



Kirton Point Primary School

2022 annual report to the community

Kirton Point Primary School Number: 899

Partnership: Port Lincoln

Signature

School principal:

Mr Mitchell Ollington

Governing council chair:

Jamie Verhoeven

Date of endorsement:

6 March 2023



Government
of South Australia
Department for Education

Context and highlights

Kirton Point Primary School is a reception to year 6 school situated in Port Lincoln Approximately 700km from Adelaide. The school is a category 2 level of disadvantage and has an ICSEA level of 887. At Kirton Point Primary School we are committed to providing quality teaching and learning in a safe and supportive environment. We work together to pursue excellence and achieve individual success and happiness. Although the enrolment numbers fluctuated throughout the year we finished 2022 with 152 students and of these students 21 were students with a disability.

The school had a number of highlights throughout the year:

- Special student organized events including, walk safely to school day, Easter dress up day, milo and PJ day, harmony week dress up, NAIDOC week dress up and the school disco.
- Student representatives lead our school by organising teacher vs student games, lunchtime activities, attending the NAIDOC week community event and reconciliation week march and showed their respects at the Port Lincoln Remembrance Day service. They also facilitated a number of activities during harmony week including an update to the scrub area fencing and promoted RU Okay Day.
- Nurture Group, Peaceful Kids and School based mentoring to support the wellbeing needs of students.
- Special food days including hotdog day and pie and pasty day.
- Road safety with the South Australian Police and RAA.
- Upper Primary Camp at North Shields.
- Career talks with upper primary students to show them possible future career pathways.
- Sporting Schools (hockey and tennis).
- Cooking classes with Di.
- Lunchtime activities with Mrs. Jolly, Harry, Karla and Bree.
- Various performances.
- Specialist guitar lessons with Mr. McConnell.
- A variety of excursions to enhance students learning experiences.

Governing council report

To begin the 2023 year, KPPS has had higher recruitment numbers of students join the school community with 15 reception students, while we said goodbye to our last years' year 6 student cohort to the high schools, keeping the school population relatively steady with around 150 students enrolled, similar to what we have most years.

The canteens decision to increase the range of foods on offer including daily specials that include pizzas, nuggets, chips, sausage rolls, pies and pasties etc. is still providing an increase in canteen orders. This is helping to keep a viable canteen that covers staffing and food costs for the school.

Buddy reading that resumed last year is still a highlight with the junior school students which also helps promote a closer school community between junior and senior students as they work together.

The school grounds and garden are still looking amazing and as always, the garden is popular with the students.

New carpet has been installed throughout most of the school helping provide a fresh new look to classrooms. The library has also been renovated to make it an even more attractive place for students to visit and enjoy

SRC organised discos were brought back in after a Covid break and were as usual quite successful with students.

Small-wheels day continues to be successful with students enjoying bringing their bikes, scooters, skateboards to ride.

This tied in well with the senior school undertaking a road safety awareness campaign that included supervised road-riding excursions.

Assemblies are planned to be open for the wider school community again to provide parents/caregivers with the opportunity to again attend them.

Thank you to the 2022 school staff for making the school the friendly and safe learning environment that encourages every student to succeed, this is reflected in our children who come home from school with new knowledge and positive outlooks! Also, thanks to the governing council for volunteering their time to be a pro-active part of our school community. Jamie Verhoeven

Quality improvement planning

Continuing to use the Site Improvement Plan (which can be viewed on the school website) to drive learning improvement, the school focused on three key areas: Reading, Writing and Mathematics. The staff achieved a number of key actions throughout 2022 aligning to these improvement areas resulting in an increase in the quality of teaching and student outcomes. Some of the actions included:

- Developing a systematic approach to Wave 2 and 3 learning intervention in Mathematics. An intervention kit for mathematics was used to screen upper primary students to determine gaps in their understanding of the big ideas in number. These students undertook intense intervention using the activities from the program in areas where there was a knowledge gap. Students were monitored through assessment once per term and progress was tracked on a data wall. This process was highly successful and will continue to be used in 2023.

- Developing a process to enhance student outcomes in writing using the Language and Literacy Levels. Jodi Kennedy (EALD Hub Coach) facilitated a 2 day LEAP Level training with all staff and then worked in small professional learning communities with the middle and upper primary teaching staff. She ensured that teachers understood how to use the Language and Literacy Level tool to set specific student goals and then how to use the teaching and learning cycle to plan for learning improvement. Through this process there was a shift in the way we teach writing at the school, aligning it to current research and a significant improvement in students' knowledge of the key language and structural features of various text types. This process will continue to be used in 2023.

- Developing a fluid process for student intervention in Reading. We continued our model from 2021 and continued to make small changes to enhance the delivery of wave 2 and 3 reading intervention. Students who accessed Wave 2 and 3 intervention did so outside of the classroom in Room 3 with our Aboriginal Education Teacher and a number of SSO support staff. In this space, students from year 1-5 accessed support for their reading either 1:1, in small groups or a small classroom setting. Through this process individual needs were able to be met and there was significant growth in all individuals. This process will continue to be used in 2023.

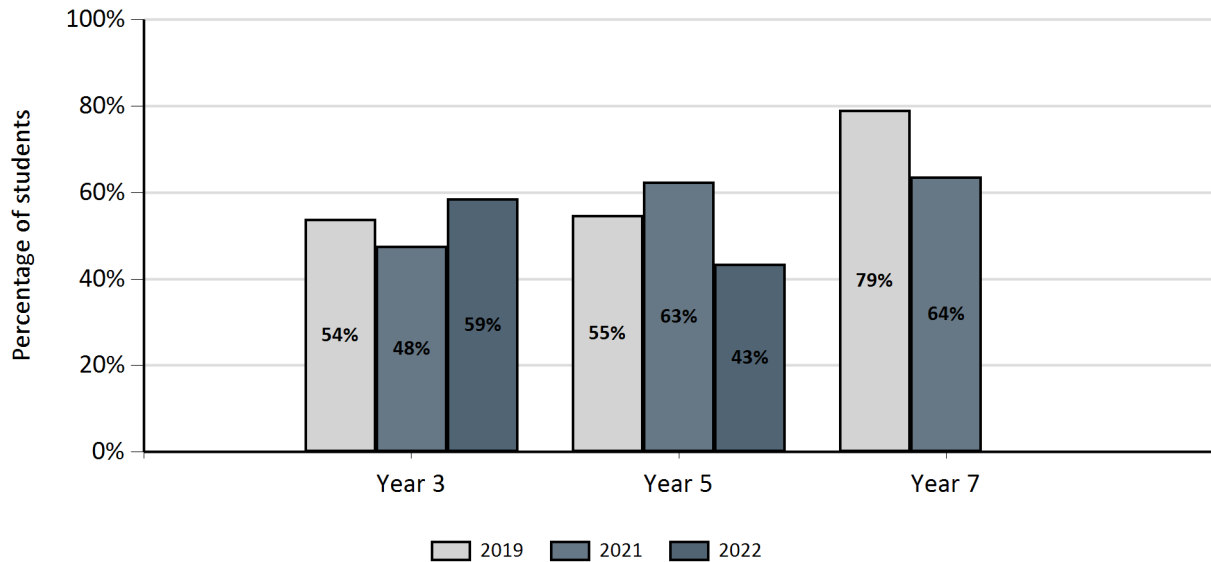
Overall the site continues to make great progress to support all students in their learning and will have a narrower focus in 2023 on writing and mathematics. We will continue to use our current strategies and build upon them with key department staff and learning resources, to both intervene to close gaps for students and stretch students who need to be challenged in their learning.

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

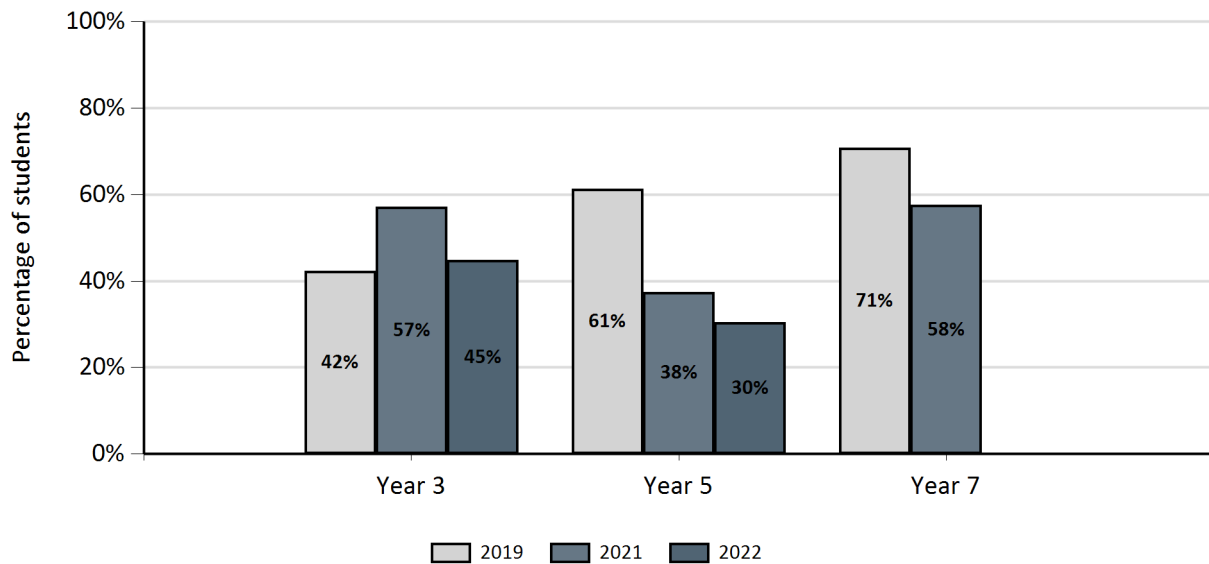


*NOTE: No NAPLAN testing was conducted in 2020.

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.

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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 03 2022	29	29	5	3	17%	10%
Year 03 2021-2022 Average	25.0	25.0	4.5	3.0	18%	12%
Year 05 2022	23	23	0	0	0%	0%
Year 05 2021-2022 Average	23.5	23.5	1.5	1.0	6%	4%
Year 07 2021-2022 Average	33.0	33.0	2.0	3.0	6%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

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

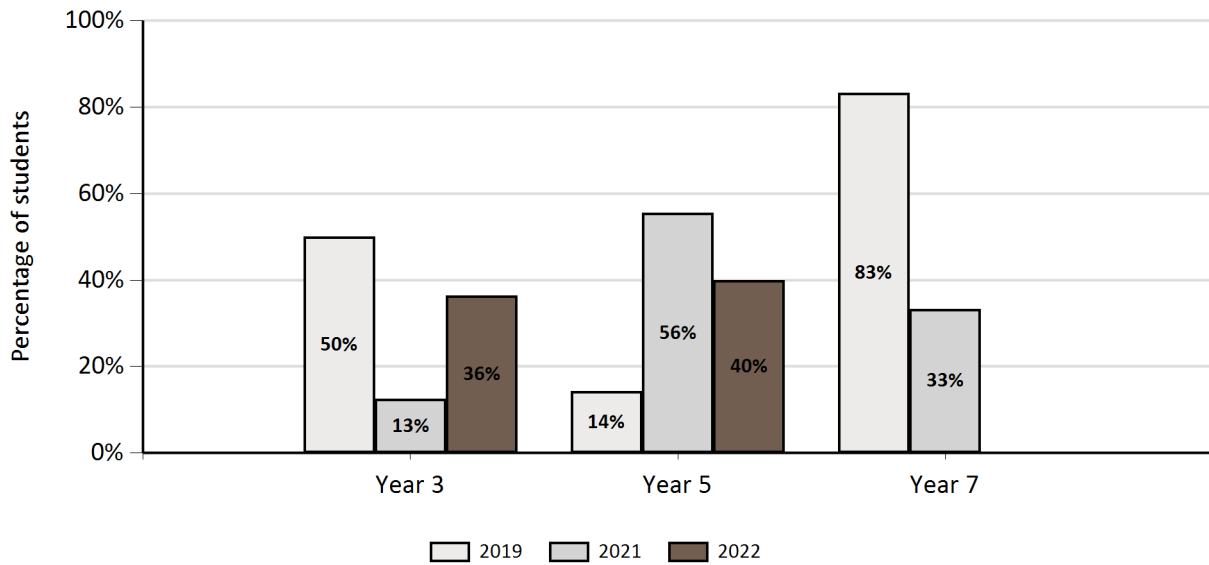
[^]includes absent and withdrawn students.

*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



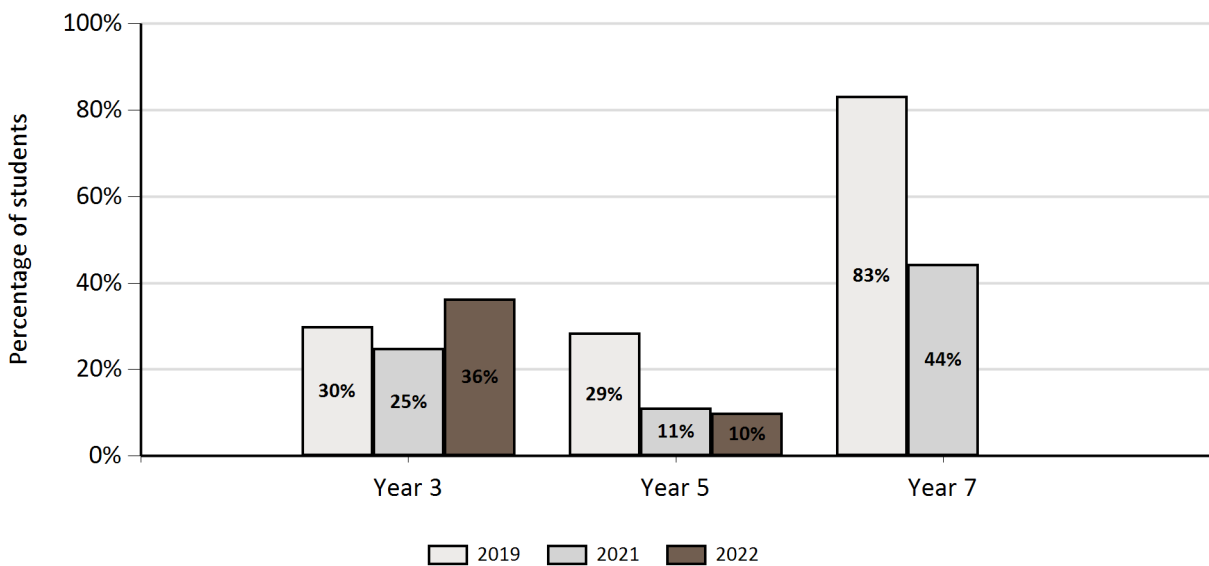
*NOTE: No NAPLAN testing was conducted in 2020.

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	11	11	1	0	9%	0%
Year 03 2021-2022 Average	9.5	9.5	0.5	0.0	5%	0%
Year 05 2022	10	10	0	0	0%	0%
Year 05 2021-2022 Average	9.5	9.5	0.0	0.0	0%	0%
Year 07 2021-2022 Average	9.0	9.0	0.0	0.0	0%	0%

*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: Tracking & Monitoring

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

Key element 2: Tracking and monitoring growth and achievement:

This element was the focus of our new improvement actions in 2022 and will continue to be a focus in 2023. In 2022 we have:

- Developed collaborative teams in the upper primary to meet and monitor progress and determine strategies responsive to the needs of Aboriginal Learners using the LEAP Levels.
- Developed collaborative teams in the junior primary to meet and monitor progress and determine strategies responsive to the needs of Aboriginal Learners using Initialit data.
- Developed collaborative teams in the upper primary to meet and monitor progress and determine strategies responsive to the needs of Aboriginal Learners using an intervention kit for numeracy.

In 2022 we will continue:

- To strengthen our collaborative teams and formalise procedures to record track and monitor the implemented strategies that best support students in writing and mathematics.
- To structure processes to record the sharing of data and discussion of learning goals with students to increase their understanding and knowledge of their next steps.

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

From these actions we have seen:

- A continued increase in the number of students accessing specific interventions to increase their growth in reading, spelling and mathematics.
- 2 out of 6 ATSI students (33%) in year 1 reaching SEA in their Phonics Screening Check (increase of 11 percentage points from 2021).
- 4 out of 9 ATSI students (44%) in year 3 reaching SEA in NAPLAN Numeracy (increase of 19 percentage points from 2021).
- 4 out of 9 ATSI students (44%) in year 3 reaching SEA in NAPLAN Reading (increase of 28 percentage points from 2021).
- 1 out of 8 ATSI students (12.5%) in year 5 reaching SEA in NAPLAN Numeracy (decrease of 4 percentage points from 2021).
- 4 out of 8 ATSI students (50%) in year 5 reaching SEA in NAPLAN Reading (decrease of 21 percentage points from 2021).

School performance comment

The standard of Educational Achievement data sets below provide a benchmark to what students should be able to achieve at a certain year level. This information then provides a guide for us as a school to make decisions about what improvements we may need to make and what we are doing well and need to keep doing. We have over the course of 2022 introduced a number of other assessments and processes that have supported us to measure individual student growth for students who may not be achieving the Standard of Educational Achievement. These assessments have been essential in measuring our success and are shared with parents through learning portfolios and parent/teacher/student interviews.

PAT-R:

2020: Year 3: 8/23 students (35%), Year 4: 16/21 students (76%), Year 5: 20/29 students (69%), Year 6: 22/33 students (67%), Year 7: 22/27 students (82%)

2021: Year 3: 8/18 students (44%), Year 4: 11/22 students (50%), Year 5: 13/24 students (54%), Year 6: 12/23 students (52%), Year 7: 17/31 students (55%)

2022: Year 3: 17/29 students (59%), Year 4: 9/19 students (47%), Year 5: 10/23 students (69%), Year 6: 15/20 students (75%)

Running Records:

2020: Year 1: 10/21 students (48%), Year 2: 13/25 students (52%)

2021: Year 1: 11/21 students (52%), Year 2: 8/22 students (36%)

2022: Year 1: not collected, Year 2: 8/18 students (44%)

Phonics Screening Check:

2020: Year 1: 9/22 students (41%)

2021: Year 1: 6/22 students (27%)

2022: Year 1: 8/23 students (35%)

NAPLAN:

Reading:

Year 3: 59% (increase of 11 percentage points from 2021), Year 5: 43% (decrease of 20 percentage points from 2021), Year 7: 70% (increase of 6 percentage points from 2021)

Numeracy:

Year 3: 45% (decrease of 12 percentage points from 2021), Year 5: 30% (decrease of 8 percentage points from 2021), Year 7: 63% (increase of 5 percentage points from 2021)

Overall, the results have been varied through 2022. There have been some increases, stability and decreases in data across the year levels. The focus for 2022 has largely been on ensuring students that need intervention outside of the classroom have access to quality research and evidence based programs to increase their learning outcomes. Also within the classroom a focus on ensuring students who are not achieving to standard have access to in class teacher lead interventions. Through a review of our data and site improvement plan it is clear that our focus for 2023 will be on increasing the number of students achieving the SEA and above in a number of key areas including writing and mathematics by focusing on implementing high impact teaching strategies in every classroom.

Attendance

Year level	2019	2020	2021	2022
Reception	91.5%	85.2%	86.3%	88.4%
Year 1	86.8%	86.4%	86.3%	84.2%
Year 2	90.1%	82.9%	89.7%	81.8%
Year 3	87.9%	82.4%	90.5%	87.8%
Year 4	87.2%	85.0%	86.9%	86.8%
Year 5	90.2%	81.8%	81.3%	82.4%
Year 6	88.6%	85.6%	85.8%	78.3%
Year 7	93.0%	84.2%	83.1%	N/A
Total	89.3%	84.1%	86.1%	84.3%

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

Attendance comment

Attendance is a high priority at our site and the importance of daily attendance is shared with students and parents. Students who are late to school report to the front office to sign in. However, even though there is significant effort made to increase student punctuality to school, some students are regularly late to school. Our Well-being leaders meet regularly with leaders, teachers, parents and attendance officers to resolve issues that may be impacting on student attendance.

Behaviour support comment

Throughout 2022 there were 15 incidents of threatened or perpetrated violence from 9 students that resulted in either a take home, suspension or exclusion from school. This number has decreased since 2021 where there were 30 incidents of threatened or perpetrated violence from 11 students. All of the 2022 incidents were followed up directly with the student and their parent/caregiver and in all instances further supports were put in place for that child to help them with their issue, resulting in a reduction or ceasing of that behaviour. The school has a number of strategies in place to ensure incidents of harassment are dealt with and then monitored so they do not turn into incidents of bullying. At the school bullying is taken seriously and in 2022 very few incidents of bullying have occurred. Of these very few incidents of bullying all have been a result of harassment not being reported promptly by students. To combat this we are continuing to educate students and parents on how they can report and deal with issues of harassment so they do not turn into incidents of bullying.

Parent opinion survey summary

In 2022 43 parents completed the parent engagement survey, representing approximately 34% of our school families. These survey results allow us as a site to review our practices and either reaffirm what we are currently doing or discuss possible changes to increase our service to students and families. Some of these results that are reaffirming include:

- 97% of parents either neither agree nor disagree, agree or strongly agree that teachers and students respect each other at school.
- 100% of parents either neither agree nor disagree, agree or strongly agree that they feel like their child is important to the school.
- 100% of parents either neither agree nor disagree, agree or strongly agree that the school communicate effectively with them.

Some results that we will review in 2023 include:

- 89% of parents either neither agree nor disagree, agree or strongly agree that they know what standard of work the school expects.
- 88% of parents either neither agree nor disagree, agree or strongly agree that the school provides them with useful tips on how to help students learn at home.
- 48% of parents would either like help so they can address their child's learning needs or would like the school to better address their child's learning needs.

Intended destination

Leave Reason	Number	%
AC - LEFT SA FOR ACT	2	8.7%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	8.7%
OV - LEFT SA FOR OVERSEAS	1	4.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	15	65.2%
WA - LEFT SA FOR WA	3	13.0%

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

All staff and volunteers have the required Relevant History Screening. The site requires staff to submit copies of all required documentation to both the DfE and to the site. This documentation can be found at our school administration.

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	29
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	20.2	3.9	11.0
Persons	0	21	5	17

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

Financial statement

Funding Source	Amount
Grants: State	\$3,352,070
Grants: Commonwealth	\$30,000
Parent Contributions	\$40,279
Fund Raising	\$121
Other	\$14,066

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 were assessed, from this information relevant research based learning and wellbeing programs were purchased and implemented by staff to improve individual learning outcomes.	Increased support for students through access to mentoring and increased learning outcomes measured by individual programs.
	Improved outcomes for students with an additional language or dialect	Students were assessed, from this information relevant research based learning and wellbeing programs were purchased and implemented by staff to improve individual learning outcomes.	Increased support for students through access to mentoring and increased learning outcomes measured by individual programs.
	Inclusive Education Support Program	Students were assessed, from this information relevant research based learning and wellbeing programs were purchased and implemented by staff to improve individual learning outcomes.	Increased support for students through access to mentoring and increased learning outcomes measured by individual programs.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students were assessed, from this information relevant research based learning and wellbeing programs were purchased and implemented by staff to improve individual learning outcomes. This included: A number kit for intervention, Initialit, Minilit SAGE, LEAP Levels, Peaceful Kids, Nurture Group, Boxall Profiles and other professional learning materials. This allowed the site to develop students learning targeted at their individual needs through either Wave 1, 2 or 3 intervention.	Increased support for students through access to mentoring and increased learning outcomes measured by individual programs. This has then resulted in increased outcomes for those individuals against the SEA.
Program funding for all students	Australian Curriculum	Increased staff knowledge of the curriculum through the use of the curriculum units in Mathematics and English.	Students accessing highly rigorous and structured Mathematics and English teaching.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Students were assessed, from this information relevant research based learning and wellbeing programs were purchased and implemented by staff to improve individual learning outcomes.	Increased learning outcomes measured by individual programs.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA

