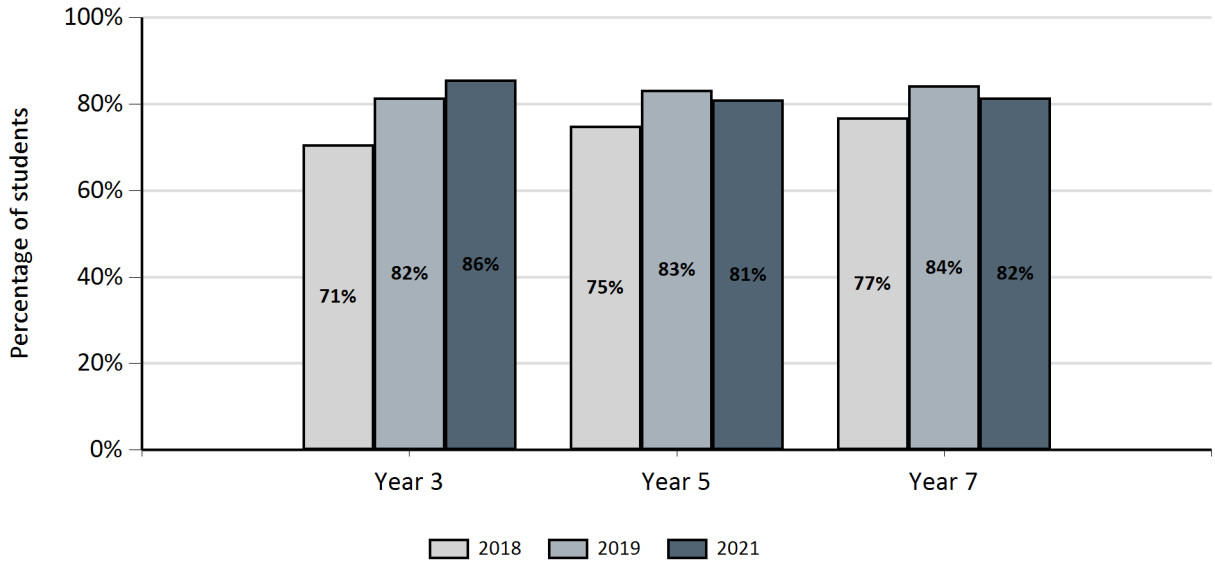
In 2022, the focus will be to improve student's phonemic awareness and phonological knowledge, specifically R -3. This will be achieved through explicitly teaching systematic synthetic phonics (InitiaLit). Identifying which teachers need targeted support with implementation of InitiaLit has commenced. Ensuring progress monitoring is occurring regularly to inform classroom practice will be monitored.

Performance Summary

NAPLAN Proficiency

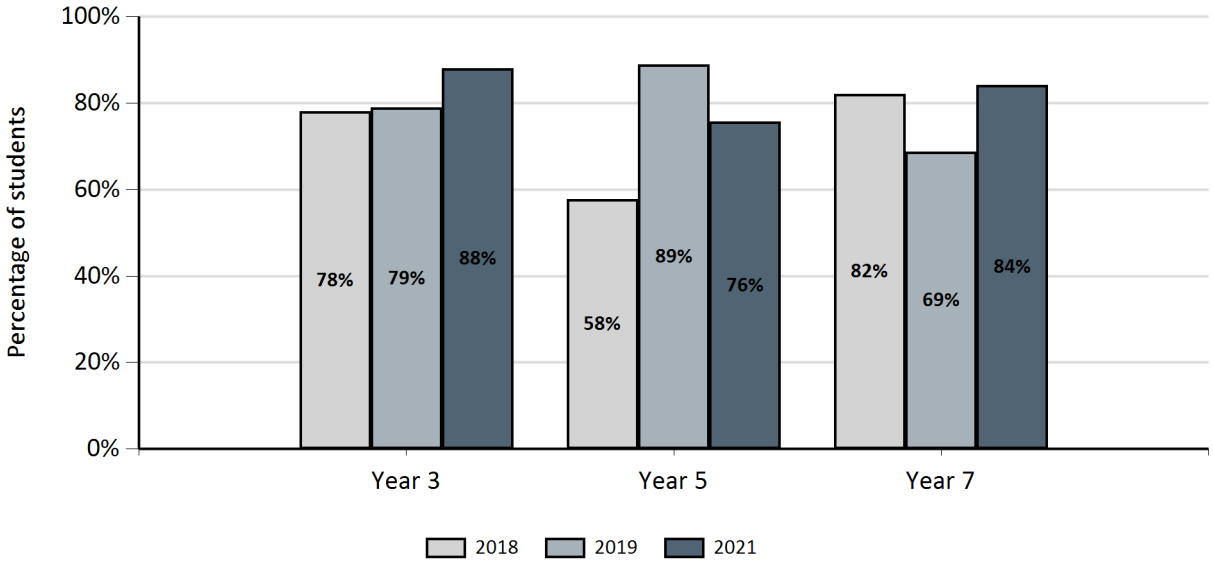
The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and 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 2021.
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



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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 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	47%	46%	33%
Middle progress group	39%	37%	48%
Lower progress group	*	17%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*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	37%	46%	33%
Middle progress group	49%	40%	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*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.

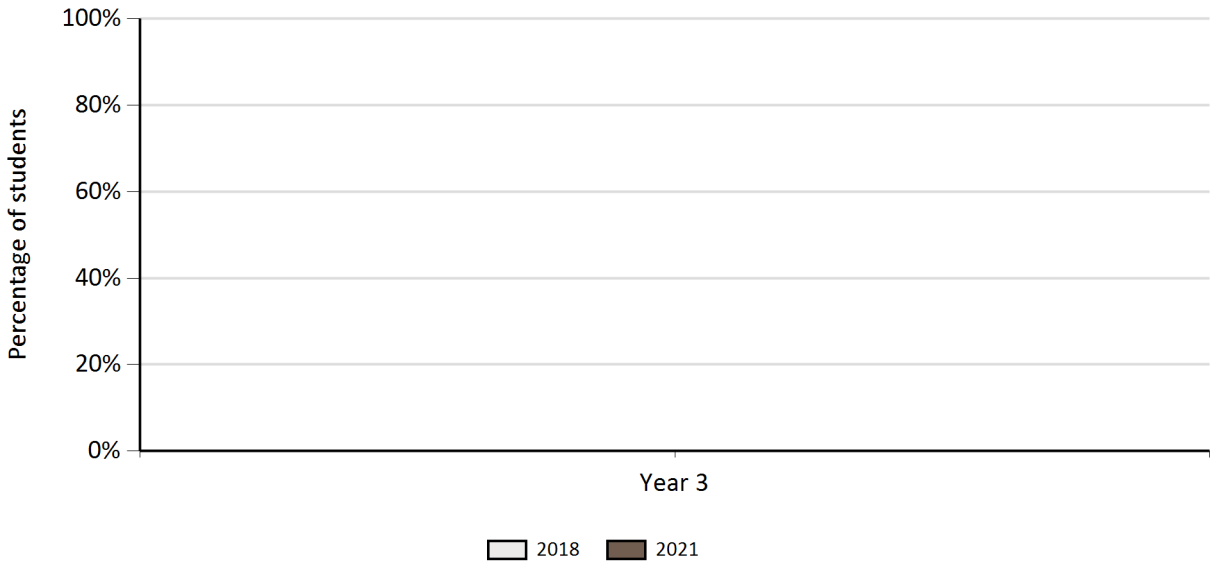
	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	42	42	14	14	33%	33%
Year 3 2019-2021 Average	40.0	40.0	14.5	11.5	36%	29%
Year 5 2021	37	37	15	9	41%	24%
Year 5 2019-2021 Average	36.5	36.5	14.5	8.5	40%	23%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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



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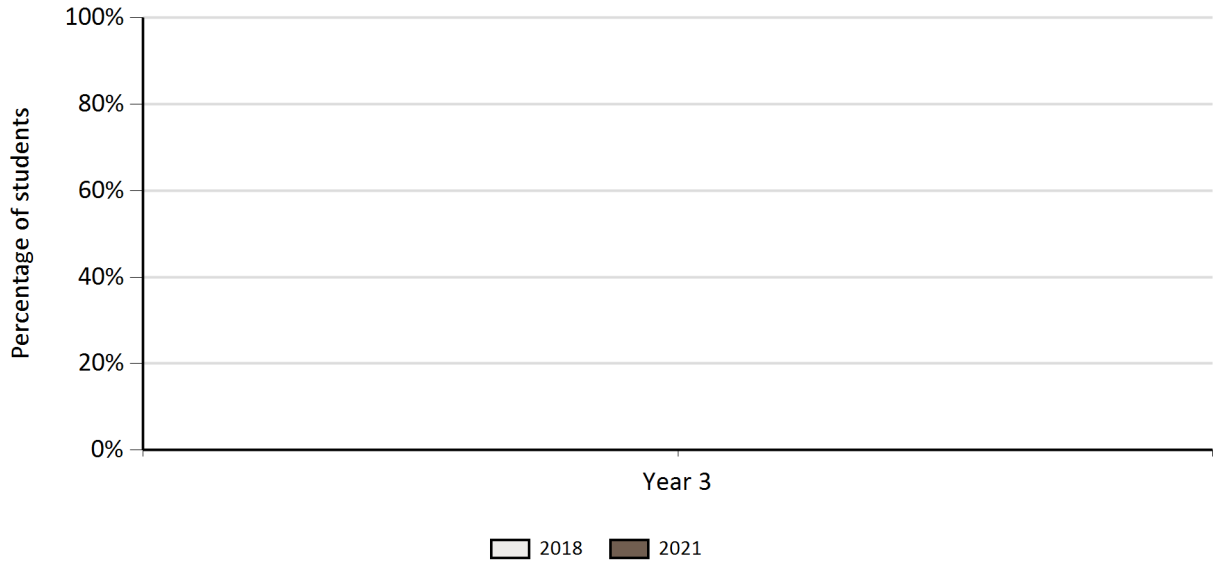
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy



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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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	State (average)

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*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%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	State (average)

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*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%.
Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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 2021: Data Informed Planning

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

- One Plans completed, with parental involvement to identify goals and strengths
- PDP meetings, with focus on students individual Numeracy and Literacy goals - using the progressions
- Students identified for intervention
- Involvement of partnership Aboriginal Services Engagement Officer (Mary Anne-Ryan) and Behaviour Coach (Karen Simmons)
- School wide data & assessment schedule (ongoing) for tracking and monitoring

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

Year 2 (Female): End of Year report C or above in all curriculum areas
Yea1 (Male): Went from a C in English Mid Year, to a B End of Year
Year 1 (Female): Went from a C in English Mid Year, to a B End of Year
Year 3 (Male): Went from a D in English Mid Year, to D End Year (Note: This student had significant involvement from Aboriginal Services
Engagement Officer (Mary Anne-Ryan)
Year 3 (Female): Went from a D in English Mid Year, to a C End of Year

School performance comment

Year 3
• 33% of students achieving in the Upper Two Bands for Reading
• Upward trend in Reading over past 3 years of students achieving at or above Standard of Educational Achievement (SEA)
• Almost 10% increase of students achieving at or above SEA in Numeracy
• Highest Mean scores are in Reading and Grammar and Punctuation.

Year 5
• 41% of students achieving in Higher Bands for Reading (increase for third year in a row)
• Growth from Year 3 to Year 5 in Reading: 12% lower, 59% in medium and 29% in upper
• Growth from Year 3 to 5 in Numeracy: 12% lower, 59% in medium and 29% upper.
• Stabilisation of students achieving SEA in Reading
• Lowest Mean score in Writing.

Year 7
• 84% of students achieving National Minimum Standard in Numeracy
• Growth from Year 5 to Year 7 in Numeracy: 25% lower, 75% medium and 0% upper
• Downward trend in Reading over 3 years of students achieving at or above SEA
• Lowest Mean score in Writing, highest Mean scores in Numeracy and Reading

Our PAT data also saw improvements, particularly in Reading.

PAT-Reading (% of students who met SEA)	PAT-Maths (% of students who met SEA)
Yr 1 45% (down from 57% 2020)	Yr 1 82% (down from 97% 2020)
Yr 2 73% (up from 62% 2020)	Yr 2 71% (down from 72% 2020)
Yr 3 67% (down from 75% 2020)	Yr 3 67% (down from 78% 2020)
Yr 4 78% (same result as 2020)	Yr 4 81% (up from 78% 2020)
Yr 5 84% (up from 80% 2020)	Yr 5 84% (up from 68% 2018)
Yr 6 78% (up from 76% 2020)	Yr 6 78% (down from 88% 2020)
Yr 7 73% (down from 82% 2020)	Yr 7 73% (down from 86% 2020)

Phonics Screening Check
In 2021 Year 1 students underwent the Phonics Screening Check. 65% of students achieved the expected level. A decision has been made to implement InitiaLit, a synthetic phonics program, across the early years to drive improvement.

Running Records
Our 2021 Running Record results were mixed.
- 57% of Year 1 students demonstrated expected achievement (down from 74% 2020)
- 68% of Year 2 students demonstrated expected achievement (up from 23% 2020)

In 2022, the focus will be to improve student's phonemic awareness and phonological knowledge, specifically R -3. This will be achieved through explicitly teaching systematic synthetic phonics (InitiaLit). Ensuring progress monitoring is occurring regularly to inform classroom practice will be monitored.

Attendance

Year level	2018	2019	2020	2021
Reception	92.4%	87.7%	91.9%	91.9%
Year 1	90.7%	92.8%	90.4%	91.4%
Year 2	93.7%	92.5%	93.2%	90.5%
Year 3	91.3%	94.1%	90.0%	92.8%
Year 4	93.8%	92.8%	92.1%	90.3%
Year 5	91.6%	93.2%	90.5%	91.8%
Year 6	90.1%	90.0%	92.2%	90.8%
Year 7	91.7%	90.9%	88.5%	91.1%
Total	91.9%	91.8%	91.1%	91.4%

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

Attendance comment

Despite the challenges of COVID-19, our overall attendance saw an increase from the previous year (91.4%, up from 91.1% in 2020).
Our Year 3 students had the best attendance (92.8%), whilst our Year 4 students were the lowest (90.3%).Attendance data was reviewed ongoing. Strategies used to address non-attendance included:
- phone calls from the Front Office and Leadership staff to parents/carers
- phone calls and meetings with parents/carers to develop action plans
- attendance reminders in school and class newsletters
- support from Social Work duty line

Behaviour support comment

Kapunda Primary School follows a Behaviour Management policy. In 2021, there was an increase of incidents compared to the previous year. This was the result of several new students enrolling at the school who had challenging behaviours.
To support these and other students, a number of strategies were implemented, which included:
- Work with our partnership Behaviour Coach, who observed students and provided recommendations to staff
- Support from Inclusive Teaching and Learning Directorate
- 1:1 SSO support (using IESP and school funding) in the yard and classroom
- School wide focus on Program Achieve Keys
- Fortnightly Wellbeing assemblies, which had a focus on whole school values, resilience and bullying
- Interoception, including the use of reset zones

Parent opinion survey summary

In 2021 parents/carers were invited to participate in the Parent Engagement Survey. A total of 58 responses were received.

The following areas were identified as strengths:
- 88% of parents/carers agreed or strongly agreed that teachers and students are respectful
- 79% of parents/carers agreed or strongly agreed that they received enough communication from the school

Areas identified for improvement included
- giving more tips on how to help students learn from home (59%)
- providing more opportunities for input to their child's learning (52%)

These will be actioned in consultation with Governing Council members in 2022.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	4.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	66	94.3%
VI - LEFT SA FOR VIC	1	1.4%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Kapunda Primary School adheres to the DfE screening processes. In 2021 all staff had current DfE Relevant History Screening. A comprehensive system is in place to deal with screening requests, approvals and when new approvals need to be sought. A database is managed by Front Office staff.

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	30
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

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	16.8	0.0	12.4
Persons	0	22	0	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	$3,573,245
Grants: Commonwealth	$3,733
Parent Contributions	$75,326
Fund Raising	$24,667
Other	$50,425

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

2021 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 2021 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	This funding was used to support individuals in class, and the yard, to improve their engagement, resilience and behaviour.	Students better equipped at resolving conflict. Reduced behaviour incidents.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	This funding was used to provide SSO support to identified students. This was done through curriculum intervention through Big Ideas in Number (BIiN) and Heggerty and focused small groups on emotional regulation.	We saw an improvement in PAT results and reduction in behaviour incidents.
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	Support was provided to our Aboriginal students, where they received intervention in Heggerty and Big Ideas in Number. An Intervention Coordinator worked with classroom teachers to support teachers in implementing quality intervention in classrooms. Extra SSO support (additonal 5 hours a week) was provided to each classroom to support whole school programs.	Improved PAT-Maths results. Progress in Heggerty. Students achieving their individual goals.
Program funding for all students	Australian Curriculum	Funding was used to continue our Numeracy Coordinator, who worked across the school alongside teachers in implementing quality numeracy practices.	Teacher capacity increased. PAT-Maths results improved.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding allowed intervention programs in Heggerty, Big Ideas in Number to be implemented.	Students made progress in their individual goals.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A