



Kingston-on-Murray Primary School

2021 annual report to the community

Kingston-on-Murray Primary School Number: 0209

Partnership: Renmark Loxton

Signature

School principal:

Mrs Kara Voigt

Governing council chair:

Brihony Mader

Date of endorsement:

19 March 2022



Government
of South Australia
Department for Education

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 school with a strong sense of community that was established in 1894 and caters for students in Reception to Year 7. In 2021 the school had an enrolment of 19 students, including 6 Junior Primary students - Reception to Year 3 and 13 Upper Primary students - Year 4 to Year 7. Kingston-on-Murray Primary School had a total of 9 staff including a full time Principal with a teaching component, one full time teacher, one part time teacher, an administration/finance SSO2, a curriculum support SSO2, two curriculum support SSO1s, 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 support individual student learning targets and key priorities linked to the Site Improvement Plan. We ensure that students access a safe and supportive learning environment, where differences are celebrated and achievement is recognised.

Highlights of the 2021 year at Kingston-on-Murray Primary School consisted of an upgrade of our whole school toilets and showers, sports day, Shrek musical, SAPSASA sports, Patch Theatre, Reconciliation week, end of year concert, biggest morning tea, Year 6/7 aquatics and mud run, parent teacher interviews, Tuck day, behaviour education policy, new laptops, new promethean board, new reporting template, year 6 and 7's to High School, choir, book week, Monart Zoo, yoga, boxing, pottery, swimming lessons, Premiers Reading Challenge, Premiers be Active Challenge, Riverlinx camps, Sporting Schools, Spanish, cooking lessons, instrumental music, piano lessons, SAPOL information sessions, aquaponics grant, music is fun, camp and a visit from Howard Hendrick.

Governing council report

We started the year off with a lot of new faces joining our wonderful team of staff. This year we welcomed Kara Voigt as the schools new Principal, bringing some new ideas and changes to the school. Also Karlie O'Callaghan working in our front office, Rachel Thompson in our Echidna class and we have also welcomed some new families to the school.

Once again early in the year our students participated in the CoKoMoGlo sports days, it was fantastic to see such great sportsmanship from our students, giving everything a go and supporting each other the whole day.

After being postponed for 2 years due to covid, our school was finally able to host our Back to Kingston celebration. It was a fantastic day showcasing our little school since the day it opened. I would like to say thank you to our students on the day, you guys were amazing, and it didn't matter what was asked you guys never complained you just did it with big smiles on your faces. I want to say a massive thank you to Kerry Albrecht for all your hard work, you finally got there without covid sneaking in to cancel it! I would also like to say a big thank you to Michelle and Kay Pope and Bronwyn for the many hours of work you put in to make the day happen. I would like to thank everyone that was able to give the time to help in the lead up and on the day, as they say many hands make light work.

An idea was pitched to the school, in terms 3 & 4 every Wednesday became Tuck Day. On behalf of myself and Michelle we would like to say a thank you to the school for letting us give it ago. Thank you to Nippys for supporting us by donating all the orange juices and a massive thank you to all our families for your support. We have absolutely enjoyed cooking for those that order, and our favourite part was once the lunch bell rang watching the kids running up the path to collect their lunch and each student every week had the most amazing manners.

Our Echidna class this year spent a fun filled day at Monarto Zoo, seeing all the amazing animals and they even got to feed the giraffes.

Our Bilby class was fortunate enough to get away for camp this year visiting old Taillem Town, Adelaide Tree Climb, Parliament House and stayed at West Beach caravan park.

Some other highs through the year were; Mini relay for life, pottery and boxing lessons, Hot Shots carnival, Riverlinx camps, book week dress up day, table tennis, SAPSASA, winter warmers and colour 4 fun days held at Moorook Primary School.

During the year we farewelled Mrs Bevan and wished her all the best. Sadly, we are also said good bye to Karlie, Sarah Jane, Dinah and Rachel Lawson.

Quality improvement planning

Kingston-on-Murray Primary's School Improvement Plan for 2021 outlined key priorities in the areas of Years 3-7 Reading and R-7 Numeracy. High growth for each student were attributed to planning and monitoring for impact, data analysis, personalising learning and targeting teaching to accelerate learning. Building collective staff knowledge through deepening professional collaborative team work has resulted in consistent classroom practices in Literacy and Numeracy.

NAPLAN Reading High Bands (HB) Year 5 – 50%, Year 7 - 60%
NAPLAN Writing High Bands (HB) Year 5 – 50%, Year 7 – 20%
NAPLAN Grammar and Punctuation High Bands (HB) Year 5 – 0%, Year 7 - 40%
NAPLAN Spelling High Bands (HB) Year 5 – 50%, Year 7 - 20%
Year 1 Phonics Screening Test – 100%
Running Records R-3 – 33% met SEA
PATR – 92% achieved the Standard of Educational Achievement.
NAPLAN Numeracy High Bands (HB) Year 5 – 0%, Year 7 - 60%
PATM – 92% achieved the Standard of Educational Achievement.

Individual Learning Plans were created which identified strengths and areas for development through ongoing analysis of data from, School Improvement Dashboard, Achievement App and classroom data sets.

Kingston on Murray Primary School successfully completed our External School Review. We addressed all previous report recommendations. Recommendations for next steps include:

Direction 1: Provide structures and processes that enable teachers to make decisions about their practice based on their impact on student learning.

Direction 2: Identify and consistently embed high impact teaching strategies that provide stretch and challenge for every situation.

Key recommendations from review of the 2021 School Improvement Plan and associated data, demonstrates a need to continue to challenge students learning by delving 'narrow and deep' within the challenge of practice for each goal. This will strengthen the focus on the specific targeted areas of Reading and writing.

Goal 1 Increase higher level achievement in reading

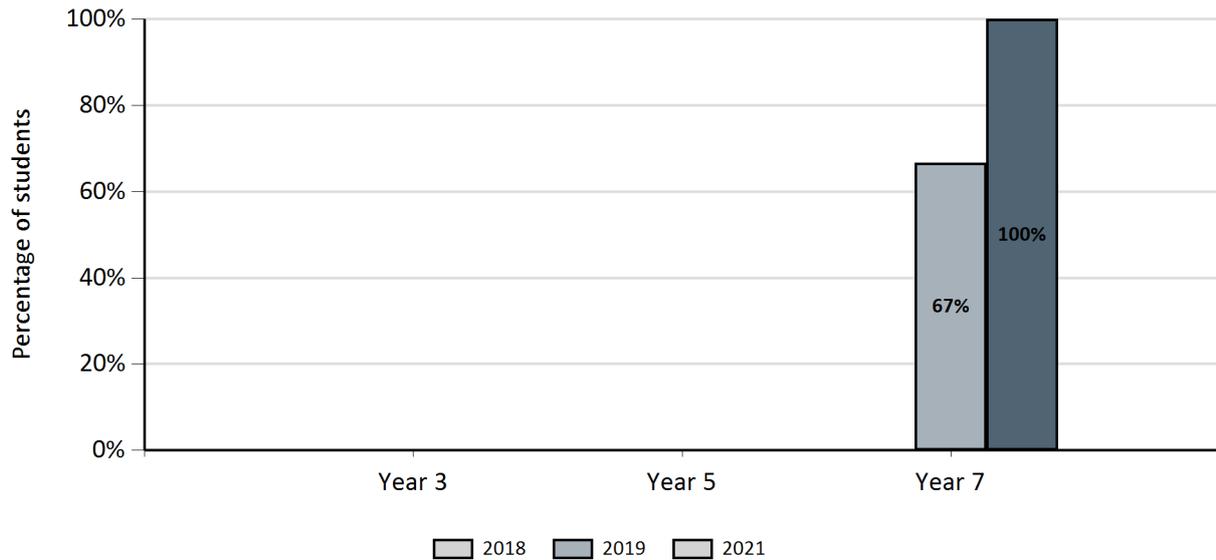
Goal 2 Increase student achievement in writing

Performance Summary

NAPLAN Proficiency

The Department for Education 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 1 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 SEA for reading and numeracy.

Reading

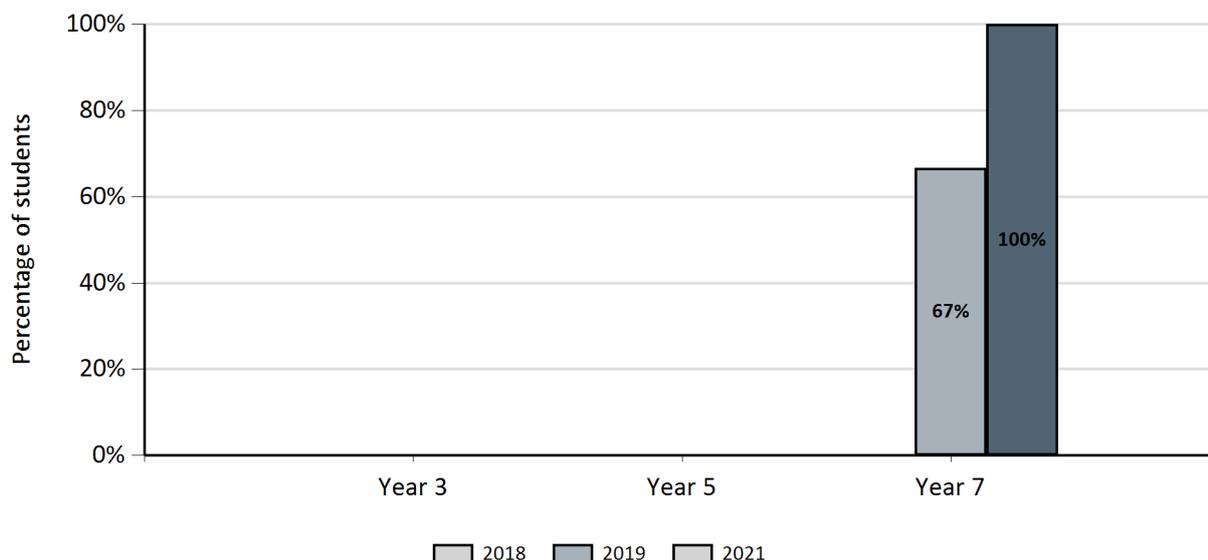


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	6	6	3	3	50%	50%
Year 7 2019-2021 Average	6.0	6.0	2.5	2.0	42%	33%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

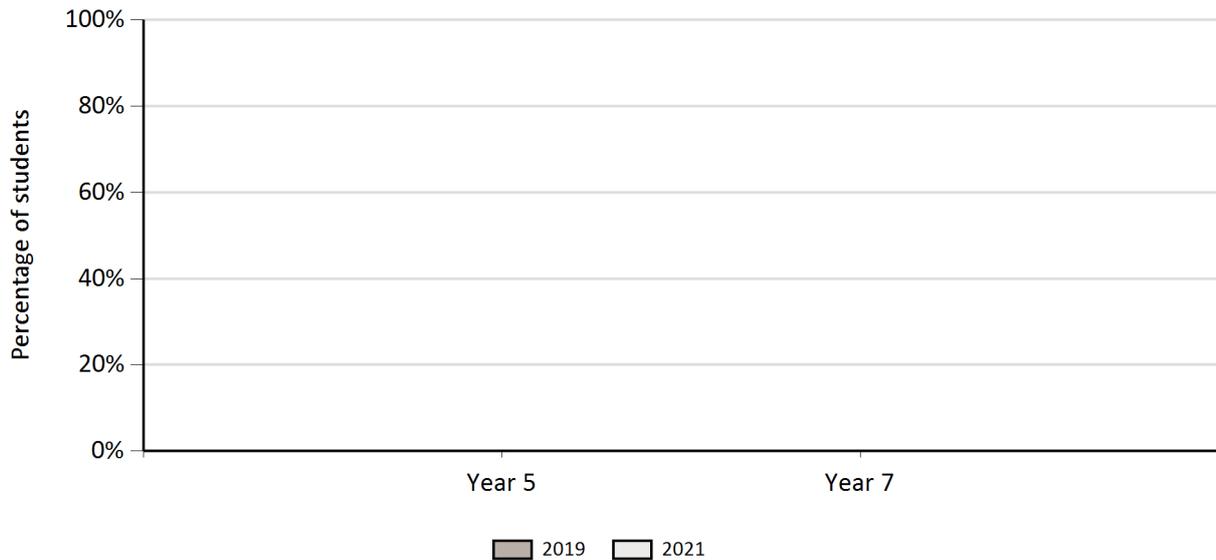
[^]includes absent and withdrawn students.

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

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



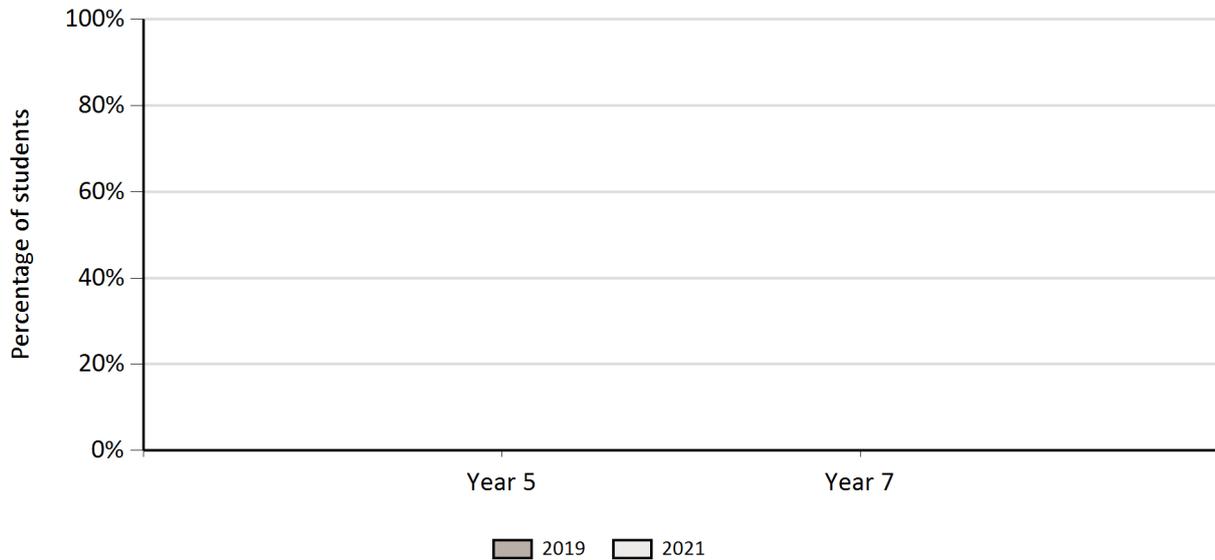
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

5% of our students identify as Aboriginal learners. The focus in 2021 was on Data Informed Planning and Tracking and Monitoring Growth and Achievement. Our Indigenous learners have Individual Learning Plans which are used to set personalised literacy, numeracy and social and emotional SMARTAR goals.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

These goals were regularly updated to suit the students' increasing capacity. Class teachers, leaders and SSOs also tracked individual achievement through the regular collection of work samples and testing (e.g. InitialLit testing, PAT, PSC, Running Records, Heggerty) these documents were stored and monitored in the Data collection folder. Leadership, class teachers and SSOs met regularly to work together to analyse student data to inform next steps in teaching and learning.

School performance comment

Below are Kingston-on-Murray Primary Schools NAPLAN, PAT-R and PAT-M results based on the enrolment of a total of 13 students in Years 3 to 7 in 2021 (0 Year 3 students in 2021). As a school that often has fewer than 5 students enrolled in each year level, small changes in the number of our students can cause large changes in the percentages shown in data collection and the information below. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. As a result, we focus on individual student growth and achievement, rather than draw conclusions from year level based data.

NAPLAN Reading – 100% of year 5 and 7 students achieved SEA (57% in HB)
NAPLAN Writing – 100% of year 5 and 7 students achieved SEA (28% in HB)
NAPLAN Grammar and Punctuation – 100% of year 5 and 7 students achieved SEA (28% in HB)
NAPLAN Spelling – 100% of year 5 and 7 students achieved SEA (28% in HB)
NAPLAN Numeracy – 100% of year 5 and 7 students achieved SEA (42% in HB)
PAT Reading Years 4-7 - 12 out of 13 students achieved SEA
PAT Maths Years 4-7 - 12 out of 13 students achieved SEA
Phonics Screen Check – 2 out of 2 year one students achieved SEA.

Below are Kingston-on-Murray Primary Schools 2021 Running Records data.

Reception – 0/1 student achieved SEA

Year 1 – 2/2 students achieved SEA

Year 2 – 0/2 students achieved SEA

Although students didn't meet their year level benchmark data, on average students had an increase of 15 levels over the year, which is a phenomenal effort.

Our External School Review was extremely positive and outcomes were written: 'The obvious student and teacher relationships at Kingston-on-Murray Primary School support student engagement. Staff, students and families all report an increased focus on learning and student achievement'.

Attendance

Year level	2018	2019	2020	2021
Reception	N/A	92.5%	90.5%	83.3%
Year 1	93.4%	N/A	82.0%	89.5%
Year 2	91.6%	83.1%	N/A	90.9%
Year 3	94.1%	99.3%	89.7%	N/A
Year 4	95.9%	76.6%	97.9%	90.1%
Year 5	94.3%	97.6%	85.1%	95.9%
Year 6	89.6%	97.1%	94.9%	97.2%
Year 7	90.8%	80.2%	100.0%	97.7%
Total	92.6%	86.8%	90.4%	93.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance rates remained consistent from 2020 – 93.2% to 2021 – 93%. Procedures in place to improve student attendance include: promoting our Attendance Policy with Governing Council, parents, staff and students. In most instances parents inform the school if their child is absent. We have continued to use the same stringent strategies to support attendance and punctuality. These include:

Daily SMS messages sent to parents of students who have not attended and the reason is unexplained

Phone calls

Weekly tracking by Principal

Home visits to meet with families and develop strategies to support them in getting their children to school

Referrals are made to the department

We will continue to promote a culture where students want to come to school and will strive to maintain our attenda

Behaviour support comment

In 2021, Kingston on Murray Primary School implemented a Behaviour Education Policy. The reason we created the 'education policy' was to educate students on their behaviour. Consultation was sought from students, staff, Governing Council and Parents. It recognised classroom and yard expectations, restorative practices and behaviour reflection sheets. In 2020 there were 81 reported incidents of behaviour. In 2021 there were 6 reported incidents. Anti-Bullying and Harassment Policy, is readily available in hard copy on site and accessible online through the school's website. These policies are reviewed with feedback sought from parents/carers and staff before being ratified by the Governing Council.

Parent opinion survey summary

Kingston-on-Murray Primary School provided parents/carers with the opportunity to give feedback to the school in a variety of ways throughout the year, in particular through the use of opinion surveys with access available online. This enables the school to plan specific improvement outcomes for the students based on the feedback and gives relevant information about the culture of the school. This year we had 8 people complete the Parent Survey.

People are respectful – 86% agree/strongly agree
Teachers and students are respectful – 86% agree/strongly agree
Child is important – 100% agree/strongly agree
Receives enough communication – 86% agree/strongly agree
School communicates effectively – 100% agree/strongly agree
Knows standard of work – 100% agree/strongly agree
Receives useful feedback – 100% agree/strongly agree
Has useful discussions – 100% agree/strongly agree
Has input into learning – 100% agree/strongly agree
Has good home learning routine – 71% agree/strongly agree
Education is important – 100% agree/strongly agree
Equipped to plan pathways – 67% agree/strongly agree
Encouraged to help children learn – 57% agree/strongly agree
Receives learning tips – 43% agree/strongly agree

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Kingston-on-Murray Primary School is compliant with the requirements for all Department for Education employees and volunteers to have a current relevant history screening or working with children check, 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. All relevant documentation for volunteers or visitors to the site is also stored and updated as required. The Department for Education screening guide is used to determine the type of screening required, when utilising volunteers within the school setting

Qualifications held by the teaching workforce 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	5
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	3.6
Persons	0	3	0	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$692,317
Grants: Commonwealth	\$8,164
Parent Contributions	\$13,764
Fund Raising	\$971
Other	\$5,253

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