



# Kingston-on-Murray Primary School

## 2016 Annual Report to the School Community



Government  
of South Australia  
Department for Education  
and Child Development

Kingston-on-Murray Primary School Number: 209

Partnership: Loxton & Waikerie

**Name of School Principal:**

Mrs. Natalie Coote

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**Name of Governing Council Chair:**

Mr. Shane May

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**Date of Endorsement:**

21/02/2017

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## 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 community school that was established in 1894 and has 3 teachers and 26 students. This includes 9 Junior Primary students - Reception to Year 3 and 17 Upper Primary students - Year 4 to Year 7. Kingston-on-Murray Primary School has a Principal with a teaching component, a full time teacher, a part time teacher, administration SSO2, three part time classroom and 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 ensure that students access a safe and supportive learning environment, where differences are celebrated and achievement is recognised.

Highlights of the 2016 year at Kingston-on-Murray Primary School have included the design and establishment of a new school uniform and upgrades to our school Playground to ensure a safe outdoor play and learning environment for all students. Major works have included the development of a retaining wall, new sandpit, soft-fall and the laying of artificial turf which has positively altered the outside area. Focusing on Kidsmatter component one and two, all students took part in designing and constructing a community fence in the play area and building a 'Buddy Bench' to assist with creating a positive school culture, and supporting the social and emotional wellbeing of all students. As a part of these ongoing enhancements, student voice has been considered, and planning for a Nature Play space and Outdoor Kitchen area has been scheduled for 2017.

As a school we hosted three Riverlinx camps throughout the 2016 school year, including one which supported the learning of a group of secondary International Students visiting the Riverland. Through the concept of 'Kids Teaching Kids' our students were able to proudly showcase their knowledge and learning about Environmental Education and Sustainability, whilst overcoming barriers of language and understanding. We continued to strengthen our community links to Banrock Station and Loch Luna Cruises throughout the year, as well as take part in discussions and future planning with the Moorook Kingston Community Association.

## Governing Council Report

Once again, I find myself writing a report on behalf of the Kingston-on-Murray Primary School Governing Council. I am honored to be chairman and would first like to thank the parents of the Governing Council who gave up their time to help make the running of the school a whole lot easier. Thanks goes to Noni Mader, Kirsten Ogle, Keiren Lewin, Chris Marks, Jodie Albrecht & Amy Kelly for the time you have given over the past year.

Last year saw some great improvements around the school.

We introduced a new school uniform, a grounds budget was created, and work started around the school to bring a few items up to standard. These included new soft-fall under play equipment and a new sandpit, just to name a few. Trees were trimmed and the front of the school given a well-deserved makeover, although I still believe there are a few trees yet to be trimmed.

Throughout the year, other safety concerns were raised leading to the construction of 'the photocopier room' which has been a good addition for the teachers of the school.

Throughout the year, I have been called upon by parents to help resolve issues that arise from time to time. I have been happy to help, working with teaching staff and the concerned parents to find common ground and ensure everyone is on the same page. I enjoy this role and have made every effort to make sure parents are represented fully when situations arise.

I have enjoyed working with Natalie Coote and her staff and was pleased to be on the selection panel that awarded the position of Principal to Natalie for the next three years.

In summary, I am very passionate about KOMPS and once again thank the parents for the opportunity to represent them as the school's Governing Council Chairman in 2016.

Sincerely,

Shane May  
Governing Council Chair  
KOMPS

## Improvement Planning and Outcomes

The Kingston-on-Murray Primary School Site Improvement Plan for 2016 outlined key priorities in the areas of Literacy, Numeracy and Wellbeing related to Teacher Quality, in line with the Loxton Waikerie Partnership priorities. The targeted outcome for Literacy in 2016 focused on improving students ability to comprehend verbal and textual information; and the focus in Numeracy was to improve students ability to use numbers fluently. Our emphasis across improvement in these areas was firmly on students displaying growth in their learning and development.

Literacy Targets included:

- 100% of students in R-2 will show growth in Reading and Comprehension at their chronological age or above, using PM Benchmark levels.

Learning Outcomes: 100% of students in R-2 displayed growth in their reading and comprehension using Running Records data tested using PM Benchmarks.

- 90% of students in Years 3, 5 and 7 will achieve national minimum standard for Reading in NAPLAN.

Learning Outcomes: 87.5% of students in Years 3, 5 and 7 achieved the national minimum standard for Reading in NAPLAN.

- 100% of students will show growth in PAT Reading Comprehension scores, in comparison to 2015.

Learning Outcomes: 94% of students displayed growth in PAT Reading Comprehension scores in 2016.

Numeracy Targets included:

- 100% of students in R-2 will show growth or achievement at their chronological age or above, 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, 5 and 7 will achieve national minimum standard for Numeracy in NAPLAN.

Learning Outcomes: 87.5% of students in Years 3, 5 and 7 achieved the national minimum standard for Numeracy in NAPLAN.

- 80% of students in Years 3-7 will show growth in PAT Mathematical scores, in comparison to 2015.

Learning Outcomes: 93% of students in Years 3-7 displayed growth in PAT Mathematical scores in 2016.

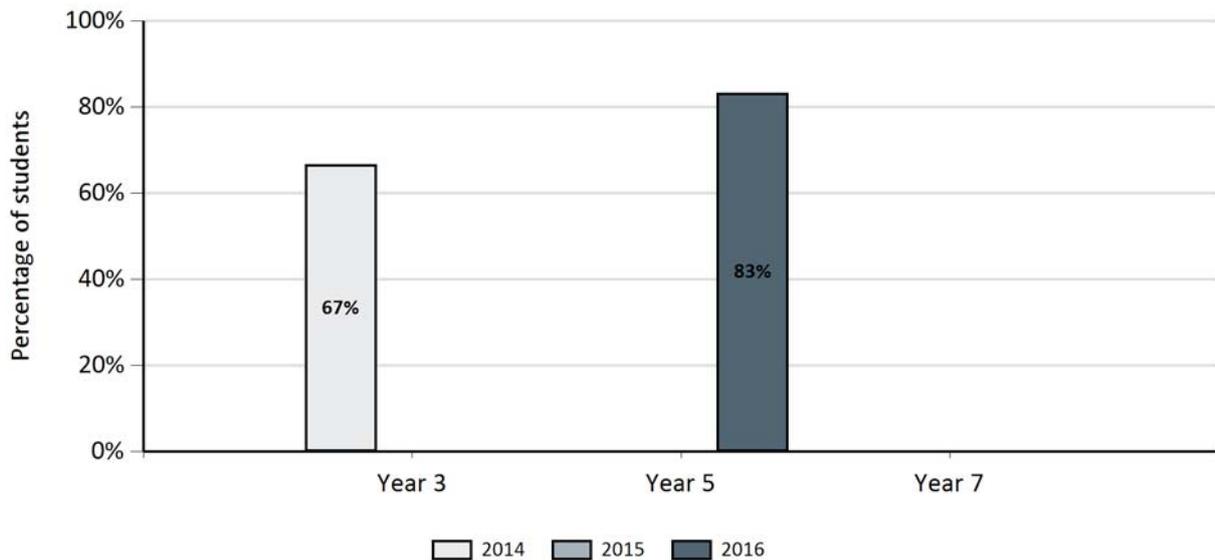
Key recommendations from review of the 2016 Site Improvement Plan and associated data included altering the focus of the Literacy improvement outcome to increase students ability to interpret verbal and textual information in 2017. In addition the data review highlighted the need to establish a solid foundational knowledge of Numeracy for all students, ensuring positive learning outcomes. Student dispositions for learning will take priority in the area of Well-Being in 2017, linking directly to the Professional Learning being undertaken over the next three years in the area of Visible Learning.

## Performance Summary

### NAPLAN Proficiency

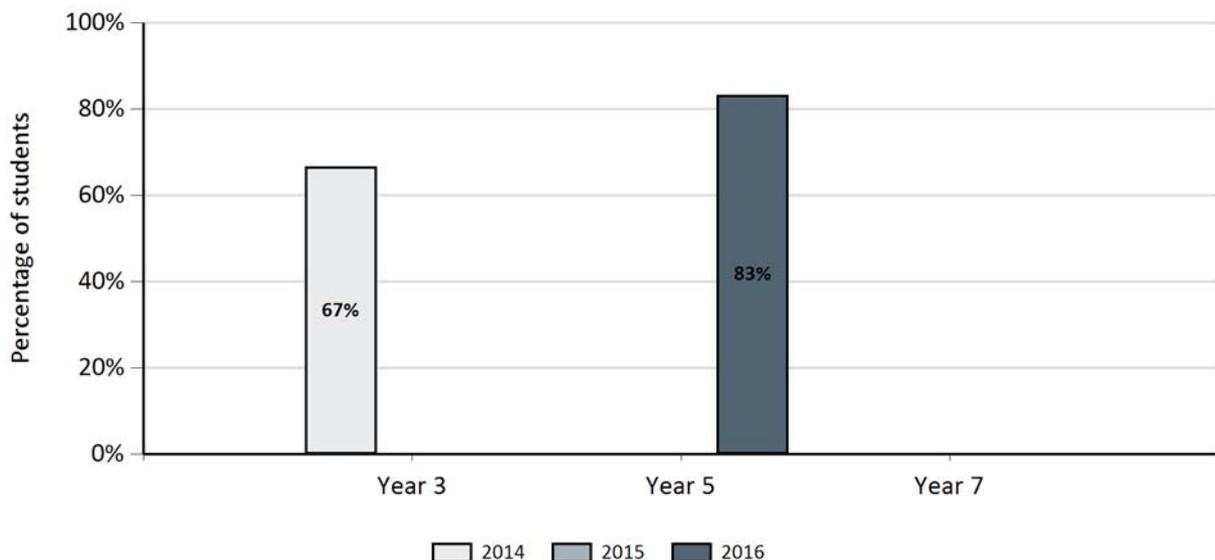
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. \*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, September 2016. \*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 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	20%	*	25%
Middle progress group	60%	*	50%
Upper progress group	20%	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 3-5	Year 5-7	State (average)
Lower progress group	0%	*	25%
Middle progress group	60%	*	50%
Upper progress group	40%	*	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

\*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 2016	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	6	6	3	3	50%	50%
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	*	*	*	*	*	*

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

\*\*NOTE: 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 9 students in Years 3, 5, and 7 in 2016, with one student exempted from participation. 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 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.

### NAPLAN

#### Reading, Writing, Spelling and Grammar and Punctuation

100% of our Year 3 students achieved the DECD SEA or higher in Reading, Writing, Spelling, Grammar and Punctuation.

80% of our Year 5 students achieved the DECD SEA or higher in Reading, Spelling and Grammar and Punctuation.

60% of our Year 5 students achieved the DECD SEA or higher in Writing.

100% of our Year 7 students achieved the DECD SEA or higher in Reading, Writing and Grammar and Punctuation.

80% of our Year 5 students showed medium progress in Reading from Year 3 to Year 5, with 20% showing upper progress.

### Numeracy

100% of our Year 3 students achieved the DECD SEA or higher in Numeracy.

80% of our Year 5 students achieved the DECD SEA or higher in Numeracy.

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

60% of our Year 5 students showed medium progress in Numeracy from Year 3 to Year 5, with 40% showing upper progress.

Stated below are Kingston-on-Murray Primary Schools 2016 Running Records data, with a focus on growth in students ability to comprehend textual information as stated in the 2016 Site Improvement Plan.

### Running Records

100% of our Reception students achieved DECD SEA or higher in their instructional reading level.

70% of our Year 1 students achieved DECD SEA or higher in their instructional reading level.

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

## Attendance

Year level	2014	2015	2016
Reception	96.7%	94.3%	99.0%
Year 01		98.5%	91.9%
Year 02	95.5%	93.5%	93.9%
Year 03	95.5%	96.0%	93.1%
Year 04	91.7%	93.6%	93.8%
Year 05	94.1%	94.0%	92.9%
Year 06	96.6%	95.5%	95.5%
Year 07	97.1%	95.0%	90.6%
Total	95.4%	95.1%	93.7%

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 vigilant 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.

In cases where students display inconsistent attendance at school, parents/carers are contacted regularly and a meeting is scheduled to discuss and draft an attendance plan with support from the DECD Social Worker (Attendance and Engagement). This was a required course of action for one family 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. Kingston-on-Murray Primary School had three suspensions in 2016.

## Client Opinion Summary

Kingston-on-Murray Primary School provided students, staff and parents/carers with the opportunity to provide feedback to the school through opinion surveys in 2016, distributed to all families in hard copy with access also available online.

### PARENT/CAREGIVERS OPINION SURVEY

There were 2 parents out of 15 families that responded to the Parent Opinion Survey.

Due to the limited response provided by parents/carers, the data is represented in a way that is inconsistent and makes it difficult to determine the perspective of the parent body as a whole. This impacts on the schools ability to plan specific improvement outcomes based on feedback. A 4-5 rating means that parents/caregivers agree or strongly agree with the question. 'My child is making good progress at this school', 'My child's learning needs are being met at this school' and 'My child feels safe at this school' scored the highest rating at 5.0. The lowest ratings included 'Teachers at this school provide my child with useful feedback' and 'Teachers at this school motivate my child to learn' rating at a 2.0. These areas will be a major focus in 2017 through the framework of Visible Learning, working towards improving feedback about learning in the classroom and school environment.

### STAFF OPINION SURVEY

There were 4 staff responses out of 7 staff to the Staff Opinion Survey.

It is very rewarding to see that all of the ratings for the questions scored 4.0 or above, with a 4 to 5 rating meaning that staff agree or strongly agree with the question stated. 'Students like being at this school', 'This school looks for ways to improve' and 'This school takes staff opinions seriously' scored the highest rating of 5.0. The lowest rating was 4.0 which including 'Students at this school can talk to their teachers about their concerns', and 'Parents at this school can talk to teachers about their concerns'. These will be areas of focus in 2017.

### STUDENT OPINION SURVEY

There were 17 student responses out of 24 students to the Student Opinion Survey.

The ratings for the questions scored between 3.8 to 5 displaying different opinions to the questions stated. 'My teachers expect me to do my best' scored the highest rating of 4.7, with 'I like being at my school' and 'I feel safe at my school' rated at 4.5. 'I can talk to my teachers about my concerns' and 'My school gives me opportunities to do interesting things' were the lowest rating at 3.8.

## 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	5	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

## DECD Relevant History Screening

Kingston-on-Murray Primary School is compliant with the requirements for all DECD employees 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	3
Post Graduate Qualifications	1

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	2.6	0.0	1.9
Persons	0	3	0	3

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

## Financial Statement

Funding Source	Amount
Grants: State	\$ 110.00
Grants: Commonwealth	\$ 11,490.50
Parent Contributions	\$ 10,685.44
Fund Raising	\$ 0.00
Other	\$ 3,788.58

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

## 2016 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 2016 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	Not Applicable	Not Applicable
	Improved Outcomes for Students with an Additional Language or Dialect	Not Applicable	Not Applicable
	Improved Outcomes for Students with Disabilities	Increased SSO support for 1:1 Literacy and Numeracy Intervention programmes. Individual student timetables designed and implemented including Intervention, Social Skill and Life Skills learning, and Classroom Support.	Growth in Reading outcomes and increase participation in learning programs.
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
	Better Schools Funding	Purchase of updated and relevant Literacy and Numeracy resources for the site, to support differentiated student learning styles and increased educational outcomes.	Growth in Literacy and Numeracy learning and achievement in the classrooms.
	Specialist School Reporting (as required)	Not Applicable	Not Applicable
Other Discretionary Funding	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.