

# Karna Plains School

## 2020 annual report to the community

Karna Plains School Number: 1792

Partnership: Elizabeth

Signature

School principal:

Ms Angela Walkuski

Governing council chair:

Linda Hopgood

Date of endorsement:

2 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Kaurna Plains School is situated in the Northern suburbs and caters predominantly for Aboriginal students, providing a choice for Aboriginal families in regard their child's education. There is a genuine cooperative partnership between school and community. The school reinforces and maintains knowledge and understandings about Aboriginality in order to develop in students a sense of identity, pride, confidence and esteem as Aboriginal people.

Our philosophy is of being united to empower students to be culturally strong, confident and successful and ensuring that parents and community members are an active part of the school community. Our school values are Cooperation, Organisation, Respect, Kindness and Acceptance (C.O.R.K.A.) Priorities focus on quality education in literacy and numeracy, environment and well-being, and are embedded with Kaurna Language and Culture within all curriculum areas, supporting the notion of connecting and belonging within the learning community.

Our student cohort is predominately Aboriginal and Torres Strait islander which is diverse in their strengths, abilities and needs. Students may be gifted and talented, achieving above SEA, Habitual or Chronic Non-attenders, trauma background, Low SES, transient, exhibiting high risk behaviour, LGBTQIA , and English as Another Language (EAL). Highlights of 2020 have been the implementation of a structured, strategic approach to literacy Improvement through our Site Improvement Plan (SIP), as well as a variety of school, community and class based events that develop culture and identity, while celebrating achievement.

Additional highlights include:

Finalised and named the Community Room.

Prepared to restructure the Secondary School to engage students.

Restructured the leadership team - appointed Literacy Leader & Positive Education Leader.

2 SACE students enrolled at University for 2021.

7 Students completing a stage 2 Business studies / VET course.

SRC developed a new bullying policy and new playground built.

Highest ever completion of Premiers Readers Challenge including Secondary Learners.

Upskilling and reclassification of SSO staff.

Intervention programs such as MultiLit, Minilit, Macqlit, Big Ideas in Number, 1 on 1 Speech and Language groups.

Enrolments increased from 86 to 114 which resulted in an additional class being needed.

Aboriginal Artists & Community working alongside students who produced painted kangaroos under the Morphett Street Bridge and plantings with Playford Council for the new Gawler Bypass.

## Governing council report

Our work to re-establish a rigorous and responsive Governing Council was hampered by Covid-19 as parents had limited access and knowledge on how to use digital technologies.

Governing Council consisted of Principal, Deputy, 3 Parent Representatives and a Member of the Finance team.

Governing Council AGM was held in November 2020, parents who submitted their expression of interest to become members of the council filled the vacancies. During the year there was 1 meeting that were adequately attended by all members, these meetings covered a range of topics.

They included changes in signatories, possibly getting more programs suited to the secondary classes to keep them engaged, nominations for the finance committee was asked in which we had 3 members agree to and the 2020 budget and balance sheets were tabled and discussed. Upgrades around the school were discussed and all upgrades were supported by the governing council.

Classroom and student funding were discussed as well as School Card.

# Quality improvement planning

Site Improvement Goals - Improve student achievement in reading R-2 focusing on Phonemic Awareness & years 3-6 comprehension - Literacy Leader employed. The leader worked closely with the Learning Improvement Division & Literacy Guarantee Unit from the DfE to ensure SIP goals were strategically planned & programmed. The leader then worked using a coaching model in various ways with all staff at the site, this included the collection and analysis of data. As a result in 2020 time was put into extensive training through PLC's and Pupil Free Days. Additionally money was spent on the building of Literacy resources also. Programs such as Jolly Phonics and Heggerty were established in the literacy block. Intervention programs were established for wave 2 students, SSO staff were trained/upskilled and reclassified. Programs included MultiLit, Macqlit, Big Ideas in Number, 1:1 Speech and Language groups.

All teaching staff at the site also undertook Running Record & Guided Reading training. A site agreement was established along with the implementation and moderation.

As a result all classes have established Literacy Blocks where student engagement is at its best as there are structures and routines. The Literacy Leader meets fortnightly with teachers while she visits all classes on a regular basis.

In 2020 our SIP goals were all on track as it was the year to build teacher capacity at the site. Data in 2021 will indicate more growth for students particularly in phonemic awareness.

NAPLAN due to COVID has not changed from 2019.

## Improvement: Aboriginal learners

As our site is predominately Aboriginal we use the Aboriginal Strategic Plan as a tool with teachers within their planning. As a site in 2020 we chose to use the Tracking & Monitoring growth & Achievement in regards to the Aboriginal Learner Achievement element.

How does the school track, monitor and review the growth and achievement of every Aboriginal learner?

SIP data

Literacy Targets

Running Record levels to improve by a minimum 5 for every student.

PASM -100% of Reception students to achieve Kindy level as a minimum

70% Yr 1 students to achieve reception level as a minimum & 30% of yr 1 students to stay on track

90% Yr 2 students to achieve yr 1 level as a minimum & 10% of yr 2 students to stay on track

Running Record levels to improve by a minimum 8 for all students.

PAT 65% of students in years 3-6 to achieve SEA. 35% of students in years 3-6 to maintain or further improve.

Actions - Develop targeted PLC's to build staff capacity in conferencing, tracking & monitoring

Build staff knowledge & understanding of using agreed data sets for intentional teaching & intervention.

Training & development for staff.

Develop consistent conferencing practices for reading & up skill staff to implement these.

Observations & coaching model

How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals?

OCOP

Literacy Progressions

Actions - Identified data sets – ability to analyse and set SMARTAR goals.

Markit data termly – agreed sets

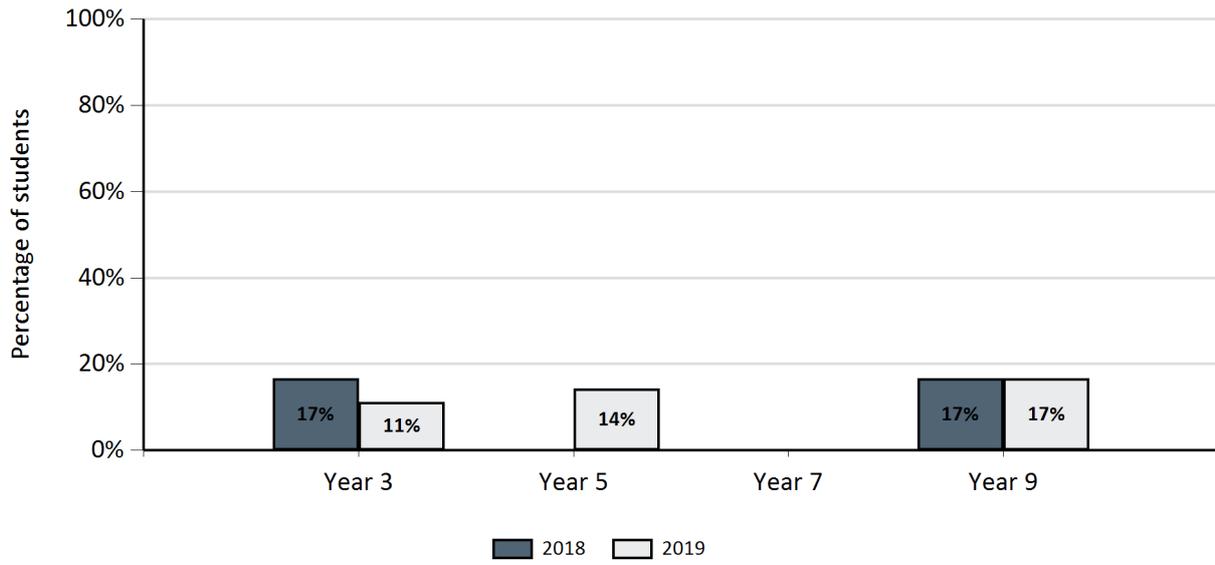
Analysis of data – reflect, plan, teach & reflect model

# 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

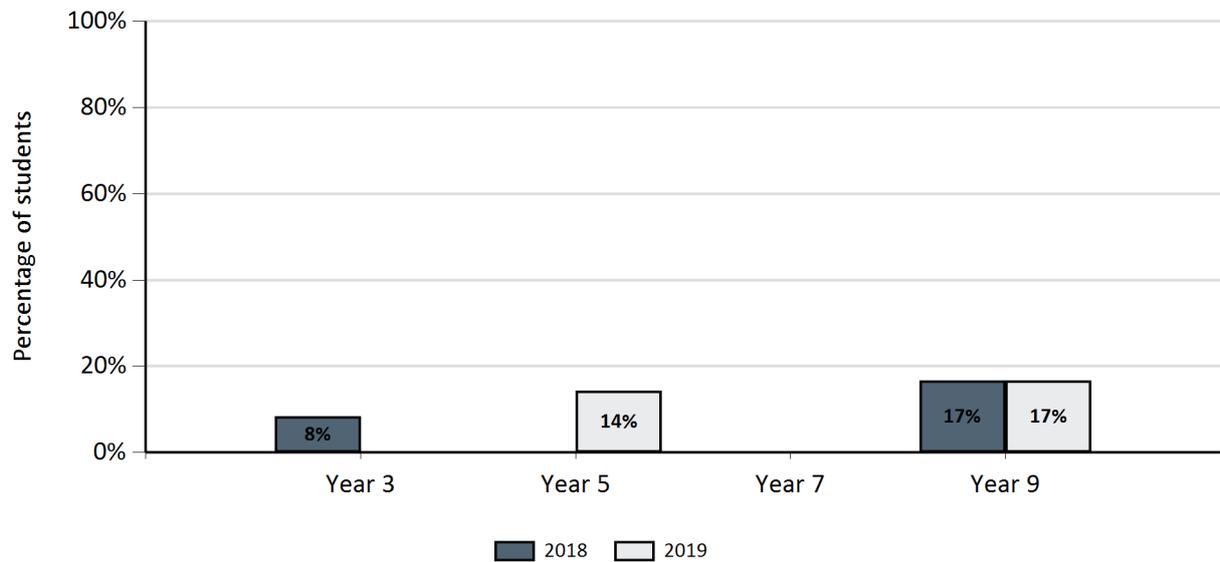


\*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 7-9	State (average)
Upper progress group	*	*	*	25%
Middle progress group	*	*	*	50%
Lower progress group	*	*	*	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%.

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# 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	9	9	0	0	0%	0%
Year 3 2017-2019 Average	9.0	9.0	0.0	0.3	0%	4%
Year 5 2019	7	7	0	0	0%	0%
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*
Year 9 2019	6	6	0	0	0%	0%
Year 9 2017-2019 Average	*	*	*	*	*	*

\*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.

## SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

2018	2019	
100%	*	#Error

Data Source: SACE Schools Data reports, extracted February 2020

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

# School performance comment

## NAPLAN - COVID 19 impacted

In 2020 our Reception and year 1 students showed strong growth in their PASM data - we relate this back to our implementation of Heggerty and Jolly Phonics into our daily literacy blocks.

PAT R and PAT M was completed by students in years 3- 10 in 2020. The data was used by the teachers to inform their teaching. Teachers spent time analysing the data to find gaps in students learning and used the data as a tool to plan next steps.

In terms of SACE completion in 2020, 0 of 0 students enrolled in February and 0 of 0 enrolled in October, who had the potential to complete their SACE, went on to successfully achieve SACE. This result for October SACE completion represents little or no change from the historic baseline average. However 2 Students who had began 2020 with few stage 1 Credits, will be recognised as SACE completers mid 2021 as the results of a Stage 2 Business studies course completed late in 2020/Early 2021 are accredited.

For compulsory SACE Stage 1 and 2 subjects in 2020; 100% of students successfully completed their Stage 1 Personal Learning Plan, 100% of students successfully completed their Stage 1 literacy units, 100% successfully completed their Stage 1 numeracy units and 100% successfully completed their Stage 2 Research Project.

For attempted Stage 2 SACE subjects in 2020, 100% of grades achieved were at 'C' level or higher, 0% of grades were at an 'A' or 'B' level. This result represents little or no change from the historic baseline averages.

No student completed SACE using VET. The school does not convene a Flexible Learning Option (FLO) program. In terms of 2020 tertiary entrance, no students achieved an ATAR or TAFE SA selection score, however 2 were successful in applications to university courses.

"SACE is planned around authentic Career Development Pathways. Students' patterns are carefully monitored to ensure they are offered subjects that support them to complete their SACE. Teachers carefully create SACE compulsory subject tasks so students can demonstrate Design Criteria in line with their strengths. SACE flexibilities are utilised to allow local opportunities to be recorded / recognised as SACE credits. In 2020 we offered a more diverse range of subjects than before including photography, food and hospitality, business innovation and supported students to attend both SAASTA and SAASTA scientific studies with the University of Adelaide.

# Attendance

Year level	2017	2018	2019	2020
Reception	40.9%	71.3%	55.1%	55.1%
Year 1	47.5%	62.2%	69.7%	54.8%
Year 2	78.6%	55.7%	45.9%	60.8%
Year 3	77.0%	73.6%	52.1%	40.9%
Year 4	72.0%	75.6%	69.0%	54.9%
Year 5	66.3%	81.4%	79.3%	66.9%
Year 6	58.8%	60.5%	68.9%	64.3%
Year 7	59.7%	61.7%	47.9%	58.3%
Year 8	72.8%	24.8%	68.3%	37.5%
Year 9	51.4%	49.3%	19.9%	53.8%
Year 10	68.0%	49.6%	54.2%	45.1%
Year 11	66.8%	71.0%	56.9%	55.7%
Year 12	46.6%	49.4%	56.4%	46.6%
Secondary Other	79.9%	N/A	N/A	N/A
Total	64.3%	61.9%	59.6%	55.1%

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

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

## Attendance comment

Student enrolments have steadily been growing since 2018 and the site responded by creating a 5th primary class in term 2 of 2020. The site receives a steady numbers of enrolments of learners who have not been successful at other sites. In 2020, there have been growing numbers of reception students and this trend is continuing into 2021.

A new attendance approach was implemented in 2020 which meant attendance percentages returned to pre-covid levels. This included daily contact (either through phone or message), attempted leadership contact or home visits after 3 days of unsuccessful contact, and increased interagency support, contact visits and attendance plans for chronic and habitual non-attenders. This approach aimed to reduce the number of unexplained absences and reduce the num

## Behaviour support comment

Increased enrolments & complex, challenging students from other sites resulted in suspensions 74 compared to 34 in 2019. Number of students suspended was 46 compared to 22 in 2019. Exclusions saw 4 compared to 7 in 2019. Students excluded was 4 compared to 6 in 2019. Take homes were 56 compared to 88 in 2019. Students on take home were 33 compared to 44 in 2019.

As a result it was decided to establish a student engagement committee to address the needs of both teachers & students at the site. Staff also trained in Berry Street and Managing Aggressive & Potentially Aggressive behaviour.

# Client opinion summary

Kaurna Plains School, in consultation with Aboriginal Liaison Officers and teaching staff, regularly receive oral feedback from families, caregivers and the wider community. Families and caregivers frequently engage and celebrate the success of our Aboriginal students. They regularly partake in school events including sports day, swimming carnival, camps, community breakfasts, assemblies/concerts and graduations. Feedback from teaching staff, families, caregivers and the wider community is positive.

The Community has mentioned that the Site has come together as one, as the childcare, kindy and school continue to work on their partnership. A community room has been established where parents/caregivers can access the ACEO staff & attend RSA counselling or participate in the fortnightly nutrition program.

Enrolments have increased and data indicates that new families had located Kaurna Plains through our current website and face book page, and made their decision to enrol based on this.

Feedback received provides the school and leadership staff opportunities to further engage with students in supporting their ongoing welfare, academic wellbeing and resilience.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	17.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	17	60.7%
Unknown	6	21.4%
Unknown (TG - Not Found)	0	NA

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

## Relevant history screening

A central register of all the relevant DCSI screening submitted for staff, volunteers, contractors and TAFE/Uni students is maintained. It is standard practice to review what screening requirements may be required before allowing new volunteers or visitors on site. Copies of screenings are taken and placed in the register with expiry date noted.

# 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	21
Post Graduate Qualifications	11

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	2.0	9.7	9.2	3.1
Persons	2	10	11	4

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

## Financial statement

Funding Source	Amount
Grants: State	\$13,000
Grants: Commonwealth	\$0
Parent Contributions	\$0
Fund Raising	\$0
Other	\$0

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	Art & Music therapy Cooking with families SAKG - wellbeing programs CORKA Friday	Students able to regulate better Engagement with parents while developing skills
	Improved outcomes for students with an additional language or dialect	Intervention Programs established for wave 2 students Literacy Leader employed - coaching model Training to build capacity of teachers & SSO staff Resources bought	Improved student engagement SIP goals on track Improved growth in all students
	Inclusive Education Support Program	SSO employment & reclassification in specific programs to address the needs of students. Speech pathologist also employed	Student growth in the areas of literacy & numeracy
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	SSO upskilling & reclassification Literacy intervention programs Big ideas in number program Aboriginal Elders - Uncle Moogy Additional SSO support in JP classes during literacy block Training in Jolly Phonics & Heggerty - including resources	Student growth & engagement
Program funding for all students	Australian Curriculum	PLC with the focus on literacy progressions New Curriculum resource online	Demonstrated growth against learning
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Artisitits & Elders employed Whole school focus on Kurna Language & Culture	Improved engagement
	Better schools funding	nutrition program Music therapy Sports programs Cultural workshops for students Authors in schools Groundforce Dance workshops Wellbeing programs and interventions	Increased attendance cultural connection student engagement rather than behaviour
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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