VISION
Kaurna Plains is a community school united to empower students to be culturally strong, confident and successful, where parents and community members are an active part of the school. Again, 2011 was a significant year of challenge and change. Our school had a number of new staff changes throughout the year.

INTRODUCTION
The core business of Kaurna Plains School is supporting student learning and providing success for all through a collaborative, safe, caring and supportive learning environment, focusing on high expectations.

Composite and multilevel classes provide opportunities for collaborative and co-operative practices, cohesive classroom and cross age tutoring to meet the needs of a broad range of student abilities.

KPS receives ESL funding for the majority of students who use Aboriginal English or an Aboriginal language as their first language. All Teachers teach ESL in their mainstream classes and maintain their ESL training and expertise while at the school.

KPS is an Accelerated Literacy (AL) school, and all teachers are required to collaborate in the delivery of the AL program. Rigorous and explicit teaching of literacy is a priority at the school.

HIGHLIGHTS
- Opening of BER Resource Centre and 25th Anniversary of Kaurna Plains School
- Improvement in literacy particularly in R-5
- SAPSSA – Rugby Kari O’Loughlin representative in National girl’s football
- Active after School activities Landscaping at front of school Trade Training Centre completion

STRATEGIC DIRECTIONS IN 2011
KPS continued be part of the Supporting Improved Literacy Achievements (SILA) project. This has provided whole school direction in literacy teaching and learning.

The Strategic Directions, objectives and targets are outlined in the 2011 Site Improvement Learning Plan. Detailed documentation of the plan is kept at the school.

The Site Improvement Learning Plan details the priority areas of our school:
- Literacy
- Pathways
- Well being and Attendance for learning

2011 SMARTER SCHOOLS NATIONAL PARTNERSHIP PLAN FOR KPS
The school was provided with Aboriginal Mentoring funds of $29854.

The Aboriginal Student Mentoring Program provided our school with flexible mentoring support to meet the individual needs of our Aboriginal students in years 5 to 9, who were not reaching their full potential or on the verge of disengaging. Mentoring was planned in conjunction with students’ Individual Learning Plans (ILP’s) and complemented current curriculum, educational pathways, initiatives and strategies already put in place at school.

Through ICAN, Flexible Learning Options (FLO) were negotiated between students and parents for case management as these were customised individual learning programs either at or off site.

Regional Leadership Consultant was assigned to our school with a professional development program to improve learning outcomes in literacy for all students. PALL extends our existing school resourcing in literacy improvement and professional development through the involvement and commitment of leadership.
STUDENT ACHIEVEMENT

Reception to Year 2
The focus for development in R-2 was phonological awareness. Phonological awareness is a foundation skill for learning to read and spell. It assesses the ability of young children to rhyme, to put words in syllables, identify initial and final sounds of words. Children in years 1 and 2 were pre-screened in term 1, to assess their skills and post screened in term 4. In November 2011, the data showed 7 students had developed phonological awareness skills to an age appropriate level. Term 4 data indicated 2 students will require more intensive teaching with developing phonological awareness skills in 2011.

The year 1 and 2 students were assessed to determine their spelling decoding skills. This test assesses 2 letter blends, beginning and final consonants and final diagraphs. Most students who made solid growth in phonological awareness also made solid improvement in spelling.

Running Records
Running records to assess students reading levels were taken each term. All students in year 2 increased in their reading. Reading Levels for the following year levels were achieved:
R: between 0-5
Year 1: between 3-19
Year 2: between 17-22
Using running records to track students will be a priority in 2012.

Accelerated Literacy
All Teaching staff were trained in Accelerated Literacy. A decision was made to return to intensive AL Support, utilizing the AL Consultant more frequently to provide for a sustained and consistent push for effective implementation of the AL pedagogy during 2011. This was supported by whole-school T&D in the How Language Works program, the close knowledge and analysis of language that is required for sound AL teaching.

Phonological Awareness
Early Years APAS support included Phonological Awareness, Phonics, Reading.

Books in Homes
Books in Homes received 188 student orders during the year and dispatched 564 books of choice, and a large number of labels and book bags.

NAPLAN YEARS 3-9
We had much better participation in NAPLAN in 2011. Year 3-4 students showed big increases over all Literacy areas. Year 3 met all minimum national literacy benchmarks. Year 5 did not improve by 5% in 4 areas of literacy. Year 7: Increased in Reading and Writing by 5%, however decreased in Spelling & Grammar. Year 9: Increases were noted in Spelling followed by decreases in Reading, Writing and Grammar.

Please note there are very small class sizes and therefore outcomes can be skewed by individual student results, so statistically, these results are not significant, but possibly an indication of growth.

The improvements in Years 3-4 students may reflect the abilities just of that cohort to some extent, but also must display the improvements brought about by the targeted Literacy Improvement program over the last two years. The APAS tutors have an important role in the program, supporting our focus on Phonics and Reading fluency and comprehension.

Years 5, 7 and 9 students’ results also may reflect the abilities of each cohort, but it is also likely that it displays the effects of those students not having the benefit of the intensive Literacy Improvement program in their early years of schooling. They now have a lot of catch-up to do. APAS tutors are an important aspect of this support.

The overall results may also indicate a tendency for students to ‘plateau’ when they are in the Middle Years, if the Literacy Improvement program is not maintained into these years. Secondary subjects, with their need for strong reading comprehension skills and high level factual writing abilities, will still present a big challenge for our students unless literacy support, including APAS tuition, is maintained as a priority.

APAS SUPPORT
APAS was delivered by a qualified teacher, an undergraduate teacher trainee, and several classroom SSOs. We focussed on Reading Fluency and Comprehension in Years 3-11. Each student was allocated time during the week to receive intensive reading tuition. Early Years funding focussed on Phonological Awareness and Phonics instruction. In addition time was given to support senior students completing coursework for the SACE. Delivery was mainly by withdrawal to a quiet area. Each APAS tutor had a choice of work and tuition areas. In 2012 we are able to have a dedicated room for literacy support and tuition. We felt that APAS was more efficiently delivered and focussed this year. We decided on a whole
school focus of Reading, with Phonological Awareness/Phonics for younger students. Students were very responsive to this approach; we felt it reduced stigma associated with getting "support" if all students were all doing the same thing. Students also reported high interest in the reading material they were choosing and reading. In particular, the older students were able to access this support and Years 8 and 9 students could see the benefits of regular practice and reading material they enjoyed and connected with. This was reinforced in class with Guided Reading sessions in small groups, and students displayed more confidence in class as a result of their APAS sessions which were 1:1 and very supportive and enjoyable.

SETTING DIRECTIONS FOR 2012
As a result of analysing the NAPLAN data it has been determined that the improvement focus for 2012 will be in reading comprehension. In the early years the foundations for reading – phonological awareness, phonics, recognising high frequency words and daily reading will continue to be a strong focus. In the higher year levels the focus will be on understanding vocabulary and comprehension.
Students will be taught a wide range of different texts types (genres) starting with a persuasion text. Staff will focus on improved teaching and learning through reading comprehension strategies linked with the implementation of the Australian Curriculum by:
• Using data and assessment to program, plan, develop and action Individual Learning Plan (ILP’s) within routine classroom practices
• Applying How Language Works professional development into programming and teaching.
Implement National Australian Curriculum – continue to familiarise all Reception to Year 7 teachers with the new Australian Curriculum for Mathematics and Science, while continuing to use the SACSA Framework.
Engagement and Attendance for Learning – consistent monitoring of students to attend school and experiential learning hands on, our management and focus on culture and pride of students will lift achievement and satisfaction.

Kaurna Plains School Choir performing
Reconciliation Week

ABORIGINAL STUDIES / KAURNA LANGUAGE/ MUSIC
This year Kaurna Plains School was involved in the Aboriginal curriculum studies project that looked at implementing Aboriginal perspectives across the curriculum.
Funding was provided to enable staff to be involved in workshops that explained the new curriculum resource. This information was then passed on to teachers to help in their planning. Much progress has been made this year and the final stages of linking assessment to the achievement standards of the Australian curriculum are in progress.

As an Aboriginal school, Kaurna Plains is involved in all Cultural events that occur throughout the year, and our students are often asked to perform Kaurna welcomes, dances and songs at these and other events. This year has been very busy and the students have been involved in many events including:-
- Survival Day concert at Tandanya
- Spirit Festival where our choir performed with the Ngarrindjeri and Adnyamathanha Women’s choir and our dance group was part of the opening ceremony. This involved students attending workshops and rehearsals on weekends and the result was outstanding
- National Sorry Day
- SACE awards at Flinders Street – our students performed the Kaurna welcome at this event and art work by our year 11 stage one art students was on display and received much acclaim. Also our successful 2010 Panasonic film "Warrabarna Kaurna" was shown
- Reconciliation week – we were fortunate this year to have a visit to our school by the world renowned Soweto Gospel Choir and outstanding Aboriginal soprano and opera composer Deborah Cheetham. Staff and students worked hard to make
this an excellent community event.

Primary Music Festival – once again this year our students performed the Kaurna welcome on the first night of the festival. This year for the first time our choir performed with hundreds of other students at one of the concerts. Our choir teacher Ms Vonda Last prepared the students extremely well for the concert and we received high praise for our student’s performance and behaviour from the organisers.

Come Out – our students led the street march for the opening of the “Come Out Festival”.

Debra Cheetham working with KPS Choir

Throughout the year we have had visits to our school by people from all parts of the globe and all are impressed by the welcome that the students give them.

Kaurna Language is a very important aspect of Culture and this year has seen the development of a new Kaurna curriculum. A number of workshops have been held at the school to allow community members to have input into this document. It is still in draft form and more consultation needs to be done before it is completed.

At present we are working on the “Cultural Understanding” section and it is important that all members of the Kaurna community are involved in the development of this section. It is envisaged that this document will enhance the delivery of the Kaurna language program in our school.

There is also work under way to make changes to the spelling of many Kaurna words. These will be included in a new Kaurna dictionary that will hopefully be published towards the middle of 2012. Kaurna language remains a strong focus in our school and the initiatives that have been put in place this year should have long term benefits for the development of the language program in the school.

Our year 11 students successfully completed stage one Aboriginal Studies and next year will undertake stage two in this subject. They also achieved excellent results in stage one Visual Arts which focused mainly on Aboriginal Art techniques and the study of noted Aboriginal Artists.

Our Music program has been led by Ms Vonda Last as our choir teacher. This program will develop further next year and Vonda is keen to work with individual students for vocal and performance development.

Mr Ethan Morton, an ex-student of our school taught guitar lessons with both primary and secondary students. Next year music will be developed further.

A highlight of the year was the celebration of the 25th Anniversary of the school and the opening of the new resource centre. Our students performed exceptionally well and it was a great opportunity to reflect on what has been achieved in the 25 year history of the school.

SECONDARY CURRICULUM

A limited range of curriculum was offered due to the small number of secondary students enrolled.

Subjects offered at SACE level included:

➢ Visual Art
➢ Aboriginal Studies
➢ Studies of Societies

Subjects offered for year 8 to 10 included:

➢ Art
➢ Aboriginal Studies
➢ English
➢ Maths
➢ Contemporary Issues in Science
➢ Kaurna Language
➢ Hospitality
➢ Personal Learning Plan
➢ VET
➢ FLO
➢ Information Technology

A TAFE-accredited course for Years 10 to 12 students was undertaken at Taupuni College at Port Adelaide. Transport (bus was hired) was provided weekly for students to engage in hospitality and Information Technology courses.

Data was maintained for “Keeping Them on Track” project. Secondary students in years 10 to 12 were case managed in order to keep track of their progress and address issues promptly. Student’s individual SACE patterns were established and monitored.
FLO PROGRAM
FLO was designed for students that show signs of disengagement or are disengaged from school. This is usually measured through attendance and behaviour. Normally if a student is not attending or attending and not engaging appropriately they are counselled or referred to inter-agencies.

FLO case management and off-site programs were negotiated for individual students’ by providing different learning environments. One-on-one case counselling by trained social workers, small group learning places, and hands on courses provide alternative ways to engage students at their own pace and circumstance. For some students this is very successful with positive results.

As we continue to assist our students in the best way that we can through individual case management, we are often work with various agencies to support students to keep on track. During 2011, we have less than 10 students on FLO. One student is working part-time and attended a literacy and numeracy course. The other student recently graduated successfully at a carpentry course at ‘Training Prospects’ and is considering continuing and completing a Certificate 2 in Construction. The other students are still adjusting to this new model that replaces school and are gradually finding ways to make it work. FLO students are valued members of the School Community even if they are off-site. The FLO Coordinator meet’s regularly with their Case Managers and received weekly/fortnightly reports on their progress. Parents are involved at all levels as communication between families and school is critical for students to be successful.

MENTORING PROGRAM
In term 1 2011 Kauna Plains School received Aboriginal Student Mentoring Program funding. Aboriginal mentoring is a strategy initiated between the State and Federal Government to increase student engagement and participation. ASMP is also part of the Council of Australian Governments (COAG) Smarter Schools National Partnership Program, Communities Making a difference.

Student Service Officers (SSO’s) who work at the school undertook Mentoring training to implement mentor programs in consultation with class Teachers. Students from Year’s 5-9 were targeted to engage in mentoring programs as a positive strategy to improve attendance and learning outcomes.

A range of programs were developed and implemented, including:

- cooking
- gardening
- art
- sewing
- scrapbooking
- sport
- robotics (Lego)
- boys group
- girls group

All the mentoring programs operated in the afternoon as this was the time most students needed time out from traditional classroom activities. It is also a policy in our school that literacy and numeracy blocks in the morning were not to be interrupted. SSO’s worked in the classroom in the mornings, providing one on one and small group support to students. Students responded very positively to these programs. There was also a social, emotional focus embedded in the programs. Students who were struggling with friendships, family and personal issues were encouraged to talk and share experiences. Overall students participated in a range of programs that helped them develop group skills, well-being and life skills. The mentor program made a positive impact on the students and improved the attendance of many of our students.

During term 4 we concentrated on more academic outcomes and mentors worked mainly one-on-one with students. We still maintained the cooking program but focussed more on literacy and numeracy.

Every week mentors and I had a scheduled meeting to discuss the programs and address any issues that may have arisen. Each term we evaluated the programs to see if they were fulfilling the key elements of the funding criteria as well as the expectations we had set to achieve. Mentors provided reports each term for all students.

Next year we will continue to run a mentoring program as we believe it has made a significant difference for our students learning outcomes.

At the end of the term the mentors collected recipes that had been cooked over the year and created a cookbook for students to take home. They also had a Xmas cooking session and made White Xmas and little puddings for the students to share with their families. Students were proud of their achievements.
The mentoring program has been a positive experience for all staff and students; it has added a new ingredient to our school Culture. The mentoring program has encouraged our students to discover wonderful things about themselves and others. We have eaten well this year and fostered healthy appetites for learning.

**VET REPORT**

The recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These arrangements assist students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

We had few 10/11 students and only two students who undertook VET courses at Elizabeth TAFE in Hair and Beauty. However, The Trade Training Centre at Kaurna Plains was completed and in conjunction with Tauondi College, our 9/10/11 students have begun a Certificate 1 in Horticulture.

The 10/11’s also attended Tauondi College every Friday this year and worked towards completing their Certificate 2 in Hospitality.

After many negotiations with various stakeholders and organisations throughout the year, we have two proposals in place for 2012. Kaurna Plains will host its first regional VET program in Semester 1 2012. Twenty students from around the region will begin a Certificate 1 in Construction with the provider Peer Veet, a registered organisation in Albert Park. They will travel to the Peer Veet site to undertake elements of this course as well as utilise our own TTC. The students recently travelled to Peer Veet to undertake their White-Card training ready for next year. This was a great introduction to next year’s course. They will also complete the ‘Five Steps Program’ with ‘The Workabout Centre’ alongside this training to gain pre-employment training skills such as; Resume writing, Interview skills, and a structured Work Placement.

In Semester 2, 2012 we will negotiate some ‘Taster Courses’ for students to undertake at Tauondi College as well as a possible Certificate 2 in Construction.

As we become more experienced at managing courses we hope to continue to offer Regional VET courses at KPS that will financially benefit the school. One of the challenges of running a TTC is having trained staff who can offer training. We are currently looking at internally training staff in order to develop our own programs. This will take time but with the support of IPP (Industry Pathways Program) funding and VET Scholarship funding, we should be able to achieve this.

Students who don’t want to partake in these projects will be offered other opportunities to explore their individual pathways and access other regional courses.

Teacher Staff Attendance & Staff Retention
This data was unavailable at the time of printing this report.

Teacher Qualifications
All teachers at the school hold appropriate qualifications and meet the requirements of the Teachers Registration Board.

Opinion survey
The number of participants in the 2011 opinion survey was extremely low and as such too low to transfer to statistically valid graphs.

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*Secondary Camp to Point Pearce*
APPENDIX A

2011 NAPLAN RESULTS FOR LITERACY

Kaura Plains Primary School

** Colours highlight cohorts of students across year levels, with points increase in red

<table>
<thead>
<tr>
<th>Year Level</th>
<th>3</th>
<th>4</th>
<th>5 yr 3-5 → 80 points</th>
<th>6 (~ 60 points)</th>
<th>7 yr 5-7 → 50 points</th>
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<tr>
<td>Reading</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>2011</td>
<td>n/a</td>
<td>360</td>
<td>91</td>
<td>n/a</td>
<td>382 77 = 86</td>
</tr>
<tr>
<td>2010</td>
<td>269</td>
<td>305</td>
<td>9</td>
<td>400 58</td>
<td>381 -27</td>
</tr>
<tr>
<td>2009</td>
<td>296</td>
<td>342</td>
<td></td>
<td>388</td>
<td>372</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>364</td>
<td>356</td>
<td>85</td>
<td>n/a</td>
<td>371 -25 = 35</td>
</tr>
<tr>
<td>2010</td>
<td>271</td>
<td>277</td>
<td>-5</td>
<td>396 60</td>
<td>364 26</td>
</tr>
<tr>
<td>2009</td>
<td>282</td>
<td>336</td>
<td></td>
<td>338</td>
<td>378</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>396</td>
<td>n/a</td>
<td></td>
<td>324 -86 = 1</td>
<td>375 -18 = 9</td>
</tr>
<tr>
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<td>321</td>
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<td>410 87</td>
<td>399 27</td>
</tr>
<tr>
<td>2009</td>
<td>223</td>
<td>323</td>
<td></td>
<td>366</td>
<td>357</td>
</tr>
<tr>
<td>Punctuation &amp; Gram</td>
<td>269</td>
<td>293</td>
<td>98</td>
<td>n/a</td>
<td>251 -133 = -100</td>
</tr>
<tr>
<td>2010</td>
<td>195</td>
<td>259</td>
<td>30</td>
<td>384 33</td>
<td>368 44</td>
</tr>
<tr>
<td>2009</td>
<td>289</td>
<td>351</td>
<td></td>
<td>324</td>
<td>357</td>
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</table>

DECS Data Management guidelines for estimated average progress:
Yr 3-4 & 4-5 = 40 points or yr 3-5 = 80 points
Yr 5-6 & 6-7 = 25 points or yr 3-7 = 50 points

School Summary Report
Kaura Plains School
Mean scores over time

NOTE: Data recorded prior to 2008 used a different scoring method and is not directly comparable with data from 2008 on.