

EFFORT • RESPECT • CO-OPERATION • HONESTY



Kapunda

Primary School

Kapunda Primary School

2022 annual report to the community

Kapunda Primary School Number: 200

Partnership: Goyder & Light

Signature

School principal:

Mr David Pitt

Governing council chair:

Megan McWaters

Date of endorsement:

3 March 2023



Government of South Australia
Department for Education

Context and highlights

At the start of 2022 we begun with 274 students, 11 classes in total. Over the course of the year, our class sizes range from 19 students through to 31 students. Utilisation of Early Years funding allowed our JP classes to remain below recommended DfE averages (19 students compared to expected average of no more than 26 students).

Facilities improvements continued to take place in 2022. This included the installation of a new retaining wall along the basketball court, painting of student toilets, replacement of cisterns and toilet seats in student toilets, playground upgrades to bring to certified standards and a new school sign on Mildred Street.

ICT was an area that saw hardware upgrades. 50 new 9th Gen iPads and 50 laptops for students were purchased, which was positively received by students and staff. Further devices are planned to be purchased in 2023.

Other highlights for 2022 included:

- Ongoing work with our Site Improvement Plan, resulting in great outcomes
- End of Year Concert on the school oval, enjoyed by a huge crowd
- Local excursions to the RSL and other local places of significance
- 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 would like thank staff for their work throughout 2022 to ensure learning remained at the forefront of everything we do. Thank you also to Governing Council members and volunteers for their contributions over the year which was greatly appreciated.

David Pitt
Principal

Governing council report

With a staged return to the school year in 2022, the school and community need to be commended for adapting to and implementing the COVID 19 restrictions at that time. Thankfully we start the 2023 school year with some sort of historical normality. We are again able to have parents and care givers enter the school grounds and enjoy taking their child to the classroom in the morning and greet them at the end of the day.

During 2022, the Governing Council again had a mix of in person and video meetings. We reviewed the Constitution and during 2023 have planning in place to finalise the Terms of Reference for sub committees. We also had a major fundraiser, catering at the 24 hour motorbike trial. A massive thank you to Ali Hughes for all her organisation for the event and all the volunteer help she received. It is truly appreciated.

Families were thankful to be able to attend sports day, year 6 graduation and school assemblies throughout the year. They also enjoyed the end of year school concert held outside on the school oval. It was so great to see the children in their element on stage performing for the school community in very favourable weather.

Governing Council again participated in the review and adaptation of policies for the school and KOSHC. In November KOSHC held its celebration of 20 years of service to the Kapunda Primary School and Community. The afternoon was well attended by current and past staff of both the school and the KOSHC and also many former and present parents and attendees of KOSHC. We again congratulate Louise and her team on this milestone and wish them many more years as a community based and managed centre.

The uniform sub committee was hoping to have the new uniform top ready to commence implementation at the beginning of the 2023 school year. There were delays due to approving embroidery samples and therefore will hopefully be available to all students by late Term 1 or early Term 2 of 2023. The Governing Council approved the purchasing of one top per student, so we look forward to all students wearing the new uniform top with pride.

At the end of October we celebrated World Teachers Day and hosted a morning tea for all the school staff. It was a great opportunity to recognise and thank all the teachers, SSO's and all KPS staff for making a difference to the lives of our young people every day. Despite the challenges of the past few years, our teachers and KPS staff continue to bring their best to work and put students first. Teachers play an important role in our community and we thank them for their passion and dedication to inspire our children.

I want to take this opportunity to thank you all for being part of the Governing Council in 2022. 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.

Megan McWaters
Governing Council Chairperson
Kapunda Primary School

Quality improvement planning

Goal 1 - To increase student achievement in Reading

Based on our success criteria, we saw improvement across year levels.

In R-2 Junior Primary, we saw an increase in the number of students who could blend phonemes and read high frequency words in texts. Students showed the ability to segment and blend words more fluently for reading. There was an increase in students ability to make predictions based on prior knowledge. Students demonstrated an increased ability in asking questions which illustrated their ability to engage with the text.

In Years 3-6, students were reading and viewing a number of complex texts, which resulted in an increase in Lexile levels for students. Students improved their ability to draw inferences and explain text features and background knowledge of the text. Students were able to pose and answer inferential questions, and accurately re-tell a text including most relevant details. More students were utilising taught comprehension strategies, (including predicting, clarifying, summarising and questioning) to identify key details, make connections and build meaning within the text.

Goal 2 - To increase student achievement in Writing

We pleasingly met a number of success criteria across year levels.

In R-2 Junior Primary, we saw an increase in students ability to correctly form lowercase and uppercase letters, and write basic sentences using a full stop and capital letter. Students were eager to share ideas about stories, with an increasing ability to identify sizzling starts, characters, problems and endings of stories. After the implementation of Initialit, the majority of students increased their ability to spell high frequency tricky words in their writing.

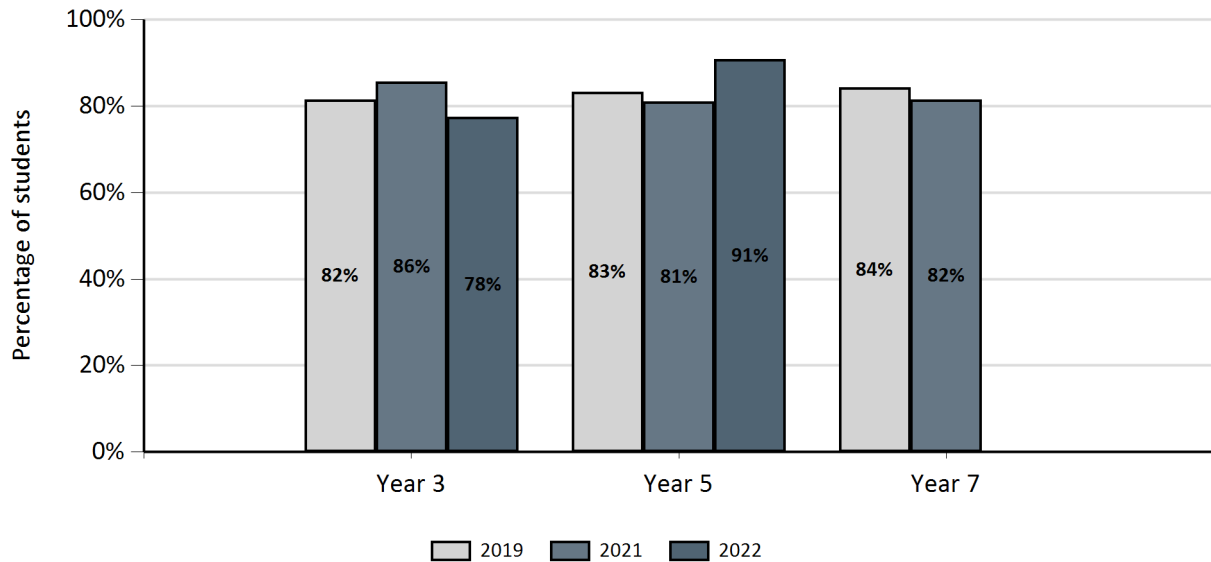
For students from Years 3-6, we have seen an improvement in their ability to use correct spelling and punctuation within their writing. Students have been able to write paragraphs that are deliberately structured to pace and direct the readers attention during story writing. Students have been able to expand on ideas through the intentional use of simple, compound and complex sentences. Students have learnt how to plan for writing using the Seven Steps to Writing success planning graphs. Students writing has shown evidence of correct writing structure, including a sizzling start, problem and ending.

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

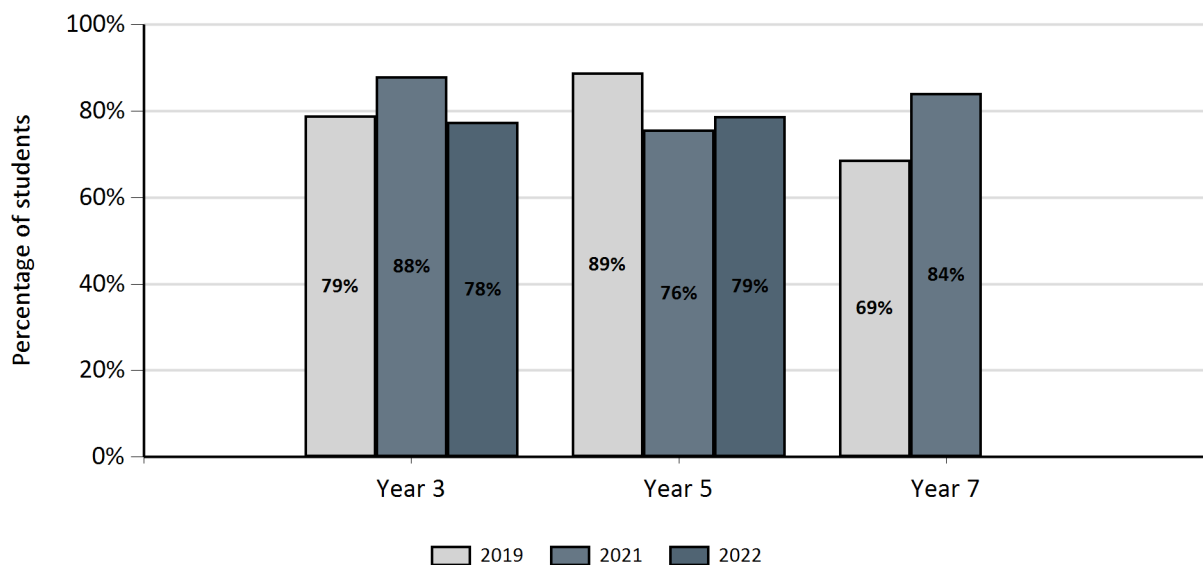


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	40	40	19	11	48%	28%
Year 03 2021-2022 Average	41.0	41.0	16.5	12.5	40%	30%
Year 05 2022	33	33	13	4	39%	12%
Year 05 2021-2022 Average	35.0	35.0	14.0	6.5	40%	19%
Year 07 2021-2022 Average	38.0	38.0	11.0	14.0	29%	37%

*NOTE: No NAPLAN testing was conducted in 2020.

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

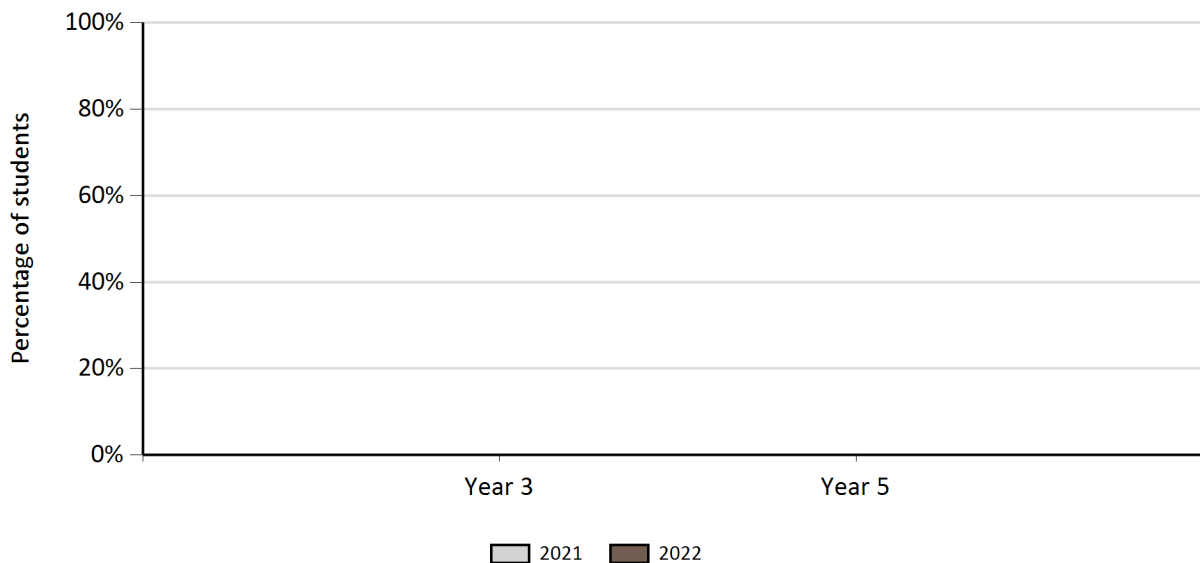
[^]includes absent and withdrawn students.

*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



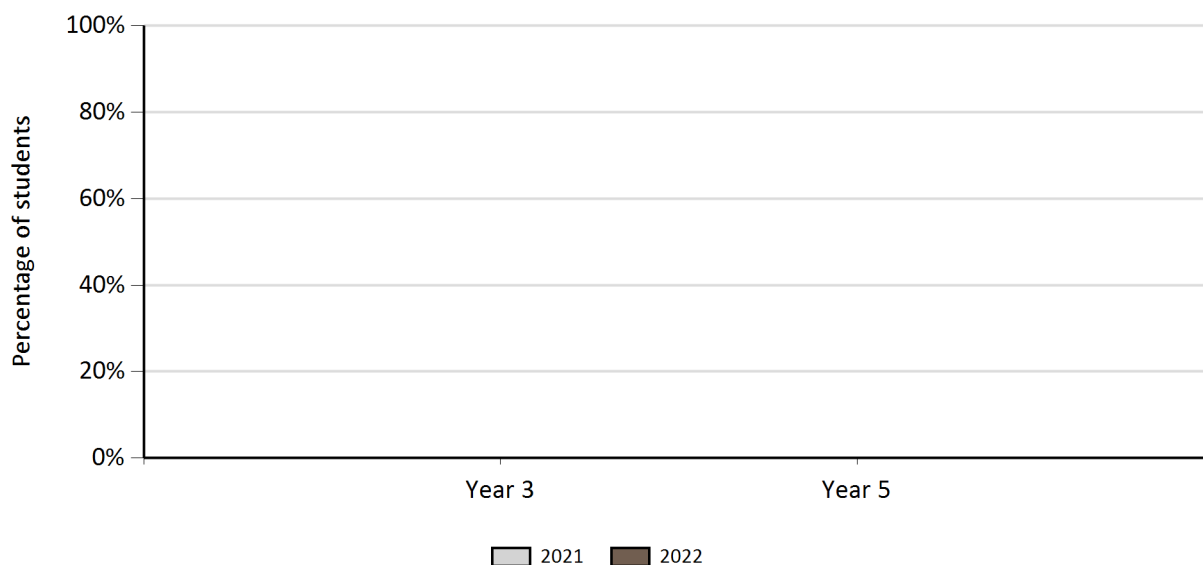
*NOTE: No NAPLAN testing was conducted in 2020.

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

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 2022.

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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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 2022: Engaging Families

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

Families are included as key participants in the process of developing individual One Plans for Aboriginal students. Goals are targeted, based on student data, for Literacy and Numeracy. Aboriginal students participate in evidence based intervention groups, including InitialLit, Spelling mastery, Big Ideas in Number and What's the Buzz? to support students to achieve their goals. Families are regularly updated with student progress to celebrate students achieving their goals. Communication is through phone calls, classroom platforms and face to face conversations.

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

Working together with families has resulted in a better working relationship for our students, improved attendance and wellbeing for students. An individual example is a family who became homeless, reached out to our Student Wellbeing Leader for support, who engaged with the Safer Families team. As a result students could continue to attend our school. This reduced anxiety and stress for those students.

School performance comment

Year 3

- 48% of students achieving in the Higher Bands for Reading (exceeded 2022 target)
- 38% of students achieving in Higher Bands for Writing (exceeded 2022 target)
- Almost 10% increase of students achieving at or above SEA in Reading
- Highest Mean scores are in Reading and Grammar and Punctuation.

Year 5

- 91% of students achieving SEA in Reading (10% increase from 2021)
- Mean Spelling score of 519.2, highest mean score recorded
- Move from Proficiency Band 5 to Band 6 in Writing
- Highest Mean scores were in Reading and Grammar and Punctuation

Year 7

- 85% of students achieving SEA in Reading
- 29% of students achieving in Higher Bands
- Decrease in students achieving in Higher Bands for Numeracy

Our PAT data also saw improvements, particularly in Reading. There were also increases in PAT M achievement. PAT-Reading (% of students who met SEA)

Yr 1 67% (up from 45% 2021)

Yr 2 70% (down from 73% 2021)

Yr 3 81% (up from 67% 2021)

Yr 4 83% (up from 78% 2021)

Yr 5 88% (up from 84% 2021)

Yr 6 89% (up from 78% 2021)

PAT-Maths (% of students who met SEA)

Yr 1 100% (up from 82% 2021)

Yr 2 71% (same as 2021)

Yr 3 83% (up from 67% 2021)

Yr 4 81% (same as 2021)

Yr 5 94% (up from 84% 2021)

Yr 6 86% (up from 78% 2021)

Phonics Screening Check

In 2022 Year 1 students underwent the Phonics Screening Check. 67% of students achieved the expected level. InitialLit has been implemented across the Junior Primary classes to drive improvement.

Attendance

Year level	2019	2020	2021	2022
Reception	87.7%	91.9%	91.9%	84.6%
Year 1	92.4%	90.3%	91.4%	87.9%
Year 2	93.1%	93.2%	90.5%	87.2%
Year 3	94.1%	90.0%	92.8%	87.6%
Year 4	92.8%	92.1%	90.3%	90.2%
Year 5	93.2%	90.5%	91.8%	86.6%
Year 6	90.0%	92.2%	90.8%	89.9%
Year 7	90.9%	88.5%	91.1%	N/A
Total	91.8%	91.0%	91.4%	87.8%

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

Attendance comment

Student attendance was 88% at the end of 2022. Improving student attendance continued to be a priority as we moved out of covid-19 restrictions. This saw a number of changes to the systems in place, including regular meetings with class teachers, improved communication with parents/carers and utilisation of outside services to deal with both chronic and habitual attendance.

We continued to support and monitor our vulnerable families to help ensure improvements in their attendance and engagement. We have strong systems in place with daily automated messages sent to parents and carer's of students who are absent. The classroom teachers make personal calls to families of students with 3 or more days non-attendance with site leadership following up with families who do not respond. Our proactive and reactive measures continued to address absences and lateness through phone calls, letters, and home visits to staff, development of attendance plans and referrals to the Attendance and Engagement Officer and Social Work Support.

Behaviour support comment

Kapunda Primary School follows a whole school Behaviour Management agreement. Despite the enrolment of several students with challenging behaviours, there was not an overall increase in incidents.

To support students and staff, the following strategies were implemented, which included:

- Utilisation of DfE SWISS line for vulnerable, at risk students
- IESP funding applications to provide support hours to students
- 1:1 SSO support (using IESP and school funding) in the yard and classroom
- Referrals to outside services, such as CAMHS, Safer Families and NACYS
- 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 2022 parents/carers were invited to participate in the Parent Engagement Survey. A total of 69 responses were received.

The following areas were identified as strengths:

- 87% of parents/carers agreed/strongly agreed that teachers and students are respectful
- 80% of parents/carers agreed/strongly agreed that people are respectful
- 73% of parents/carers agreed/strongly agreed that the school communicates effectively

Areas identified for improvement included:

- has useful discussions (58%)
- knows standard of work (59%)
- receives useful feedback (63%)

Other

- 59% of parents/carers like to communicate/receive communication through parent/teacher interviews
- 64% of parents/carers said it was too early to say what pathways their child will take after leaving school

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	7	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	22	62.9%
VI - LEFT SA FOR VIC	1	2.9%
WA - LEFT SA FOR WA	5	14.3%

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

Kapunda Primary School adheres to the DfE screening processes. In 2022 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.

Processes such as signing in/out are adhered to and volunteers receive the required training to ensure they are well placed to volunteer within our site.

2022 saw volunteering increase as Covid-19 restrictions were eased.

We will continue to maintain a high standard to ensure the safety and wellbeing of students, staff and of volunteers.

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 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	16.8	0.0	12.4
Persons	0	22	0	20

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$3,064,446
Grants: Commonwealth	\$2,400
Parent Contributions	\$57,062
Fund Raising	\$35,361
Other	\$53,784

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	This funding has been used to employ student support officers to support students wellbeing, provide regulation breaks, interoception support and brain breaks as needed to help students regulate. We also have been able to support students academic needs with student support officers providing intervention and working on individual student goals linked to their one plan goals.	Improved student attendance and students achieving personalised goals.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	This funding was used to implement Initialit and Spelling Mastery intervention groups from R-6.	We have seen students spelling results improve after a term of intervention, resulting many students no longer requiring intervention and being able to access their year level curriculum.
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</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Extra SSO support was put into classrooms to support programs such as Heggerty, Big Ideas in Number, Initialit and Acadience. SSOs have been able to provide 1:1 and group intervention for students, as well as progress monitoring and tracking assessment.	Overall improvement in PAT R and PAT M results Year 1-6. A high percentage of our students completed Heggerty in Year 2 and the major of students in Years 3-6 are at Multiplicative Thinking in Big Ideas in Number.
Program funding for all students	Australian Curriculum	Staff were released to attend professional learning to keep up to date with high impact strategies and pedagogy. Middle Primary staff also participated in training with our Curriculum Lead on the updated Australian Curriculum Maths units. All staff participated in professional learning on English Units with the Curriculum Lead on a pupil free day. Our Junior Primary staff participated in the Oral Fluency trial which involved training and development and work with students on reading.	Students end of year A - E grades saw an increase from mid year to end of year, with more students attaining B grades in Maths and English.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	This funding was used to implement Initialit and Spelling Mastery intervention groups from R-6.	We have seen students spelling results improve after a term of intervention, resulting many students no longer requiring intervention and being able to access their year level curriculum.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A