Kingston-on-Murray Primary School

2022 annual report to the community

Kingston-on-Murray Primary School Number: 209

Partnership: Renmark Loxton

	Signature
School principal:	Kara Voigt
Governing council chair:	Brihony Mader
Date of endorsement:	**14 February 2023**

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 6.

In 2022 the school had an enrolment of 14 students, including 8 Junior Primary students and 6 Upper Primary students. Kingston-on-Murray Primary School had a total of 8 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, one curriculum support SSO1s, a Christian Pastoral Support Worker and a Grounds person.

Kingston-on-Murray is a school that continually develops. In 2022, staff, students and the parent community went through a rigorous process to update our school values. Aim High, Be Kind and Thrive together depicts what be believe and stand for at Kingston on Murray Primary School.

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 2022 year at Kingston-on-Murray Primary School were; Illawonga School Camp, Barmera Kindy Riverlinx, Sporting Schools (Gymnastics, Golf, Football and Basketball) CoKoMo Sports Day, NAIDOC performance, Rainbow Farm, Stobie Pole Art, Tree Planting at Banrock and along KOM walking trail, Splash Day at KOMPS, Instructional Swimming, Breakfast Club, Adelaide Central Markets, YEL, SA Sports events, Shrek Outdoor Movie Night, Government of SA Volunteer Award Finalist, SA Public Teaching awards nominations for Rachael Thomson and Phillip Lawson, Book Week Dress Up, Choir, Patch Theatre Performance, Hot Shots Tennis Carnival, STEM Workshops for pre schoolers, return of Water watch, Flood, Santa visit and end of year concert.

Governing council report

2022 was another very busy year at Kingston on Murray Primary School, we started out welcoming some new families to our small school.

Though out our busy year our children participated in many advents, these including
• CoKoMo sports day
• SAPSASAevents
• Athletics carnival
• Swimming carnival
• Netball carnival
• Soccer carnival
• Hot shots tennis

We are very privilege at Kingston on Murray to have our own swimming pool for the children to have assess to in the hotter weather, great seeing the children having fun and building on their confidence in the water.

Though the sports grants for schools our children participated in a number of gymnastic sessions and golf sessions, which gave our children a chance to try new things and push them out of their comfort zone, while having a lot of fun.

Our students were fortunate to attend a whole school camp, with Moorook Primary School joining us for two fun filled days at Illawonga. Over the two days the children participated in gymnastic sessions, river ecology boat ride, safari trailer ride and cave expedition.

The whole school also took an excursion to the Adelaide central markets as part for the plant to plate lessons organised by Mrs Thomson, where they enjoyed a tour around the markets and got to taste a range of different foods. During these plant to plate lesson the children grew their own produce at school, which they then invited there families to school and put on an amazing spread of food they had cooked using the produce they had grown at school.

During the year our school hosted an outdoor movie night, were welcomed the outside community in our school for a dinner and to watch Shrek on the oval.

The staff and children all worked together to form our new school values "Aim High, Be Kind and Thrive Together". A fantastic video was created showing what these values mean to everyone and our school.

As a school we said good bye to Mrs Voigt and wished her all the best in her next adventure into parenthood and cant wait to have her back at the end of her leave. Our school welcomed Sonya warren at the end of the year. Sonya will be filling in the roll as principal while Mrs Voigt is taking maternity leave.

Lastly I would like to thank our staff. We are very grateful for the staff we have at Kingston on Murray Primary School that always go above and beyond for our children, pushing our children to be their best and making sure they don't miss out.

Noni Mader
Governing Council Chair

Quality improvement planning

Kingston-on-Murray Primary's School Improvement Plan for 2022 outlined key priorities in the areas of Reading and Writing.

High growth for each student were attributed to planning and monitoring for impact, data analysis, personalising learning and targeting teaching to accelerate learning.

NAPLAN Reading 60% achieved the Standard of Educational Achievement (40% in Higher Bands)
NAPLAN Numeracy 60% achieved the Standard of Educational Achievement (20% in Higher Bands)

Year 1 Phonics Screening Test – 0% (No students enrolled in year 1).

Running Records R-2 – 75% met the Standard of Educational Acheivement

PATR – 87.5% achieved the Standard of Educational Achievement.
PATM – 100% achieved the Standard of Educational Achievement.

Individual Learning Goals 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 continued to address our External School Review recommendations which 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.

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.
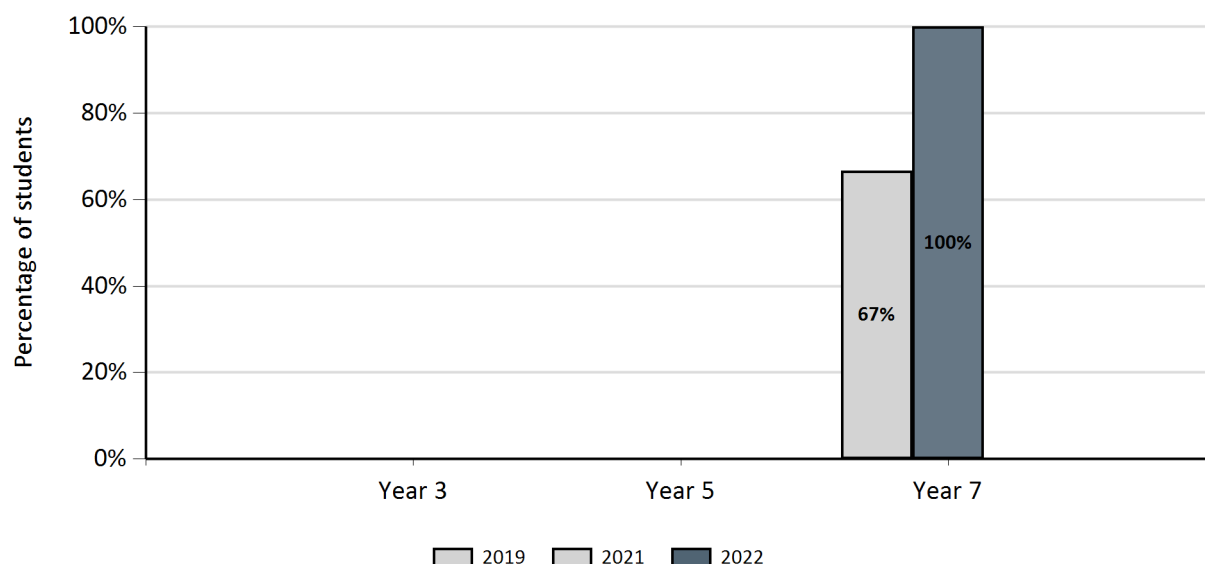
Reading
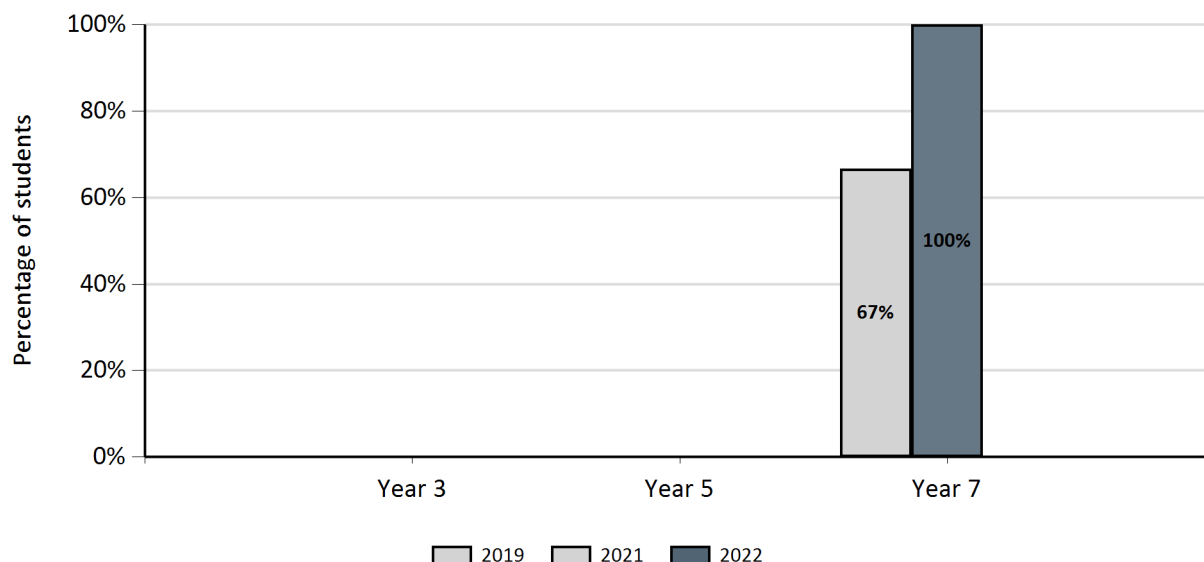
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	6.0	6.0	3.0	3.0	50%	50%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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.
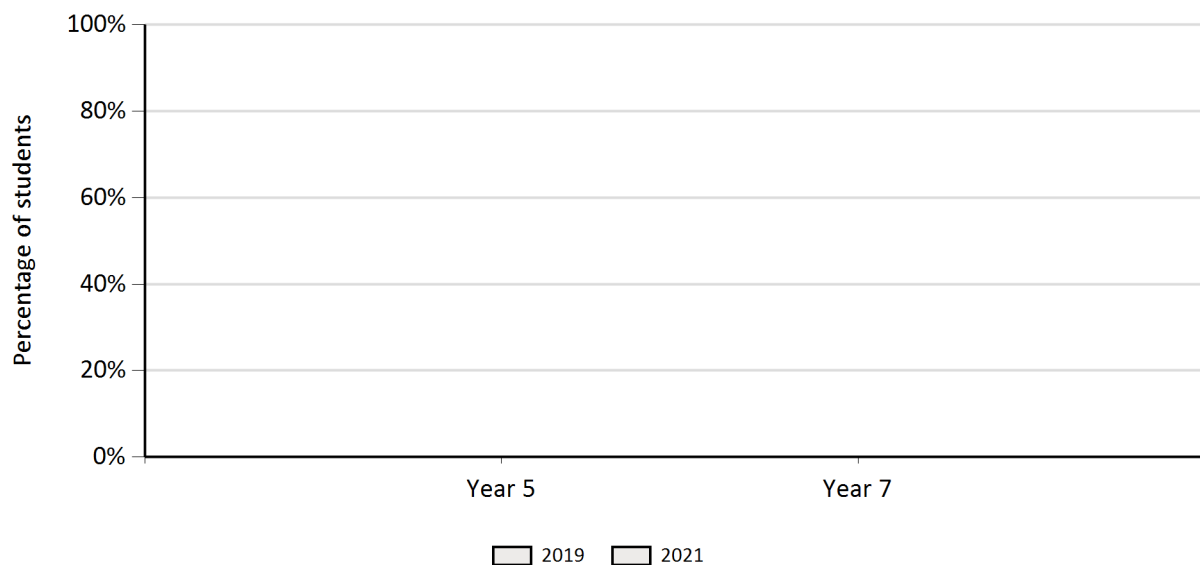Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
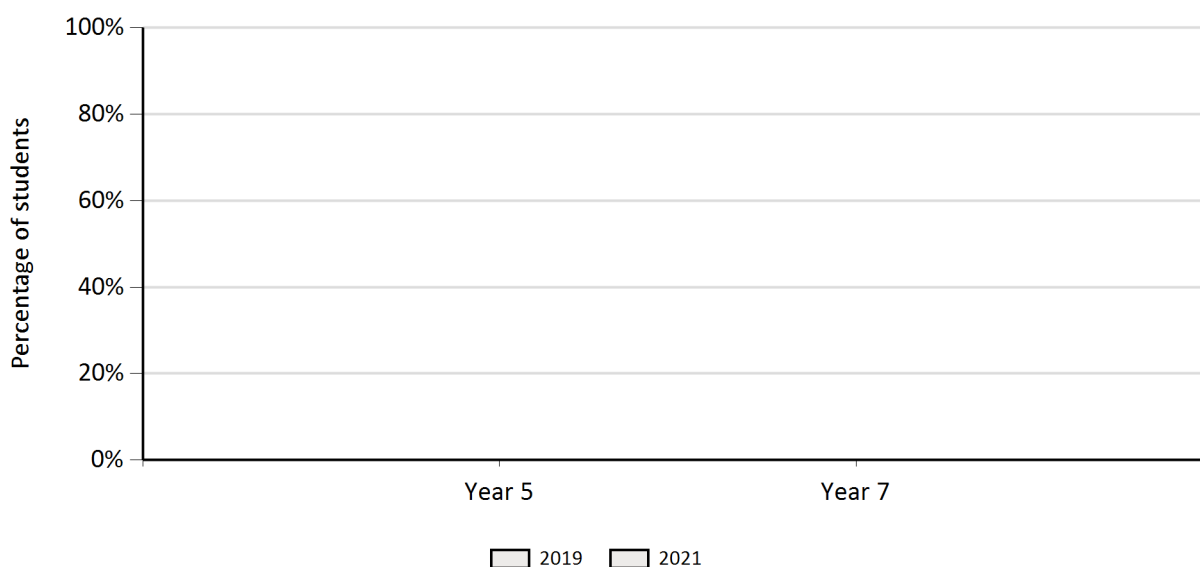Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
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 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 07 2021-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^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 2022: Quality Teaching

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

14% of our students identify as Aboriginal learners. The focus in 2022 was on quality teaching and Tracking and Monitoring. Our Indigenous learners have Individual reading and writing goals in line with our SIP. These are updated regularly and referred to every day.

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. InitiaLit testing, PAT, PSC, Running Records and 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

14 students in Reception to year 6 in 2022 (0 Year 4 students in 2022). 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 – 60% of year 3 and 5 students achieved SEA (40% in HB)
NAPLAN Writing – 100% of year 3 and 5 students achieved SEA (0% in HB)
NAPLAN Grammar and Punctuation – 40% of year 3 and 5 students achieved SEA (0% in HB)
NAPLAN Spelling – 80% of year 3 and 5 students achieved SEA (0% in HB)
NAPLAN Numeracy – 60% of year 3 and 5 students achieved SEA (20% in HB)

PAT Reading Years 3-6 - 7 out of 8 students achieved SEA (1 student completed the year 2 PATR testing)
PAT Maths Years 3-6 - 8 out of 8 students achieved SEA

Phonics Screen Check – No year 1 students were enrolled to complete the PSC.

Below are Kingston-on-Murray Primary Schools 2022 Running Records data.
Reception – 1/2 student achieved SEA
Year 1 – 0/0 students achieved SEA
Year 2 – 2/2 students achieved SEA

Attendance

Year level	2019	2020	2021	2022
Reception	92.5%	90.5%	83.3%	82.7%
Year 1	N/A	82.0%	89.5%	64.0%
Year 2	83.1%	N/A	90.9%	87.5%
Year 3	99.3%	89.7%	N/A	89.1%
Year 4	76.6%	97.9%	90.1%	N/A
Year 5	97.6%	85.1%	95.9%	86.1%
Year 6	97.1%	94.9%	97.2%	88.7%
Year 7	80.2%	100.0%	97.7%	N/A
Total	86.8%	90.4%	93.7%	85.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Attendance rates declined from 2021 – 93.7% to 2022 – 85%. 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 attendance

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 2021 there were 6 reported incidents in 2022 there were 0.

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 4 families complete the Parent Survey.

People are respectful – 100% agree/strongly agree
Teachers and students are respectful – 100% agree/strongly agree
Child is important – 100% agree/strongly agree
Receives enough communication – 100% agree/strongly agree
School communicates effectively – 100% agree/strongly agree
Knows standard of work – 100% agree/strongly agree
Receives useful feedback – 75% agree/strongly agree
Has useful discussions – 75% agree/strongly agree
Has input into learning – 100% agree/strongly agree
Has good home learning routine – 100% agree/strongly agree
Education is important – 100% agree/strongly agree
Equipped to plan pathways – 50% agree/strongly agree
Encouraged to help children learn – 100% agree/strongly agree
Receives learning tips – 75% agree/strongly agree

Intended destination

Leave Reason	Number	%
NS - LEFT SA FOR NSW	2	50.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	2	50.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. 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 2022 .

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 2022 .

Financial statement

Funding Source	Amount
Grants: State	$539,311
Grants: Commonwealth	$6,500
Parent Contributions	$7,244
Fund Raising	$281
Other	$16,279

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

2022 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 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	NA	NA
	Improved outcomes for students with an additional language or dialect	Funding was revewied in term 3. EALD students were supported by an SSO during Literacy lessons.	Students showed an increase in their term 4 report and more engagement within lessons.
	Inclusive Education Support Program	NA	NA
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Funding was used to employ an SSO2 to deliver the year 2 InitiaLit program.	Students in year 2 made considerable growth in their literacy and were provided more opportunities for challenge and stretch by working in a small groups.
Program funding for all students	Australian Curriculum	Funding was used for Professional Development and resources to implement the Department For Educaton units of work.	High quality and viable curriculum beginning to be embedded at KOMPS.
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Funding was used to employ a Junior Primary teacher for 0.6 FTE. 0.6 was worked over 4 days and only targeted subjects of literacy and numeracy.	Having class configurations of R-3 and 4-6 ensured all students were given support to access the curriculum for their specific learning needs. This resulted in all students progressing in their learning.
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA