



# Kongorong Primary School 2017 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:**

## 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 59 children and an average Child Parent Centre enrolment of 9 children. Kongorong Primary School & CPC has five teaching staff (4.4 full-time equivalents). The school runs three classes, R/1; 2/3/4; and 5/6/7. There are five 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 4% 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.

Once again our whole school community got the opportunity to display our school values of working together, being respectful and striving for success with our very exciting 'SECOND' Small Schools Sports Day win. GO KONGORONG!

This year has marked an incredible community effort with fundraising for Canberra Camp. Year 6/7 students, Mrs Galloway and I, collaboratively embarked on a historical journey through Canberra, visiting places such as the War Memorial, Parliament House, AIS, Mint, Governor General's house.

Some of our special events we celebrated this year was our Mini STEM expo, participating in the Blue Lake Fun Run, our Literacy & Numeracy Open Morning, Future Pathways, Fast Food Friday and White Ribbon celebrations just to name a few.

## Governing Council Report

It only feels like yesterday that we were all getting the students ready to go back to school and we are now preparing for the end of yet another school year and the impending occasions such as Christmas and the summer holidays.

2017 welcomed some new faces to the Governing Council whilst also seeing the continuation of a few long running members at the same time. Its great to have such a mix and new members are always more than welcome.

Once again it has been a straight forward year for us in the Governing Council with only the regular policies set for approval.

It's great to be able to report that the school is in great shape, which is to be accredited to the leadership of Mrs Hunt and all the training and development undertaken by the entire team throughout the year. I know talking with other Governing Councils that we are in an envious position.

Mrs Hunts' efforts in involving the community must be commended and one just has to look at the support that the school receives at sporting events, concerts and assemblies to know how well things are moving along.

2017 saw our Year 6's and 7's head off to Canberra. From all reports it was an amazing trip with Mrs Hunt & Mrs Galloway singing the praises of how well our students behaved on the trip. I am sure it will not be forgotten by the students for a very long time. A huge well done must go to all those that tirelessly worked on fundraising for the trip.

Sadly, this year we will farewell a couple of families that have been at Kongorong PS & CPC for many years. This will be the last year at the school for the Sutherland's with Emily off to high school next year along with Tim & Mel Von Stanke with relocation to Mt Gambier. And after a short time we will see the Smith's, Laslett's and Brabant's head off as well. I would like to take this opportunity to wish all families all the best for the future.

It is also time to bid farewell to our year 7's who are heading off to High School next year. Brodie Von Stanke-Dowie, Emily Sutherland, Brianna Bisnov, Charity Jamie, Dakota Von Stanke. I would like to wish these students all the best for their future schooling.

After what I am sure has been an overly successful year, congratulations has to go to Mrs Hunt, Mrs Galloway, Ms Jordan, Mr Spring, Ms Facey and the entire team at Kongorong Primary & CPC for all the hard work and enjoyment they bring to the school.

## Improvement Planning and Outcomes

### Priority 1: Improve Student Outcomes in Literacy

#### Strategies:

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

#### Achievements:

- The program was continued during 2017 with a group of two 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 continues to use the Spell it Program in the classroom.
- Staff implemented the Jolly Phonics and Jolly Grammar Program. Students responded positively to this program by increasing their literacy skills.
- All students participate in the Single Word Spelling test in Terms 1 and 3.

#### 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.
- Plan for the school-wide implementation and focus on common identified text genres during 2018. 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 Too Smart and 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 for problem-solving maths problems.
- The PAT-M Assessment has been implemented 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:

- To implement Quick Smart for students to improve and meet the National Standards.
- Implement structured processes for collaborative planning, moderation of assessment tasks and feedback for teachers on effective Use Pat-Maths and NAPLAN data to identify students at risk in developing mathematics.

- Develop a whole school Numeracy Agreement

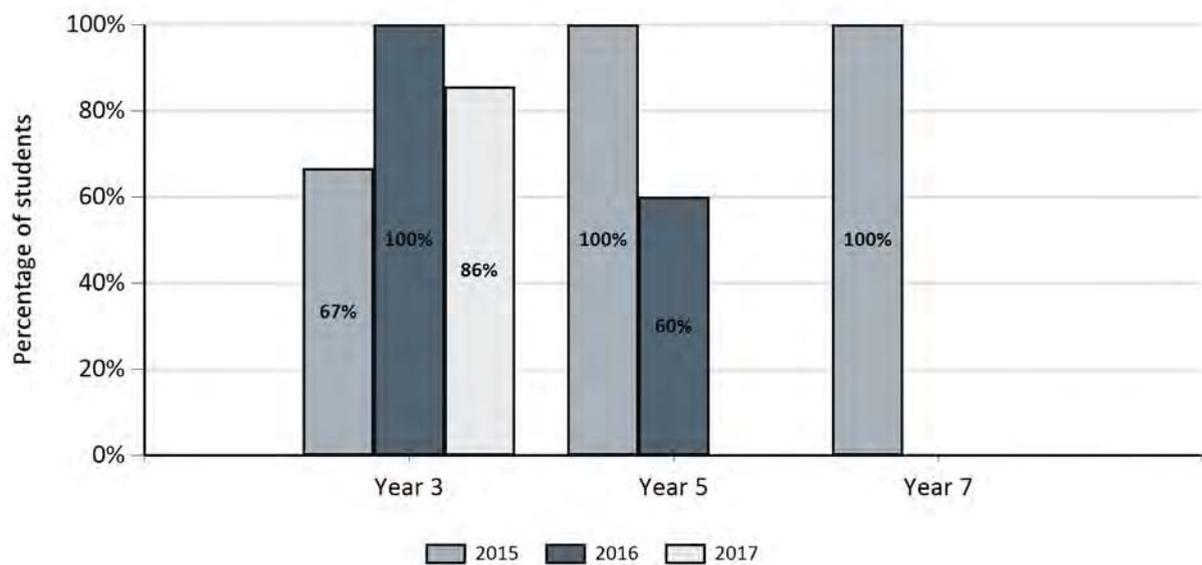


## Performance Summary

### NAPLAN Proficiency

The 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.

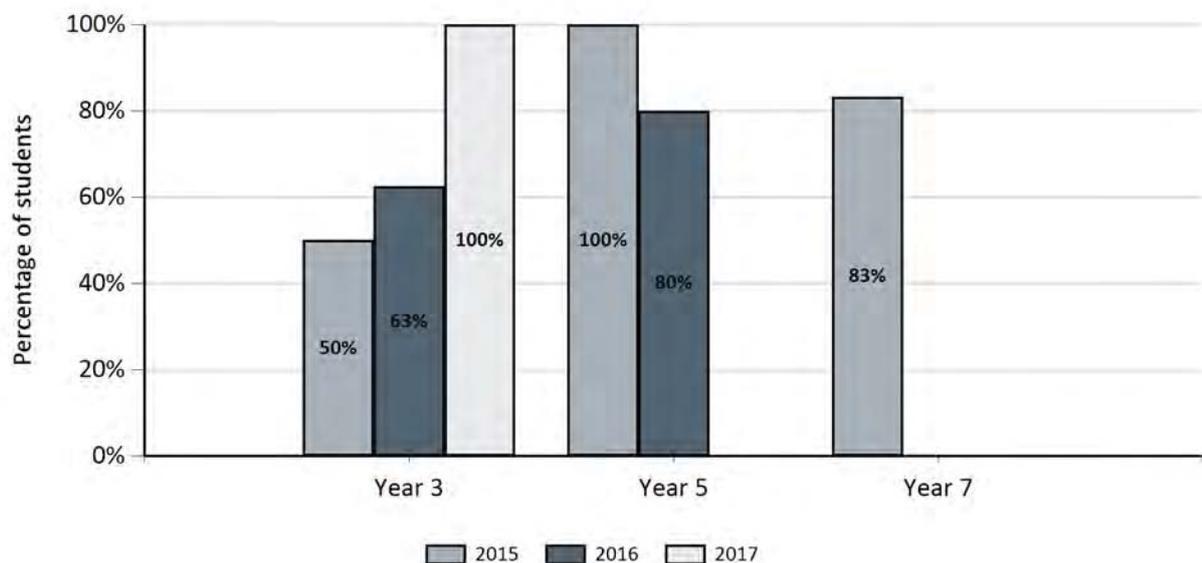
#### Reading



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 3-5	Year 5-7	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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	7	7	1	1	14%	14%
Year 3 2015-17 Average	7.0	7.0	2.3	0.3	33%	5%
Year 5 2017	*	*	*	*	*	*
Year 5 2015-17 Average	7.0	7.0	1.0	1.3	14%	19%
Year 7 2017	*	*	*	*	*	*
Year 7 2015-17 Average	*	*	*	*	*	*

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

<sup>^</sup>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

Individual Student data is collected from school based standardised tests in the area of reading, spelling and maths. PM Benchmarking, Running Records, Flesch-Kincaid scale-Year 6/7, Single word spelling test, PAT Reading and PAT Maths. Student data is collated by classroom teachers and combined with NAPLAN data. We analyse the data termly to track progress of year levels, cohorts of students and individuals. We then identify clear priority areas to target in 2018.

As a staff we have attended Professional Development in Moderation, to assist in assessing tasks A-E. We have investigated NAPLAN, PAT R&M and site student data. Our results show students are achieving age appropriate benchmarks in all areas of literacy and numeracy.

There are some trends and identifiable areas from our NAPLAN data.

The Year 3 students have improved in the Numeracy area. Students achieved the DECD SEA in NAPLAN testing but it is clear they are having difficulty with the higher order thinking and problem solving questions. As a staff we have been exploring teaching practices and strategies to support this as an area of growth. We have also focused on students mindset towards maths.

Our focus for 2018 will be on extending students that sit in the middle range to achieve the upper two bands. Our goal is to see a greater percentage of students achieving the upper bands nationally and at site testing.

As a site we will be tracking individual student outcomes so we can make clear targets that will make the greatest improvements. All staff members will undertake Professional Development on the latest teacher practices, which will build teacher capacity and equip them with the knowledge to extend all students.

In 2017, all teachers have been involved in the Small Schools Learning Improvement Clusters. This enables them to research current pedagogy and use effective teaching strategies in the classroom which will make a difference to student learning outcomes.

## Attendance

Year level	2014	2015	2016	2017
Reception	95.5%	92.2%	92.0%	95.4%
Year 1	93.5%	94.2%	92.6%	95.7%
Year 2	97.0%	91.4%	93.8%	90.0%
Year 3	91.9%	94.9%	91.5%	94.3%
Year 4	91.0%	90.4%	90.8%	85.4%
Year 5	97.7%	91.6%	90.7%	95.9%
Year 6	92.8%	99.0%	91.5%	92.6%
Year 7	94.5%	94.8%	96.7%	91.5%
Total	93.8%	92.7%	92.0%	92.4%

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

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

## Attendance Comment

In 2017 we maintained an overall attendance target of 93%, which is slightly below the DECD target of 95%. The Year 4 absences are lower due to one student's ongoing illness. The year's 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 on absence reasons with families and promote the need for consistent attendance at school for all students.

## Behaviour Management Comment

There were 6 violence-related incidents, 4 Threatened Good Order 4 consequences, 1 consequence of Internal Suspension recorded for 2017. 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.

The school will continue to focus on the use of restorative practices and implement individual behaviour plans that will be negotiated with parents. We have 2 individual behaviour plans in place.

The school continues to focus on wellbeing and growth mindset as an important foundation in learning. This is supported in classroom activities, site-based programs, staff meetings, assemblies, SRC and extra-curricular activities.

## Client Opinion Summary

Kongorong Primary School and CPC continues to work with families to support children's learning. Collaboratively, we worked with all stakeholders, surveying, discussing, meeting to decide on improvements and progression on the school. For example; classes for 2018, uniforms, future pathways, End of Year Concert, reports. Parents strongly agree with the management and policies of the school and CPC.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	1	14.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	6	85.7%
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

Kongorong Primary School takes the safety of our students seriously. We ensure that all teaching, 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	6
Post Graduate Qualifications	0

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 Equivalent	0.0	4.0	0.0	2.0
Persons	0	4	0	4

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

## Financial Statement

Funding Source	Amount
Grants: State	\$10800
Grants: Commonwealth	
Parent Contributions	\$14091
Fund Raising	\$8000
Other	

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		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	The majority of funding was spent on 2 SS0 wages to increase support throughout the day, to increase learning outcomes.	NEP goals were met and/or working towards them.
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		
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding		
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)		