



# Kangarilla Primary School

## 2022 annual report to the community

Kangarilla Primary School Number: 198

Partnership: Sea & Vines

Signature

School principal:

Mrs Donna Lean

Governing council chair:

Ms Dayna Tilbrook

Date of endorsement:

17 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

At Kangarilla Primary we have high expectations of our students and promote our values of Cooperation, Achievement and Respect.

Kangarilla Primary School enrolments for 2022 started with 28 and rose to 33.

We formed three classes which were structured as R/1/2/3 with Vanessa Murray and Sian Young, Year 4 with Jose Gomez and Year 4/5/6 with Kathy Zilm and Donna Lean.

Our enrolments consist of families from Kangarilla as well as students from Meadows, Yundi, McLaren Flat, Macclesfield and Aberfoyle Park.

Kangarilla is a member of the Sea and Vines Partnership where our Principal, Donna Lean, is the Chairperson. KPS is a category 6 school, where 10% of our students are on school card. No students identify as Aboriginal or Torres Strait Islander heritage.

Staffing remains consistent with two permanent classroom teachers, complimented by three contract teachers and the Principal continuing her dual role as Principal/teacher. The Arts and Music program has been a key focus area and is a highly valued part of the curriculum. This was reflected in the End of Year school production, incorporating dance, singing, choir and instrumental performances. Art continues to be a highlight with our students, and our front of school displays are eagerly anticipated by the community.

Kangarilla Primary School exhibits a strong sense of community, supported by Governing Council and sub committees. We are fortunate to have parents and a community who are supportive and proud of our school and our student achievements. Our SRC Executive & House Captains have developed student leadership and confidence.

2022 was a highly successful year with many positive interactions with the community among the highlights. These included the Dawn Service, Remembrance Day, Sports Day and Run 4 Fun Colour Run and the choir performing at the Uniting Church concert. The School Concert, Sports Day and the Year 6 Graduation were outstanding. Swimming, Book Week parade, the Readers Cup and outdoor cooking were events enjoyed by our students as well as their participation in a variety of sporting events. The Year 5 and 6 students completed their HASS Economics Unit by making and selling a variety of products. The stalls, held over 2 days, were extremely successful with lots of hands on learning, resilience and problem solving occurring.

We have continued our strong focus on our improvement agenda and have embedded the use of Heggerty (Phonemic Awareness program) and InitialLit and the use of DfE units of work in English, Maths and Science into our pedagogy.

A highlight for the staff has been excellent engagement in high quality, professional learning which occurred throughout the year, in both staff meetings and pupil free days. Training and Development was targeted towards improving student outcomes using the high impact resources identified in the Site Improvement Plan.

## Governing council report

We would like to thank the Governing Council for their support with BBQ's, the Car Boot Sale, donations to the raffles and everyone's efforts with fundraising.

Jo Hillan has done a great job with planting new trees and weeding the vegetable gardens.

We would like to thank the Landcare group for supporting the school and their work with the Butterfly garden.

A big thank you to Lisa Crosby for her continued support of the school and her active membership of the Governing Council for 7 years.

A summary of 2022, (by the Chairperson of the Governing Council)

After some big changes including

- No longer having year 7
- Changes with OSHC staffing
- Recovery from COVID-19
- School staffing changes

What's to come in 2023

- OSHC remains our top priority and we look forward to confirming any questions you may have.
- Buzzz!! Potential Bee Hive projects!! This will help the senior students applying for Urrbrae High School. We have the funds just awaiting some finalisation details.
- Our Easter raffle has something for everyone this year thanks to a beautiful donation from Kim and the winery she works for.
- School promotion. We are looking into new ways to help promote our school to encourage people to join our fantastic community.
- School upgrades and repairs. We are staying on top of everything but these things take time so stick with us please.

# Quality improvement planning

Our key focus areas have been to increase the achievement of students in Literacy and Numeracy. The implementation of student support programs, regular targeted professional learning for teachers and the use of the Literacy and Numeracy Guidebooks have been important strategies. Staff have begun to implement the DfE Units of work throughout the school. Increasing the achievements of students in phonemic awareness and early literacy skills has been a major focus in our school improvement agenda. Comparison of data over the past 2 years has shown a significant improvement in students' outcomes for the Year 1 phonics screener, the whole school results in the PAST test and in regular InitialLit testing.

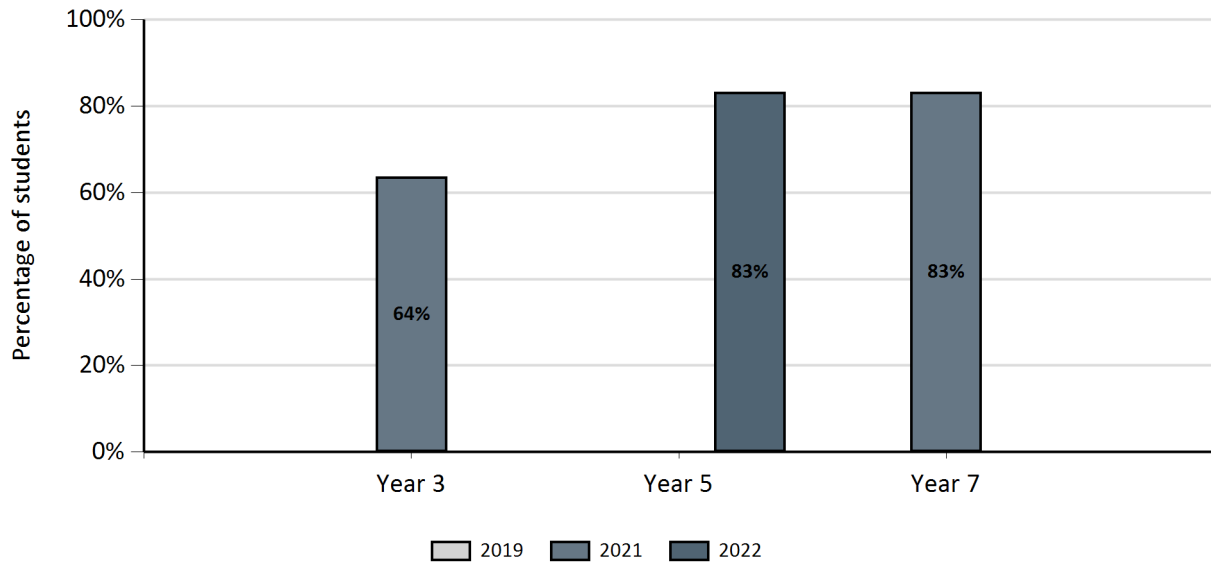
At Kangarilla we share the commitment to improve the Literacy outcomes of all students. Students in the middle and upper classes have implemented Spelling Mastery, and students showed growth in regular Spelling Mastery testing. Growth and improvement was shown for the majority of students in both PAT M and PAT R.

# 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

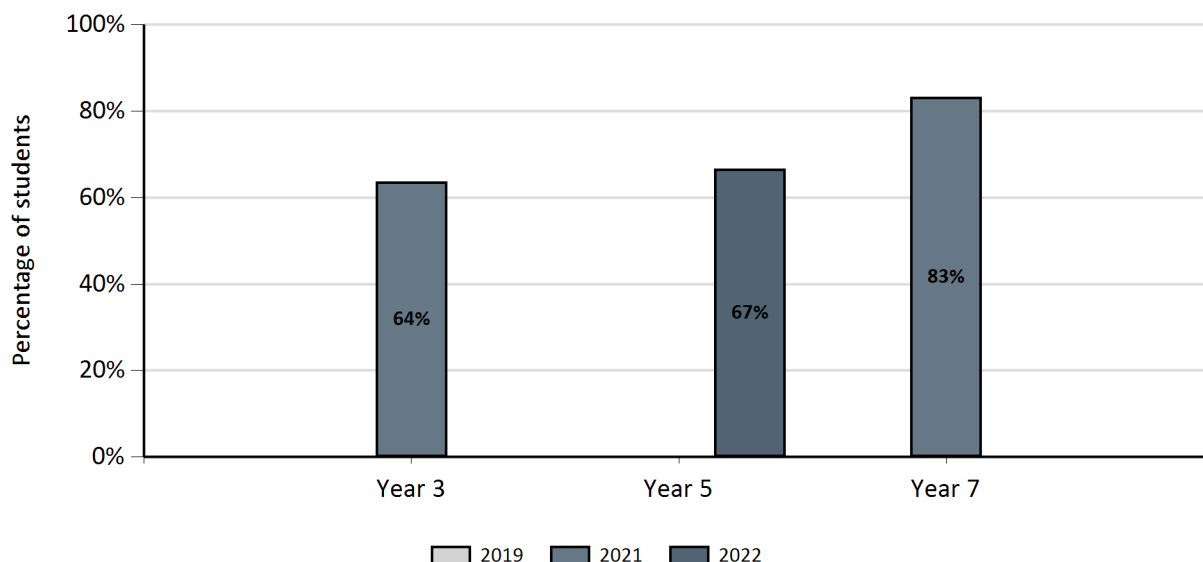


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	7.5	7.5	3.0	1.0	40%	13%
Year 05 2022	6	6	2	1	33%	17%
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	0.0	1.0	0%	17%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Engaging Families

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

N/A

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

N/A

## School performance comment

Kangarilla Primary School has a comprehensive assessment schedule, and a whole school database tracks individual growth and achievement. Staff are committed to analyzing data sets each term to inform teaching and learning and results are used by students to develop their individual goals. Analysis and group discussion of student data is a regular feature in each staff meeting. Results are followed up with referrals to support services if required. Individual and small group support for students is delivered by an SSO following the recommendations of the Support Services Officers. Key areas of Literacy and Mathematics are measured through standardized testing, teacher moderation and assessment and include NAPLAN, Progressive Achievement Tests (PAT R & PAT M), Brightpath writing, InitialLit, Heggerty, PAST test (Whole school phonemic awareness), Year 1 Phonics Screening and Running Records Reading assessment. Data from 3 years of whole school testing in Phonemic Awareness has shown the Heggerty and InitialLit programs are proving effective.

In relation to NAPLAN, the reporting of group data is not provided when there are less than 6 students in the respective cohort. As a school that often has fewer students than this, small changes in the number of our students can cause large changes in the percentages shown in the graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

It was excellent to see our students' improvement in Writing, phonemic awareness and InitialLit screeners, and good results in PAT R, PAT M and NAPLAN. Data indicates that a very high percentage of our students reach the SEA (Standard of Educational Achievement). Helping students develop social and emotional skills is a continuing focus at Kangarilla Primary School. Staff have been trained in the use of Interoception and the use of brain and movement breaks and staff support students who require support in social situations. Our partnership with families has been vital and has led to improved self-regulation.

# Attendance

Year level	2019	2020	2021	2022
Reception	89.1%	94.1%	85.3%	82.3%
Year 1	93.5%	98.6%	93.6%	82.0%
Year 2	88.3%	94.7%	97.5%	88.0%
Year 3	94.6%	94.1%	93.1%	87.0%
Year 4	92.4%	98.6%	93.0%	89.3%
Year 5	94.3%	96.0%	89.8%	88.2%
Year 6	92.3%	89.0%	94.3%	83.2%
Year 7	90.2%	94.4%	88.5%	N/A
Total	92.2%	94.6%	92.5%	87.1%

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 school 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. We report attendance details to families via semester reports. Attendance and punctuality has been addressed in newsletters, parent teacher interviews and school reports.

## Behaviour support comment

Our focus for 2022 has been to develop staff capacity in behaviour management practices. Interoception 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 2022, we had a reduction in take homes and suspensions, demonstrating that our students are developing an understanding of the clear expectations of our school.

At times, students who are experiencing self-regulation challenges will be sent home in order to avoid escalation and suspension. This is done in communication with, and co-operation from, the relevant parents.

At the beginning of each school year, students revisit the Behaviour Management Policy and develop a set of class expectations.



# Parent opinion survey summary

## Student Comments:

In all classes students rated the staff as kind and caring and the Principal as great. Students valued the creek and being able to utilize it as a highlight as well as using the creek for investigations, building dams and catching yabbies' and frogs and boat races. They enjoyed doing fun activities such as Run 4 Fun Colour run, having baby chickens hatch and doing swimming and aquatics. Whole school camps were considered one of the biggest highlights. Our students liked that they knew everyone and everyone knew them and students of all ages played together.

Some improvements suggested by the students included having a treehouse on the oval, a gym, having a healthy canteen and for the Year 5/6 class to be upgraded. I am pleased to say that the 5/6 classroom will be refurbished towards the end of Term 1.

- Nice people – students, staff, Principal, parents
- We do fun things like Run 4 Colour, fishing in the creek, boat races, actually go in the creek, build dams, catch yabbies and frogs, playground – no broken stuff.
- Everyone knows each other
- Fantastic concerts, dance, singing, use instruments like ukulele's
- Campfires are the best – cook marshmallows, bananas and chocolate
- We have good whole school camps
- Classrooms are bright. We have lots of computers and Ipads
- Chooks – lay eggs, teach us how to care for animals and to be responsible
- Swimming – We learn how to save ourself and others
- Sports Day
- Caring Principal (Alina)
- Amazing teachers (Hudson)
- Friendly and helpful students (Emily and Albert)
- Playing in the Creek (Nora)
- We have fun with our learning (George)
- OSHC and Excursions (Shea)

## Parents comments included:

- You can't ask for a better school. The Principal is amazing and goes above and beyond what is required, the teaching staff are the best in the state.
- Staff generally do their best, always approachable, some variability in learning standards/expectations between classes. Donna has been an incredible advocate for individual learning needs, additional supports etc. Above and beyond!
- The staff are doing a great job at Kangarilla School. The passion you all have for the students' education does not go unnoticed. Thank you.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	66.7%
U - UNKNOWN	1	33.3%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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 RRHAN-EC training. As per government guidelines, all staff, TRTs and volunteers also hold a Working With Children Check.



# 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 2022 .

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 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$742,151
Grants: Commonwealth	\$0
Parent Contributions	\$5,740
Fund Raising	\$4,269
Other	\$2,267

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

## 2022 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 2022 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	Students requiring individual support during breaks were shadowed by staff. Teaching moments were identified during interventions and supervision. Students were given support in classroom where behaviour required it and also when students were going through times of crisis.	Yard behaviour has improved markedly as a result of 1:1 supervision of individual students when required. Learning has been improved through better engagement in classrooms through the use of brain and movement breaks and Interoception. The number of take homes has been reduced.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	1:1 interventions programs were continued. TooSmart small group mathematics intervention program was rolled out addressing gaps in number. Small group intervention programs were continued for Literacy, Numeracy, InitialLit and Heggerty.	Improved learning outcomes. Reduced specific gaps identified in number for identified students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	SSO and PWC support has been used to directly address numeracy and literacy classroom activities. Numeracy, Literacy and Early Years funding was utilised to support students through provision of access to SSO support in classroom, learning enrichment and intervention. Learning Difficulties Focus Speech, Too Smart (Subitizing) and early Literacy areas were addressed with direct small group withdrawal via SSO hours. The Heggerty program of Phonemic Awareness was implemented and the InitialLit program continued to operate where deemed necessary. (Initially throughout the school until older students completed the InitialLit program)	N/A
Program funding for all students	Australian Curriculum	AC funding was used to purchase the TooSmart program for the numeracy intervention program. Teachers were released for testing on BIIN and InitialLit	Students with identified gaps have progressed with fewer gaps in number understanding. Improved numeracy and literacy outcomes.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Utilised to improve Numeracy outcomes. The school has continued to improve the ICT infrastructure and access for students at all levels. Funds were used to continue to improve the playground facilities.	Improved NAPLAN numeracy results for students identified as having gaps in understanding of number.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	Students assessed for giftedness. Staff meetings held to review, assess, monitor and allocate support for students with high intellectual potential.	Improved engagement and outcomes.
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