



# Kirton Point Primary School

## 2020 annual report to the community

Kirton Point Primary School Number: 899

Partnership: Port Lincoln

### Signature

School principal:

Mr Mitchell Ollington

Governing council chair:

Jamie Verhoeven

Date of endorsement:

15 February 2021



Government  
of South Australia

Department for Education

## Context and highlights

Kirton Point Primary School is a Reception to Year 7 School situated in Port Lincoln approximately 700km from Adelaide. The school is a category 2 level of disadvantage and has an ICSEA level of 887. At Kirton Point Primary School we are committed to providing quality teaching and learning in a safe and supportive learning environment. We work together to pursue excellence and achieve individual success and happiness. Although the enrolment numbers fluctuated throughout the year we started 2020 with 210 students and of these students 38 were students with a disability.

The school was lucky enough to have a number of highlights in 2020 even though there were some significant barriers caused by COVID-19. A big thank you to all of the staff, parents/caregivers and students for their ongoing support and understanding in 2020. Some of these include:

- Saying farewell in Term 1 to the longstanding Principal Heather Curtis. Heather spent 24 years at Kirton Point with a passion and drive to improve the learning outcomes for all students. The school commemorated Heather's service with a memorial bench which can be found in the schools staff room.
- A relentless focus on learning improvement due to our students being unable to access many other events or activities due to COVID-19.
- Special days organised by the Student Representative Council, including Football Colours Day and Pyjama Day.
- Year 6/7 students attending Aquatics in Coffin Bay.
- Student Representative Council students attending a paddle boarding excursion provided by National Parks.

Also possibly the biggest event of the year, that had teachers and parents more excited than the students was a visit and performance by the one and only Peter Combe.

## Governing council report

2020 was another successful year at KPPS. We started the year off with Heather Curtis as our principal, before she stepped down from the position to pursue different avenues and we have had Mr Mitchell (Mitch) Ollington come into the role. He has hit the ground running, bringing his own fresh perspectives and ideas to the school and has settled into life at KPPS and Port Lincoln.

This last year was a tad tumultuous with COVID stepping in, our AGM and governing council elected from this was reflected with the very low numbers we had attend, as well as affecting regular school assemblies, get togethers and plans. Looking ahead 2021 is a new year with interest already being shown from the school community where we hope to get some new members involved with the governing council.

This year KPPS again had good recruitment numbers join the school with 27 reception students joining, keeping the school population relatively steady with around 210 students enrolled, similar to what we have most years.

The upkeep maintenance and painting program around the school has continued, visually the school is looking great with the regular yard and gardening maintenance helping to keep it looking this way The gymnasium had some upkeep externally with a new verandah out the front erected, and around the play equipment has been improved and looks really good.

The school garden is still looking amazing and as always is very popular with the students.

Thank you to all of the 2020 school staff for making the school the friendly and safe learning environment it is where students are encouraged to succeed and be their very best, this is reflected in our children who come home from school with new knowledge and positive outlooks! Also, thanks to the governing council for volunteering their time to be a pro-active part of our school community.

Jamie Verhoeven

# Quality improvement planning

The school was reviewed in 2019 by the Department's External School Review team and from this review were given three directions for improvement. These directions included:

- Improve student learning against the SEA by developing an evidence-based culture of academic learning with high expectations of achievement for all learners.
- Improve student learning outcomes by using assessment processes to determine the learning needs of students achieving above, at or below the SEA.
- Improve student learning achievements through the development of teacher use of evidence-based pedagogical practices that ensure students have authentic influence in their learning.

These three directions shaped the improvement planning for 2020. From these directions a number of key initiatives/changes took place at the site. This included:

- Focusing as a whole site on the improvement of the teaching of reading from R-7.
- Developing data walls to track and monitor student improvements in their reading skills and then using these walls as a key focus for conversations between staff about teaching practices.
- Undertaking small formative assessment cycles of improvement. These cycles focused on one small area of student improvement and required teachers to provide evidence of student achievement and growth. These cycles will continue to be used at the school to measure the success of our teaching practice to improve student reading.
- Changing teaching practices and school processes to ensure we are supporting student improvement by using practices supported by evidence and research. This included the introduction of Initialit, Minilit and Macqlit and 1:1 reading in the Junior Primary classes with adults.
- Increasing the number of students accessing proactive wellbeing support through Peaceful Kids, Nurture Groups and Mentoring and measuring the impact of these programs using assessment tools like Boxall and behaviour data collection.

Overall these changes have had a positive impact on the site improving student learning outcomes and helping us move towards achieving our vision of quality teaching and learning in a safe and supportive environment. We will look to continue to build upon this momentum in 2021 through the use of observations and the production of key documents that outline what is quality teaching at Kirton Point Primary School.

## Improvement: Aboriginal learners

All Aboriginal students at Kirton Point Primary School have their data tracked and monitored using our schools data walls. We use this information to determine what students next steps in their skill development in Reading may be and then provide the relevant support or interventions to support them. In 2020 we had a significant number of student access both Wave 1 (Initialit) and Wave 2 and 3 (Minilit and Macqlit) support to enhance their reading knowledge. These changes to our practice were to ensure that there is consistent high quality teaching practice across all areas of the school.

In 2020, the school had 79 ATSI learners who ranged from Reception to Year7 and were made up of students from many different language groups. Please see below some key data sets:

Phonics Screening Check:

2019: Year 1: 00.0% (0/8 students)

2020: Year 1: 22.2% (2/9 students)

Running Records:

2019: Year 1: 20.0% (2/10 students), Year 2: 33.3% (3/9 students)

2020: Year 1: 11.1% (01/9 students), Year 2: 22.2% (2/9 students)

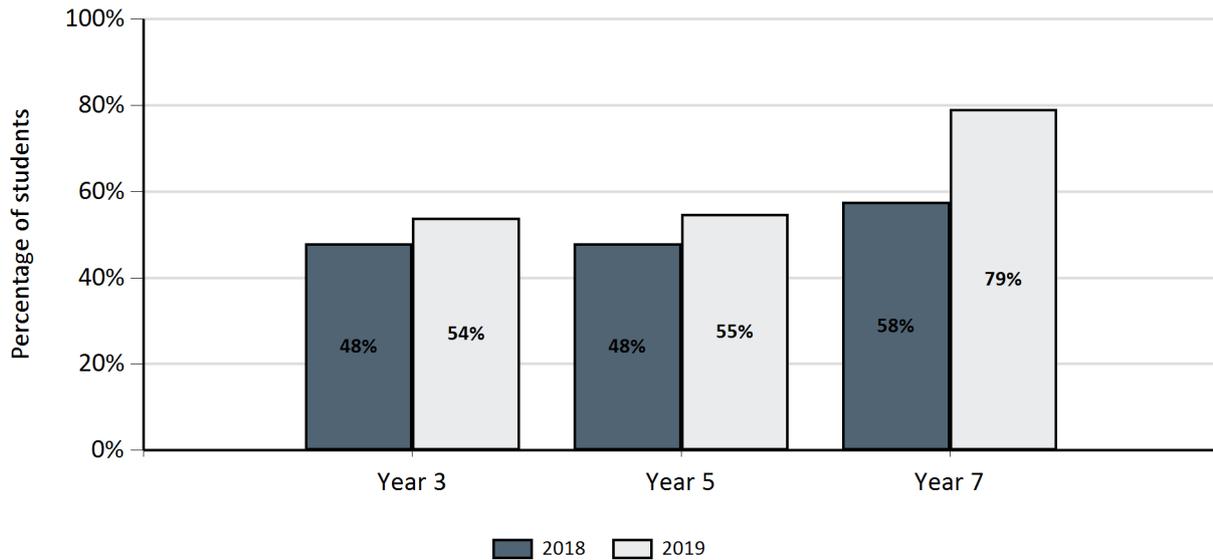
Although the school has not yet specifically engaged with the ALAR resource, we are using several of the key elements to drive our improvement focus in reading. In 2021, the school is looking to engage further with the resource to ensure we have specific goals that enhance our current practices.

# 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

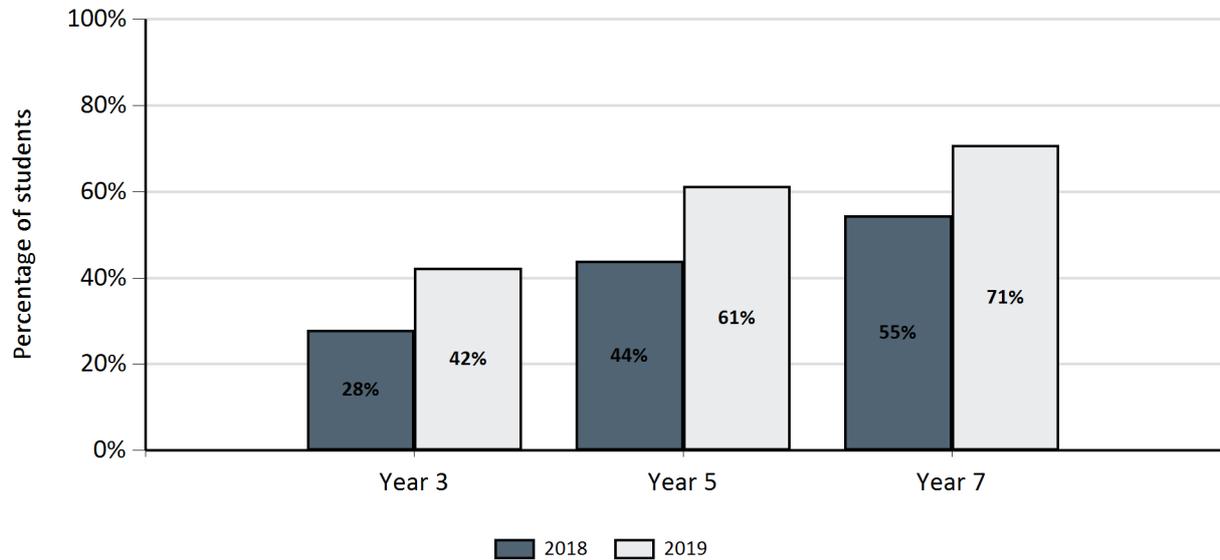


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2017 to 2020 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	*	*	25%
Middle progress group	48%	60%	50%
Lower progress group	32%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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%	*	25%
Middle progress group	50%	45%	50%
Lower progress group	*	35%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 <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 2019	26	26	5	1	19%	4%
Year 3 2017-2019 Average	27.0	27.0	4.0	1.3	15%	5%
Year 5 2019	31	31	1	3	3%	10%
Year 5 2017-2019 Average	27.3	27.3	1.7	2.3	6%	9%
Year 7 2019	24	24	4	1	17%	4%
Year 7 2017-2019 Average	27.3	27.3	3.3	2.7	12%	10%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<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

The school has made significant improvements in a number of key Standard of Educational Achievement data sets. These data sets provide a benchmark to what students should be able to achieve at a certain year level and this then provides a guide to the success of our current teaching practices. The results we achieved in 2020 in comparison to 2019 are extremely encouraging and show the impact of the schools focus on introducing practices that align to the current research and evidence on effective teaching practices. Our key assessments are included below with the number of students that met or exceeded the standard:

## PAT-M:

2019:

Year 3: Not Tested, Year 4: 54.5% (12/22 students), Year 5: 62.1% (18/29 students), Year 6: 78.8% (26/33 students), Year 7: 63.0% (17/27 students).

2020:

Year 3: 39.1% (9/23 Students), Year 4: 59.1% (13/22 students), Year 5: 65.1% (19/29 students), Year 6: 73.5% (25/34 students), Year 7: 70.4% (19/27 students).

## PAT-R:

2019:

Year 3: 63.6% (14/22), Year 4: 53.6% (15/28), Year 5: 53.3% (16/30), Year 6: 60.7% (17/28), Year 7: 60.9% (14/23).

2020:

Year 3: 34.8% (08/23), Year 4: 76.2% (16/21), Year 5: 69.0% (20/29), Year 6: 66.7% (22/23), Year 7: 81.5% (22/27).

Comment: We increased the number of students achieving the SEA across all cohorts and also across all year levels, with the exception of year 3. With the introduction of short formative assessment cycles that focused on developing students vocabulary we had a narrow focus which gave teachers the permission to look in depth at a key skill in developing students comprehension.

## Running Records:

2019: Year 1: 55% (12/22 students), Year 2: 58% (14/24 students)

2020: Year 1: 48% (10/21 students), Year 2: 52% (13/25 students)

Comment: A slight decrease across both year 1 and year 2 from 2019 to 2020. The school in 2020 moved from focusing on predictive texts (which are the text types used to determine Running Record Levels) to decodable texts to ensure all students have a strong understanding of the Alphabetic Code.

## Phonics Screening Check:

2019: Year 1: 20% (4/20 students)

2020: Year 1: 41% (9/22 students)

Comment: We doubled the number of students achieving the Phonics Screening Check from 2019 to 2020. The introduction of Initialit in the Junior Primary Classes drive clear focus on teaching students to understand letters and the sounds they make and then how to use these sounds to make words and read them in a decodable text.

# Attendance

Year level	2017	2018	2019	2020
Reception	87.3%	87.2%	91.5%	85.2%
Year 1	91.7%	89.7%	86.8%	86.4%
Year 2	88.3%	90.1%	90.1%	82.9%
Year 3	86.9%	87.5%	88.9%	83.7%
Year 4	91.9%	91.2%	86.3%	83.5%
Year 5	90.3%	91.5%	90.4%	83.0%
Year 6	90.3%	90.5%	88.4%	84.6%
Year 7	89.3%	90.9%	93.0%	84.1%
Primary Other	85.7%	N/A	N/A	N/A
Total	89.3%	89.9%	89.3%	84.1%

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

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

## Attendance comment

Attendance is of a high priority and the importance of regular attendance is emphasized to both students and parents.

Students who are late to school report to the office and sign in. However, even though there is significant effort made to increase student punctuality some students are regularly late to school.

Our Wellbeing Leaders regularly meet with teachers, parents and attendance officers to try and solve any issues that may be impacting on student attendance.

## Behaviour support comment

Kirton Point Primary School places an emphasis on engaging students proactively with their learning and developing support processes, programs and strategies to meet the individual needs of all students. We have three tiers of behaviour support which include:

Proactive classroom strategies: These strategies are aimed at supporting all students in the school to develop the skills to manage their emotions and deal with any conflict calmly and respectfully. Some of the strategies are: Restorative Justice, Circle Time and Play is the Way.

Proactive individual and small group support: Some students need further support outside of the classroom and our Wellbeing Leaders, support staff and volunteer mentors play a key role in supporting individuals and small groups of students with the skills they need to be successful in the school. Some of these strategies are: Nurture Group, Peaceful Kids and Mentoring.

Behaviour Management: Following DfE protocols.

# Client opinion summary

Students: Was not conducted in 2020

Parents: A school parent engagement survey was conducted in 2020. This survey was available to all parents in the school community and we had a total of 32 responses. Some of the key findings from this survey include:

Strengths:

- 84% of respondents Agree or Strongly Agree that people respect each other at our school. No respondents Disagreed.
- 91% of respondents Agree or Strongly Agree that they feel like their child is important to the school. No respondents Disagreed.
- 70% of respondents Agree or Strongly Agree that the school provides them with useful tips on how to help student learning at home.

Areas of Development:

- 13% of respondents Disagree that teacher and students treat each other with respect at the school. 78% either Agree or Strongly Agree.
- 9% of respondents either Disagree or Strongly Disagree that the school communicates with them effectively. 82% either Agree or Strongly Agree.

Comment: The school will use this information to support our improvement planning moving into 2021. This information along with other feedback sources from our school community is critical information we can use to ensure we are moving towards achieving our vision.

Staff: Was not conducted in 2020.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	6.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	11.1%
Transfer to SA Govt School	36	80.0%
Unknown	1	2.2%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

All staff and volunteers have the required Working With Children Checks and Reporting Abuse and Neglect Training.

Staff submit copies of all required documents to both the DfE and to the site and copies of all of these documents can be found at our admin.

# 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	32
Post Graduate Qualifications	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	22.0	2.6	10.6
Persons	0	23	4	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$67,686
Grants: Commonwealth	\$3,507,613
Parent Contributions	\$61,420
Fund Raising	\$4,501
Other	\$15,873

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

## 2020 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 2020 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	Students were assessed, then relevant learning and wellbeing programs were purchased and then staff implemented them to improve individual student learning outcomes.	Increased student outcomes in reading in both Phonics Screening Check and PAT-R
	Improved outcomes for students with an additional language or dialect	Students were assessed, then relevant learning and wellbeing programs were purchased and then staff implemented them to improve individual student learning outcomes.	Increased student outcomes in reading in both Phonics Screening Check and PAT-R
	Inclusive Education Support Program	Students were assessed, then relevant learning and wellbeing programs were purchased and then staff implemented them to improve individual student learning outcomes.	Increased student outcomes in reading in both Phonics Screening Check and PAT-R
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development Students taking alternative pathways IESP support</p>	Students were assessed, then relevant learning and wellbeing programs were purchased and then staff implemented them to improve individual student learning outcomes. This included: A number kit for intervention, Initialit, Macqlit, Minilit, Peaceful Kids, Nurture Groups, Boxall Profiles and other professional learning materials. This allowed the site to develop learning for students at their need in either whole class, small group or individual. This approach has enabled the site to focus on individual student learning needs, which has increased outcomes.	Increase the number of students achieving the SEA in PAT-R and Phonics Screening Check and had significant growth in all students whether they achieved the SEA
Program funding for all students	Australian Curriculum	Increased staff knowledge of the Australian Curriculum through structured programs that showed teachers the progression of students learning in key areas of Reading.	Teaching students where they are in the curriculum.
Other discretionary funding	Aboriginal languages programs Initiatives	To provide a cultural studies program to expose students to Aboriginal Languages and Culture. Each class received one lesson per week.	Unable to measure outcomes so program will cease in 2021.
	Better schools funding	Students were assessed, then relevant learning and wellbeing programs were purchased and then staff implemented them to improve individual student learning outcomes.	Increased outcomes against the SEA in PAT-R and Phonics Screening Check
	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA