

# Kongorong Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Kongorong Primary School Number: 211

Partnership: Blue Lake

**Name of School Principal:**

Michelle Hunt

**Name of Governing Council Chair:**

Graham Dowie

**Date of Endorsement:**

31/03/17

## School Context and Highlights

Kongorong Primary School is situated in the Limestone Coast area of South Australia, approximately 455 km south of Adelaide, 29 km from Mount Gambier and 15 km from the coast. The school has dairy farms on two sides, the Kongorong Sportsmans' Club along one boundary, and the Kongorong township just around the corner. Students are drawn from the township, local farms and from the coastal fishing communities of Carpenter Rocks, Pelican Point and Blackfellows Caves.

Kongorong has a primary school population of 54 children and an average Child Parent Centre enrolment of 7 children. Kongorong Primary School & CPC has five teaching staff (4.4 full-time equivalents). The Principal teaches the equivalent of 0.2. The school runs three classes, R/1; 2/3/4; and 5/6/7. There are four ancillary staff, who provide in-class support, support small groups of children, and provide finance and clerical assistance. We also have an I.T. support staff member. The CPC has one teaching staff member (0.5 FTE) and negotiated ancillary staff allocation on a term-by-term basis. Kongorong is a category 6 school. There are 5% School Card students and no NESB students. We currently have no Aboriginal Students enrolled. Kongorong has an Index of Disadvantage of 6.

At Kongorong Primary School we aim to provide a high quality education where all children in the community can achieve their goals in a safe, nurturing and intellectually creative environment. We encourage a love of learning, a strong sense of self, respect for others, and the desire to become good global citizens. We promote independence and responsibility as we guide our students towards a positive future.

## Governing Council Report

It's hard to believe that 2016 is drawing to a close and the summer holidays are just around the corner and the fun and festivities of Christmas are knocking on the door.

This year the Governing Council welcomed a few new members and it is great to have everyone donate their time. We will always welcome anyone willing to come and sit in on a meeting.

High praise must go to Mrs Hunt and the entire team at the school. Mrs Hunt is always looking at ways to improve and develop the school and the team are right there every step of the way. The school is in great shape and can't wait to see what happens in 2017.

The Governing Council in 2016 had a straight forward year once again with regular policies and budgets set for approval.

Once again, the Parent Club have done an excellent job in managing the canteen and their continual fund raising. This year's end of year raffle is another example of the hard work the Parent Club puts in.

Another busy year for Kongorong Primary School and I know the kids enjoy all the additional activities. Mr Spring continues to lead the Breakfast Club and kids are enjoying a milo before heading to class.

The list of activities for the year are endless but from Mother's Day Quiz & Sports Day early in the year, several students attending the dawn service on ANZAC Day to lay a wreath on behalf of the school, all the White Ribbon photos and White Ribbon day, Disco's, Family Fun Day, Mud Day, football carnival and Upper Primary Camp. There are so many more but it's great that the school is so involved in these activities. These wouldn't be able to happen without the dedication of the team and all the volunteers that give their time to help.

As with the end of every school year, another chapter is set to end for some students as we farewell these students, Kaitlin & Bree. And would like to wish them all the best with their future studies.

Whilst we farewell the Year 7's as they head off to High School, the excitement and anticipation begins with the newest members of the Junior primary looking to start their schooling. It's always great to hear about the new students and how they settle into the school.

I would like to take this opportunity to wish all students, teachers, volunteers and families a very merry Christmas, enjoy the long summer break, please stay safe and look forward to seeing everyone in what will be an exciting 2017 for Kongorong Primary & CPC.

Graham Dowie - Chairperson

## Improvement Planning and Outcomes

### Priority 1: Improve Student Outcomes in Literacy

#### Strategies:

- Continue Minilit as a targeted intervention program for Junior Primary children who are not developing early literacy skills at the expected rate.
- Focus on developing rich assessment tasks to inform teaching and learning programs.
- Focus on using TfEILas a lens to ensure rich pedagogy in classes and high engagement levels of students.

#### Achievements:

- The program was continued during 2016 with a group of three year 1 children who were identified as not progressing with their reading and writing development as expected. All children made significant progress with their reading and writing. The children involved all had increased confidence and competence in their writing development, are now writing independently and able to talk about sound digraphs and blends and their chunking process as they phonetically break down words.
- 1 teacher attended a professional development session on Spell it and have implemented it into their program.
- Staff implemented the Jolly Phonics and Jolly Grammar Program. Students responded positively to this program by increasing their literacy skills.

#### Recommendations:

- Continue to use Jolly Phonics/Jolly Grammar programs in Reception to Year 4 as a planned and structured approach to improve student results in Spelling.
- Include the Whole School Literacy Agreement in the induction process for all staff during 2017. Review this agreement and include any new literacy initiatives e.g. Minilit and Jolly Phonics/Jolly Grammar
- Plan for the school-wide implementation and focus on common identified text genres during 2017. Include genre text, language and grammatical features in staff meeting professional learning. Include cross-school moderation of work samples against the achievement samples in staff meeting schedules.
- Continue to implement Minilit for students in Year 1 and 2 not reaching Limestone Coast Reading standards.
- Continue to implement Multilit for primary students not reaching Limestone Coast Reading Standards.
- Provide resourcing and a structured approach for all staff to be involved in targeted observation (using the TfEL observation tool) collaborative planning, moderation of work samples and development of assessment tasks against achievement standards.

### Priority 2: Improve Student Outcomes in Mathematics

- Continue to implement the Natural Maths strategies approach to problem solving in classrooms.
- Provide PAT-M Maths Assessments to our data schedule to provide a more intensive diagnostic maths assessment
- Focus on developing rich assessment tasks to inform teaching and learning programs.
- Staff to attend Quick Smart training and development.

#### Achievements:

- Staff continue to incorporate Natural Maths strategies in their numeracy classroom programs. As student knowledge and competence in the number strategies has increased, we have noticed that students are showing a greater understanding of and increased ability to verbalise the maths strategies they are using to for problem-solving maths problems.
- The PAT-M Assessment was purchased and added to the data schedule to provide additional mathematics information that is standardised. Standardised assessments provide useful information about student progress as small cohorts of students can lead to a false impression of student achievement levels.

#### Recommendations:

- Use Pat-Maths and NAPLAN data to identify students at risk in developing mathematics.
- Develop a whole school Numeracy Agreement

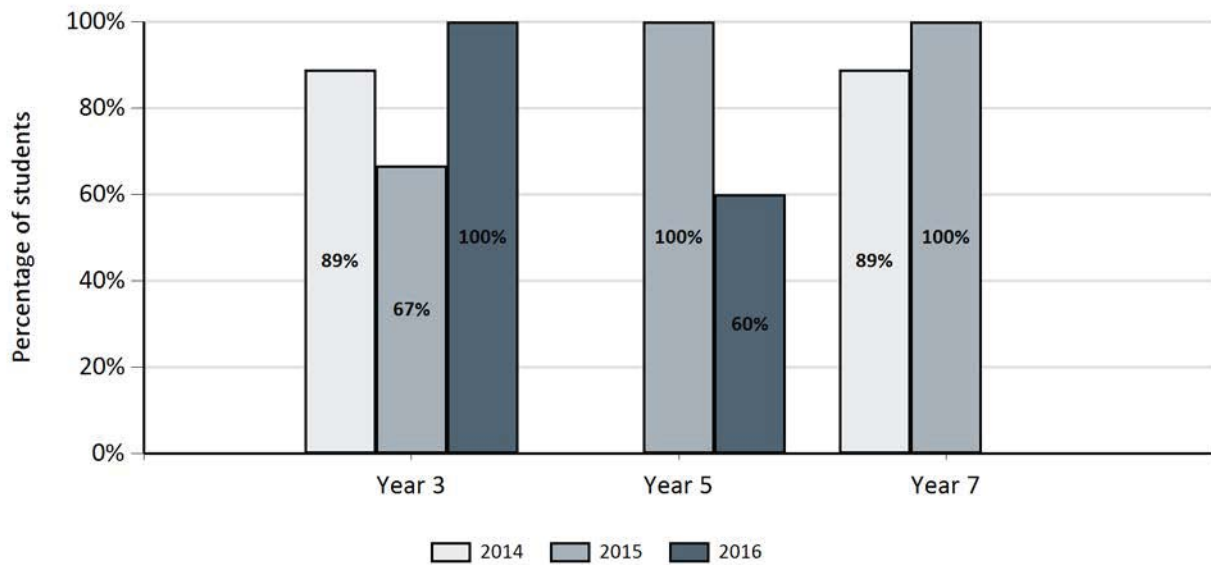


## Performance Summary

### NAPLAN Proficiency

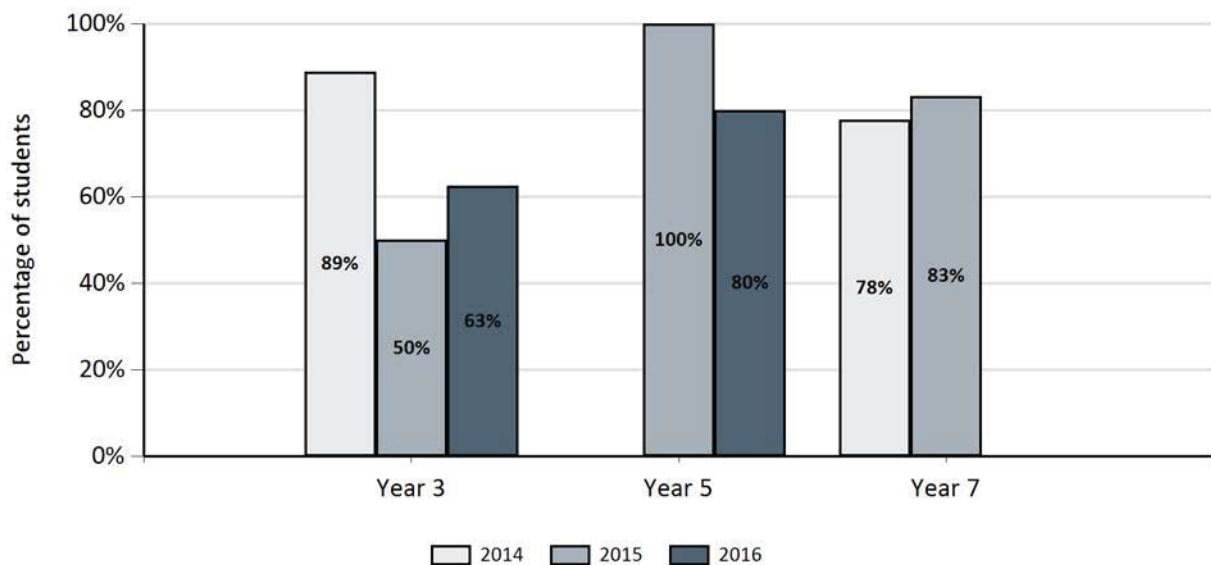
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	44%	*	25%
Middle progress group	33%	*	50%
Upper progress group	22%	*	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	22%	*	25%
Middle progress group	56%	*	50%
Upper progress group	22%	*	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	8	8	3	0	38%	0%
Year 3 2014-16 Average	7.7	7.7	3.0	1.7	39%	22%
Year 5 2016	10	10	1	2	10%	20%
Year 5 2014-16 Average	6.7	6.7	1.3	1.7	20%	25%
Year 7 2016	*	*	*	*	*	*
Year 7 2014-16 Average	6.0	6.0	2.0	1.0	33%	17%

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

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.

### Running Records

In term 3, the Year 1 students were reading between levels 5 to 14. We have a higher proportion of students reading at levels 5-14 when compared to the State Distribution. There were 3 year 1 Kongorong students reading at levels lower than 11 in Term 3. These students are supported by the Minilit program and are continuing to develop their reading progress with this support.

In term 3, all Year 2 students were reading between levels 11 and 20. The year 2 students were reading below the State Distribution. Some of these students were supported by Mini lit and Multi lit programs and improved over the year. Our Reading data collected at the end of Term 4 for Year 1 students indicated that all students improved their independent reading levels however didn't achieve the Limestone Coast Reading Benchmarks.

### Pat

Pat - R and Pat - M data collected in 2016 was used to identify students at risk in developing mathematical and literacy proficiencies. Mini-Lit, Multi-Lit, Spell-It programs continue to assist these students.

## Attendance

Year level	2014	2015	2016
Reception	95.5%	92.2%	92.0%
Year 01	93.5%	94.2%	92.6%
Year 02	97.0%	91.4%	93.8%
Year 03	91.9%	94.9%	91.5%
Year 04	91.0%	90.4%	90.8%
Year 05	97.7%	91.6%	90.7%
Year 06	92.8%	99.0%	91.5%
Year 07	94.5%	94.8%	96.7%
Total	93.8%	92.7%	92.0%

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

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

## Attendance Comment

In 2016 we were just under the overall attendance target of 93%. The year attendance is affected by illness, family events and holidays. Due to the seasonal nature of farming and fishing many families are limited and are unable to travel during school holiday periods. Staff are proactive in following up absence reasons with families and promotes the need for consistent attendance at school for all students.

## Behaviour Management Comment

There were very few violence related incidents, 4 consequences of Take Home and 2 consequences of Suspension recorded for 2016. The school works closely with families of students experiencing difficulty managing their behaviour to support their children to be successfully engaged in their learning at school.

During 2016, the school reviewed its behaviour management procedures and developed a clear behaviour management policy with a focus on restorative approaches.

The School will continue to focus on the use of restorative practices and implement individual behaviour plans that will be negotiated with parents during 2017.

## Client Opinion Summary

Kongorong Primary School and CPC continues to work with families to support children's learning. Parents strongly agree with the management and policies of the school and CPC. The opinion poll showed parent satisfaction in all areas of the Parent Survey.

## 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	10	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

Kongorong Primary School takes the safety of our students seriously. We ensure that all teaching and ancillary staff and volunteers have approved DCSI Criminal History Clearances. We submit all facilities work through the Asset Support Centre and our Facilities Manager to ensure that all contractors engaged meet the relevant history screening requirements.

All Council members have up to date clearances.



## 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	7
Post Graduate Qualifications	0

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	5.0	0.0	2.3
Persons	0	5	0	4

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

## Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

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	NA	NA
	Improved Outcomes for Students with an Additional Language or Dialect	NA	NA
	Improved Outcomes for Students with Disabilities	NA	NA
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	NA	NA
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	NA	NA
	Better Schools Funding	NA	NA
	Specialist School Reporting (as required)	NA	NA
	Improved Outcomes for Gifted Students	NA	NA
	Primary School Counsellor (if applicable)	NA	NA