Kimba Area School

2021 annual report to the community

Kimba Area School Number: 0736

Partnership: Central Eyre 1

	Signature	
School principal:	Mrs Anne Moyle	
Governing council chair:	Clint Powell	
Date of endorsement:	17 March 2022	

Government of South Australia

Department for Education

Context and highlights

Kimba Area School is a small rural school catering for students from Reception through to Year 12. We have 186 students, 35 staff [19 teachers, 2 GSE and 14 Support staff], inclusive of part time employees. At least 64% of our students travel to school via 7 different bus routes, 27% of students are school card holders, 2.1% are Aboriginal and 12% are students with disabilities.

Kimba Area School is classified as a Category 7 school.

The school is organised into two sub-schools: Primary (R - 5), Middle and Senior School (6 – 12), with three Curriculum Teams: R-2, Year 3-5 and Year 6-12.

The school values were reviewed in 2021 and are now Relationships, Resilience, Respect and Responsibility.

The core business of Kimba Area School is teaching and learning in a supportive environment with an expectation of excellence.

Kimba Area School is a safe, welcoming place that supports all its members to actively engage in relevant and challenging learning so they can achieve their personal best.

Kimba Area School offers a well-rounded curriculum, providing students with access to all areas of the Australian Curriculum and SACE, including VET and School Based Apprenticeships.

The school has a very active Student Forum with representatives from Year 3 to Year 12. This student committee organises fundraising activities, social events and assists with other committees and events within the school.

The school's Site Improvement Plan focussed on Reading, with explicit teaching of strategies such as Reciprocal Reading, Modelled Reading and Guided reading.

During 2021 Kimba Area School worked closely with Rypple on the implementation of Positive Behaviours in School program. Staff have working tirelessly to develop a 'Positive Behaviour Expectations Flow Chart' and lesson plans at can be used in class to teach students about these expectations.

Highlights for 2021:

Great SACE, NAPLAN and PAT results

Musical Production of Lion King Jr

Zoom Socials

Artist in Residence

Construction of Cubby Houses in Design and Technology

Sporting events

Grounds and Facilities upgrades

Introduction of Agriculture into the curriculum.

Governing council report

It's that time of year where again we think 'wow, where did that year go' or 'oh heck, I bet Sally is wondering where my report is' as the magazine is ready to go to print!! Another busy year and another year of Covid affected activities!! I again applaud our students and staff on the way they have dealt with living with Covid 19. We all know that it's not easy and something that will become everyday life as we re-open borders to the rest of the world. Our students and staff go about their duties with restrictions and modifications imposed upon them, to maintain the level of education we've become accustomed to for our students. Again, I thank you all!!

This year we saw an influx of Governing Council members, we welcomed Sarahanne Shipard, C-Jay Kemp, Chelsea Woolford, Laura Gillett, Belinda McGilvray, John Read and Shannon Mayfield. We also said goodbye to Sue Woolford and Kellie Hunt and thank them for their input on the GC committee over the past few years.

We also introduced a trial Ag program for 2021, for our Year 6 – 8 students. A committee was formed, comprising of staff and community members to help steer the program for the year. As part of this committee, the work by staff members Christian Weetra, Meagan Lienert, Anne Moyle and Darian Hancock has been highly commendable!! We sit here at the end of the year with a clear outline on where we want to head for not only next year for these students but a program for years 6 – 12 moving forward. It's great to see Ag being an option in our school for our students!! Also on the committee, Clint Rayner, Matt Lienert, Brook Seal, Shannon Mayfield and myself. You would have noticed the school paddock, on the left as you pass the gold club on your way in from Buckleboo, all freshly fenced, sheep, crop and hay. Thanks to all our sponsors and volunteers for making this possible. I won't mention anyone for fear of leaving someone out, but you know who you are, and we thank you all.

We are also endorsing the feasibility of an OSHC program [Out of School Hours Care]. Some may have seen surveys asking for input on usage, and more information will come of this in the near future. Thanks to Michelle Kloeden, Madlen Stringer and Anne Moyle on their work so far.

On that note, wishing you all a happy and prosperous Christmas and New Year!

Clint Powell

Chairperson.

Quality improvement planning

External Review Recommendations:
Direction 1: Support the effectiveness of teacher evidence-based reflective practices by clarifying the purpose and connection to current performance development processes and how this will impact on student learning.
Direction 2: Strengthen teacher practice by collaboratively developing a collective understanding and agreement of high-yield pedagogical strategies that engage and challenge all learners.
Direction 3: Maximise the learning needs of all students by collectively reaching agreements of how feedback can effectively inform differentiated planning, task design and instruction.
Kimba Area Schools Site Improvement Plan had a goal of: Improve reading R-10 with a focus in 2021 on reading comprehension.
Throughout 2021, work on our Literacy Statement of Practice was undertaken in consultation with Curriculum Support, Local Education Team and staff.
2021 is the last year of our present Site Improvement Plan with a focus on reading. Reading results in NAPLAN and PAT show an improvement in student growth– for some this was minimal but for others it was considerable. Our Year 3 results in this area were outstanding with a majority of students achieving in the higher bands. Our numeracy results in NAPLAN and PAT also continue to be very good with above average growth made across the school.
When undertaking Step 5: Review and Evaluate of our actions and our improvement planning and implementation some very valuable feedback was obtained from staff. Firstly, our sprints, we originally started with five week sprints, moved to ten week sprints and in 2022 these will increase to semester sprints due the character of the objective. The case management of our selected students for growth, went well through discussion at curriculum teams, but the use of the data wall was not as successful as it could have been. We believe this is due to the fact that staff now keep records digitally rather than in paper form.
Our term 1 sprint of setting reading goals for every student Reception to Year 10, required large amounts of time and as a consequence some were completed, some were not. We planned to review the proforma used for this sprint to help reduce the time required to undertake each student's reading goal.
Overall most of our actions were completed.
Improvement Planning: the support from staff to maintain a focus on one goal was overwhelming. They were able to focus on improving one area of learning rather than trying to manage two or three new areas. The extension of our sprints into longer time periods was also supported by staff and they really appreciated the training and development undertaken prior to the start of each sprint.
In 2022 we begin a new 3 year journey with a focus on writing, using the Brightpath assessment tool; maintaining or moving students into the higher bands through specific teaching of writing skills. Targets have been set for improvement across all year levels, and work has already begun on organising appropriate training for staff. Our improvement here will focus on the Teaching and Learning Cycle, differentiation, constructive effective feedback, and our teaching and learning programs including the newly developed state curriculum units.

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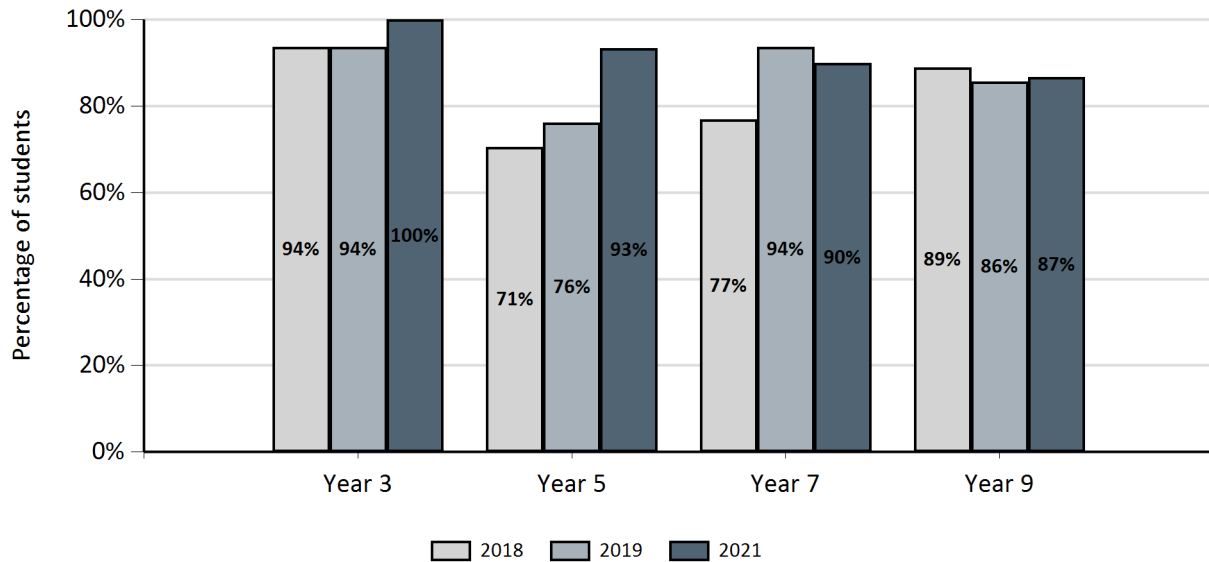
Reading
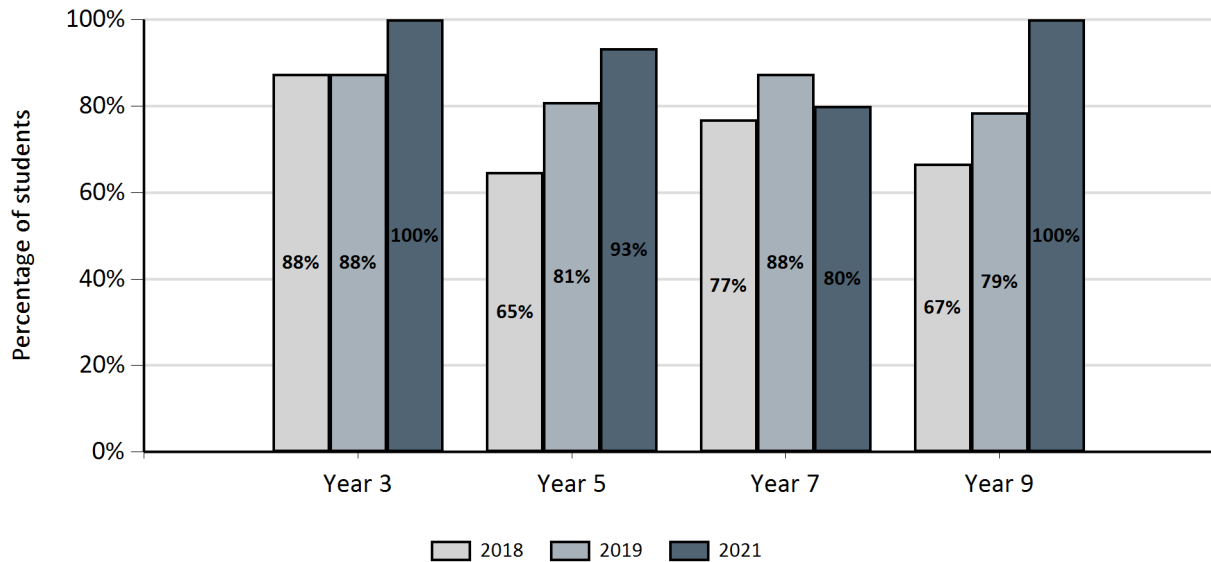
*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 7-9	State (average)
Upper progress group	*	55%	67%	34%
Middle progress group	64%	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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	*	35%	57%	34%
Middle progress group	64%	65%	43%	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	9	9	7	3	78%	33%
Year 3 2019-2021 Average	12.5	12.5	8.0	4.0	64%	32%
Year 5 2021	15	15	5	4	33%	27%
Year 5 2019-2021 Average	18.0	18.0	5.0	4.0	28%	22%
Year 7 2021	20	20	5	5	25%	25%
Year 7 2019-2021 Average	18.0	18.0	5.0	6.0	28%	33%
Year 9 2021	15	15	2	4	13%	27%
Year 9 2019-2021 Average	14.5	14.5	3.5	6.5	24%	45%

*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: Tracking & Monitoring

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

> The completion and update of individual student One Plans to reflect student goals.
> Establishment of Reading Goals, to be reviewed at least once more prior to the end of the year.
> Establishment of numeracy goals, to be reviewed at least once more prior to the end of the year.
> Improvement in Attendance
> Improvement in PAT Reading, PAT Numeracy achievement.

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

> The results for Literacy and Numeracy for our Aboriginal learners were variable, with some students improving their results over the year or maintaining the same result but others have declined in their A-E results. In regard to results for PAT Reading and PAT Numeracy there has been an upward trend in results for these students. Attendance is very good at 90.9% compared to 91.2% for non-Aboriginal students.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2018	2019	2020	2021
100%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade	2018	2019	2020	2021
A+	*	*	*	0%
A	*	*	*	1%
A-	*	*	*	1%
B+	*	*	*	0%
B	*	*	*	2%
B-	*	*	*	3%
C+	*	*	*	0%
C	*	*	*	6%
C-	*	*	*	0%
D+	*	*	*	0%
D	*	*	*	0%
D-	*	*	*	0%
E+	*	*	*	0%
E	*	*	*	0%
E-	*	*	*	0%
N	*	*	*	0%

Data Source: SACE Schools Data reports, extracted February 2021
*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%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	2020	2021
*	*	100%	100%

Data Source: SACE Schools Data reports, extracted February 2021
*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2018	2019	2020	2017
Percentage of year 12 students undertaking vocational training or trade training	#Error	#Error	20%	#Error
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	#Error	#Error	100%	#Error

2021
50%
100%

School performance comment

Our SACE data continues to be very good with 100% completion rate over a long period of time. At stage 1 and 2 our D and E grades have remained at 0% since 2018. The school has a high success rate in the compulsory subjects, with no moderation changes made to teacher assessment results in 2021.

50% of students completed SACE using a VET qualification, participation in VET and School Based Apprenticeships continues to grow, with a number of employers taking on more than one student.

SACE Data Analysis:

The majority of Stage 2 grades were in the B, B- and C (68.4%).

All Stage 1 grades were in the high achievement bands of C and above (100%).

There was a 25% increase in A grades at Stage 1 with a 17% decrease in B and C grades.

The PLP results showed that 100% were at a C or above, but we did see a 50% drop in the number of students achieving in the A band.

Our NAPLAN results for 2021 were pleasing. At the year 3 level 100% of students achieved National Minimum Standard in all areas, with an average of 65% of students in the higher bands across all areas. In Years 5, 7 and 9 an average of 82% of students made growth, with an average of 37% of students making growth of 2 Bands or more. On average, a growth of 1 or more year's growth was made across all areas.

Analysing our PAT Reading results shows that 98.25% of students in years 3 to 10 achieved the SEA standard with our primary classes all achieving 100% SEA. Our challenge is to maintain this level of achievement and improve the achievement in our secondary year levels. 77.5% of students Years 3 to 10 achieved above SEA or significantly above SEA.

In regards to our PAT Maths results 96.6% of students Years 3 to 10 achieved SEA; 75% of students achieved above SEA or significantly above SEA.

2021 saw a 'dip' in our Phonics results with 50% demonstrating expected achievement and 50% not achieving expected achievement. This is in comparison to our 2020 achievement of 85%.

The Running Records data at Year 1 and Year 2 has shown improvement. As a school we have introduced Macqlit as an improvement strategy in the Middle Years, along with minilit and initialit.

Attendance

Year level	2018	2019	2020	2021
Reception	93.7%	89.2%	87.2%	86.6%
Year 1	92.2%	93.8%	88.5%	86.6%
Year 2	96.0%	91.0%	92.2%	90.2%
Year 3	93.5%	93.2%	90.9%	93.7%
Year 4	93.6%	91.9%	92.4%	89.9%
Year 5	92.6%	91.6%	93.1%	90.1%
Year 6	93.1%	93.0%	91.0%	92.8%
Year 7	95.2%	91.1%	94.0%	92.4%
Primary Other	N/A	N/A	0.0%	N/A
Year 8	95.0%	91.9%	87.8%	90.9%
Year 9	93.9%	94.0%	90.6%	89.1%
Year 10	94.5%	95.0%	87.6%	91.1%
Year 11	96.7%	94.9%	92.6%	98.0%
Year 12	98.5%	97.8%	96.1%	91.9%
Total	93.9%	92.1%	90.4%	90.5%

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

Attendance comment

The attendance data for 2021 indicates a rate of 91.2%; this attendance rate has been consistent for a number of years. Whilst this is below the state target it is still very positive given the distance required to travel to specialist services and other appointments and the impact that COVID has had on attendance and learning.
Constant monitoring of high risk students is carried out and those students who are consistently absent are referred to the Social Work Officer. Students attendance is monitored through daily records creating in morning home group meetings, and followed up through phone calls/notes home by these teachers and leader if the child's attendance becomes chronic.

Behaviour support comment

Kimba Area School has a Behaviour Management Policy that compliments the DfE policy.
The school is gradually implementing their new Positive Behaviour in Schools program. As of the end of 2021 the school has developed a new 'Positive Behaviour Expectations Flow Chart', clearly indicating the process to be followed for certain behaviours. As part of this program the school has been gathering data on the types of behaviour that is most prevalent in the school. The data indicates that it is low level disruptive behaviour that is causing classroom issues. The school has limited major issues with the number of suspensions being minimal. Most behaviours are managed at the classroom level, on occasions students are referred to leadership for tie out or reflection.

Parent opinion survey summary

In regard to our Opinion surveys, the results of these, from all parties were very positive. Of course there are concerns expressed; some being mutually agreed across the whole school community, some being specific to a defined group. These concerns ranged from behaviour and respect through to workload and expectations. As a school we will analyse these results deeper and develop an action plan to make changes. Obviously we are not going to see instant improvements but over time, little step by little step, these changes will become clearer.

Parents concerns were expressed regarding Learning at School specifically feedback given to students on completed work. This is one of the action of our new Site Improvement Plan: 'Each teacher will develop their knowledge of providing ongoing and effective feedback. . . ' Their other concern was 'the opportunities provided to them to have input into their child's learning. Parent comments confirm their concern about not receiving enough feedback regarding their child's progress.

A lot of student feedback was regarding behaviour, receiving feedback or rewards for positive behaviour, respect for facilities, each other and our values. As a school we are working on the development of our behaviour expectations for all students and a revitalisation of our Values occurred this year.

Staff concerns were to do with workload and expectations. They feel a little overwhelmed by the introduction of the Curriculum Units, the number of actions connected with our Site Improvement Plan and behaviour.

Intended destination

Leave Reason	Number	%
AT - ATTENDING UNIVERSITY IN SA	2	20.0%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	60.0%
PE - PAID EMPLOYMENT IN SA	1	10.0%
SM - SEEKING EMPLOYMENT IN SA	1	10.0%

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

All employees at Kimba Area School have current approved History Screens to work with children. Teachers have this done automatically as part of their Teacher Registration. Staff have applied for their WWCC as their registration becomes due.

All School Services Officers renew theirs as required and a copy kept on file at the school and entered onto VSP.

All volunteers have a current approved History Screen. For new volunteers our school requires them to apply for a WWCC prior to starting work.

An electronic data base is kept of all volunteers, their status and expiry dates.

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	26
Post Graduate Qualifications	7

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	1.0	16.2	0.0	10.2
Persons	1	19	0	18

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

Financial statement

Funding Source	Amount
Grants: State	$3,192,426
Grants: Commonwealth	$0
Parent Contributions	$102,869
Fund Raising	$19,196
Other	$111,043

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