



# Kenmore Park Anangu School

## 2022 annual report to the community

Kenmore Park Anangu School Number: 1696

Partnership: Anangu Lands

Signature

School principal:

Mr Wilbur Klein

Governing council chair:

Marianne Fraser

Date of endorsement:

22 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Kenmore Park Anangu School is located in the far north of South Australia in the Anangu Pitjantjatjara Yankunytjatjara Lands. It is approximately 1400km from Adelaide. It is in a remote community know as Kenmore Park or Yunyarinyi. The school was first opened in 1983 on a working cattle station which has now ceased operation.. The continuity of the school's operation is based on long term Anangu Educators working in the school who are engaged and empowered to be part of the school management and teaching teams.. In 2022 we had two new Anangu Educators start at school in the lower and upper classes. We had one new teacher in the primary class. The play group was led by an Anangu educator. The school is very small though has regular attending students and a strong sense of community. Our vision is to create confident, freethinking, problem solvers with strong connections to our community and land. Our students are globally aware, yet locally grounded. They graduate with the skills to successfully move freely between Piranpa and Anangu worlds. The core value the school bases its development on is: Belonging to Country / Family: The retention of the language and culture within families and community. This is supporting the continuation of the connection to country and Pitjantjatjara family life where people considered family experience belonging and acceptance. Highlights in 2022 have included the leadership of Pitjantjatjara lessons by Anangu Educators and the ongoing development of Two way Science that empowers Anangu to teach Science on Country that is then used in classes to extend science learning in alignment with the National science Curriculum, learning on country weekly with Anangu leading connected to language classes four times a week, School Community meals, the success of a community bottle and can recycling project, the continued operation of a food garden, refurbishment of the toilet block, participation in the Fregon Arts Festival, school community celebrations at the end of each term and the ongoing redevelopment of the school orchard and the school grounds generally. The COVID virus impacted on movement of students and staff though did not impact significantly on the learning program and general operation of the school. Overall the year had a focus on supporting children's learning while supporting their well being. The school has developed into positive place with a clear focus on children and the school community.

## Governing council report

The governing council is small and focussed on the needs of children and the aspirations of families for their children. The governing council met each term engaging in budget approval and managing the school finances, school projects, ongoing school community activity and development and ensuring the voice of the community is formally recognized and listened to. The Governing Council is characterized by the fact the community is one family who represent sixty percent of the school staff and hence the school decision making processes include the formal Council meetings and often daily negotiation and decision making on the operation of the school including decisions made that impact on student wellbeing, school purchases, school excursions, Two Way Science activity and language classes. What has been achieved in 2022 is maintaining a cohesive school community working with children's learning and wellbeing as its priority. This is quite evident in the tone of the school and the collaboration and team work that is evident. The school community see the school as a happy place for the whole school community where people work together.

# Quality improvement planning

## Goals Targets Challenge of Practice Success Criteria

Increase students achievement and progress in reading in SAE and Pitjantjatjara, using the National Literacy Learning (Reading/viewing) Progression (learning area English) and the PAT R assessment tool and for Pitjantjatjara anecdotal reading evidence, phonic knowledge and oral vocabulary. 2022: 100% of students in the school with 70% attendance and above will show improvement of one year in their reading based on the English Scope and Sequence achievement data collected in 2022 and utilizing the reading progressions.

Students will show improvement in reading Pitjantjatjara based on anecdotal and sample evidence collected at the start of the year and then collated during the school year.

If we strengthen and tailor the reading program (SAE and Pitjantjatjara) through a consistent whole school evidence based reading plan approach that is focused on planning, resourcing, explicit teaching, informed and differentiated by assessment and data interpretation we will see an improvement in children's reading in SAE and Pitjantjatjara for different purposes.

Students will have improved confidence based on their fluency and comprehension when reading different texts in Pitjantjatjara and English based on increased oral language ability, phonological awareness, phonics, vocabulary, fluency and comprehension based on the English Scope and Sequence and Literacy progressions.

By the end of the Foundation year, students read short, decodable and predictable text types, applying developing knowledge of sounds and letters and decoding strategies. (Data tools Phonological Awareness Skill Mapping (PASM), Phonics Screener, IniaLit and Running Records)

Target 2022: 100% of students in the school with 70% attendance and above will show improvement of one year in their reading based on the English Scope and Sequence achievement data collected in 2022 and utilizing the reading progressions. In 2023 we will implement assessment including PASM, DIBELS, oral fluency, Initialit, Maclit, and Pat-R.

Students will show improvement in reading Pitjantjatjara based on anecdotal and sample evidence collected at the start of the year and then collated during the school year. Utilize the Waru phonics screening check as an initial formal test.

Increase students achievement and progress in writing in Standard Australian English and Pitjantjatjara using Leap Levels and National Literacy Learning Writing Progressions 2022:

100% of students will show improvement of one year in their writing based on the English Scope and Sequence achievement data collected in 2021 and data collected based on LEAP Levels

Students will show improvement in writing Pitjantjatjara based on anecdotal and sample evidence collected and collated at the start of and during the school year.

If we adopt a consistent whole school evidence based approach to writing that is explicit in planning, resourcing, teaching, assessment and data interpretation we will see an improvement in children's writing in English and Pitjantjatjara for different purposes.

Students will have an improved success in writing different texts in Pitjantjatjara and English based on increased vocabulary, grammar knowledge, spelling ability, improved handwriting, improved reading and oral language capacity based on LEAP Levels, the National Literacy Learning Progressions and the 4 broad phases of EAL/D Development (beginning, emerging, developing, consolidating).

By the end of Reception students write on LEAP level 4

2023:

100% of students will show improvement of one year in their writing based on the English Scope and Sequence achievement data collected in 2021 and data collected based on LEAP Levels

100% of students will show improvement of one year in their writing based on the English Scope and Sequence achievement data collected in 2021 and data collected based on LEAP Levels

R-2 students: Beginning students achieve LEAP level 1, emerging levels 2-3, developing levels 3-5 and consolidating levels 5-6

Years 3-6: beginning students achieve levels 1-2, emerging levels 3-5, developing levels 5-7 and consolidating levels 7-9

Years 7-10: beginning students achieve levels 1-4, emerging levels 5-7, developing levels 7-10 and consolidating levels 10-12

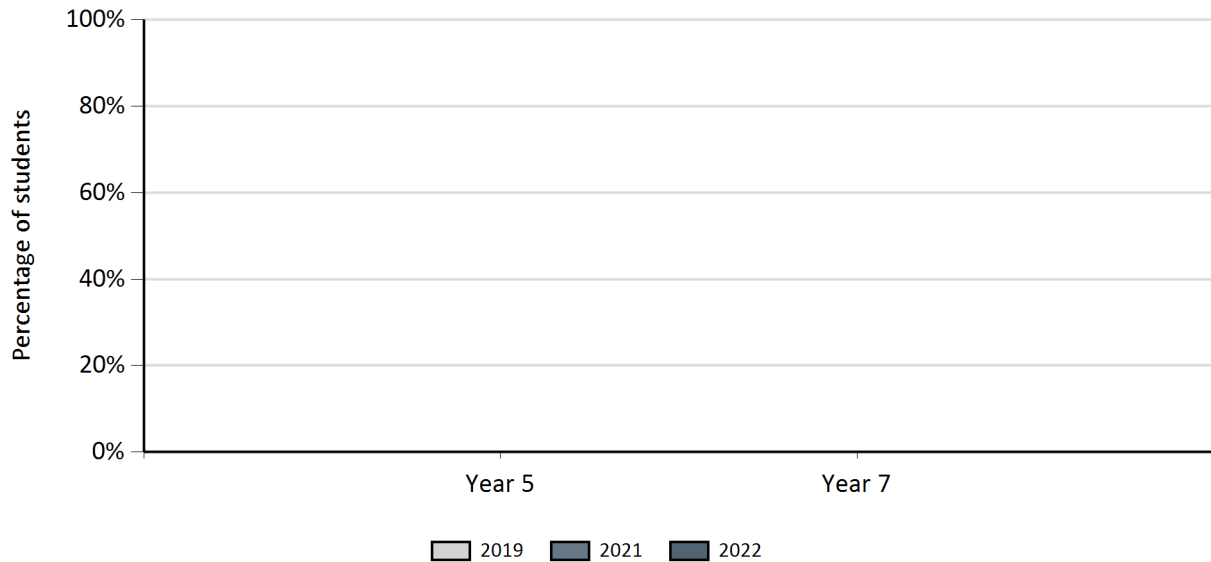
Students will show improvement in writing Pitjantjatjara based on anecdotal and sample evidence collected and collated at the start of and during the school year.

# 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

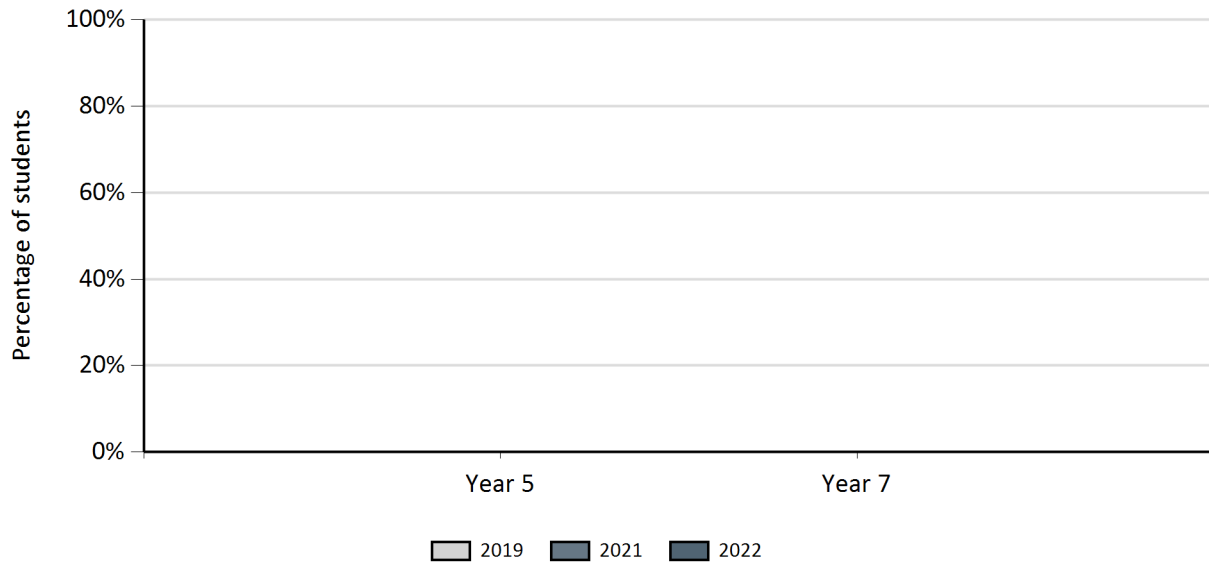


\*NOTE: No NAPLAN testing was conducted in 2020.

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 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 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.

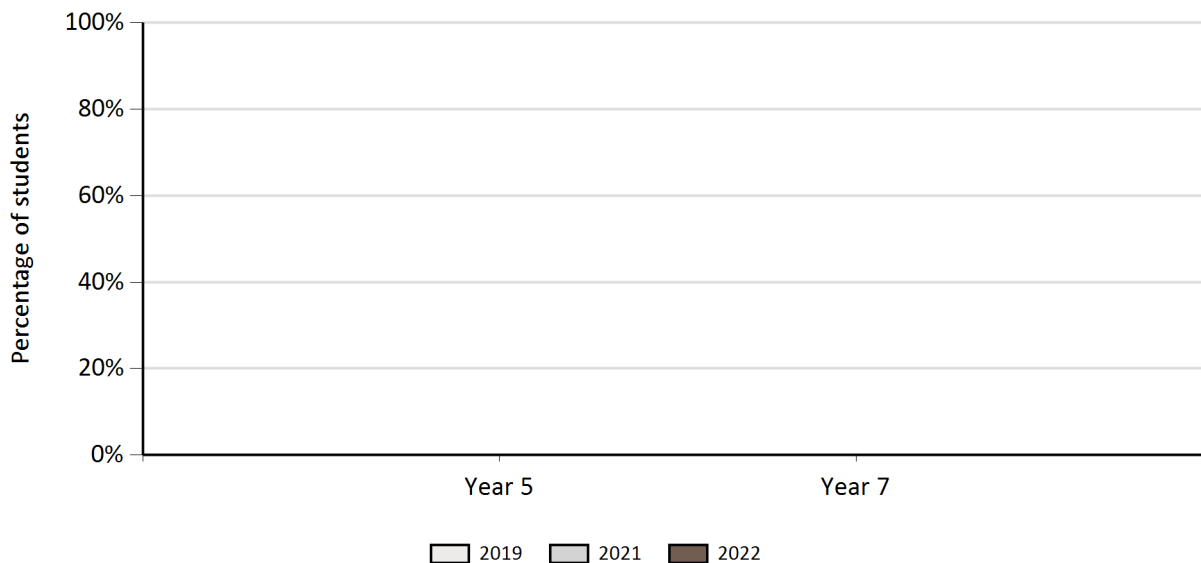
<sup>^</sup>includes absent and withdrawn students.

\*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



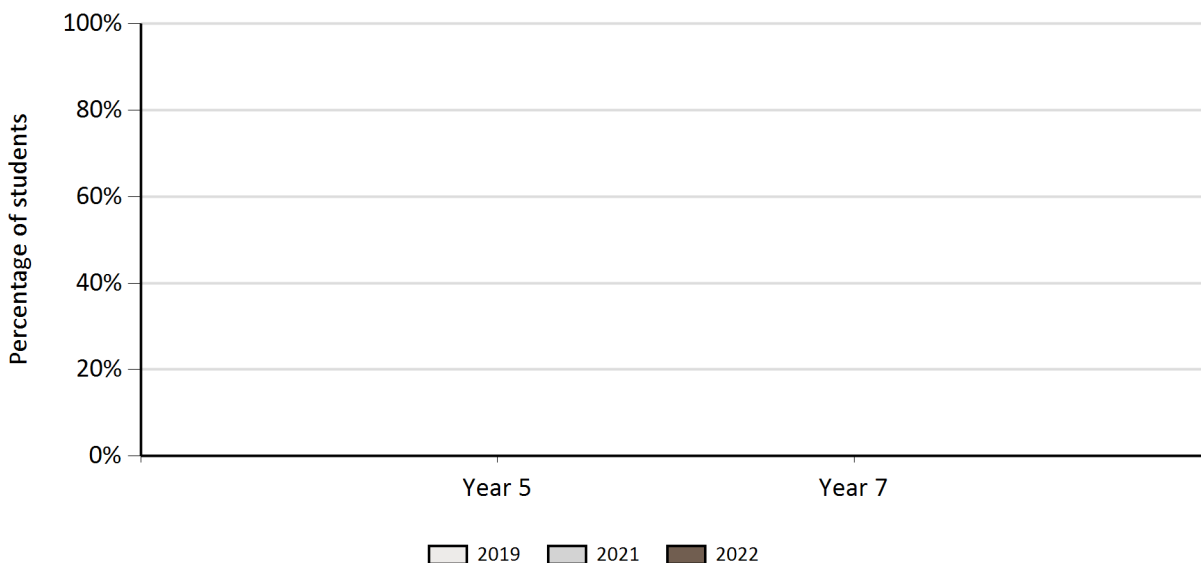
\*NOTE: No NAPLAN testing was conducted in 2020.

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 <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 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 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.

<sup>^</sup>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:

Engaging families as partners in literacy and numeracy learning.

As a school community we are very small and a family based school. The key action we have continued is to empower family members who are employed in the school to be part of the teaching teams with involvement in planning, teaching and assessing in classrooms. This has led to improved support for students and better learning outcomes. Areas of focus are in Anangu leading learning on Country and Two Way Science, leading Pitjantjatjara Language lessons and engagement in team planning across the curriculum.

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

As a school community we are very small and a family based school. The key action we have continued is to empower family members who are employed in the school to be part of the teaching teams with involvement in planning, teaching and assessing in classrooms. This has led to improved support for students and better learning outcomes. Areas of focus are in Anangu leading learning on Country and Two Way Science, leading Pitjantjatjara Language lessons and engagement in team planning across the curriculum.

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

Data Source: SACE Schools Data reports, extracted February 2022

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



# School performance comment

As a school that often has fewer than 25 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Formative assessment of individual students show students are achieving in numeracy and literacy at varying levels directly connected to their regularity at school.

While we use summative assessment the regular classroom based formative assessment is the core within the learning cycle.

A highlight has been two students achieving A level in science.



# Attendance

Year level	2019	2020	2021	2022
Reception	31.7%	9.1%	87.2%	83.2%
Year 1	24.3%	69.8%	N/A	N/A
Year 2	74.8%	33.3%	78.3%	51.1%
Year 3	47.6%	87.0%	N/A	26.4%
Year 4	85.1%	60.5%	80.9%	N/A
Year 5	N/A	79.9%	88.4%	84.0%
Year 6	57.9%	71.3%	91.1%	18.4%
Year 7	29.3%	N/A	N/A	93.1%
Year 8	87.2%	67.9%	81.5%	64.7%
Year 9	95.5%	87.9%	68.8%	N/A
Year 10	26.7%	N/A	N/A	N/A
Year 11	N/A	N/A	N/A	N/A
Year 12	98.9%	N/A	N/A	N/A
Total	67.8%	72.3%	83.2%	58.7%

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

## Attendance comment

Kenmore Park has a positive history in regard to attendance of students. As a very small family school students who are present in community are predominantly at school. There is transiency between other communities which is normally for extended periods of time. Poor attendance is approached by collaborative work between the school, families and students. It is still needing attention for specific students and the school community continues to work together to improve attendance. The focus is on providing a safe, positive school where children are successful in learning and motivated to learn and enjoy more.

## Behaviour support comment

The school in 2022 is a positive place as indicated by students, families and staff. The clarity of developed shared expectations of students, staff and families continues to provide a bench mark to work towards together. Across the school there was a positive and consistent approach to caring and supporting students with a focus on trauma informed practice. To support this the school had a focus on providing a varied and inclusive curriculum that provided for children's interests and provided for enjoyment and success. Anangu staff have expressed the school is a happy positive place to be. The small size of the school community enables building strong channels of communication an relationship building. The school has more Anangu employees than non Anangu which supports positive intervention when needed and supports preventative measure being in place to maintain a positive safe environment.

# Parent opinion survey summary

As a small school community supported by one extended family the feedback from families is direct and frequent. Families are pleased with the school highlighting specific areas including:

- The learning their children are doing.
- The school is working together.
- The teaching teams working together.
- The physical environment and resources in the school.
- Empowerment of Anangu Educators especially in Science, Music, Playgroup, Dance and Pitjantjatjara Language teaching.
- The varied opportunities for children.
- The quality of care for students is high.

## Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	12	92.3%
WA - LEFT SA FOR WA	1	7.7%

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 school maintains a focus on ensuring the appropriate screening is completed for all employees including a national police check and a working with children check. All documentation is filed in staff files and kept secure. The school monitors the presence of family and visitors to community vigilantly taking advice and information from Anangu employees and community leaders when having open events and when out in community.

# 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	4
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	3.0	2.0	0.9
Persons	0	3	4	1

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

## Financial statement

Funding Source	Amount
Grants: State	\$770,200
Grants: Commonwealth	\$29,536
Parent Contributions	\$0
Fund Raising	\$0
Other	\$0

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	Learning on country program. Nutrition program. Improved classroom planning and teaching.	More focussed students at school. Happier engaged students. Students experiencing success.
	Improved outcomes for students with an additional language or dialect	Learning on country program. Language lessons led by Anangu and improving resources. Establishment of a modified curriculum statement to support broader areas of learning.	Improved reading and writing of Pitjantjatjara. Improved engagement of students. Improved science achievement.
	Inclusive Education Support Program	Two Way Science development. Language lessons.	Improved engagement in learning. Improved science achievement. Confidence in reading and writing Pitjantjatjara.
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	Two Way Science development. Language lessons.	Improved science achievement. Improved learning and confidence in Pitjantjatjara . reading and writing.
Program funding for all students	Australian Curriculum	The Australian curriculum remains the focus of the school learning program that is modified to be culturally responsive. Provision of professional learning for staff to utilize the curriculum in the learning program and ensure linking for all planning and assessment.	Greater student engagement.  Empowerment of Anangu educators.  Improved explicit planning within the learning cycle directly linked to the Australian curriculum ensuring a focus on student outcomes through improved assessment.
	Aboriginal languages programs Initiatives	Regular Pitjantjatjara Language lesson in addition to weekly learning on country.	Implementation of Pitjantjatjara synthetic phonics and decodable readers. Improved engagement and student learning.
	Better schools funding	N/A	N/A

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