Responsibility
Respect
Teamwork
Honesty
Care

Koolunga Primary School 2013
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 16 students and finished at 18 students for the 2013 year. Student projections are forecasted to increase over the next 3 years.

Staff
The Principal has been appointed at the beginning of the year for a 5 year tenure. There is a total of 6 staff of which 5 are permanent. This provides stability and security for KPS. Staff culture has improved enormously.

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 2014.

2013 Highlights.

* 2013 KPS Validation.
  Receiving positive feedback upon the effective site / systems and innovations introduced by the KPS Staff team.
  - Establishing +Maintaining an excellent workforce and community Culture.
  - Providing Quality Teaching and Learning
  - High NAPLAN and Running Records Achievement Data
  - Implementation of IPads to engage students and strengthen curriculum and ICT pedagogies.
  - Heavily subsidising opportunities for students to address rural isolation
  - R-7 Camp was reintroduced
  - Hub days with small schools.
  - Australian Curriculum implementation.
  - Aligning School reporting system.
  - Building partnerships with Brinkworth kindergarten
  - Connecting KPS School Values and Whole school agreements
  - 2013 Sports Day Hosts and Victors
  - Attracting Additional funding.
  - Eat Well Be Active Phase 4 Program
  - Strong and positive Parent Feedback

* KPS Play group continues to grow and improve
* Active After School program
* KPS Funded Breakfast Program
* Facilities Improvement
* Planting 20 Fruit trees = Sustainability.
* Working with Governing Council

Site Improvement Planning.
In 2013 the following frameworks have been monitored and refined to implement School Improvement;
* A concentrated focus upon developing people and professional learning for all has achieved a shared agreement and understanding regarding;
  - DIAF and TfEL
  - Site systems and improvement processes
  - Professional standards for Teaching.
  - Professional standards for Principals.

2013 Outcome;
All staff has a greater appreciation, shared ownership and importantly working knowledge of the above frameworks and how they align and compliment site improvement. KPS has been focused upon Improvement for all.

In 2013 KPS implemented and 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 Agreement
- Have begun tracking individual students in Number according to SIP agreement.
- Improved Performance Management Processes
- Actioning / integrating School Values

2013 Outcome;
Very positive feedback by the 2013 Validation Panel complimenting our site processes and growth.

Targeted Improvement Strategies
Literacy
- Undertake and explicitly teach Jolly Phonics
- Utilise and Graph lexile Reading comprehension progress.
- Develop whole school R-7 Literacy agreement
- Monitor and refine existing practice.

Using 2012 Data to Drive 2013 Literacy Improvement.

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

Data Analysis.
According to the 2012 Naplan and ICAS results KPS students lacked a solid foundation for the mechanics of writing and editing process.

Data Action.
In 2013 a decision was made to introduce a Whole School Writing and Editing Agreement called STOPS to the Upper Primary as a trial addressing the above concerns.

2013 Literacy Outcome

STOPS
Students are writing with more confidence and utilising STOPS to self correct, develop ownership and improve their writing by identifying strengths and improvement areas.

GRAMMAR
All year 3 and 5 students exceeded staff expectations by achieving high proficiency bands of 5’s and 6 for their year level according to the 2013 NAPLAN Assessment

These two strategies that yielded student improvement were targeted interventions utilising;
- Staff discussions about Teaching and Learning.
- Data Analysis.
- TfEL Domains 3 and 4 to develop expert learners and personalise and connect learning.

Numeracy
- Graph student progress using 1 minute timed test in all 4 operations of Number.
- Map data collection for Numeracy
- Develop an R-6 Scope and Sequence for mathematics.
- Develop individual tracking for students in Number based upon content descriptors.
- Review teaching and learning strategies during staff meetings
- Align Numeracy Targets to Performance Management processes.

Using 2012 Data to Drive 2013 Numeracy Improvement.

Self Review.
All site data in Numeracy reveal that for several years KPS students are very strong in Number. This aligns with our current SIP Number focus.

Where to …….and Data Analysis.
Hence, Staff will use the KPS Self review model to identify changes for the focus upon Number as a site priority within the next cycle of Koolunga’s Site Improvement Plan in 2014.

Implications / Strategic directions for 2014
- Revise Number as a Numeracy Site priority for the next cycle of the SIP.
- Investigate a whole School agreement for Numeracy
- Continue to embed School values as a living entity across the site
- Continue to update the KPS policy register and ensure all documents are dated and include a review cycle.
- Explore Partnership model and opportunities.

**In 2014 as staff team we will continue to:**
- Explicitly teach Jolly Phonics
- Use digital learning’s to enhance student learning and investigation.
- Map student achievement and growth over time
- Focus upon differentiating the curriculum
- Investigate options to work cohesively within our Partnership cluster.

**2013 NAPLAN ; Student Achievement.**

**2013 NAPLAN Analysis and Self Review.**

In 2013 KPS had a total of 3 students from across years 3 and 5 complete NAPLAN.

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

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

All KPS students achieved their minimum requirements.

**Where to ……and Data Analysis.**

Staff will continue to monitor Spelling programs and implement strategies to support learner growth and achievement. This includes targeting professional development.

**2013 Yr 1 YMN Running Record Data**

The graph below shows that our Year 1 cohort of 6 students is progressing extremely well according to our YMN standards. We attribute this success to our Year 1 cohort enjoying their 2nd year of Jolly phonics.

**Term 1 Table 2013**

**Running Record Analysis.**

KPS have a cohort of 6 Year 1’s. The table shows that our cohort are progressing beyond regional standards and are recording high individual growth when comparing Term 1 to Term 3.

**2013 KPS Attendance.**

The Following analysis and attendance figures are seen below. The DECD Attendance Target is 93%

KPS attendance for 2012 was 89.6.

KPS attendance in 2013 is **93.3%**

**Self Review and 2013 Response:**

In 2012 there was a need to update and implement a KPS Attendance Policy. All actions were clearly documented with support from Staff, Governing Council and families.

**2013 Attendance Outcome due to Policy Implementation.**

In 2013 the KPS student attendance Target is 93.3%. This is an improvement of 3.7% due to staff vigilance and parent partnerships / communication.

**KPS has achieved the DECD Attendance Target which is 93%**
**KPS Attendance Patterns**

<table>
<thead>
<tr>
<th>Students</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>66.1</td>
<td>97.2</td>
<td>89.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>87.4</td>
<td>55.3</td>
<td>93.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.5</td>
<td>78.4</td>
<td>91.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.1</td>
<td>99.5</td>
<td>96.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.5</td>
<td>100</td>
<td>94.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.1</td>
<td>99</td>
<td>90.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.4</td>
<td>90.6</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>-</td>
<td>96.7</td>
<td>-</td>
</tr>
</tbody>
</table>

**Destination Data.**

In 2013 the students leaving Koolunga totalled 4 students.

One family with 2 students chose an alternative site while both Year 6's will move to Clare High School to begin their middle schooling.

**2013 Parent Opinion Survey.**

KPS has implemented the new School survey software. All stakeholders have been provided with opportunities to collaboratively construct the 2013 KPS Parent survey.

All survey data indicated students and Parents were extremely satisfied with;

1. Quality Teaching and Learning
2. Relationships and Communication
3. Leadership and Decision Making across
   - Facility management
   - Curriculum
   - Relationships with parents
   - Financial Leadership
   - Student Wellbeing.

These results accurately reflect the tremendous culture that KPS shares with Students, Staff, Parents and Community.

**Parent Quote regarding School Values**

“Since the school has taken the effort to strongly promote the values it has been very successful. I believe the morale of the school has improved and the students are much more aware of what they mean and stand for”

**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.

**Income by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>1,500</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>15,000</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>3,638</td>
</tr>
<tr>
<td>4 Other</td>
<td>26,818</td>
</tr>
</tbody>
</table>

**2013 Bullying and Harassment Data.**

In 2013 a KPS shared agreement was introduced 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 YMN and DECD strategic directions to effectively manage and minimise Bullying and Harassment incidents.

**2013 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.

It is embedded within our practice.

**The Data says;**

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

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

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

The Governing Council have endorsed changes to KPS Behaviour Policy that includes the addition of School Value Reflections sheets when inappropriate behaviour arises.