



Koolunga Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Koolunga Primary School Number: 212

Partnership: Mid North Clare

Name of School Principal:

Ronnie Alderman

Name of Governing Council Chair:

Caroline Weckert

Date of Endorsement:

School Context and Highlights

Koolunga Primary School is a small R-7 Primary School situated approximately 200km north of Adelaide and is part of the Mid North Partnership.

A snap shot of highlights throughout the 2016 year has been ;

Maintaining an excellent workforce and community culture.

High NAPLAN, PAT and Running Records Achievement Data

Continued Implementation of iPads to engage students and strengthen curriculum and ICT pedagogies. .

Heavily subsidising opportunities for students to address rural isolation

Building partnerships with Brinkworth kindergarten and the wider Mid North Partnership.

Connecting KPS School Values and Whole school agreements

2016 Sports Day Victors

Attracting Additional funding.

The KPS Transition Program,

Positive Parent Feedback

KPS Playgroup and attendance growth

2016 Minister Playgroup Award

Sporting Schools Program

High student wellbeing evidenced by the Youth Resilient Australian survey.

Governing Council Report

Tabled at the 2016 Community Concert.

Improvement Planning and Outcomes

In 2016, KPS has continued to investigate opportunities for student growth , site improvement and building student , staff and leader capacity via our site inquiry questions.

Learn; How can we facilitate our staff visiting and learning from other sites within our Partnership?

Lead; How can we further Improve our processes to report data sets to students, staff and families?

Improve; How can we better track the progress of identified students to ensure sustained progress?

Connect; How can we better involve families in their children's learning?

2016 Site Inquiry Outcome.

Learn –Lead – Improve – Connect.

Staff travelled in and out of the Mid North Partnership for observation days.

Staff increased networks across the MN Partnership

Staff participated in Partnership learning groups outside of hours to build teacher capacity and ideas were brought back to Koolunga to improve and strengthen capacity and systems operations.

In 2016 KPS continued to monitor and refine the following Improvement frameworks;

KPS Annual Plan and Self Review Calendar

KPS School Budget

KPS Transition plan

Attendance procedures

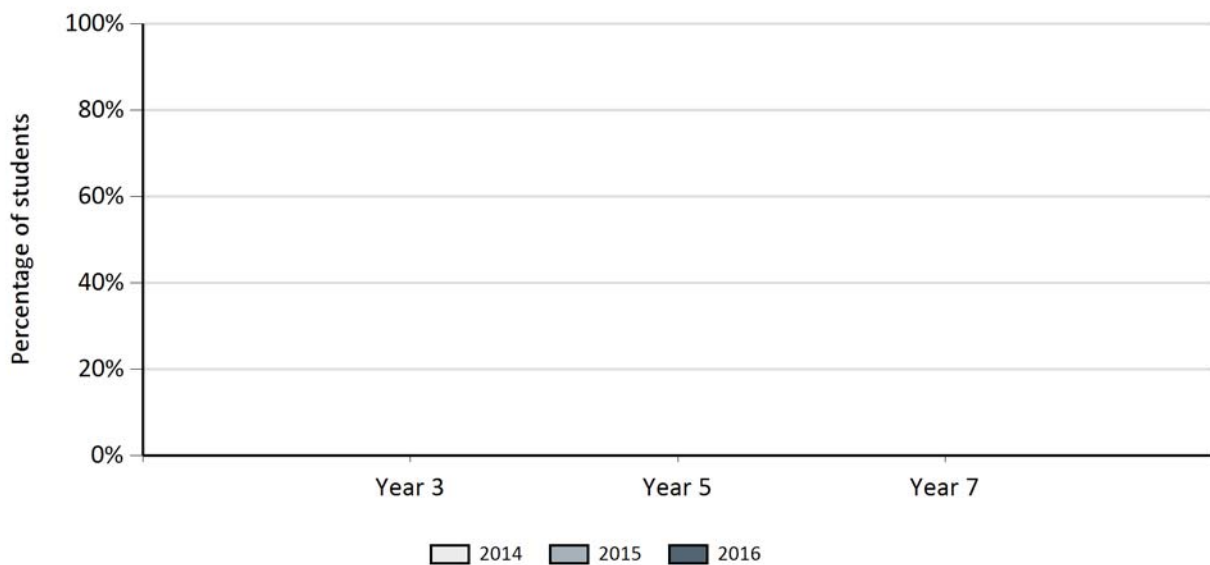
Actioning / integrating School Values

Performance Summary

NAPLAN Proficiency

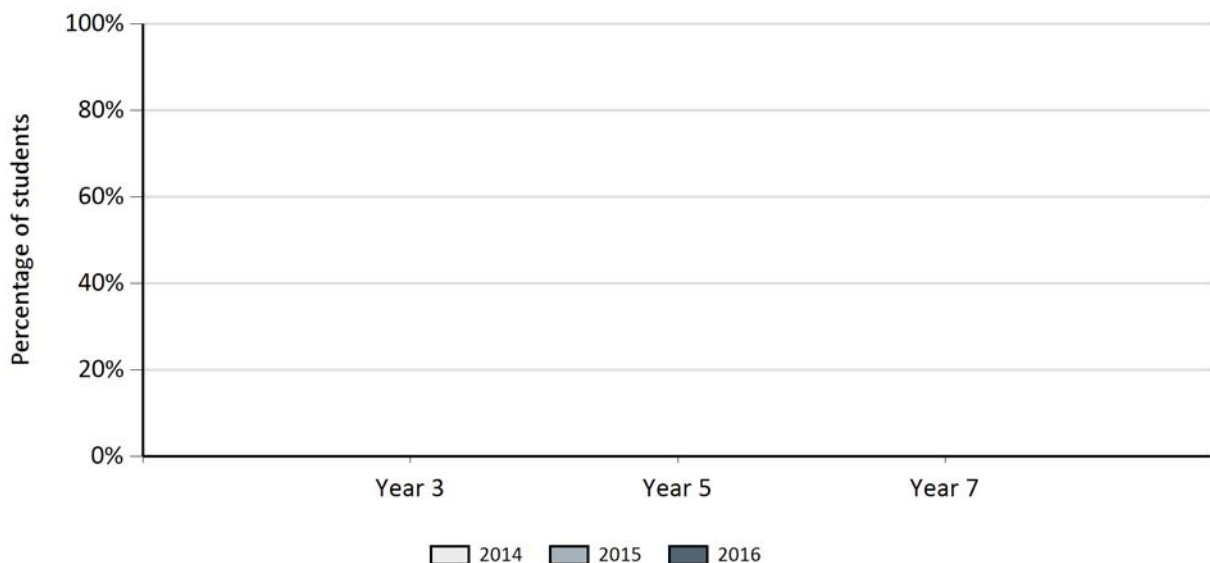
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Lower progress group	*	25%
Middle progress group	*	50%
Upper progress group	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

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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 2016	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Year 3.

In 2016 KPS had a total of 3 students from Year 3 complete NAPLAN.

Here is a summary of their proficiency bands.
Students are identified as A, B and C etc

	A	B	C
Reading	6	6	2
Writing	5	3	3
Spelling	5	5	2
Grammar	6	4	1*
Numeracy	5	6	4

The Year 3 2016 co-hort have met 19/20 or 95% of all minimum standards.

Year 5.

In 2016 there was 1 student that sat the NAPLAN assessment thus a comment has been provided in lieu of a table.
The growth from years 3 to 5 in all recorded areas was recorded was in the Upper band.

This is consistent with DECD Targets of retaining and achieving in higher bands as the student progresses through the year levels.

The year 5 cohort in 2016 have met 100% of all minimum standards.

Implications from our Data.
Investigate Writing and Grammar in 2017 for staff development.

Attendance

Year level	2014	2015	2016
Reception	91.0%	93.2%	97.6%
Year 01	99.8%	90.7%	96.8%
Year 02	91.3%	95.5%	95.5%
Year 03	94.9%	94.6%	94.9%
Year 04	95.1%	89.0%	94.9%
Year 05	89.5%	86.3%	90.6%
Year 06	96.1%	98.5%	92.6%
Year 07	83.6%		
Total	92.7%	93.1%	95.2%

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

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

Attendance Comment

The attendance Data reflects our strong relationships with students and parents. Our parents community recognise attendance is important and is supported by site processes and policy to record and report to site and DECD targets.

Behaviour Management Comment

All behaviour management is recorded through EDSAS.

Our site processes reflect an alignment with our School Values to achieve more desirable behaviors.

Parents are supportive with our current framework.

Client Opinion Summary

The Koolunga Client Survey Data for 2016 read very positively.

Out of 14 surveys and 25 questions...

54 % of the total survey questions was 90% or better

46 % of the total survey questions was between 80 and 89 %

The following table has been included as part of the client survey to tailor and reflect the Professional Standards for Principals.

Leading the management of the School. 92 %

Curriculum; Leading teaching and learning. 92 %

Relationships with all stakeholders 92 %

Financial Leadership 92 %

Leading improvement, innovation and change 90 %

Engaging and working with the Community 94 %

Developing self, staff and students. 88 %

Reporting, informing and feedback continue to reflect an area where staff continue to explore Feedback modes to engage with our clients effectively....82%

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	16.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	16.7%
Transfer to SA Govt School	4	66.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All DECD relevant history Screenings are recorded on a spreadsheet data base .

Recent audits suggest that are site systems are very effective to collect, record and store this ICT compliance data.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	5
Post Graduate Qualifications	0

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	2.4	0.0	1.4
Persons	0	3	0	3

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	8841 .40
Grants: Commonwealth	4899. 66
Parent Contributions	4589 .60
Fund Raising	
Other	11585. 70

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

