



Kangarilla Primary School

2021 annual report to the community

Kangarilla Primary School Number: 0198

Partnership: Sea & Vines

Signature

School principal:

Mrs Donna Lean

Governing council chair:

Larisa Goodfellow

Date of endorsement:

25 February 2022



Government
of South Australia
Department for Education

Context and highlights

Kangarilla Primary School began 2021 with 47 enrolments across 3 classes comprising of R/1/2/3, 3 /4 and 4/5/6/7. The student body is drawn from families living within Kangarilla and from further afield in Aldinga, Coromandel Valley, Meadows, Port Willunga, Macclesfield, Yundi, McLaren Flat and Aberfoyle Park. Kangarilla is a member of the Sea and Vines Partnership and is a category 6 school, 25 % of families access school card and 6 % of students identify as Aboriginal or Torres Strait Islander.

Staffing was consistent with 2 permanent classroom teachers, complemented by 6 contract teachers (NIT providers) and with the Principal continuing her teaching role.

2021 had its challenges resulting from Covid -19, however the school community (staff, parents and students) worked collaboratively throughout the year to enable many successes. There were many significant highlights for the school year including the whole school camp at Mylor, Boat Day, Sports Day, Run 4 Fun Colour Run, Indigenous Smoking Ceremony, outdoor cooking and campfire, Book Week parade, visit by South Aussie with Cosi, morning tea at Government House as a result of the Scarecrow Competition, Dawn Service, Remembrance Day ceremony, End of year concert, Year 6 /7 Graduation and our participation in various sporting events. All students participated in the painting of the Indigenous Totem Poles, placed at the front of the school. We are fortunate to have a highly supportive community and have all benefited through combined activities. We continued with our strong focus on our improvement agenda with Site Improvement goals in Reading, Numeracy and Writing. Key strategies included the implementation of the Heggerty Phonemic Awareness program throughout the school, InitialLit in the R-3 class, Brightpath writing tool, the whole school reading program and the use of decodable readers. Another focus area has been improving our grounds and this has been done through the implementation of a redesigned sandpit and water course, an outdoor teaching area and the beginning of a nature play area on the oval.

Two additional highlights were outstanding ESR results highlighting excellent strategic planning for the school and a further 5 year tenure for the Principal. Our challenge moving forward into 2022 will be the transition of both the year 6 and 7 cohorts into high school. This will result in a significant decline in enrolments for 2022.

Governing council report

As Chairperson of the Governing Council, I am very pleased to be able to report that even due to COVID-19 and the restrictions it brings, which also included a lock-down, our school continued to have another very successful year in 2021. We would also like to wish all our Year 6 & Year 7 students and their families all the best as they embark on their next journey to high school.

Some of our Governing Council achievements for 2021 where:

- Promotion of the school through various fundraising events, such as the Kangarilla Progress Associations Market Day and Car Boot Sale where the school was again given the opportunity to run the Car Boot Sale and contribute the takings from the car bookings to fundraising.

We again sold mystery jars and home made lemonade plus an Easter raffle

- We continued to review the school's policies and procedures which will continue into 2022 and approved Pupil Free Days and the School Budget

- Continued our fundraising with sales of the Entertainment Book, Crazy Camel Calendars, Cards and T-towels

- Run 4 Colour which concluded after our Sports Day, which parents were able to attend

- Organized Mother's Day, Father's Day & Christmas Stalls with the help from the SRC

As Governing Council Chairperson, I would also like to Thank all of our volunteers and community members who give up their time in so many ways to support our students, even if it was from a distance at times.

The ways in which we can help around the school have certainly changed from prior years, however, on behalf of all the parents and our children we really appreciate everything you do.

We really are lucky to have such a wonderful supportive local and school community.

The Governing Council look forward to continuing our support for the staff and students at Kangarilla Primary School in 2022, however we are now actively seeking new members to join the Governing Council, as many of our long standing members now have all their children in high school.

It really is a wonderful group and a great way to be involved and have your say in the future of your child's school.

Please consider joining us so that we can continue our great work in the years to come.

Larisa Goodfellow

Kangarilla Primary School

Governing Council Chairperson 2021

Quality improvement planning

During 2021 we finalized our work on the 2019-21 DfE Site Improvement Planning Process, including the Step 4 and 5 process involving staff engaging in data days, and ongoing analysis of student performance against targets and evaluating the effectiveness of improvement strategies.

The 3 goals staff worked on were Reading, Writing and Maths. Most staff meetings and all student free days focused on T&D associated with the SIP, resulting in deep pedagogical growth of staff, increased writing outcomes in NAPLAN and a 20% improvement in the Phonics Screening test and a substantial improvement in student attitude towards reading and maths.

The school was Externally Reviewed in Term 2 and the Review Panel identified and commented “Leadership and staff are intentional and focused on their improvement journey. Evidence-based programs in Literacy and Numeracy are investigated, trialed and implemented. The impact of changes to classroom practice are monitored and enhanced through the analysis of multiple measures of data at an individual, class cohort and whole school level. There is comprehensive documented evidence of student achievement data including whole school phonemic awareness and BILN mapping. Gaps are identified to form teaching and learning. The 2 new directions are

1. To continue to embed evidence based practices coherently across the school with a focus on improving high band student achievement.
2. Further engage students as powerful partners in their learning through involving them in collaboratively planning and decision making about their learning and the school.

The Site Improvement Plan is monitored once a term in staff meetings using the evidence gathered and monitored by staff. The Principal collaborated with staff to complete Step 4 and Step 5 and ensure evidence of meeting the SIP goals is documented. The school utilized the planning improvement process to raise student achievement e.g. analyze and prioritize, determine challenge of practice and monitor impact and review and evaluate. The External Review highlighted that there is whole-school ownership of the Site Improvement Plan and staff have a clear line of sight from the SIP to classroom practice.

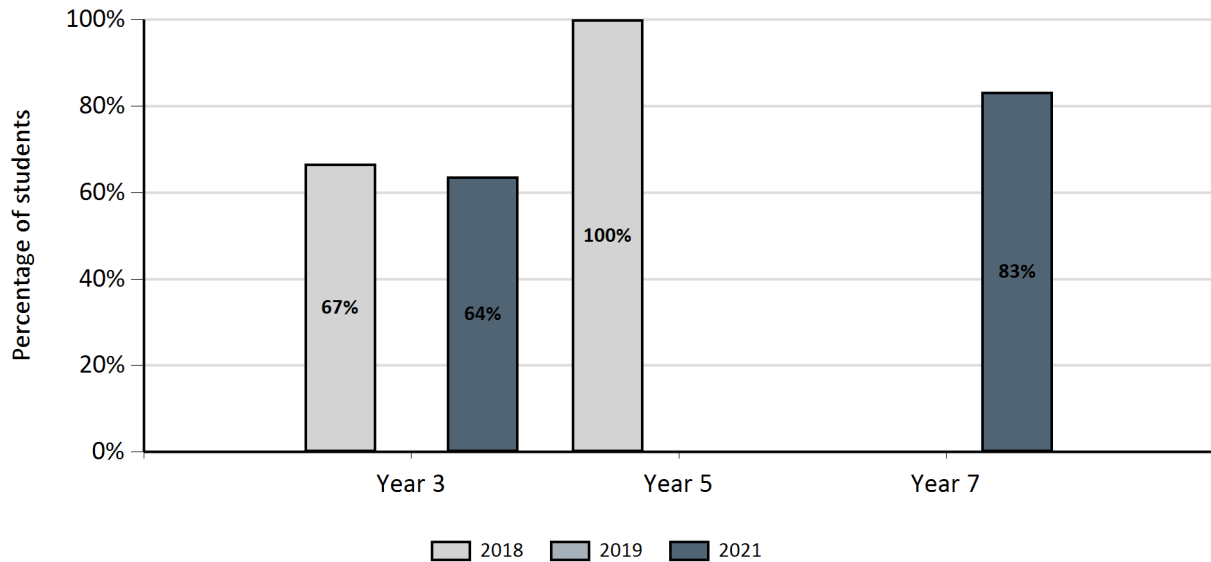
Student data is regularly reviewed to identify areas for whole school improvement. In 2021 phonemic awareness and writing were identified, with significant improvement resulting.

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

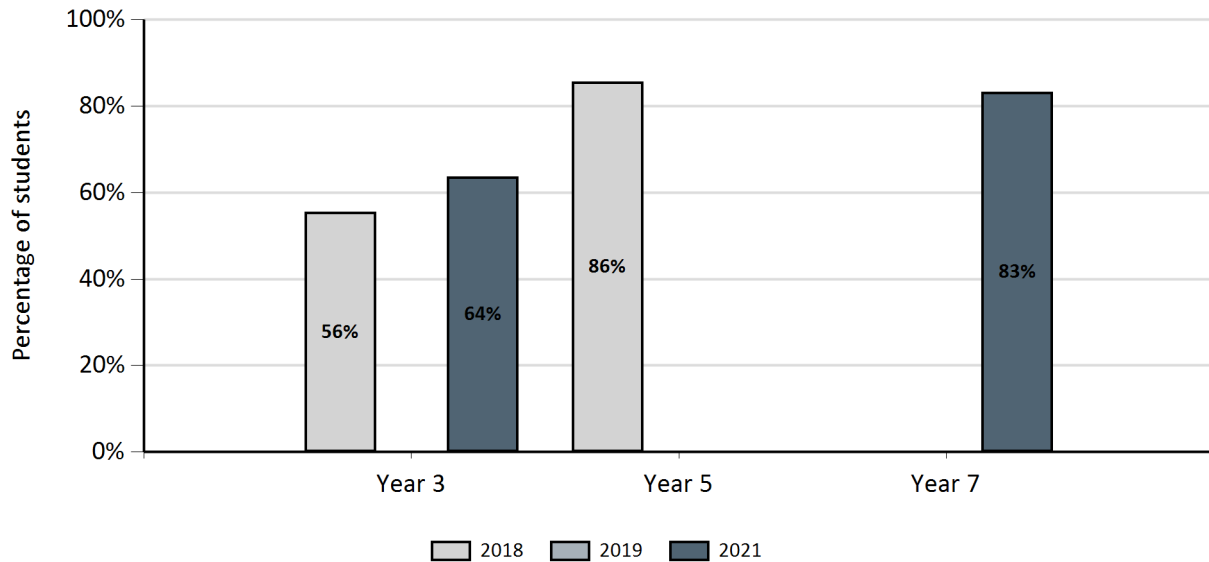


*NOTE: No NAPLAN testing was conducted in 2020.

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



*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.

*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 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	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	*	*	33%
Middle progress group	*	*	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	11	11	5	1	45%	9%
Year 3 2019-2021 Average	7.5	7.5	3.0	0.5	40%	7%
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.

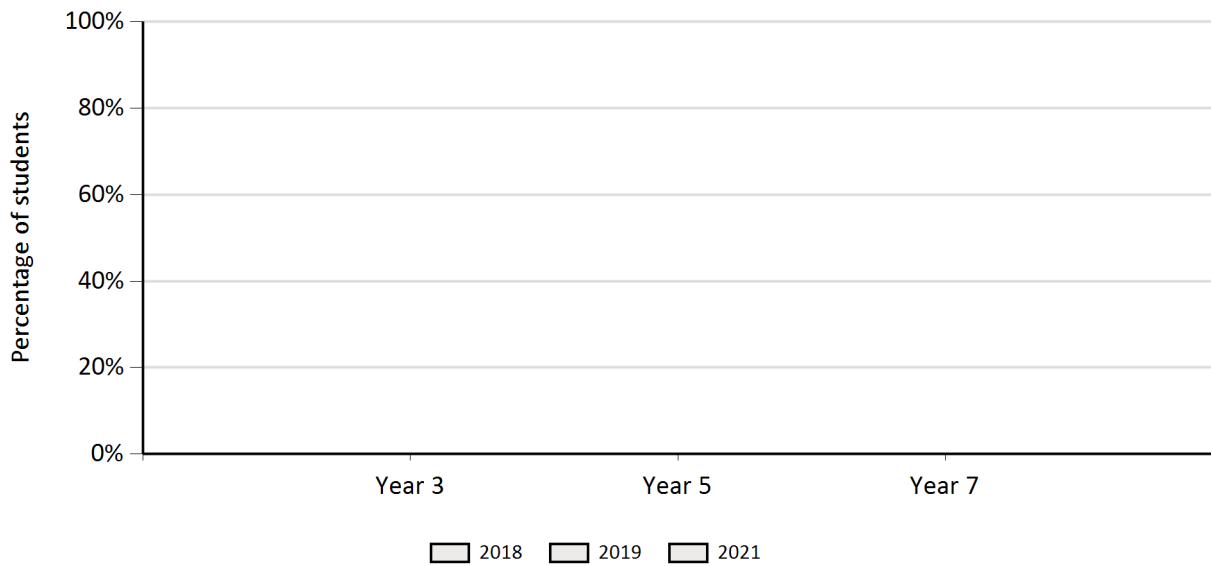
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



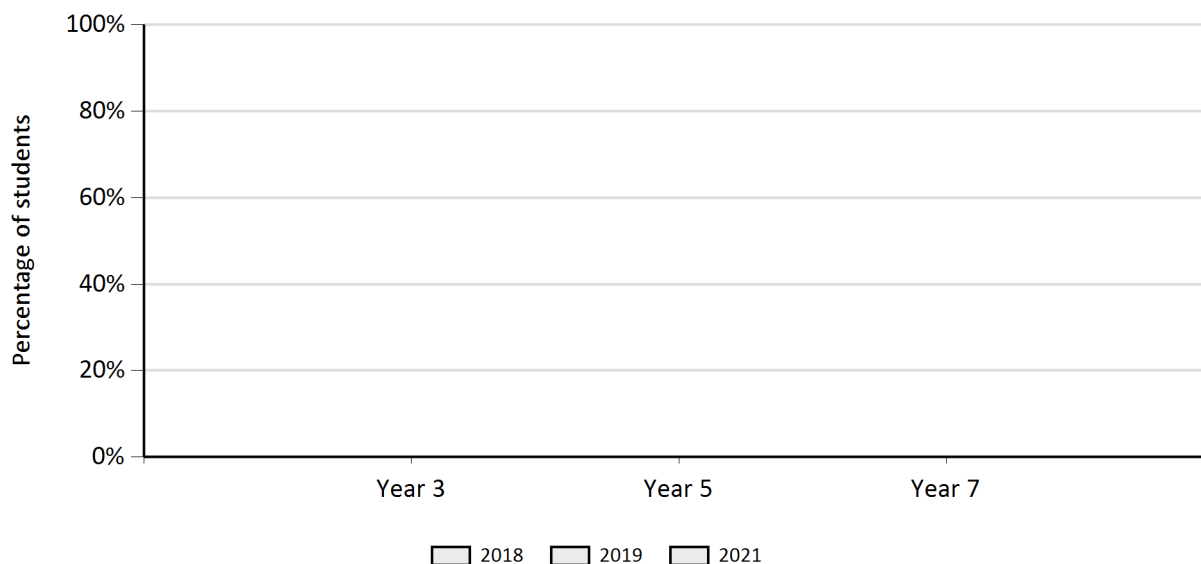
*NOTE: No NAPLAN testing was conducted in 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

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.

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	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

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	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

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: Engaging Families

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

Based on individual student data, students received in-school tutoring for either extension or intervention. The school also used the SPELD readers which have an Indigenous focus. Students were involved in a wide range of Indigenous activities which were used as a basis for Literacy activities. Students also researched types of plants suitable for an Indigenous garden and initial plans were developed for the location of the garden and the types of plants to be used. Student and family engagement were increased with a variety of cultural activities including a smoking ceremony, campfire cooking, a personal student perspective on Reconciliation Week and a variety of Indigenous art culminating with all students being involved with the painting of Indigenous Totem Poles at the front of the school.

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

Kangarilla Primary School has identified goals for all Aboriginal students – academic, social and emotional and attendance. We continue to track and monitor progress in all curriculum areas, attendance and well being, with data being reviewed regularly. In 2021 we have ensured there is an ATSI cultural perspective evident across the school and took a lead in promoting this to the school community. With the introduction of InitialLit in the Junior Primary class there was a noticeable improvement in student outcomes in Literacy and the use of the Heggerty program developed phonemic awareness. Extension work with an older student also led to HB results.

School performance comment

Note : No NAPLAN testing was conducted in 2020.

Reporting of data is not provided when less than six students are in the respective cohort.

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

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 SEA for Reading and Numeracy.

Kangarilla Primary School has a comprehensive assessment schedule and a whole school data base tracks individual growth and achievement. We are committed to analysing data sets each term to inform teaching and learning, and for students to set personal goals.

With the introduction of the Heggerty Phonemic Awareness program and InitialLit, the school showed a 20% improvement in the Year One phonological screening test. The school has introduced the Heggerty Program as a school wide initiative. Students R-7 were tested using the PAST test at the conclusion of 2020 and again at the end of 2021. Using this base line data students were grouped according to their needs within classes so as to give differentiated learning outcomes.

The use of Explicit Direct Instruction, in conjunction with the BrightPath writing program has resulted in students becoming more aware of their writing and knowing the "next steps" to improve it. Students are competent in looking at their own data and setting relevant goals to support growth in their understanding of the different requirements of genre writing and writing in general.

Our teaching staff have continued to increase their confidence in using the BrightPath program and to embed the practices in their ongoing programs. All staff have been trained in the use of the Brightpath assessment tool and have completed 3 combined training days with Clarendon and Rapid Bay, and have completed four formal assessments and data collections, which have enabled us to set specific learning criteria for groups of students and provide feedback to set personal goals.

The introduction of InitialLit, an evidence based, whole-class literacy program in the JP class has been resourced with extra SSO support and the purchase of decodable readers. The program has been so successful that in 2022 we intend to continue the program into the middle primary. The use of the Spelling Mastery Program in the Upper Primary unit will reinforce the step by step program of InitialLit. By using these programs in conjunction with the DfE units of work improved Literacy outcomes will be our goal.

Attendance

Year level	2018	2019	2020	2021
Reception	97.3%	89.1%	94.1%	85.3%
Year 1	91.0%	93.5%	98.6%	93.6%
Year 2	94.9%	88.3%	94.7%	97.5%
Year 3	86.3%	94.6%	94.1%	93.1%
Year 4	97.9%	92.4%	98.6%	93.0%
Year 5	96.5%	94.3%	96.0%	89.8%
Year 6	91.8%	92.3%	89.0%	94.3%
Year 7	95.0%	90.2%	94.4%	88.5%
Total	93.6%	92.2%	94.6%	92.5%

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

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

Attendance comment

A whole school approach is implemented to support student attendance and engagement. The school is proactive in informing the community of the positive impact of regular attendance and addressing attendance concerns. Families and students are supported to improve attendance if required.

Staff follow school processes, making contact with parents on the third day of an unexplained absence.

As a consequence of Covid -19, parents showed vigilance about keeping students home if feeling unwell.

We report attendance details to families via semester reports.

Behaviour support comment

Our focus for 2021 has been to develop staff capacity in behaviour management practices. Interception strategies were embedded in daily practice, as were brain breaks and movement breaks. Case management of identified students continued with consultation and involvement of Support Services and external agencies. Strong home-school partnerships are being developed as a result of a consistent approach to managing and recording student behaviour, timely communication with parents and a consistent school-wide approach by support staff.

In 2021 we had a reduction in take homes and suspensions, demonstrating that our students are developing an understanding of the clear expectations of our school.

Parent opinion survey summary

Results from the parent surveys were very positive and reflective of the findings from our External Review. We have extremely positive comments from our school community. Highlights include:

- the positive relationship between staff, students and parents
- identifying and meeting student needs
- introduction of innovative, evidence based programs
- willingness of staff to go above and beyond
- "That the Kangarilla School experience changed our children's lives."
- "You welcomed our children with kindness, enthusiasm and when needed made firm boundaries".
- "Thank you for helping our children see the special qualities in themselves."
- "Thank you for never giving up on our children."
- "Thank you for teaching them kindness and respect for others."
- "y child feels both challenged and supported with their learning."
- "We have appreciated the excellent communication between the school and home. We get to see and hear about our child's day, their accomplishments and, at times, their behaviour. This is done in a supportive way."

Student Comments:

- "Thank you for always " having my back"."
- "We love the new sandpit."
- "I have learnt lots and I can talk about how to make my writing better because we use the Brightpath ruler."
- "I achieved my goals in Literacy and Numeracy and I am going to make my next goals even harder."
- "I really liked the smoking ceremony and learning about Indigenous Australians. Then we did the Aboriginal totem poles and I did lots of painting. Everyone did some of the painting. It was so much fun."
- "I loved the whole school camp because we did lots of interesting and challenging things like the giant swing, archery, and the rock wall."
- "I liked our Year 7 Seniors design for our T shirts and jumpers because we planned them ourselves with a little bit of help from Yvonne."
- "I thought of the idea for the outdoor classroom setting and then it really happened and we use in for reading and outside learning. And it was all my idea!"

Staff comments:

The staff indicated high engagement with the school and a very positive and supportive climate. Staff work collaboratively, are open to new programs and training, have coped extremely well with changes brought about due to Covid -19, especially home schooling, changing expectations concerning events and the mixture of learning at home and learning at school. Staff have embraced the relevant DfE units of work and will receive further training as the new units are developed.

For a more comprehensive list of parent opinions please see our school website.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	13.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	86.7%

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

The schools established processes for parents to be volunteers has been implemented and followed. All staff, including TRTs, have the relevant Department Screening as part of their teacher registration. All SSOs have the relevant training and screening. Volunteers are also required to be screened and do RAN training.

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	7
Post Graduate Qualifications	2

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	4.3	0.0	3.4
Persons	0	6	0	6

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

Financial statement

Funding Source	Amount
Grants: State	\$10,398
Grants: Commonwealth	\$17,553
Parent Contributions	\$14,400
Fund Raising	\$4,845
Other	\$5,155

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	Individual support in breaks, staff to shadow and provide teaching moments as a result of interventions. Students receive support in classroom for behaviour and in times of crisis.	Improved yard behaviour. Improved engagement in learning. Reduced take homes. .
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	Provision of relevant enrichment and intervention programs 1:1 and small group support. Speech & Language and vision impaired programs. Individual small group support for literacy and numeracy, InitialLit & Heggerty.	Improved learning outcomes
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Student behaviour has been supported by principal, SSOs and PCW. Numeracy and Literacy and Early years funding supports children by providing increased access to SSO support in classroom, learning enrichment and intervention. Learning Difficulties Focus Speech and early literacy areas - small group withdrawal. SSO hours increased to give more student support. Continuation of Heggerty Phonemic Awareness program and purchase of decodable readers. Introduction of InitialLit program.	Less than 5 students identify as Aboriginal/Torres Strait Islander. All verified students are receiving a level of support. 100% of students showed improvement.
Program funding for all students	Australian Curriculum	AC funding has been used to release staff to do BIIN misconceptions testing. Purchase of resources for Phonemic Awareness, decodable readers, Brightpath writing program and InitialLit.	Improved student outcomes. Increased staff knowledge. More appropriate resources
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Utilise to improve Numeracy outcomes. Improving ICT infrastructure and access for all students. Improved playground facilities.	Laptops and desktops updated. 3D printer purchased. TRT support for numeracy.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Students assessed for giftedness. Staff meet and review, assess, monitor and allocate support for students with high intellectual potential.	Increased engagement and outcomes.

