Kaurna Plains School was established in 1986, to provide a strong Aboriginal Cultural and academic focused curriculum for the local Aboriginal communities. This was in response to widespread educational disadvantage, where retention levels and student achievement were not meeting state and national benchmarks.

At Kaurna Plains Reception to Year 12 School there exists a genuine cooperative partnership between school and community. The school reinforces and maintains feelings, knowledge and understandings about Aboriginality in order to develop in students a sense of pride, confidence and esteem as Aboriginal people. The school philosophy is of being united to empower students to be culturally strong, confident and successful and to ensure that parents and community members are an active part of the school. The school values are Cooperation, Organisation, Respect, Kindness and Acceptance (C.O.R.K.A.)

2013 Highlights

- First Lego League – Adelaide 2013 – in our second year, our students achieved “Special Judges Award”
- Secondary students Cultural Camp to Yorke Peninsula
- Growing Kumangka Community Garden
- Aboriginal Cultural Framework for Engagement and Wellbeing
- “Stop Look it will come to you” Aboriginal Cultural Program with Liz Tongerie and Elsa Kyriacou
- Combined School Sports Day including Elizabeth North and Elizabeth Vales Primary Schools
- Development and implementation of Social Skills Program including bird watching in wetlands
- Students built outdoor wood oven in wetlands
- Validation
- Cultural competency training program with Klynton Wanganeen
- Ann Baker – Maths Research Project for Primary Teachers
- Implementation of Jolly Phonics Program

Report from Governing Council

Governing Council did not meet during the year as a quorum could not be achieved. A number of parents are enthusiastic to participate but for various reasons did not attend scheduled meetings i.e. funerals, other commitments, family issues etc. These members continue to support the school in other ways i.e. art project
Self Review Processes and Improvement Cycle
The findings of the self-review have been acted upon and evidence was observed in classroom pedagogy and in student responses. A whole school rigor focusing on literacy continuum, literacy block each morning is established. This is supported by professional learning for all staff to build knowledge and maintain high expectations. Kaurna Plains School is focused on “place for learning”:
- Calm rich learning environment
- Collection of relevant data for the purpose of directing planning, teach and assess cycle
- 100% participation in NAPLAN
- Developed and implemented transition program for Kindy to School (partnership with Kaurna Plains Kindy)
- Clarity of roles and responsibilities of leaders and a strong focus on staff development ie supporting staff to achieve certificate 3.
- Student attendance continues to improve with whole staff commitment
- Strong focus on literacy across the curriculum, staff committed to professional learning in reading comprehension, tactical teaching, EALD, Tefel and Accelerated Literacy
- Strong collaboration and respect among the leadership team

Quality Teaching and Learning
There was evidence of improved quality in classroom teaching and learning. There was evidence of:
- Scaffolding
- Inclusive questioning
- High order focus
- Positive relationships
- Students engaged positively and collaborating with peers
- Literacy and numeracy blocks preserved as uninterrupted learning time
- Staff professional learning included mutual collegial collaboration and sharing
- Teacher planning and programming was clear and intentional for meeting the needs of students learning both individual and groups
- Planning was modified as necessary to meet the learner abilities
- Classroom atmosphere and environment reflected a productive and respectful place between staff and students

Curriculum Coherence
The following processes are in place:
- Professional learning for all staff
- Development of common understandings about curriculum and pedagogy
- Opportunities for staff to discuss student achievement data and identify goals
- Team work and collaboration is encouraged
- Processes occur for staff to examine state and national curriculum and share pedagogy to develop common understanding of teaching and learning
- Develop common language and practice for literacy
- Staff have opportunity to contribute to strategic planning

Learning Outcomes
Individual student data is collected and shared as part of end of year transition and case management. Site data is collected to identify areas requiring focus for improvement at student, classroom and whole school. Teachers use data to design learning programs to support individuals. Intervention processes are planned and programmed for by classroom teachers including support staff.

Leading Improvement
There is a strong and clear focus on leading the learning and support staff to reflect on improving practice including:
- Financial management
- Human and physical resources
- Calm and welcoming culture into school
- Pride, belonging and shared purpose
- Involvement of families and community members is encouraged
Performance development and professional learning support site priorities
Educational leadership is shared across the site with several skilled practitioners identified to mentor/coach colleagues and facilitate pedagogical and curriculum development.

Commendations:
- Safe supportive learning environment for all students
- Clear focus on learning and improvement
- Relentless focus on literacy
- Positive school culture
- Pride students have in their school
- School physical environment support the learning and support a peaceful culture
- Consistent teaching practice – literacy
- Cohesive leadership team that drive the learning agenda
- Whole school approach to improvement

Recommendations:
- Continue to delve deeper to build knowledge and understanding of pedagogical improvement in planning and assessment practices – differentiation of curriculum
- Focus and plan for students with high academic potential
- Continue to improve collaborative performance development to achieve consistency of practice from Reception to Year 12
- Develop a strategic marketing plan in collaboration with community to increase enrolments particularly in Secondary
Student Achievement

The Big Six across R-12
What we implemented in 2013 and the Outcomes
Our Targets: Phonological awareness – achieve age appropriate scores on screening test
  Running records
    - reception achieve level 10
    - year 1 achieve level 20
    - year 2 achieve level 30

Literacy Block – “buddy reading” between class R-2 and 8/9 students has accelerated running record levels for all year levels as older students mentor younger students – as a result students confidence, sight words, comprehension and reading strategies improved. Due to the success of this buddy reading program, other classes have become involved as well as Kaurna Plains Kindy. Other programs that has supported students improvement has been “books in homes” and “Premiers Reading Challenge”

Val Hunter (according to Australian Curriculum) and R-10 spelling agreement
- Reception achieve 2 letter blends (word list 1 and 2)
- Year 1 achieve 2 letters beginning & final consonants (word list 3 and 4)
- Year 2 achieve diagraphs, long and short vowels (word list 5 and 6)
- Year 3 achieve more diagraphs and word families (word list 7, 8 and 9)
As below the graphs indicate that the early years data has dramatically increased compared to the previous years – the graphs in the primary, middle and senior years also indicates that students are achieving more not only in reading but in comprehension as well. These results are due to the implementation of our across the site Literacy agreements and our expectations of student learning.
Pat R and Pat M data -
The use of Pat R and M has helped Teachers in targeting their learning for specific students. Quicksmart program is very successful.
**Pat M Data**

2013 was the first year we used the PAT Maths Plus online format for collecting baseline data for students. We first tested students in May so that we could identify students who would be participating in an intervention program called Quicksmart. The PAT data, along with NAPLAN data, enabled us to target students who were experiencing difficulty with basic maths operations and provide them with support through the Quicksmart program. The PAT data also enabled us to create mentoring and tutoring support timetables so that students had individual guidance throughout their Maths lessons.

The PAT Maths Plus test was also completed by students during Term 4 and the results were compared to the initial data from May. We used the data comparisons to gauge the success of the intervention programs; Quicksmart, tutoring and mentoring. We found that students who had received support and guidance throughout the year had improved significantly in comparison to those who had received no support. This data has also been used to help with future planning so that staff can identify areas which need addressing or reviewing.

**Pat R – Comprehension Data**

2013 was the first year that we used the Pat R – Comprehension online testing format to collect baseline data. We initially tested students in February and were only working with students who had reached Level 29 in their Running Records. The data indicated that several students were in need of support with comprehension, and so, we collected various data to plan programs of intervention, around mentoring and tutoring support in classrooms.

Post intervention testing in November indicated that our students who had been receiving support were improving in their comprehension and ability to gather information from texts, inference and gain meaning. Class teachers were also able to use the current data to prepare programs which catered to individual needs and supported the development of particular comprehension skills, based on the needs of year levels.

### NAPLAN

Our School implemented a rigorous focus to improve literacy between 2010-2013 focusing on the following targets:

- 2010 – focus on phonological awareness and spelling
- 2011 – focus on reading and grammar & punctuation
- 2012 and 2013 – focus on reading comprehension

Improvements in attendance have had a positive impact on engagement in learning and this in turn is contributing to improved student outcomes.

Due to our sites small cohorts and student transience of 2 students data reflected that focus in 2014 needs to be in all areas including the “Big 6”

### YEAR 3

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>314.2</td>
</tr>
<tr>
<td>Reading</td>
<td>293.6</td>
</tr>
<tr>
<td>Writing</td>
<td>396.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>363.9</td>
</tr>
<tr>
<td>Grammar</td>
<td>268.8</td>
</tr>
</tbody>
</table>

**Mean Scores**

- **Numeracy**
- **Reading**
- **Writing**
- **Spelling**
- **Grammar**

**Year 3**
NAPLAN Year 3 – 2013 results:
- Numeracy – 2 students at proficiency band 1 and 1 student at proficiency band 3, need to be achieving band 4
- Reading – 2 students at proficiency band 1 and 1 student at proficiency band 3, need to be achieving band 4
- Writing – 3 students at proficiency band 1, need to be achieving band 4
- Grammar and Punctuation – 1 student at proficiency band 1 and 1 student at proficiency band 3, need to be achieving band 4

Given our previous growth of data in EALD and Running Records our Naplan data indicates disappointment as this is compared with previous year level as this is not the same cohort as the other graph has tracked individual students. Also the Naplan data as discussed earlier not only is not tracking individuals but the number of students sitting the test is different for example in year 3 only 2 students sat the test compared to previous years. This is why as a school we analyse each student’s data not a collective group to address our targets for the following year. We also have a lot of student movement, for example new students come into the school and previous students move on to other schools.

YEAR 5

Year 5 students achieved good results and are gaining achievement in the statewide results.

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Numeracy</td>
<td>367.4</td>
</tr>
<tr>
<td>Reading</td>
<td>382.4</td>
</tr>
<tr>
<td>Writing</td>
<td>285.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>313.7</td>
</tr>
<tr>
<td>Grammar</td>
<td>313.8</td>
</tr>
</tbody>
</table>

NAPLAN Year 5 – 2013 Results:
- Numeracy – 100% achieved proficiency band 5 need to be achieving band 6
- Reading – 33.3% achieved proficiency band 4 and 66.7% achieved proficiency band 5, need to be achieving band 6
- Writing – 100% achieved proficiency band 4, need to be achieving band 6
- Spelling – 100% achieved proficiency band 4, need to be achieving band 6

Grammar and punctuation – 100% achieved proficiency band 6, need to maintain.

The results for the year 5 cohort were more consistent as they were a group that had not moved out of the school and had been at our site since junior primary.
YEAR 7
Students succeeded in numeracy, reading and grammar; however, students did not achieve benchmark in writing as in previous years. A steady growth has been evident in previous years.

NAPLAN Year 7 – 2013 Results:
- Numeracy – 33.3% students achieved proficiency band 4 and 66.7% students achieved proficiency band 5, need to be achieving proficiency band 7
- Reading – 20% students achieved proficiency band 4 and 80% students achieved proficiency band 5, students need to achieve proficiency band 7
- Writing – 100% students achieved proficiency band 4, need to achieve proficiency band 7
- Spelling – 25% students achieved proficiency band 4 and 75% students achieved proficiency band 5, need to be achieving proficiency band 7
- Grammar and Punctuation – 25% students achieved proficiency band 4, 50% students achieved proficiency band 5 and 25% students achieved proficiency band 6, need to be achieving proficiency band 7

Students in the Year 7 level were again a small cohort and there was inconsistence to who completed sections of the entire Naplan testing. However, there is a concern with writing and spelling data is not improving: this will be a priority for 2014.

YEAR 9
Students maintained by achieving benchmarks in grammar. Improved results in writing, spelling and reading, this is due to “buddy reading” program and the implementation of Val Hunter spelling program in Secondary.

NAPLAN Year 9 – 2013 Results:
- Numeracy – 80% students achieved proficiency band 5 and 20% students achieved proficiency band 6, need to be achieving proficiency band 8
- Reading – 40% students achieved proficiency band, 40% students achieved proficiency band 6 and 20% students achieved bench mark. Need to be achieving proficiency band 8 and maintain/challenge students to improve results.
- Writing – 80% students achieved proficiency band 5 and 20% students achieved proficiency band 8, need to be achieving proficiency band 8 and maintain/challenge students to improve results.
• Spelling – 80% students achieved proficiency band 5 and 20% students achieved proficiency band 8. Students need to be achieving proficiency band 8 and maintain/challenge students to improve results.

• Grammar and Punctuation – 80% students achieved proficiency band 5 and 20% students achieved proficiency band 7. Students need to achieve proficiency band 8.

Analysing the data for the year 9 students was encouraging as they achieved above benchmark. All students applied themselves to participate in the Naplan, a big improvement on previous years.

### Senior Secondary

#### STUDENT ACHIEVEMENT IN ALTERNATIVE PATHWAYS 2013

**VET:**

<table>
<thead>
<tr>
<th>CERTIFICATE</th>
<th>Number of Students Completed Certificate</th>
<th>SBA/SBT</th>
<th>Returned to school</th>
<th>Apprenticeship</th>
<th>TAFE/Uni Employment</th>
<th>Withdrawn</th>
<th>FLO Program</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competences Auto Certificate 1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Certificate 1 Construction partial</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>First Aid Certificate</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Cert I Hair and Beauty</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
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<td>6</td>
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<td></td>
<td>1</td>
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<tr>
<td>Cert II Financial Services</td>
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<tr>
<td>Total</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

• 16 students participated in VET courses, however, some participated in more than one course therefore the total is different.

• The tracking of VET students and record keeping has become more accurate.

• Data indicates that students from Yr. 10-12 participated in 5 different Industry areas.

• 11 students from Year 9-11 participated in Vet courses.

• 4 FLO students participated in work experience and/or related training.

• Year 10 students successfully completed their PLP which included ESD 1.

• Some students did short courses that meant they did not complete the certificates but passed the competencies they participated in.

• Most students continued with their studies at school. FLO students had a high level of engagement.

• 1 Student commenced a School Based Traineeship and will complete in 2014.

• KPS has low numbers of students and Data shows a high proportion of students participated in VET courses.

**Year 12 Students Undertaking Vocational or Trade Training**

In 2013 we had no student’s complete year 12.
## Student Data

### Attendance

#### Attendance by Year Level

**National Attendance Rates Semester 1**

**R-2**
- 44% improvement in attendance
- Attendance improved due to rigor and engaging parents and families into classroom activities

**Year 3-5**
- -3% not achieved attendance benchmarks
- This was due to a number of students who were enrolled from Central Australia and other remote communities

**Year 6-7**
- 10% improvement in attendance
- Attendance improved due following site attendance policy ie phone calls, letters home, home visits, rewards

**Year 8-9**
- -5% not achieved attendance
- Attendance was an issue for a small cohort as they were transitioning from FLO to school and vice versa.

**Year 10-12**
- 3% improvement in attendance
- Attendance improved due following site attendance policy ie phone calls, letters home, home visits, rewards

### Destination

#### Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012 School</th>
<th>Regio n</th>
<th>Index</th>
<th>DECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>13</td>
<td>32.5%</td>
<td>6.7%</td>
<td>7.8%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>4.9%</td>
<td>15.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1</td>
<td>2.5%</td>
<td>3.9%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>2</td>
<td>5.0%</td>
<td>4.5%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>20</td>
<td>50.0%</td>
<td>52.9%</td>
<td>51.5%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>10.0%</td>
<td>16.5%</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

- 32% of students enrolled transfer from interstate, including Western Australia and Northern Territory. One student enrolled from Middle East background.
- The level of disadvantage continues to effect students as only 2 students enrolled in further education courses and 1 student sought employment.
- Half of students enrolled have transferred from another Government school.
## Behaviour Management

Overall there has been a decrease in violent suspensions, however data indicates male incidents has decreased, whilst female has increased slightly. During term 4, staff was engaged in developing our site Aboriginal Cultural Framework for wellbeing and engagement; this will take into account Aboriginal perspectives across the curriculum and Aboriginal Review of the student behavior management policy for classes and yard behavior was undertaken and this provided targeted professional learning for all staff, including beginning teachers in the SBM processes.

### Number of Suspensions related to violence

#### MALES

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1</td>
<td>4</td>
<td>0</td>
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<td>2012</td>
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<tr>
<td>2013</td>
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<td>0</td>
<td>2</td>
<td>1</td>
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</table>

#### FEMALES

<table>
<thead>
<tr>
<th></th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
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<td>0</td>
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<tr>
<td>2013</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### Client Opinion

Unfortunately, due to a technical error the client opinion was not completed and therefore is unable to provide an analysis. This will be prioritized in 2014.
Accountability

National Partnerships

**FTSLS grant of $4734**
Target to improve learning outcomes of students who:
- Students not fully engaged in learning programs
- Developing pattern of non-attendance
- Showing signs of disengagement
- Seeking training pathway
- Assistance to transition from year 7 and 8
- Learning issues including physical and emotional
The following strategies were implemented to support students:

We put SSO's into classes to help and support students in literacy by working in small groups or individually, as a result students became more confident and began to help others and also attend school more regularly and became engaged. We up-skill our staff & SSO's in staff meetings about the importance of social skills and during recess and lunch breaks SSO staff ran Social Skills Programs for all year levels in the school: This included library time, bird watching in the wetlands, gardening, play, reading to children, sportsmanship and getting along together games. The Reading Buddy Program not only assisted the literacy skills of the students but built a positive relationship with the students outside the classroom resulting in more attendance and motivation from the students. The SSO staff also undertook training in Quicksmart which engaged students and as a result made them more confident in Maths. In Senior Secondary, we began to analyze the literacy skills of the cohort and placed a teacher in the class to support the students. We also spent a lot of meetings with the parent, student, teacher, Deputy and ACEO to monitor their learning offering support, encouragement and communication, this was extremely successful and we retained the majority of our senior secondary students. We also explained SACE and VET with the students and began to implement our strategies for 2014 by meeting with students, parents, teacher, Deputy and ACEO to plan for the following year explaining both SACE and VET, the students and parents then left with a draft timetable the Vet programs they were in the points they had in SACE and also a projection of the following years of their SACE patterns. As a result of this we have retained all our senior secondary students for 2014.

**CMaD NP grant of $28134**
Target to provide additional support for Aboriginal students in line with their Individual Learning Plans (ILP’s) focusing on:
- Career aspirations
- Achieving excellence
- Literacy and numeracy
- And/or including above outcomes
The following strategies were implemented to support students:
- One child one plan
- Teacher
- SSO support
- Peer mentoring
- Workabout centre
- Student mentoring
- Community volunteer mentoring
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>16</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>13</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>1.49</td>
<td>7.60</td>
</tr>
<tr>
<td>Persons</td>
<td>2</td>
<td>8</td>
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</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>1888101</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>174221</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>16040</td>
</tr>
<tr>
<td>4 Other</td>
<td>124649</td>
</tr>
</tbody>
</table>