HEATHER CURTIS – Principal’s Report

SCHOOL CONTEXT:
Kirton Point Primary School is a Reception to Year 7 school.
It is situated in Port Lincoln which is located on the southern tip of Eyre Peninsula, 700 kilometres from the Adelaide metropolitan area.

Our moral purpose is to **HELP STUDENTS BE THE BEST THEY CAN BE.**
**CARING, SHARING AND ACHIEVING TOGETHER** is the school’s motto.

Our mantra is **WORK HARD, FEEL GOOD!**

Six school values intrinsically support our motto –
**FRIENDSHIP, RESPECT, FAIRNESS, TEAMWORK, TRUST and RESPONSIBILITY.**

Students regularly explore and analyse these values to assist them in understanding our Golden Rule: **TREAT OTHERS AS YOU WISH TO BE TREATED.**

Kirton Point Primary School opened in 1959.
Index of Disadvantage: Category 2
Index of Community Socio-Educational Advantage (ICSEA) value: 893
(a decrease from 902 in 2011)
Current Students: 204 students – 11 classes: 4 JP 3 MP & 3 UP & 1 boys

STAFF:
- 22 Teachers (18.3 FTE) and 18 support staff (358 hours per week) including 1 ACEO, 16 SSOs and 1 Groundsperson were employed at Kirton Point Primary School during 2015.
- 50% of teaching staff have had more than 10 years teaching experience.
- 2 new staff were employed throughout 2015.
- Qualifications held by staff include 24 Graduate Degrees or Diplomas and 2 Post Graduate Qualifications.

STUDENTS:
Student numbers continue to decline due to the establishment of the Lutheran school close to Kirton Point Primary, the deleting of the zone defining which schools students should attend, the decline in reception numbers from our main feeder preschool as well as families transferring to central schools to be close to older siblings at Port Lincoln High School or to parent employment in the town’s centre.

204 students were enrolled at Kirton Point as at the term 3 census, 23 less than in 2014. Students were placed in 11 classes including one small boys’ class.
- 57 were Aboriginal - 28%
- 28 were Students with Disabilities - 14%
- 121 were financially supported as School Card students - 59%
- 55 had English as a Second Language - 27%

89 students left Kirton Point Primary during 2015 to relocate to other schools -
- 13 transferred interstate
- 5 transferred to non-govt schools in Port Lincoln
- 11 transferred to Govt. schools in Port Lincoln
- 22 transferred to Govt. schools outside of Port Lincoln
- 32 year sevens transferred to Port Lincoln High

J:\Common\AGM Reports\Principal Report 2015_16.doc
- 6 left to unknown destinations
- 64 students transferred into Kirton Point during 2015 -
  - 8 from interstate
  - 34 from Government schools
  - 22 were Reception students commencing school for the first time

**PARENTS:**
Kirton Point students were represented by 154 families during 2015.
Governing Council had a total of 8 representative parents.
Aboriginal family get-togethers held each term were well attended by parents and other family members.

**SCHOOL INCOME:**
Kirton Point Primary received the following income from various sources during 2015:

<table>
<thead>
<tr>
<th>FUNDING SOURCE</th>
<th>AMOUNT 2014</th>
<th>AMOUNT 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Grants</td>
<td>$35 227.63</td>
<td>$68 650.00</td>
</tr>
<tr>
<td>Commonwealth Grants</td>
<td>$56 282.68</td>
<td>$39 525.00</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$69 126.93</td>
<td>$65 344.45</td>
</tr>
<tr>
<td>Global Budget Revenue</td>
<td>$2 755 707.05</td>
<td>$3 111 281.14</td>
</tr>
<tr>
<td>Other</td>
<td>$38 139.36</td>
<td>$47 001.33</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$2 954 483.65</td>
<td>$3 331 801.92</td>
</tr>
</tbody>
</table>

Total funding received during 2015 was $377 318.27 more than in 2014.

**ATTENDANCE:**
It is essential for students to attend school regularly in order to access learning experiences and opportunities which will enable them to gain the best education possible.
We encourage children to attend by providing a welcoming, friendly, caring learning environment as well as a relevant, engaging curriculum. We acknowledge students who attend school regularly and provide regular support to students who need to improve their attendance. This may include involvement of parents via diary notes, phone calls, home visits, letters and meetings. Student attendance plans are at times developed where children sign in daily, earn reinforcement or work towards a special event. We work closely with DECD attendance officers to create improvement plans for students who demonstrate continued absenteeism or lateness.

**KIRTON POINT PRIMARY SCHOOL ATTENDANCE: 2008 TO 2015**
Kirton Point Primary’s average attendance for the whole year was 89.1% which was 0.3% higher than last year.

Our average overall attendance rate for semester one in 2015 was 89.6%. This was a decrease of 1.0% from 2014.

This can be represented at each year level:

**KIRTON POINT PRIMARY SCHOOL ATTENDANCE FOR SEMESTER ONE 2011 TO 1015**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>84.4</td>
<td>87.9</td>
<td>91.6</td>
<td>88</td>
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<tr>
<td>Year 1</td>
<td>87.6</td>
<td>88.8</td>
<td>88.3</td>
<td>88.8</td>
<td>88.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.0</td>
<td>89.1</td>
<td>91.6</td>
<td>91</td>
<td>91.8</td>
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<tr>
<td>Year 3</td>
<td>90.1</td>
<td>86.5</td>
<td>91.6</td>
<td>91.5</td>
<td>88.4</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.8</td>
<td>90.9</td>
<td>90.2</td>
<td>91.7</td>
<td>91.1</td>
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<tr>
<td>Year 5</td>
<td>90.2</td>
<td>89.2</td>
<td>89.6</td>
<td>94.4</td>
<td>88.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.9</td>
<td>89.9</td>
<td>88.7</td>
<td>91.1</td>
<td>89.5</td>
</tr>
<tr>
<td>Year 7</td>
<td>91.5</td>
<td>87.7</td>
<td>90.1</td>
<td>89.9</td>
<td>91.8</td>
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<tr>
<td>Total</td>
<td>89.3</td>
<td>88.8</td>
<td>90.2</td>
<td>90.6</td>
<td>89.6</td>
</tr>
</tbody>
</table>

Our attendance improved at Year 2 and Year 7 for semester 1.
HIGHLIGHTS OF 2015:

During 2015, the following were a part of Kirton Point Primary School’s valued curriculum.

- **Celebration of Cultural Diversity** – Whole school celebrations to promote understanding and acceptance of difference are held annually. Culture Week, Harmony Day and Reconciliation Week are now part of Kirton Point’s culture, communicating that everyone belongs, everyone has their own story and everyone has something of value to share. Past students have indicated that these events are highlights of primary schooling at Kirton Point. During Culture Week in 2015, we were fortunate to have a Bollywood dance group who performed dance and shared aspects of Indian culture with students during the opening ceremony and through workshops on the first day. During the week, students investigated the culture of 8 countries and works of art and food from the different countries were created and consumed. The Aboriginal cook out was well attended, enticing Children Centre visitors as well as many members of the community.

- **Arts events** – Riding unicycles and stilt walking have become a highlight for students to learn and practice at recess and lunch breaks. Students experienced at least one performance from community performers per term including the Australian Ballet Company, Forensic Science Case of Discovery, Illustrator Donna Gynell, Ghana Beat my Drum Performance and Splash Theatre Company book week performance. Opportunity was also given to year 6/7 students to view the Port Lincoln High School dance performance and junior primary students and year 6/7s attended the annual PLHS pantomime. Students celebrated their learning through dance, drama, visual arts and music at assemblies twice per term as well as a Junior Primary Pirate Day. Students were given an opportunity to demonstrate their performance skills to the school community through the Kirton Point’s Got Talent competition as well as the end of year performance.
- **Sporting events** – Sporting Schools Program commenced to encourage students to engage in an active lifestyle. Students also participated in sports day, SAPSASA events, the Premiers Be Active challenge, swimming and aquatics, daily fitness, a week of dance workshops twice per year as well as skills development in the physical education program twice per week.

![Image of students engaging in physical activities.](image1.jpg)

- **Camps** - Students in Middle and Upper Primary classes had opportunities to work together by participating in camping experiences at Errappa and local venues such as Trinity Haven and North Shields. Junior Primary students enjoyed sleepovers in the school.

![Image of students enjoying a sleepover in the school.](image2.jpg)

- **Fundraising events** – Wheels Day, Kirton Point’s Got Talent, Crazy Hair Day, Wear a Tie Day, Animal Balloons and Dress Up Days were organized by students to raise funds for camps and Nthenya, Kirton Point’s foster child. Class camps were also supported by fundraising events such as discos, smoothies and the Room 17 market day. The Walkathon held in term 2 enabled our canteen to maintain high quality service to the school community.

![Image of students participating in a fundraising event.](image3.jpg)

- **Community Service** – an ongoing relationship has been developed with Matthew Flinders Home Day Centre patients. Students hosted the residents for short visits by performing, sharing activities and making and serving afternoon tea. At times, different groups of students visit the Flinders Nursing Home Day Centre to entertain residents. Other community service projects included recycling, caring for parks and beaches, sharing stories and games with Children Centre children and performing at community events.

![Image of students volunteering.](image4.jpg)

- **Eat Well, Be Active** – Formal involvement in the Eat Well Be Active project ceased at the end of 2013. However, we continued to promote daily fitness and physical activity as well as Crunch and Sip programs, Nude Food days, tennis workshops, the school garden, health and nutrition through the health and PE program, canteen and breakfast programs as well as a parent cooking and nutrition workshops. Year 3 and 4 students were involved in the Stephanie Alexander Garden program which involved building garden beds, establishing watering systems, commencing a chook yard, establishing the kitchen and restaurant area in room 8 & 9.
o **Student Rep Program** – Each year, students in upper primary classes apply to become student representatives. The role of student leader involves leadership responsibilities for School Events, Fundraising and School Promotion. Student reps have a powerful voice in the school as they represent other students and coordinate programs such as lunchtime electives, ‘Kirton Point’s Got Talent’, fundraising for foster child, Nthenya and whole school events such as Harmony Day, Walk Safely to School Day, Discos, Wheels Day and Crazy Hair Day.

![Image of student representatives](image1.png)

![Image of students at event](image2.png)

o **Mentoring** – Over twenty community volunteers worked with individual students for one hour per week, conversing and developing strong relationships whilst engaged in activities such as arts, crafts, cooking, music, woodwork and sports. Mentoring is a favourite program with students and requests outweigh the supply of mentors. We cannot underestimate the mutual value of this program for social and emotional outcomes for students and, at times, mentors.

![Image of mentoring](image3.png)

o **Playgroup** – Playgroup commenced in term 3, 2013 and grew beyond all expectations thanks to the hard work of Sheryl Winters and other volunteers. More than 50 preschoolers and their parents participated in unique learning opportunities each week which promote oral literacy. Kirton Point students continued to gain from playgroup. Reception/Year 1 classes participated in literacy learning through play during a playgroup session each week. Students from Reception to year 7 engaged in the outdoor playgroup activities at recess and lunch time each Wednesday.

![Image of playgroup](image4.png)

o **Books in Homes** – The Parent and Community grant was used to provide numerous workshops for parents in literacy and nutrition as well as a *Books in Homes Program* for all Aboriginal students. Students and parents gained from reading books together and sharing the literacy learning process.

o **Information and Communication Technology** – Students and teachers continued to use computers, IPADs, XO computers and electronic whiteboards as a tool for teaching and learning. The purchasing of a class set of IPADS has enabled more students to become movie makers. This was evident at numerous assemblies and the whole school performance where numerous movies produced by students as part of the Media Arts program were viewed.
o **Whole School Performance** – All students were involved in presenting a class item, linked together by the theme ‘Message in a Bottle’. The school community was generous in their praise and have requested that it continues to be an annual event.

o **Professional learning** – Staff engaged in numerous professional learning experiences throughout the year commencing with an introduction to the executive functions – working memory, cognitive flexibility and inhibiting impulses. Staff attended a partnership student free day to learn about divergent and convergent thinking with Martin Westwell. A highlight would have to be the Scientist in Residence program where 7 staff participated in learning with Martin Westwell throughout the year. A series of workshops enabled staff to learn about pedagogy which motivates students to notice, think, predict, articulate, and problem solve. We learnt to transform tasks and question in order to challenge students to think. Sharing plans and outcomes of trials across the curriculum enabled staff to further their learning during team and staff meetings. The professional learning has resulted in higher quality teaching and learning across the curriculum. Martin Westwell filmed the work done by Kirton Point Primary staff and students and has used this as examples of high quality teaching and learning throughout Australia and overseas in his presentations.
SCHOOL PRIORITIES:

**Growing Powerful Learners** was at the centre of our work in 2015. Our Vision is to grow High Quality Teaching and Learning, enabling students to become empowered, successful, life-long learners.

Three major priorities were identified during 2015:
- **Literacy** – with an emphasis on writing
- **Numeracy** – with an emphasis on the Natural Maths pedagogy
- **Information and Communication Technology** – with an emphasis on Media Arts
- **Critical and Creative Thinking** – with an emphasis on Inquiry, Thinking and the Executive Functions

The following model demonstrates the interrelatedness of our 4 priorities as general capabilities within the Australian Curriculum. All other general capabilities –
- **Intercultural Understandings**
- **Personal and Social Capability**
- **Ethical Understandings**

were addressed by programs such as Play is the Way, Kids Matter, Circle Time, Restorative Justice, Cultural Studies as well as professional learning in Understanding Poverty.
LITERACY:

Literacy Learning is always a high priority at Kirton Point with staff and students striving to achieve the highest possible literacy outcomes for every learner.

In order for students to become functionally literate and productive members of our community, students require the skills to communicate with others by reading, writing, listening, speaking and viewing. Students need to understand and comprehend their reading, use correct grammar and spelling when communicating in writing, listen intently to understand the message communicated by others, speak confidently, clearly and succinctly to convey messages and critically view the unrelenting images that permeate our students lives. Our 2015 inquiry focused on how we can build powerful learners in literacy. We focused on improving teaching practice and student achievement in all aspects of literacy, especially writing.

Quality teaching and learning: is viewed as essential at Kirton Point Primary. Consequently, professional learning of staff is seen as a priority as it results in improved teaching practice and learning for students. During 2015, staff had the opportunity to participate in professional learning and improve their practice in Accelerated Literacy, WRAP spelling and writing, particularly explanations, information texts and expositions. The latter was presented by Carmel Small from Cengage Learning.

Accelerated Literacy: Teacher knowledge, skills and abilities in using the Accelerated Literacy teaching methodology are expanding and all class teachers are now using the process. All new staff were trained in Accelerated Literacy teaching and learning processes and we currently have 3 staff who are accredited Accelerated Literacy teachers. Stephanie Lane, Accelerated Literacy consultant, visited on 4 days per term, assisting with programming, observing and giving feedback to enable staff to improve their literacy teaching.

WRAP Spelling: Staff have engaged in 3 days training in spelling using the WRAP process, an explicit method in teaching 70 phonograms and 29 spelling rules as well as exploring the WRAP unit “Parts of Speech” focusing on teaching correct grammar and constructing complex, compound and simple sentences. New staff, including SSOs were trained in the WRAP spelling approach during 2015. The training has enabled us to provide a consistent approach to the teaching of spelling from Reception to year 7. We are finding that students enjoy the explicit, repetitive nature of the program and spelling results are progressing.

Reading Comprehension – After attending a professional learning day with Sheena Cameron, staff have implemented explicit teaching of reading comprehension strategies as well as become more skilled in developing these skills in other areas of study. The gradual release of control model consisting of a Warm up, I do, We do, You do, Review has continued as a cycle of teaching skills in many areas including Reading Comprehension.

APAS Tutoring: Indigenous students across the school were supported in Literacy and Numeracy by School Service Officers on a daily basis.

Literacy Support: The School Service Officers worked daily with classroom teachers to support more than 100 students requiring literacy skills. SSOs engaged in training provided by the speech pathologist on supporting students with speech and language needs. SSOs have also been trained in the WRAP spelling program, Reading Recovery program and in Accelerated Literacy processes. Four SSOs accompanied by the principal participated in 6 days of training in Quicksmart Literacy. We trialled the program in 2015 with the goal of implementation in 2016. The program focuses on 30 weeks of intensive support for students in year 4 to 7 who are working below the Standard of Educational Achievement in Literacy. SSOs were observed and provided with regular feedback about the quality and effectiveness of support practices.
**Buddy Reading:** All students had the opportunity to read with a buddy or an adult in the early morning buddy reading program, the emphasis focusing on oral reading practice. As well as assisting with reading skills such as decoding and sight word recognition, this valuable program enables students of different ages to form strong connections which assist student wellbeing throughout the school, particularly during play time. A review of buddy reading led to training for buddies in reading with younger children. The upper primary students who remain with their class teacher engage in guided reading sessions in order to improve their oral reading skills including fluency, sight word recognition, vocabulary and expression.

**Jolly Phonics:**
Jolly Phonics continues to be a program of choice for teachers of reception students, particularly in the first term of their schooling. WRAP program is implemented after the first term at school. Parents have voiced support for both the Jolly Phonics and WRAP programs.

**The Big Six:** Staff revised and discussed ‘The Big Six’ as presented by Deslea Konza from Edith Cowan University in a series of video workshops. The big six include:

- Early Language Experiences
- Phonological Awareness/Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Reading Comprehension

The Big Six are essential to be incorporated into literacy learning programs and so all staff agreed to addressing the Big 6 within the Literacy Block as well as seizing opportunities to integrate the Big 6 in other areas of study.

**LITERACY LEARNING OUTCOMES:**

**Student Assessment:** Effective assessment tools enabled staff to collect and analyse information about students in order to inform their planning, teaching programs and practice. A review of the assessment tools led to an agreement to use certain tools to collect information to inform teaching and assist assessment processes throughout the school. During 2015, student progress was monitored using whole school strategies such as Running Records, Literacy Pro (Lexile) on-line assessment, Waddington Reading for Reception to Year 2 students, South Australian Spelling Test, PAT-R and NAPLAN tests as well as ongoing teacher assessments and observations. We trialled the implementation of Brightpath tool for assessing writing.
**Running Records:** Both teachers and SSOs are trained in using *running records* to monitor student learning in reading. Running Records are continually used to provide valuable information for teachers’ planning, identifying skills required by individual students and informing teachers when students become competent readers at a certain level. School Running Record data is collected and analysed each term and provides accurate information to inform teaching practice. The graph below indicates the percentage of Reception to Year 3 students achieving at or above standard in reading over a 6 year period. The data indicates that students are gradually achieving higher levels of reading skills, especially at Year 1 and Year 3. This is particularly pleasing as children who are achieving well in the early years generally continue to achieve well throughout their schooling.

A gradual increase can be observed over the past 6 years for each cohort of students. e.g. The results of students who were in Reception in 2011 (green bar) improved in year 1 in 2012 (purple bar), improved again in 2013 (aqua bar) and again in 2014 (brown bar). Students who gained a high score in Reception in 2012 (purple bar) decreased a little in year 1 and 2 but have achieved high in year 3 in 2015 (light blue bar).

**Literacy Pro Assessments:** Students in middle and upper primary regularly participate in Literacy Pro assessments to monitor their reading, particularly their progress in reading comprehension. Data from Literacy Pro assessments was collected and analysed school wide each term. The following graph indicates the percentage of students in Year 3 to 7 who are reading at or above standard over the past 7 years. Students in year 3, 5 and 6 performed better than their peers in 2014.
**Running Records and Literacy Pro:**

The graph below indicates the percentage of children reading at or above standard in 2015. The results of year 3 students are pleasing as they indicate that 86% are reading at standard or higher. The percentage of Year 1, 3, 5 and 6 students reading at or above the benchmark increased during 2015.

![RUNNING RECORDS/LITERACY PRO](image)

**Waddington Reading Assessment:**

Waddington Reading tests are administered in November each year for Reception to Year 2 students.

**WADDINGTON READING - RECEPTION TO YEAR 2**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of students with Reading age above Chronological age</td>
<td>70.5%</td>
<td>81.1%</td>
<td>85.3%</td>
<td>88%</td>
<td>71%</td>
<td>81.2%</td>
</tr>
<tr>
<td>% of students who improved their score</td>
<td>91%</td>
<td>98.2%</td>
<td>100%</td>
<td>95%</td>
<td>93.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The 2015 results were an improvement when compared with 2014. 100% of students improved and 10.2% more students achieved reading age at or above their chronological age – as demonstrated on the graph below.
**PATR Reading Comprehension:**

Students in years 1 to 7 were assessed in September using the online PATR assessment. The graph below indicates that at Year 3 and 5 students are moving closer to achieving the national mean. This is commendable considering the assessment was performed 2 months earlier than in previous years.

The graph below indicates that year 4s are performing the best in reading as 40% are scoring more than the national mean. It is pleasing to see that there are students at each year level who are scoring higher than the national mean in Reading.
The goal is for students to achieve Stanine 4 and above in PATR assessments. It is pleasing to note that more than 50% of students at each year level are achieving this goal. In fact at Year 3 level, 66.6% of students are achieving Stanine 4 or above.

**South Australian Spelling Assessment:**

The South Australian Spelling Test for all students from Reception to Year 7 has been implemented from 2013. The data represented by the graph below indicates the percentage of students at each year level spelling at or above what is expected at that year level. It compares different cohorts of students ie the reception students in 2014 are a different group of children than those in 2015. However, the graph demonstrates that in 2015, the greatest number of students spelling at or above standard were in reception, year 3 and year 5. However, in 2015, more year 3,4,5,6 and 7 students were spelling at or above standard than in 2014.
Morrison McCall Assessment:
The Morrison McCall assessment measures growth in student spelling using the Ayers Word List 1 and is the recommended assessment tool when implementing WRAP spelling. It is implemented in week 4 of term 1 and again in week 8 of term 4. The first graph below demonstrates the percentage of students who improved. It is pleasing to note that 100% of students in reception, year 1 and year 5 improved. It is also positive that students in all year levels except year 6 and 3 had similar or higher percentage of students improving than in 2014.

The second graph demonstrates the percentage of students at each year level who are spelling at or above what is expected at their year level. The result for junior primary students is extremely pleasing and it should be noted that more students at every year level (except year 6) were spelling at standard than in 2014. We expect higher results in the upper primary as the effects of WRAP pedagogy occurs through the years.
NAPLAN: Year 3, 5 and 7 students participated in the National Literacy tests. Students completed spelling, grammar/punctuation, writing and reading tests. The table below indicates the % of students that achieved low, medium and upper rates of growth from year 3 to 5 and from year 5 to 7 in reading. The results indicate from year 3 to 5, more than half the students(56%) achieved a low rate of progress whereas from year 5 to 7, more than half the students achieved middle and upper rates of progress. In fact, when compared to 2014, the percentage of children achieving at upper rates of progress from year 5 to 7 doubled (10% to 21%)

<table>
<thead>
<tr>
<th></th>
<th>From Year 3 to 5</th>
<th>From Year 5 to 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOWER</td>
<td>28.1 25 50 56</td>
<td>35.5 46 50 34</td>
</tr>
<tr>
<td>MIDDLE</td>
<td>43.8 25 37.5 39</td>
<td>54.8 38 40 45</td>
</tr>
<tr>
<td>UPPER</td>
<td>28.1 50 12.5 6</td>
<td>9.7 17 10 21</td>
</tr>
</tbody>
</table>

The table below illustrates the percentage of students achieving above the National Benchmark in each area of literacy at each year level. The results indicate that the percentage of year 5s achieving above the national benchmark in each area of literacy has increased in 2015 when compared with 2014 results. Students in all years improved in reading in 2015 when compared with 2014.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Average</th>
</tr>
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<tbody>
<tr>
<td>Year 3</td>
<td>93</td>
<td>81</td>
<td>84</td>
<td>96</td>
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<td>Year 5</td>
<td>93</td>
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<tr>
<td>Year 7</td>
<td>83</td>
<td>89</td>
<td>94</td>
<td>66</td>
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</tbody>
</table>
Percentage of students achieving above the National Benchmark in Literacy: 2011 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>2011 Average</th>
<th>2012 Average</th>
<th>2013 Average</th>
<th>2014 Average</th>
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<tbody>
<tr>
<td>3</td>
<td>78.6</td>
<td>80.5</td>
<td>95.2</td>
<td>88</td>
<td>85</td>
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<td>5</td>
<td>76.9</td>
<td>86.2</td>
<td>82.0</td>
<td>82.5</td>
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<tr>
<td>7</td>
<td>82.9</td>
<td>72.9</td>
<td>76</td>
<td>87.2</td>
<td>81.5</td>
</tr>
</tbody>
</table>

The table above indicates that a higher percentage of Year 5 Kirton Point students are achieving above the national benchmark in 2015 when compared with the previous 4 years. However, there was a slight decline in Year 3 and 7 when compared with 2014.

MEAN SCORES FOR LITERACY – KIRTON POINT PRIMARY, REGIONAL SCHOOLS, SCHOOLS OF SIMILAR INDEX OF DISADVANTAGE

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
<th>YEAR 7</th>
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<tr>
<td></td>
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<td>Site</td>
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<tr>
<td>Grammar</td>
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<td>480.9</td>
<td>456.9</td>
<td>512.5</td>
<td>508.2</td>
</tr>
<tr>
<td>Writing</td>
<td>357.8</td>
<td>359.8</td>
<td>464.8</td>
<td>434.5</td>
<td>463.2</td>
<td>465.4</td>
</tr>
</tbody>
</table>

The highlighted cells of the table above indicate that students at Kirton Point are performing higher in Reading than schools of similar disadvantage. Year 3 and 5 students are also performing better than like schools in Grammar. Year 3 and 7 students are performing better than like schools in Spelling and Year 5 students are performing better than like students in writing.

NAPLAN Literacy - Reading
Percentage of students demonstrating expected achievement (DECD Standard of Educational Achievement)
The graph above indicates that in 2015, there was an improvement at year 3 and year 7 in the percentage of students who demonstrated the DECD standard of educational achievement in reading when compared with 2014.

The graphs and tables below indicate school growth according to NAPLAN IN BOTH NUMERACY AND READING

NAPLAN School Growth: Year 3-5

The data indicates that the improvement from year 3 to year 5 is much stronger in numeracy than in reading. This may be due to the fact that a 0.5 Maths coach supported numeracy improvement across the school during 2015.

NAPLAN School Growth: Year 5-7

The growth from year 5 to 7 in numeracy was not as strong as the year 3 to 5 growth. However, the growth from year 5 to 7 in reading was stronger than the year 3 to 5 growth. Our goal for 2016 will be to increase the number of children in the middle and upper levels of growth from year 3 to 5 and from year 5 to 7.
The data above indicates that according to NAPLAN, Year 3s are performing better at reading and writing than in numeracy.

The NAPLAN data above indicates that Year 5s are performing well in every area, particularly numeracy and writing.

The NAPLAN data above indicates that Year 7s achieved well in reading and numeracy but need significant improvement at writing.
NUMERACY:

During 2015, professional learning in Maths continued as staff strived to improve the pedagogy used when teaching maths:

- We continued to implement the Natural Maths framework introduced previously by Ann Baker. This involved teaching maths using mental routines, problematized situations and reflection. Computation strategies were explicitly taught as these empower students when problem solving. We also included a warm up which enabled students to practise concepts previously taught in order to gain automaticity.

- Andrew Williams was appointed as a Maths Coach and worked alongside staff during team and staff meetings as well as in classrooms, assisting staff to fully understand the natural maths pedagogy, share strategies that worked and practice the pedagogy.

- Natural Maths resources were purchased for each staff member to assist with planning and programming.

- Team meetings were used to explore and analyse the Australian Curriculum to determine the scope and sequence to be explicitly taught as well as requirements according to the achievement standards.

- Ros Shepherd, Maths consultant, worked with staff and students over a week to assist in aligning our work with the Australian Curriculum. She demonstrated and coached staff on explicitly teaching base 10.

- The coaching program enabled staff to plan, program and assess together as well as observe each other and give feedback in order to improve practice and learning outcomes for students. A planning proforma was designed by staff and included sections to differentiate and address student individual needs more effectively.

- SSOs continued to implement Quicksmart maths. 30 students in year 5, 6 and 7 were involved in 3 x 30 minute sessions per week, learning instant recall of basic number facts.
NUMERACY LEARNING OUTCOMES:

NAPLAN:
Year 3, 5 and 7 students participated in the National Numeracy tests. The graph below demonstrates the percentage of students who performed at or above the DECD standard of educational achievement (SEA). Please note that SEA is a higher level than the National Minimum Standard (NMS). It is pleasing to see that more than 50% of Kirton Point students are achieving the DECD standard and extremely pleasing to see the huge improvement in year 5s achievement. 71% are achieving the standard!

The table below illustrates the % of students achieving above the National Minimum Standard (NMS) in numeracy at each year level. Year 5s performed better in 2015 than in 2014 and it is pleasing to note that 100% of year 7 students achieved the national minimum standard three years in a row!!

NAPLAN NUMERACY
The percentage of students achieving above the National Minimum Standard

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>93%</td>
<td>76%</td>
<td>88%</td>
<td>90%</td>
<td>80%</td>
</tr>
<tr>
<td>5</td>
<td>86%</td>
<td>86%</td>
<td>82%</td>
<td>88%</td>
<td>95%</td>
</tr>
<tr>
<td>7</td>
<td>81%</td>
<td>78%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table below details the average numeracy scores according to NAPLAN for Kirton Point, and similar schools. The data indicates that year 5s scored higher than schools of similar disadvantage in numeracy for the last 3 years. Year 7s were only 2.1 points below schools of similar index.
Average NAPLAN scores for Numeracy

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KIRTON POINT</td>
<td>SIMILAR INDEX</td>
<td>KIRTON POINT</td>
</tr>
<tr>
<td>3</td>
<td>361.5</td>
<td>346.2</td>
<td>344.7</td>
</tr>
<tr>
<td>5</td>
<td>442.7</td>
<td>433.5</td>
<td>449.7</td>
</tr>
<tr>
<td>7</td>
<td>493.0</td>
<td>495.7</td>
<td>490.2</td>
</tr>
</tbody>
</table>

The table below indicates the progress of growth in numeracy according to NAPLAN. The progress of growth has improved in 2015 for year 5s as there are significantly more students in the upper level of growth and less in the lower level of growth. At year 7 level there are more students at the middle level of growth and less at the lower level.

<table>
<thead>
<tr>
<th>NAPLAN: % PROGRESS GROWTH IN NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3-5</td>
</tr>
<tr>
<td>LOWER</td>
</tr>
<tr>
<td>MIDDLE</td>
</tr>
<tr>
<td>UPPER</td>
</tr>
</tbody>
</table>

As well as using NAPLAN assessment, PAT-M on-line tool was used to assess year 2 to 7 in Maths learning. The graph below indicates that in 2015 we performed better in year 3, 4, 5, 6 and 7 when compared with 2014 results. KPPS numeracy mean scores are gradually getting closer to the PAT-M mean scores.

The Coaching Program implemented by Andrew Williams was a significant strategy in improving Numeracy in 2015. The following is a summary of strategies used and outcomes achieved.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching Cycle</td>
<td>Teachers developed clear understanding of the PAT-M data and how to use it in their planning and programming. We manipulated the data in order to ascertain the needs of individuals and cohorts of students. The use of the website was found to be easier for teachers to use.</td>
</tr>
<tr>
<td>Professional Learning Community</td>
<td>The work of Peter Sullivan was highly valued by staff, with the need for work to be high in challenge level, with entry points for all. The use of enablers and extenders was also included in our planning template. We discussed Peter’s principles of effective Maths teaching, and how to integrate these into our practice.</td>
</tr>
</tbody>
</table>
| Team Planning Meetings         | Teachers worked with coach to develop a planning template that is used school-wide, where appropriate. All planning areas in the Natural Maths pedagogy were included. Teachers wanted consistency throughout the school, through planning and language used, so that students experience continuity throughout their schooling. Opportunities were also provided for team planning in Mathematics. This allowed for professional discussions of each teacher’s perceptions of terms used in the Australian Curriculum and the depth they would need to go with their students.  

*Team Meetings are a weekly occurrence at our school, catering to a range of topics (TfEL, critical and creative thinking, implementing the Australian Curriculum) with all staff in the school. These sessions were facilitated, at times by Maths Coach. |
| Leader Planning Conversations  | With consultation from Principal and observations made by Ros Shepherd, it was agreed that our school needed to ensure teachers were using correct terminology, consistently throughout the school. Vocabulary focus and use of word walls were encouraged in all classes. We needed to make sure that terminology was not simplified |
Outcomes of the Coaching Program included:

<table>
<thead>
<tr>
<th>SMARTA Target</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gap between ‘National Mean’ and KPPS to be narrowed for all year levels.</td>
<td>The gap has narrowed for years 4-7, as shown in the graphs below. The results have improved with each year of completing PAT-M.</td>
</tr>
<tr>
<td>100% improvement on scale score in PAT-M.</td>
<td>83% of students achieved a greater Scale score from 2014 to 2015.</td>
</tr>
<tr>
<td>Increase number of students in stanines 6-9.</td>
<td>The number of students in stanines 6-9 increased by 26%.</td>
</tr>
</tbody>
</table>
The PAT Maths data indicates that the gap between the National Mean and Kirton Point Primary School Mean has narrowed in 2015 for all year levels.
The graph below demonstrates Kirton Point students’ growth during 2015 according to PAT MATHS assessment compared with expected growth.

### Analysis
- Years 4-7 exceeded the expected growth for their average in 2015. The growth was significant for Years 4, 6 and 7.
- The average growth for Year 3 was significantly lower than the expected growth.
- Teachers noted the improved use of the ‘scrap paper’ for problem solving during the assessment which indicates that students are thinking and problem solving rather than guessing.
- Staff observed less ‘random clicking’ at the end of the test compared to other years. This indicated that students were seeking to solve all problems rather than guess and rush to finish the assessment quickly.
Analysis

- The average for each year level in 2015 is either at or above the 2014 average indicating improvement.
- In each year level for 2014 and 2015, the average scale score is less than the national mean.
- These results may improve once there are consistent mean scores and the test taken (Just changed from PAT Maths Plus to PAT Maths 4th Edition).
The following graph shows the percentage of Kirton Point students achieving at and above the DECD Standard Educational Achievement in the PAT Maths assessment as at September 2015.

<table>
<thead>
<tr>
<th>Year</th>
<th>DECD Standard of Educational Achievement (SEA) Target</th>
<th>Below Target</th>
<th>At or Above Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>110</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Year 4</td>
<td>115</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>Year 5</td>
<td>120</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Year 6</td>
<td>124</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Year 7</td>
<td>125</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

The data indicates that in 2015, there were more students in years 5 and 6 above the Standard of Educational Achievement than below it.

**Future plans and priorities for numeracy improvement:**

- Give teachers the opportunity to use PAT M data to complete future planning for 2016. Identify areas of focus for students.
• Expose students to the style of questioning in PAT M or NAPLAN - multiple step questions and the literary style of questions. Develop explicit skills to deconstruct these types of questions.
• Focus on building strategies and resilience for dealing with problem solving.
• Continue to push importance of explicit vocabulary use in planning and undertaking Mathematics lessons. Mathematics dictionaries will be provided for teachers.
• Continue team meetings as an opportunity for teachers to raise knowledge and skill level in areas of need in Mathematics teaching.
• Continue peer observations so that teachers continue to see what is working in other classes. The feedback that teachers provide is constructive to the learning environment, yet critical as to whether all methods are effective. The more these observations occur, the more teachers will develop skills to analyse their own practice.
• Continue to implement the QuickSmart Maths program. The growth results of those students involved at this school have been very satisfying. Teachers have noted the improved confidence levels of these students when in class.
• Continue to introduce aspects of the QuickSmart program into warm-ups and quick-think aspects of the numeracy block.
• Evaluate the Mathematics planning template. Seek recommendations from teachers to assess effectiveness.
• Emphasise the need for planning for differentiation to enable and extend our students.
• Seek more opportunities for training with experts dealing with differentiation in Numeracy.
• Funding for the Results Plus Numeracy Coaching program needs to continue to reinforce the skills and knowledge that teachers have built on this year. The attitudes of all teachers involved, whether coached or just involved in professional discussions, have been enthusiastic and demonstrate motivation for self-improvement in their profession.

INFORMATION AND COMMUNICATION TECHNOLOGY:

In order to achieve our goal of building powerful learners in using ICT, we aimed to:
* Improve the use of technology as a tool for teaching and learning, particularly in Media Arts.
* Increase the use of ICT as a tool for learning across the curriculum

With the help of Sue Van Den Broek, Coordinator Primary Australian Curriculum for the Port Lincoln Partnership, we explored, analysed and implemented the Media Arts Strand and ICT General Capability of the Australian Curriculum. This was achieved through team meetings every fortnight as well as professional learning at staff meeting. Teachers shared ideas and planned together, ensuring that they had a commitment to action in order to report back to their colleagues at the next meeting.

Four staff participated in a 3 day e-learning course as part of the partnership training and the principal attended the EDUTECH conference in Brisbane with other Partnership leaders. These events enabled staff to gain knowledge and insight into Technology available and education in the future.

Class sets of IPADs were purchased and secure power stations were installed in a central location, facilitating easy access for all.
The following was observed to occur across the site as a result of the staff learning and increase in access to ICT equipment:

J:\Common\AGM Reports\Principal Report 2015_16.doc
• An increase in the use of technology as a tool for learning was achieved across the school. Students filmed events and research projects and many were shown at assemblies as evidence of technology being used for representing the learning.
• Staff became more familiar with the Media Arts curriculum and the ICT general capability.
• Technology was also observed to be used more frequently as a tool in the recording the learning in Critical and Creative thinking. In fact, the two priorities complemented each other and became an integrated focus.

CREATIVE AND CRITICAL THINKING

We aimed to:
• Increase the use of higher order thinking across the curriculum
• Improve the use of open ended questioning to promote deeper thinking across the curriculum
• Increase student skills, abilities and understandings in the Executive Functions:
  ➢ Working memory
  ➢ Cognitive flexibility
  ➢ Inhibiting impulses

• Staff engaged in extensive professional learning throughout the year, commencing with an introduction to the Executive Functions. We deconstructed what we already do, need to do and created priorities to address across the site.
• A student free day with all partnership schools enabled us to understand the relationship and usefulness of divergent and convergent thinking.
• A group of 7 staff engaged with Martin Westwell’s Scientist in Residence program for 8 days. This experience enabled staff to plan and program inquiry learning which focused on motivating students to think more deeply, problem solve and create new ways of thinking and responding.
• Questions such as what do you notice, what do you think, what do you wonder, what do you predict became common practice across the curriculum.
• Transformation of tasks in order to empower students to have control over their learning and think more deeply about their learning resulted.
• Some of the research questions students researched included:
  o What animals make the best pets?
  o Can we train an earthworm to find its way through a maze?
  o What happened at Lake Mungo?
  o Where does rubbish in the ocean go?
  o What would Sea Turtle warriors do?

The following outcomes were achieved:
• Staff shared their learning, thinking and planning at team meetings every fortnight as well as at various staff meetings.
• Martin recorded some of our practice to share with other schools as our staff and students became familiar with increased questioning, thinking and problem solving.
• Our NAPLAN writing results demonstrated that students in year 3, 5 and 7 achieved higher levels of achievement in using persuasive devices as seen in the graph below. Year 5s also achieved higher than the nation and like schools in ideas. This may be the result of students having more opportunity to express themselves orally before writing,
to use higher order thinking strategies and have more opportunity to observe, think, question, predict in order to solve problems.

![NAPLAN 2015 Year 5 WRITING](image)

**PARENT FEEDBACK:**

A survey of parents indicated that they perceived the following:

![Parent Survey 2015](image)

Parents indicated that they believe teachers expectations are high and most parent felt comfortable in communicating with teachers about any concerns. This is extremely important as education is a shared responsibility between parents, teachers and students and open and honest communication is essential for this to effectively occur.
SCHOOL REVIEW:

During 2015 we engaged in a whole school review. As well as acknowledging the high quality teaching and learning being achieved by staff and students, the following recommendations were the advised:

1. Strengthen the selection and design of tasks that allow multiple entry points and enable students to demonstrate application and transference of their learning.

2. Increase the use of reflection time, work exemplars, and formative assessment to continually align teaching and learning. Use an inquiry approach to evaluate how effective the feedback processes are in supporting students to know how to improve.

3. Strengthen teacher performance and development processes by considering what students are doing and what they say they have learnt.

4. Strengthen the use of data and evidence-based research to inform strategic planning, decision-making and actions. Regularly self-review and evaluate the impact of initiatives, programs and practices on all students’ learning.

In 2016, we will create an action plan in order to address the recommendations.

Congratulations to all students and staff for working together to achieve improvements in teaching and learning during 2015. Your efforts enable every individual to achieve success and be the best they can possibly be!

Thank you to parents and community members who have supported the students and staff in any way during 2015 to make learning a productive and high quality experience for our children. We appreciate your support.

Kind regards,

Heather Curtis