Koolunga Primary School; 2015
School Principal; Ronnie Alderman
School Number; 0212
Region; York Mid North
Disadvantage Index - 5

School Context.
Koolunga Primary School is a small R-7 Primary School situated approximately 200km north of Adelaide and is part of the Yorke Mid North Region.

Students.
The enrolments began at 17 students, peaked at 20 and finished the year at 17 students. Student projections are forecasted to increase over the next 3 years. In 2016 the enrolments will begin at 21 students.

Staff
The Principal is in the fourth year of a 5 year tenure. KPS employed an additional staff member to cater for special needs as a part of the sites intervention and support strategies. All other staff remain the same. There is a positive whole school culture shared by all stakeholders.

Parents and Governing Council.
There are many opportunities for parental involvement and the school shares strong ties with the KPS Playgroup and local community.
The GC works in collaboration with the site leader and represents the parent and community bodies.
The GC has been involved in policy formation, school and facility improvement, working bees and finance.
The GC report will be tabled at the AGM early in 2016.

2015 Highlights.
* Maintaining an excellent workforce and community culture.
* Recognised as a DECD Specialist School for ICT and innovation
* High NAPLAN, PAT and Running Records Achievement Data
* Continued Implementation of iPads to engage students and strengthen curriculum and ICT pedagogies.
* Heavily subsidising opportunities for students to address rural isolation
* Building partnerships with Brink worth kindergarten and the Mid North Partnership.
* Connecting KPS School Values and Whole school agreements
* 2015 Sports Day Victors
* Attracting Additional funding.
* The KPS Transition Program,
* Positive Parent Feedback
* KPS Playgroup and attendance growth
* Sporting Schools Program
* Whole School Camp.

2015 Site Improvement Planning.
Learn , Lead, Improve, Connect

In 2015, KPS has continued to investigate opportunities for student growth, site improvement and building student, staff and leader capacity via our site inquiry questions.

Learn; How can we facilitate our staff visiting and learning from other sites within our Partnership?

Lead; How can we further Improve our processes to report data sets to students, staff and families?

Improve; How can we better track the progress of identified students to ensure sustained progress?

Connect; How can we better involve families in their children's learning?

Existing frameworks will support our inquiry and Improvement processes. They are;
- The Enhanced DIAF Improvement Cycle
- Professional Practices for Teachers
- Professional Practices for Principles
- TfEL – Teaching for effective Learning
- Existing Performance Management Processes.
**2015 Site Inquiry Outcome.**

**Learn –**
Staff travelled in and out of the Mid North Partnership for observation days.

Staff increased networks to seek and share better practice thus building capacity.

Attended Mid North PLCs

**Lead and Improve –**
A focus upon data analysis and sharing information with Parents achieved greater transparency and understanding.

This had been reflected positively during GC mtgs, reporting processes and conversations.

**Connect –**
Our number of Parent volunteers rose from 0 to 8 parents throughout the year offering classroom support and assisting with Literacy and Numeracy intervention.

**In 2015 KPS continued to monitor and refine the following Improvement frameworks:**

* KPS Annual Plan and Self Review Calendar
* KPS Performance and Data Collection Calendar
* Whole School Literacy + Numeracy Agreement
* Attendance procedures
* Actioning / integrating School Values

**Using 2015 Data to Drive 2016 Literacy Improvement.**

**Self Review.**
Staff met and shared literacy concerns for individuals and whole year level cohorts.

**Data Analysis.**
There is a shared Data and assessment trend that has identified specific students with slow growth patterns.

**2016 Action.**
In 2016, staff will continue to present opportunities using our Literacy checklist called STOPS;

- **S** - Sentences
- **T** - Tense
- **O** - Organisation
- **P** - Punctuation
- **S** - Spelling

Additionally, there will be a focus upon self-correction, proof reading and grammar via checklists, student scaffolds and reading written work via peer conferencing.

Explicit Grammar lesson will also be introduced once again for the Upper Primary

Furthermore, the timetable has been rejigged to cater for greater intervention and literacy support.

This has required increasing current SSO hours to cater for students with slow growth patterns.

**2016 Targeted Improvement Strategies Literacy**

* Refine and utilise SSO intervention models.
* Undertake and explicitly teach Jolly Phonics
* Utilise and Graph all Literacy Site Data to Track students achievement growth over time
* Continue to seek successful programs via networks
* Involve specific families

**Using 2015 Data to Drive 2015 Numeracy Improvement.**

**Self-Review.**
All students are tracking at DECD minimum standards and in most cases achieving above their curve.

**2015 Data Analysis.**
According to our present site data all year 3 to year 5 students have increased their growth and demonstrated a high performance according to business intelligence reports.
**2016 Data Action**

Continue to track student growth using site tools that now include PAT Assessments.

**2015 Targeted Improvement Strategies**

- Numeracy
  - Continue to present multi step mathematical questions to cater for higher order thinking and problem solving
  - Continue to consolidate;
    - Our Whole School Agreement for Numeracy.
    - Continue to Track students in Number and graph achievement.

**2015 NAPLAN Analysis and Self Review.**

**Year 3.**

In 2015 KPS had a total of 5 students from Year 3 complete NAPLAN.

Here is a summary of their proficiency bands. Students are identified as A, B and C etc

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Spelling</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Grammar</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

The 2015 co-hort have all met minimum standards. They have assessed at year level and far beyond their year level standard.

**Year 5 NAPLAN Growth**

In 2015 there was 1 student that sat the NAPLAN assessment thus a comment has been provided in lieu of a table.

The growth from years 3 to 5 in all recorded areas was recorded was in the Upper band.

This is consistent with DECD Targets of retaining and achieving in higher bands as the student progresses through the year levels.

**Where to ……and Data Analysis.**

Staff will continue to track and monitor achievement growth for all year levels.

**2015 KPS Attendance.**

The DECD Attendance Target is **93%**

KPS achieved an attendance rate of **92.7%**.

This was a **2.7%** increase from 2014.

**Self Review and 2015 Attendance Analysis.**

The processes used to track attendance included newsletters, parent mtg, ph calls, letters home and attendance referrals to monitor absence patterns.

Unfortunately, the non-attendance that impacted upon the sites target was out of KPS and procedural controls.

**2015 Destination Data.**

In 2015 the students leaving Koolunga totalled 4 students.

- 2 students moved onto their secondary middle schooling.
- 1 student joined the Catholic Education System
- 1 student left the state in Term 4 and enrolled at an interstate school early in 2016.

**2015 Parent Opinion Survey.**

All survey Data indicated Parents were extremely satisfied with;
- Leadership and Decision Making
- Facility management
- Curriculum
- Relationships with Parents
- Financial Leadership
- Student Wellbeing.
- Quality Teaching and Learning and - Relationships

Communication [80 %] remains an area that is able to be improved upon

Survey questions were specifically grouped into Principal Professional Practices.

**2015 Better Schools Funding.**

The Better School funding was utilised to support intervention programs and additional SSO hours to maximise student achievement.
Australian Curriculum Implementation Funding.

The Primary Australian Curriculum Funding allocations were used to:

- Release staff with TRT’s to attend Professional Development for;
  - Moderation and Assessment
  - Attend Information sessions
  - Collaborative planning.
- Implement ACARA

Staff Qualifications.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Degrees or Diplomas</td>
<td>6</td>
</tr>
</tbody>
</table>

All staff currently holds all DECD mandated Qualifications such as Criminal History Screening, Child Protection and First Aid.

Additional Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$ 56,976.00</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$ 7050.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$ 5216.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>$ 14175.59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 83,417.59</strong></td>
</tr>
</tbody>
</table>

2015 Bullying and Harassment Data.

In 2014 KPS continued to consolidate and monitor our shared agreement called STAND.

S- Stop
T- Take turns telling what the problem is
A- Alternatives. List possible solutions
N- Narrow and negotiate the solution
D- Decide upon the next action.

The decision by KPS to introduce S.T.A.N.D supports DECD strategic directions to effectively manage and minimise Bullying and Harassment incidents.

2015 Outcome for STAND Agreement.

The STAND agreement which is ‘supervised by staff’ provides students with opportunities to demonstrate outcomes such as;
- Conflict resolution skills
- Tolerance and acceptance
- Independence and resilience.
- Self Empowerment and Language development

The STAND Agreement is aligned with our School Values and supported by our KPS Behaviour Policy and bullying Audit carried out twice a year.

The 2015 Behaviour Data Analysis says:

All students are using the STAND process with effective communication skills.

Staff and Parents are supportive and proactive to provide communication should concerns arise.

Student behaviour forms continue to be used with success to reflect upon behaviour, patterns and decision making.

This is also a mode to communicate with parents

2015 School Policy / Procedures Reviews;

- Grievance Procedures
- Behaviour Management
- Attendance
- Bullying and Harassment
- Bad Debt
- Data Collection
- ICT and I- Pad Agreements
- Child Protection

The incidents of bullying, violence or harassment are extremely low.