



Kingston-on-Murray Primary School

2017 Annual Report to the School Community



Government of South Australia

Department for Education and Child Development

Kingston-on-Murray Primary School Number: 209

Partnership: Renmark Loxton

Name of School Principal:

Mrs. Natalie Coote

Name of Governing Council Chair:

Mr. Shane May

Date of Endorsement:

13/02/2018

School Context and Highlights

Kingston-on-Murray Primary School is a small rural school situated in the Riverland, in very close proximity to the River Murray. It is a school with a strong sense of community, that was established in 1894 and caters for students in Reception to Year 7. In 2017 the school had an enrolment of 28 students, including 12 Junior Primary students - Reception to Year 3 and 16 Upper Primary students - Year 4 to Year 7. Kingston-on-Murray Primary School has a total of 10 staff including a full time Principal with a teaching component, three part time teachers, an administration SSO2, three curriculum support SS01s, a Christian Pastoral Support Worker and a Grounds person. Kingston-on-Murray is a school that continually develops and maintains a sense of belonging and inclusion within the community and upholds its four values of Respect, Responsibility, Teamwork and Honesty. The Governing Council, staff and wider school community work in partnership to support individual student learning targets and key priorities linked to the Site Improvement Plan. We ensure that students access a safe and supportive learning environment, where differences are celebrated and achievement is recognised.

Highlights of the 2017 year at Kingston-on-Murray Primary School consisted of the redevelopment of a number of learning spaces including the design and establishment of a nature play space with a dry creek bed, and the construction of an outdoor kitchen play area for the students. Attention was also placed on altering our indoor spaces including the purchase of new classroom furniture to encourage and foster collaborative learning with all students and provide areas to transition to specialist lessons. This was achieved with a focus on the continuing development of a positive school culture and implementation of student voice at the school. Our External School Review was conducted in Term 3, and the findings reflect the journey of positive change and pedagogical shift that is currently taking place at the school.

As a school we hosted two Riverlinx camps in the 2017 school year, contributing to community learning and student engagement. We continue to strengthen our community links to Banrock Station and Loch Luna Cruises through this programme. Representing 'the future', four students were able to proudly showcase their knowledge and learning about Environmental Education and Sustainability at the Murray Darling Basin Association AGM in front of delegates from around Australia.

Governing Council Report

2017 was a relatively quiet year for myself and the governing council. Natalie had hit the ground running in 2016, and has once again backed this up with a solid year of leadership in 2017.

Under the guidance of Natalie, Kingston on Murray Primary School has gone from strength to strength, which was confirmed by the External School Review that was held this year. Natalie and her staff were given praise for the work they are doing in the learning and development of all our students, and the strategies they have put in place to support students requiring intervention and stretching in their learning.

I would like to thank Natalie and her staff for the time and effort they put in to make the schooling of our children interesting, engaging and fun.

This year, I was also asked to attend a Water Watch Report and talk to Stacey from the ABC about my involvement at the school. I was happy to attend and give my views on the school as it is now, and also talk about what things were like when I attended the school 30 years earlier!

Many activities were held throughout the year, and as usual, they were designed around learning, intellectual stretch and fun. The Riverland Music Festival, Grandparents Day and the school camps, just to name a few. As always, Riverlinx camps were held which are of great importance to the branding of our school and also kids teaching kids, of which I think is a great idea.

The school's financial position is still in a good shape, with funds put aside for refurbishment of the school pool which was completed this year, just not in the time-frame we all had hoped.

There are other projects that have been discussed, and as student numbers settle for 2018, some of these may be realised.

I would like to thank the parents of the school community for the opportunity to be your council's chair, and the members of the governing council that give up their time to contribute to the running of our small school.

I look forward to what 2018 will bring, and feel that KOMPS is settled and well under control.

Sincerely,
Shane May

Governing Council Chairman



Improvement Planning and Outcomes

The Kingston-on-Murray Primary School Site Improvement Plan for 2017 outlined key priorities in the areas of Literacy, Numeracy and Wellbeing related to Highly Effective Teaching, in line with the Renmark Loxton Partnership priorities. The targeted outcome for Literacy in 2017 focused on improving students ability to interpret verbal and textual information; and the focus in Numeracy was to improve students foundational knowledge of numeracy. Our emphasis across improvement in these areas was firmly on students displaying growth and achievement in their learning and development.

Literacy Targets included:

- 100% of students in R-7 will achieve growth and achievement in Reading and Comprehension, using PM Benchmark levels.
Learning Outcomes: 100% of students in R-7 displayed growth in their reading and comprehension using Running Records data tested using PM Benchmarks.

- 90% of students in Years 3-7 will achieve DECD Standard of Educational Achievement (SEA) using PAT-R Comprehension scale score.

Learning Outcomes: 82.4% of students in Years 3-7 achieved the DECD SEA using PAT-R Comprehension scale score.

- 100% of students in Years 3-7 will show growth in PAT Reading Comprehension scores, in comparison to 2016.

Learning Outcomes: 94% of students in Years 3-7 displayed growth in PAT Reading Comprehension scores in 2017.

Numeracy Targets included:

- 100% of students in R-2 will show growth or achievement in Numeracy, using the I Can Do Maths assessment.

Learning Outcomes: 100% of students in R-2 displayed growth in Numeracy using the I Can Do Maths assessment.

- 90% of students in Years 3-7 will achieve DECD Standard of Educational Achievement (SEA) using PAT Maths scale score.

Learning Outcomes: 82.4% of students in Years 3-7 achieved the DECD SEA using PAT Maths scale score.

- 90% of students in Years 3-7 will show growth in PAT Mathematical scores, in comparison to 2016.

Learning Outcomes: 93% of students in Years 3-7 displayed growth in PAT Mathematical scores in 2017.

Key recommendations from review of the 2017 Site Improvement Plan and associated data demonstrated a need to stretch the focus of the Literacy improvement outcome to improve student working knowledge and use of the mechanics of writing (punctuation; grammar; spelling) in 2018, increasing their ability to interpret verbal and textual information. In addition the data review highlighted the need to establish a Numeracy improvement outcome focusing on creating a solid foundational knowledge of number sense and place value for all students. Students building their resilience to question, persist and problem solve will take priority in the area of Well-Being in 2018, linked directly to Visible Learning and individual students ability to talk about achievement and growth in their learning.

An External School Review was conducted in Term 3 of 2017, and identified areas of strength at Kingston-on-Murray Primary School, and made recommendations for further implementation and development. The directions focus on integrating intellectual stretch, challenge and rigour into daily classroom teaching and learning; developing clear understandings of learning intentions and engagement with feedback, data and evidence with individual goal-setting; and the development of explicit target-setting and intentional teaching using achievement data to inform decisions and actions for individual students, classes and cohorts. These directions have been included in the Site Improvement Plan for 2018.

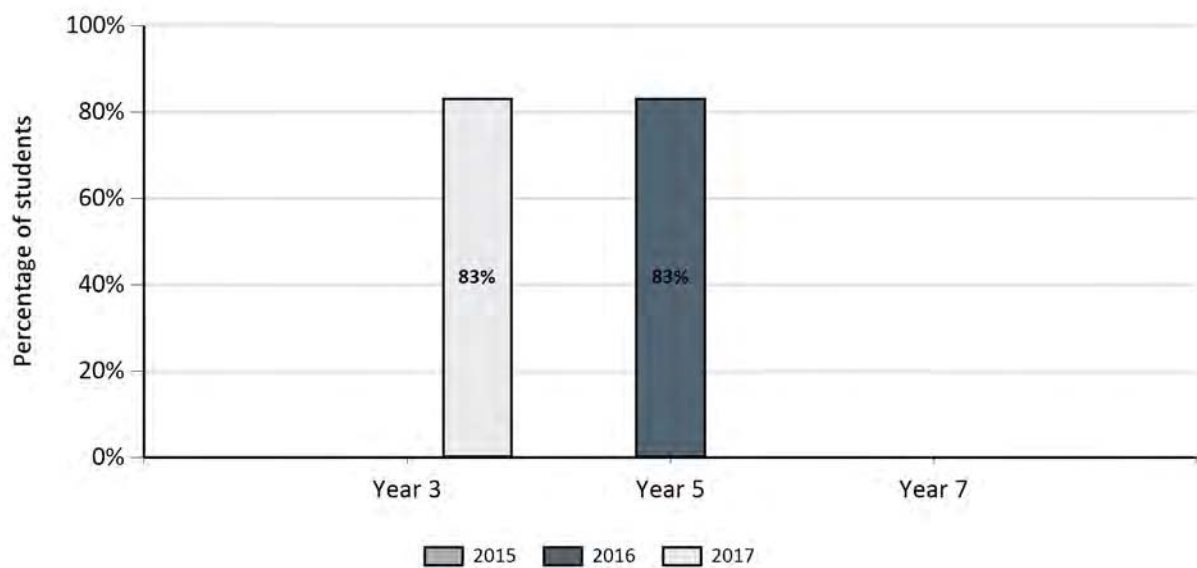


Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

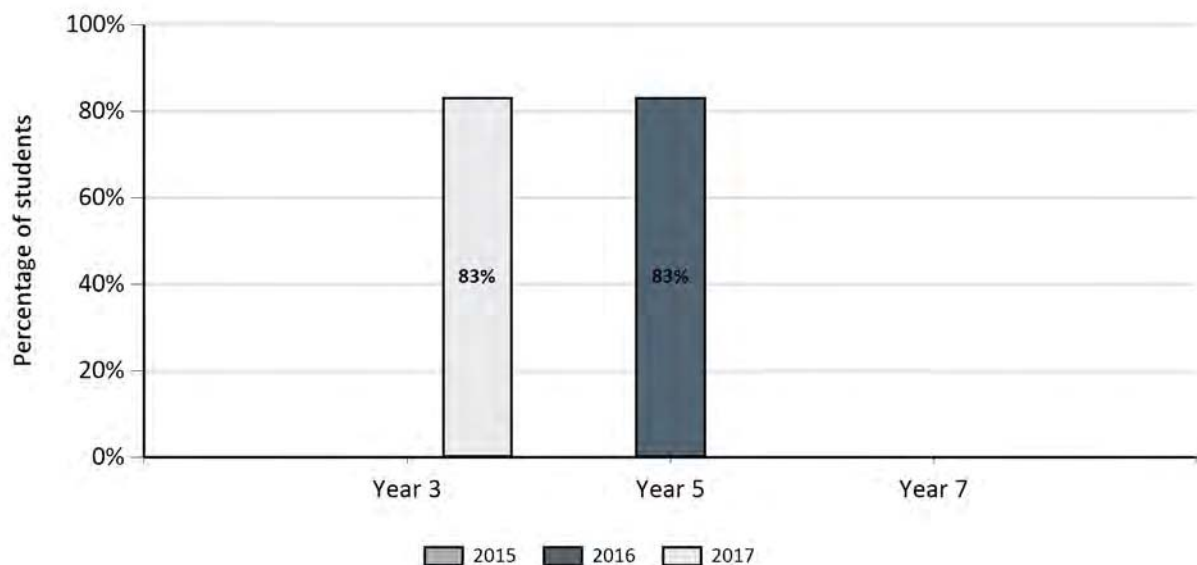
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	*	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

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 2017	6	6	3	4	50%	67%
Year 3 2015-17 Average	*	*	*	*	*	*
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	*	*	*	*	*	*
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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.

School Performance Comment

Stated below are Kingston-on-Murray Primary Schools NAPLAN results based on the enrolment of a total of 12 students in Years 3, 5, and 7 in 2017. As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students can cause large changes in the percentages shown in the previous graphs and the information below. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. As a result, we tend to focus on individual student growth and achievement, rather than draw conclusions from year level based data.

NAPLAN

Reading, Writing, Spelling and Grammar and Punctuation

83% (5 of 6) of our Year 3 students achieved the DECD SEA or higher in Reading, Spelling, and Grammar and Punctuation.

100% (6 of 6) of our Year 3 students achieved the DECD SEA or higher in Writing.

75% (3 of 4) of our Year 5 students achieved the DECD SEA or higher in Writing and Spelling.

50% (2 of 4) of our Year 5 students achieved the DECD SEA or higher in Reading and Grammar and Punctuation.

100% (2 of 2) of our Year 7 students achieved the DECD SEA or higher in Reading.

75% (3 of 4) of our Year 5 students showed medium progress in Reading from Year 3 to Year 5.

100% (2 of 2) of our Year 7 students showed medium progress in Reading from Year 5 to Year 7.

Numeracy

83% (5 of 6) of our Year 3 students achieved the DECD SEA or higher in Numeracy.

50% (2 of 4) of our Year 5 students achieved the DECD SEA or higher in Numeracy.

100% (2 of 2) of our Year 7 students achieved the DECD SEA or higher in Numeracy.

25% (1 of 4) of our Year 5 students showed medium progress in Numeracy from Year 3 to Year 5, with 50% (2 of 4) showing upper progress.

100% (2 of 2) of our Year 7 students showed medium progress in Numeracy from Year 5 to Year 7.

Stated below are Kingston-on-Murray Primary Schools 2017 Running Records data, with a focus on growth in students ability to comprehend textual information as stated in the 2017 Site Improvement Plan.

Running Records

66% (2 of 3) of our Reception students achieved DECD SEA or higher in their instructional reading level.

100% (3 of 3) of our Year 1 students achieved DECD SEA or higher in their instructional reading level.

100% (1 of 1) of our Year 2 students achieved DECD SEA or higher in their instructional reading level.

Attendance

Year level	2014	2015	2016	2017
Reception	96.7%	94.3%	99.0%	96.4%
Year 1		98.5%	91.9%	98.1%
Year 2	95.5%	93.5%	93.9%	87.5%
Year 3	95.5%	96.0%	93.1%	95.8%
Year 4	91.7%	93.6%	93.8%	93.9%
Year 5	94.1%	94.0%	92.9%	94.8%
Year 6	96.6%	95.5%	95.5%	93.6%
Year 7	97.1%	95.0%	90.6%	94.7%
Total	95.4%	95.1%	93.7%	94.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Kingston-on-Murray Primary School ensures that policies and procedures for non-attendance are strictly adhered to, and staff are consistent in following up on student attendance on a daily basis. Parents/carers are reminded throughout the year in regards to the attendance expectations at school, whole school attendance data is included within the fortnightly school newsletter, and parents are provided with a formal report of attendance each term. Attendance rates for students in 2017 were slightly higher than recorded in 2016.

Behaviour Management Comment

Kingston-on-Murray Primary School has a Behaviour Management Policy, Anti-Bullying and Harassment Policy, and Values statement which is readily available in hard copy on site and accessible online through the school's website. These policies are reviewed annually with feedback sought from parents/carers and staff before being ratified by the Governing Council. All parents/carers and students are asked to read, sign and adhere to these policies at the beginning of each school year.

The Governing Council are kept informed of any incidents of Bullying or Challenging Behaviour occurring within the school and the processes being undertaken in response to these incidents.

Client Opinion Summary

Kingston-on-Murray Primary School provided students, staff and parents/carers with the opportunity to feedback to the school through opinion surveys in 2017, distributed to all families in hard copy with access also available online. This enables the school to plan specific improvement outcomes for the students based on the feedback and gives relevant information about the culture of the school. A 4-5 rating within the surveys means that the person completing agrees or strongly agrees with the question.

PARENT/CAREGIVERS OPINION SURVEY

There were 5 parents out of 16 families that responded to the Parent Opinion Survey.

'Teachers at this school expect my child to do his or her best', 'The school is well maintained' and 'This school takes parents opinions seriously' scored the highest rating at 5.0. Improvement can be seen in the 5.0 ratings given to the questions 'Teachers at this school provide my child with useful feedback' and 'I can talk to teachers about my concerns', in comparison to a 2.0 in 2016. The lowest ratings were 'My child feels safe at this school' and 'Student behaviour is well managed at this school' rating at a 4.4. This will be a focus for improvement in 2018 through the framework of Kidsmatter, supporting individual students with their learning and well-being.

STAFF OPINION SURVEY

There were 4 staff responses out of 8 staff to the Staff Opinion Survey.

'Teachers at this school expect students to do their best', 'This school looks for ways to improve' and 'This school takes staff opinions seriously' scored the highest rating at 4.8. Improvement can be seen in the 4.5 ratings given to the questions 'Students at this school can talk to their teachers about their concerns' and 'Parents at this school can talk to teachers about their concerns', in comparison to a 4.0 in 2016. The lowest ratings were 4.0 which included 'Teachers at this school treat students fairly', and 'Student behaviour is well managed at this school'.

STUDENT OPINION SURVEY

There were 23 student responses out of 24 students to the Student Opinion Survey.

'My teachers expect me to do my best', 'My teachers motivate me to learn' and 'My school looks for ways to improve' rated at 4.6. Improvement can be seen in the 4.6 rating given to the question 'My school gives me opportunities to do interesting things', in comparison to a 3.8 in 2016. 'My school takes students opinions seriously' and 'Teachers at my school treat students fairly' were the lowest rating at 3.9.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	3	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

Kingston-on-Murray Primary School is compliant with the requirements for all DECD employees and volunteers to have a current relevant history screening, in order to work with children and young people in SA government educational sites and services. All relevant staff documentation is recorded and updated regularly, with a copy stored for each staff member employed on site. The DECD screening guide is used to determine the type of screening required, if at all, when utilising volunteers within the school setting.

Teacher Qualifications 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	5
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: 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	3.1	0.0	1.9
Persons	0	4	0	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	628457.97
Grants: Commonwealth	3450.00
Parent Contributions	13235.79
Fund Raising	1263.20
Other	16104.70

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Behaviour funding was used to support an individual student with their learning and well-being, focusing on classroom engagement and increased on task behaviour through 1:1 academic, social and emotional support.	Growth in Literacy and Numeracy learning outcomes, increased on task behaviour.
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	Not Applicable
	Improved Outcomes for Students with Disabilities	Intensive SSO support for 1:1 Literacy and Numeracy Intervention programmes, with an individual focus on Life Skills learning where required. Staff working towards outcomes set out within ILP and One Plan documents.	Growth in Reading and Numeracy outcomes, achievement of learning goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Provide students with access to learning outside of the classroom environment that complements areas of curriculum learning and development such as Literacy and Numeracy. Participation in camps, excursions, environmental learning, leadership courses and SAPSASA events are an example of these activities. The school heavily subsidises the cost of these activities using funding provided for Rural and Isolated students.	Increase in leadership skills, participation in learning outside of the classroom and school environment, supporting social and emotional learning outcomes.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	Not Applicable	Not Applicable
Other Discretionary Funding	Better Schools Funding	Employed an Impact Coach to support the Principal with the implementation of Visible Learning and mentoring of beginning teachers. This leader was on site for 3 days per term throughout the 2017 school year.	Increase in students ability to talk about their learning and plan next steps.
	Specialist School Reporting (as required)	Not Applicable	Not Applicable
	Improved Outcomes for Gifted Students	Not Applicable	Not Applicable
Primary School Counsellor (if applicable)	Decrease in Site Leader's classroom teaching load, providing additional counselling time and support for students social and emotional wellbeing.	Increase in student understanding of themselves as a learner at school.	