



Kangaroo Inn Area School Annual Report - 2015



***Kangaroo Inn Area School
Adelaide Show
Team 2015***



Government of South Australia

Department for Education and
Child Development

1. CONTEXT

School Name:	Kangaroo Inn Area School / Preschool	School Number:	0957 / 1685
Principal:	Annie Matthews	Partnership	SECAV

Kangaroo Inn Area School is a rural school located in a farming area between Beachport, Robe, Millicent and Penola in the state's South East. The school is located in the bush with the nearest town, Beachport, 30km away. It is adjacent to the site of the ruins of an old Coaching Inn, Kangaroo Inn, dating from the 1800's which was on the main route between South Australia and Victoria. In 1963, when the school was opened, it catered for the large families in the surrounding districts and had over 350 students attending.

Kangaroo Inn Area School today has an enrolment of 115 students from Preschool to Year 12 and is steadily growing after a few years of decline in the last decade. We have 10% of students from Aboriginal, Maori and Japanese backgrounds, 10% of the students are on NEP's or have other diagnosed issues affecting learning, with a further 19% having emotional concerns affecting their behaviour which adds to the complexity of our site.

Kangaroo Inn is very family orientated with 40% of the students having inter-generational attendance at KIAS, leading to a strong sense of loyalty and support for the school. We have a total of 62 families at the school so many students are siblings or cousins. The connection between the school, families and local community contribute to ensuring it is a welcoming place with innovative programs and a successful future.

2. REPORT FROM GOVERNING COUNCIL

KIAS Chairperson Jill Davidson's speech from Presentation Night 2015

I would like to thank the Governing Council members for 2015.

Bec Hurst – our Vice chair

Carolyn Sutton – our Secretary

Amanda Treloar and Stuart Morrison - Treasurers

Tweet Andre as our Parent Liason officer

Mel Beggs as representative for our wonderful and tireless fundraising committee.

Deb Hunt as staff and Ag representatives and Annie Matthews.

We have a committed group in GC but the opportunity exists for a few new members to join us next year and we would encourage anyone who is interested to talk to any one of us.

Governing Council's role is to represent the larger parent body in assisting the school to facilitate and foster an educational environment that results in the highest learning outcomes for our children.

At the Parent Education Forum in Adelaide recently, research presented showed higher education outcomes when parents are engaged with the school and their children's learning. We are fortunate to have a school that actively encourages and supports our involvement.

This year ahead GC will continue to support the school's ongoing quest to secure fast, consistent and reliable internet access. Modern education relies increasingly on online access to information and services for learning - and our geographical location only makes this more important.

Modern education requires committed and innovative teachers. Governing Council recognises the extraordinary commitment, and the ability, of the Kangaroo Inn Area school staff, who ensure that our children have the opportunity to be the most well rounded educated citizens they can be. Our children are the beneficiaries of their dedicated hard work.

This year Governing Council nominated 2 of our teachers for the ASG National Excellence in Teaching Awards, Angela Leopold and Anthony Mutton. We are so grateful for their passion and diligence in their daily teaching and for their contribution and commitment to rural education. Angela Leopold was a South Australian award winner and we are thrilled that her excellence in teaching the children of Kangaroo Inn Area School - past and present has been recognized.

3. 2015 HIGHLIGHTS

Excerpt from Presentation Night speech by Annie Matthews – KIAS Principal 2015

This year has been very successful and the positive school culture we have worked hard to develop over a number of years is coming to fruition with the excellent rapport between staff, students and families, with the low numbers of behavioural issues and with the amazing students we see every day. This is reinforced through the School surveys, the academic results students achieve and the positive comments we hear in the community about our school. We should all be proud of what we have achieved!

Our School mission statement - Strive for life and the School Values – Friendship / Respect and Integrity / Inclusivity and Innovative learning have been strongly enacted in everything we do as a school Community. I have many people to thank who are part of this community.

Firstly to our staff who work tirelessly in the pursuit of student engagement, wellbeing and success. Every single staff member takes on additional roles within the school because they are committed to KIAS and our students. Our school is an exciting, caring and interesting place due to this amazing group of talented people.

We are so appreciative of the parent and community involvement in our school - the many volunteers who give willingly of their time both in organised committees and the families who always help out.

Thanks to our enthusiastic Governing Council who have a strong sense of the importance of working together to support our children's learning. I would especially like to thank the chairperson, Jill Davidson, who has been innovative in her approaches to improve the learning opportunities for our children through the Internet and her strong support of early years education and post school pathways for our community. Many thanks to the Finance, Agriculture and Fundraising committees who are involved in many projects around the school and who actively support student learning.

Finally to the students - it is a pleasure to work with you each year. I love seeing you involved in your learning with enthusiasm and a sense of fun. I love watching you grow, in size but also in your maturity and your commitment to learning.

Thank you for all the efforts that you have put into your learning this year. We were looking back on some amazing photos we have of the current Year 12 students from their days in preschool and reception and it reminded me of how privileged we are to work with your children and be part of their lives and how proud we are of the people they grow into.

Congratulations to our Year 12s - we know that you will make your way in the world successfully and with the values that your families and the school community have encouraged. We will miss your involvement in the school helping out with all aspects of school life and thank you for being great role models to the other students.

2015 Highlights

Curriculum and Learning	General
<ul style="list-style-type: none"> • Staff training in Embedding Formative Assessment continues throughout the year • Early Years staff involvement in the Lisa Burman - Playful Pedagogies project leading to changes in pedagogy and classroom design across primary • All primary staff involved in Anne Baker Maths workshops during 2015 • Increase in student confidence in Maths and Science subjects across secondary leading to increased subject offerings in senior secondary eg Physics, Chemistry, Biology • VET courses offered in Rural Operations / Food and Hospitality and Health Services to meet employment pathway needs in the South East 	<ul style="list-style-type: none"> • Visit by Education Minister Susan Close and DECD – CE Tony Harrison in November • Governing Council lobby for improved internet services at KIAS and to maintain the important Early Years services including Preschool at our site despite declining numbers in 2016 • Partnership with Learning Together Service in Millicent to offer Playgroup once a fortnight and parenting workshops • Parenting workshops offered in 2015 included Circle of security / Learning Dispositions / Cybersafety / Anxiety in children
Human Resources	Physical Resources
<ul style="list-style-type: none"> • Permanent positions on staff for Linda Lambert, Tanya Domashenz, Deb Hunt and Jack Cunningham • Teaching and Learning Coordinator position won by Anthony Mutton for 5 years • ASG Excellence in Teaching Award to Angela Leopold and Nomination for Anthony Mutton • SA Public Service Education Award Nominations to Angela Leopold, Anthony Mutton, Deb Hunt and Annie Matthews 	<ul style="list-style-type: none"> • Facilities – Yr 7/8 room completed / recarpeted offices and redeveloped front office • Grant for \$170,000 for structural repairs / replacement of southern side of building • Grounds – Agricultural cattle yards rebuilt / Unsafe trees removed / fence-lines cleared

4. SITE IMPROVEMENT PLANNING AND TARGETS

KIAS SITE IMPROVEMENT PLAN 2015-2017

Priority	Intentional Teaching and Learning
Program Aim	Develop Transversal skills which is a SECAV Partnership goal
Improvement Strategy	Transversal skills developed through - <ul style="list-style-type: none"> • Site leaders have an improved knowledge of (and access to) strategies known to increase engagement and retention • Performance Development Plan reflects site and individual goals and reviewed 2 x year as part of performance development process • Inquiry Question formalised and based on Embedding Formative Assessment tools and strategies • Explore additional subject choices in primary and secondary • Track students who have left KIAS and determine pathways and link to forward planning.

Priority	Target	Achievement	Reflection	
Performance Development linked to SIP / APST as an individual focus on areas of need from 2014 Student Survey and on APST Standard 5 – Assess, provide feedback and report on student learning (TfEL Domain 4 – personalize and connect learning) – Inquiry Question + PDP	100% staff involved in enacting Professional Development Plans (PDP) and Inquiry Question (IQ) based on the Embedding Formative Assessment program and linked to SIP goals in terms 1 and 3 each year	2015 – all staff involved in PDP process	How is this being embedded?	
Assessment for learning tools are used to inform teacher practice (reflection, differentiation and intentional teaching) and provide authentic feedback to students for improvement – Inquiry Question + Student Survey	Increase % of students represented in top growth bands in NAPLAN / PAT (Information from the DECD – SCHOOL Performance Report 2015)	2015	Read	Num
		Yr 3	25%	25%
		Yr 5	10%	10%
		Yr 7	45.5%	18%
Yr 9	25%	0%		
Students have experienced more ‘applied’ learning and learning in real world situations + Increased subject choices across the site linked to student pathways and successful transitions – SECAV + GC Parent survey	Increased subject choice linked to curriculum (eg Arts), student interest and pathways (eg Ag / Health) Continued focus on individual learning plans and pathways eg VET subjects	2015 - VET – Rural Operation / Health Services / Food and Hospitality		
Priority	DECD Priorities incl Australian Curriculum			
Program Aim	Embed DECD priorities and AC in Teaching and Learning programs			
Improvement Strategy	100% teachers implement documented site agreements for assessment measures including annual data sets Timely, relevant, two-way feedback structures for teachers and students support targeted learning – Embedding Formative Assessment Collect data from 2014 grades to analyse against 2015 data to determine achievable growth targets in the middle to upper bands from 2015-17 and SACE Growth targets			
Priority	Target	Achievement	Reflection	
Specific targets are identified to improve Literacy and Numeracy within the site for students in the middle and upper bands as well as intervention for students not achieving – NAPLAN data	NAPLAN Goals - KIAS Students will achieve growth across the site which is demonstrated by the following <ul style="list-style-type: none"> Year 3-5 growth – each student aims to increase their NAPLAN Mean score by 78 points or above (1.5 band) Year 5-7 growth – each student aims to increase their NAPLAN Mean score by 52 points or above (1 band) Year 7-9 growth – each student aims to increase their NAPLAN Mean score by 39 points or above (.75 band) Individual goals determined and attained – Explore Data walls 	Wait until the 2016 results are available for a comparison to 2014 data		
Priority	Well-being through Strong Partnerships			
Program Aim	Support the school community in understanding and developing Transversal skills and dispositions for learning			
Improvement Strategy	Work with families to ensure that every child has the foundations for school, community, workplace and life success through developing 21 st century transversal skills, an understanding of learning dispositions and Information about current issues Continue to survey families in multiple ways Students have experienced more ‘applied’ learning and learning in real world situations Successful and appropriate pedagogy reflected in learning areas and facilities which are aligned to WHS requirements			
Priority	Target	Achievement	Reflection	
DECD Strategic Plan Links: Build a better	Staff learn about, observe students and use	Embedding Formative		

system + SECAV - Capacity building of leaders and educators	curriculum frameworks to embed our focus on learning dispositions and developing transversal skills, high order thinking and assessment for learning	Assessment training + peer observation Training in developing Learning Tasks	
DECD Strategic Plan Links: Higher standards of learning achievement + SECAV - Improved student outcomes through a focus on improved pedagogy and learning dispositions	An increased community understanding of Learning Dispositions and Transversal skills linked to literacy and numeracy Refurbishment continues aligned to facilities plans and pedagogy	Parent workshops on Dispositions for Learning and Wellbeing underpinning learning Upgraded classroom environments to reflect pedagogy for student engagement	

KANGAROO INN PRESCHOOL QIP 2015

QIP STANDARD	QIP OUTCOME	COMMENT
1.1 1.2 6.2.3 7.2.2	Developing Powerful Learners through Playful Pedagogy Reflective programming Building Educator Capacity	EY Staff involvement in the Lisa Burman workshops over the year leading to a Results Plus Inquiry project with other sites in 2016 and Annie involved in Leaders workshops with Lisa Burman and other SECAV leaders Programming information and reflection shared between Preschool / Reception staff as they work together to support students learning Outside agencies involved with one student Staff
2.1.1.	First aid training and processes in place	Record keeping in line with school site Processes developed 3 staff trained in First aid for education and care settings
3.3.1 3.3.2	Student ownership of outdoor areas Powerful Learners through Playful pedagogy goals enacted in redeveloping play area	Students worked with SRC to develop play areas just outside the preschool to support nature play and collaborative learning including loose parts play
4.2.4	Reflective practices and programming	Staff develop practices for continuity across the EY at KIAS sharing practice and ideas with each other and with other staff This has led to a strong uptake of the pedagogy behind developing engaging learning areas in the school and the preschool
5.2.1 5.1.2	Dispositions for learning Developing Powerful Learners	Workshops have been conducted in conjunction with Learning Together for parents to develop understandings While focusing on developing strong dispositions for learning, Growth Mindsets have been utilized as a way to create powerful learners in the EY. Student directed learning is documented and shared

4.1 Junior Primary and Early Years Scheme Funding

Kangaroo Inn Area School received \$6526 in Junior Primary and Early Years funding in 2015. This funding was allocated to staffing to allow 2 SSO's to work with junior primary students on the Multilit Program / Reading support and the Phonological awareness programs from Reception – Year 3.

4.2 Better Schools Funding

Kangaroo Inn Area School received \$ 5026 in Better Schools Funding in 2015. This amount was allocated to staffing to allow 2 SSO'S to work with individual students in the MultiLit program.

5. STUDENT ACHIEVEMENT

1. Progressive Achievement Tests (PAT)

Student achievement in PAT is difficult to compare from year to year due to the increasingly transient population of our site (30% of students have moved over the past 3 years). However improvements have been acknowledged and students identified for support.

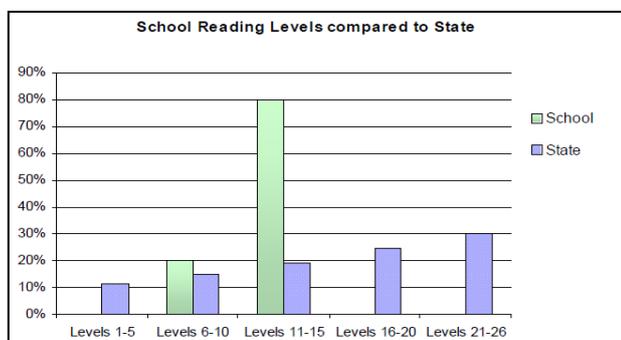
% of students in Year 4 – 10 at or above Stanine 4 in 2015 PAT tests	4	5	6	7	8	9	10	Total
Comprehension	50%	63%	100%	60%	74%	67%	83%	71%
Maths	67%	50%	75%	80%	70%	89%	83%	73%
Vocabulary	67%	75%	100%	80%	95%	78%	83%	83%
Spelling	67%	60%	75%	100%	79%	44%	67%	70%
Overall	63%	62%	88%	80%	79%	69%	79%	74%

PAT analysis – These results demonstrate an overall decrease from last year but an increase from the previous year. These results have been analysed by staff who have developed site, class and individual goals.

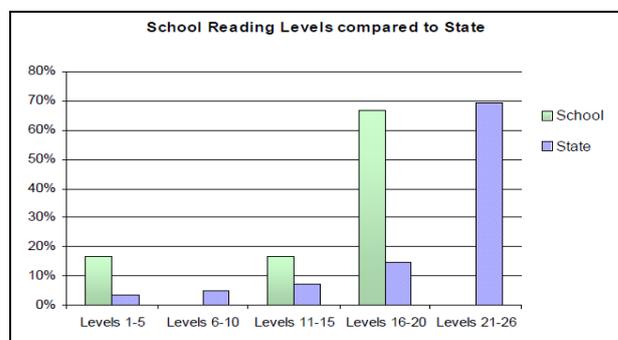
Student Reading Assessment - Primary Running Records are collected by DECD each year.

Running record data indicates that our Year 1 students are spread in the average level. The majority of the Year 2 students were at level 11 or above with one student in the lower levels. The large group of students on levels 16 - 26 reflects strong reading skills in that year level keeping in mind that both classes are relatively small groups of students.

Year 1



Year 2



5.1 NAPLAN

Year 3, 2015 Analysis

- School above state and national in Writing / spelling / grammar and below in Reading and Numeracy
- General strategies – multistep problems
- Numeracy – Anne Baker program, shape, interpreting graphs and table
- Reading – focus on reading comprehension –inferring, identify specific info., teacher knowledge

Year 5, 2015

- High % students with learning difficulties or mental health issues
- School below national in all areas but School above state in writing
- General - transferring knowledge eg higher order thinking + transversal skills, Multistep questions
- Reading – comprehension, Spelling – homophones, long vowel, silent letters
- Numeracy – location, transformation
- Intervention - Multilit / targeted guided reading comprehension / oral language development based on big 6 assessments

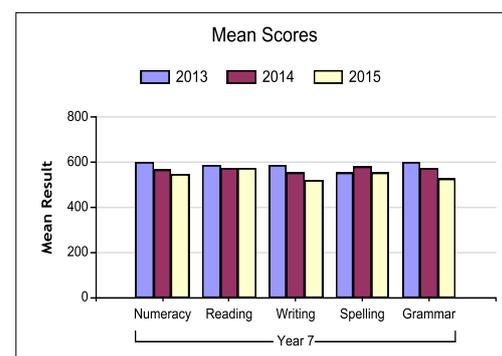
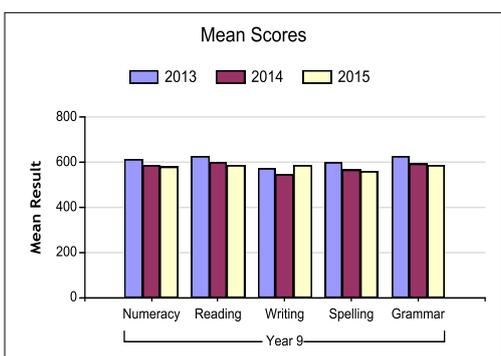
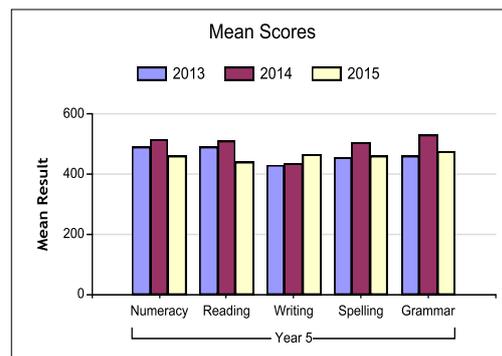
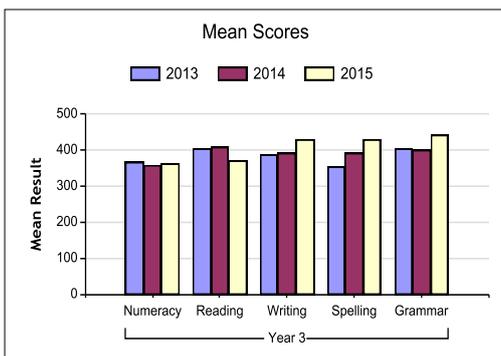
Year 7, 2015

- Above national and state average in all areas but Grammar
- Strengths – inferences, vocab.,
- Reading – interpreting explicit information and character development, 3-4 syllable words, 3 letters sounds and double letters
- Numeracy – multistep problems

Year 9, 2015

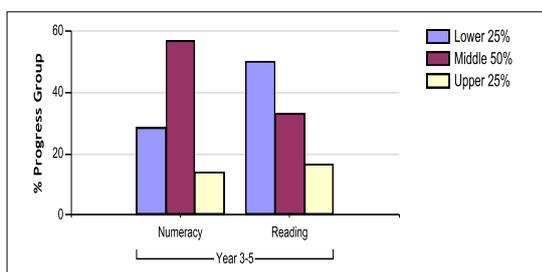
- Above national and state ave. in reading, writing, grammar but below state and national in spelling and national in numeracy
- Spelling – context based spelling program to build skills
- Numeracy – Algebra and data – gaps in knowledge to address include positive and negative numbers, space, calculator skills

NAPLAN MEAN SCORES

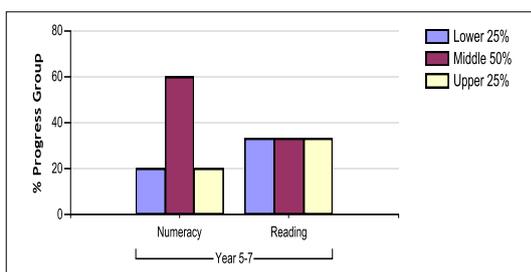


NAPLAN GROWTH

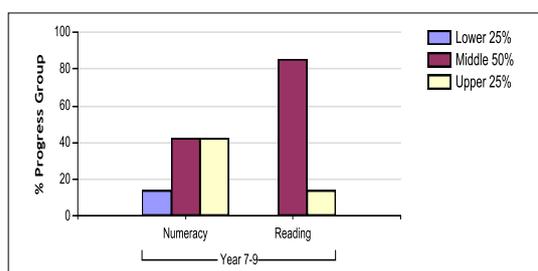
NAPLAN School Growth: Year 3-5



NAPLAN School Growth: Year 5-7



NAPLAN School Growth: Year 7-9



5.2 Senior Secondary

Students in Yr 12 Undertaking Vocational or Trade Training / Students in Yr 12 Attaining a Yr 12 Certificate or Equivalent VET Qualification

Students in Yr 12 Undertaking Vocational or Trade Training

- 100% of Students in Year 12 undertaking VET courses
- 71% of students in Year 11 undertaking VET courses (5 out of 7 students)
- 100% of students in Year 10 undertaking VET courses

100% of students achieved SACE in 2015

6. STUDENT DATA

6.1 Attendance

Non-attendance is handled in different ways at KIAS

- Preventative – advertising data about nonattendance and it's impact on learning to parents in newsletters and flyers / connecting families to the school so their feel a sense of ownership / explaining to the students the impact of regular non attendance
- When non-attendance occurs – class teachers follow up after 2 days with call to parent / all unexplained absences are followed up by class teacher with notes to families / Non – attendance for specific reasons eg anxiety, illness is followed up with parents and alternative programs negotiated

Attendance at KIAS is has many variables particular to our setting including

- Parents who went through the Ash Wednesday Bushfires and who will keep their children at home on high fire danger days

- Rural locality and impact on families eg if one family member has an appointment in our major centre, Mount Gambier – up to 120 km away – often the whole family will go
- Data is often difficult to interpret due to small classes

Figure 12: Attendance by Year Level

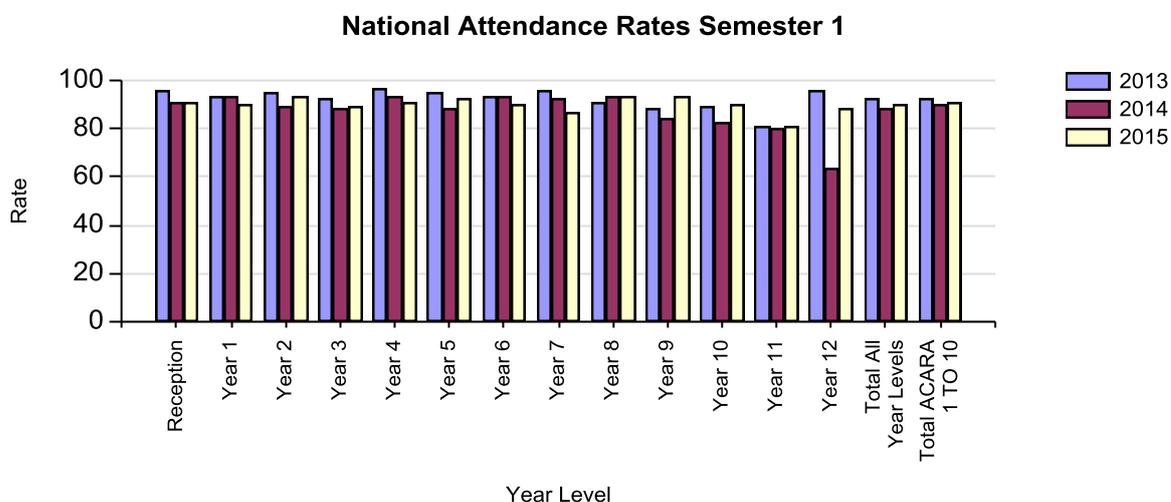


Table 12: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2013	2014	2015
Reception	95.6	91.0	90.9
Year 1	93.2	93.5	90.2
Year 2	94.8	89.5	93.3
Year 3	92.5	88.6	89.2
Year 4	96.3	93.1	91.2
Year 5	94.7	88.4	92.9
Year 6	93.6	93.6	90.0
Year 7	95.8	92.6	86.7
Year 8	90.8	93.5	93.8
Year 9	88.7	84.3	93.4
Year 10	89.4	83.0	90.3
Year 11	80.6	79.8	80.6
Year 12	95.5	63.8	88.8
Total All Year Levels	92.4	88.2	90.5
Total ACARA 1 TO 10	92.5	89.8	91.3

6.2 Destination

Table 13: Intended Destination

Leave Reason	2014			
	School		Index	DECD
	No	%	%	%
Employment			1.9%	2.9%
Interstate/Overseas	3	25.0%	11.3%	9.5%
Other			0.7%	1.4%
Seeking Employment			1.7%	3.8%
Tertiary/TAFE/Training			5.1%	3.6%
Transfer to Non-Govt Schl	3	25.0%	12.4%	9.8%
Transfer to SA Govt Schl	1	8.3%	47.3%	48.8%
Unknown	5	41.7%	19.7%	20.3%
Unknown (TG - Not Found)				0.0%

7. CLIENT OPINION

An Opinion Survey was conducted in Term 4 of 2015 for Parents, Staff and Students. Very positive results were obtained which supports the positive perception in the school community about Kangaroo Inn Area School especially among the parent population.

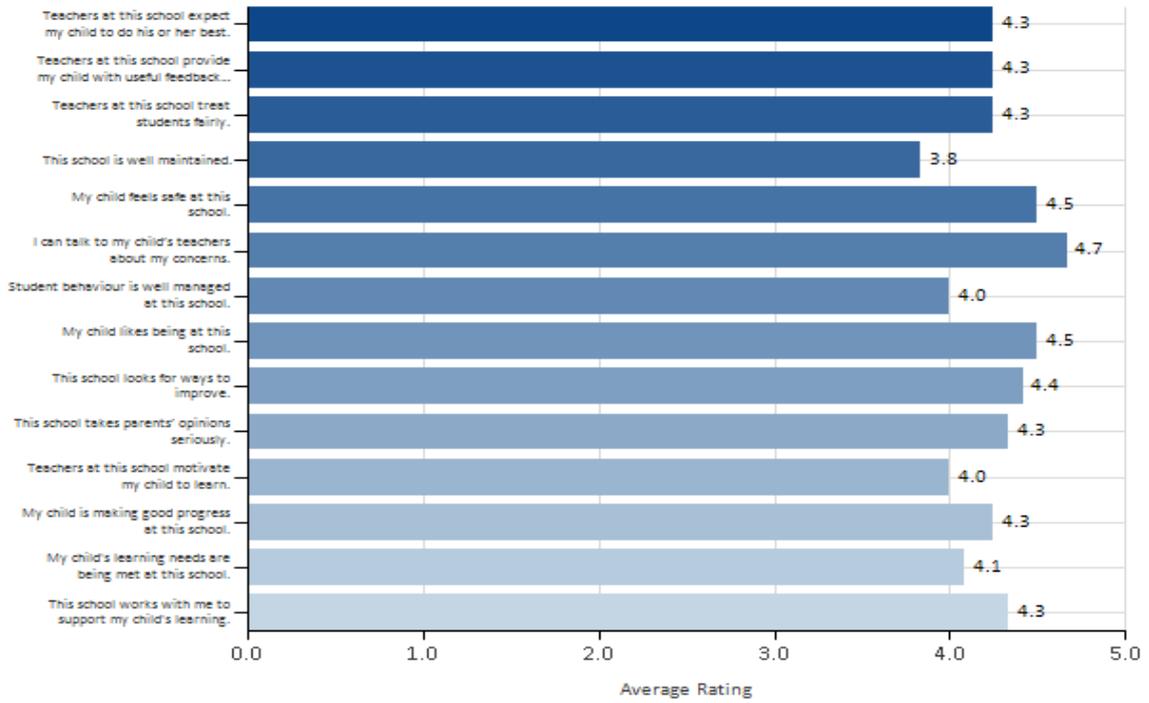
Areas of success include

- The whole parent survey
- Students are safe at this school
- I can talk to my child's teachers about my concerns
- My teachers expect me to do my best
- Students like being at this school
- My school give me the opportunity to do interesting things

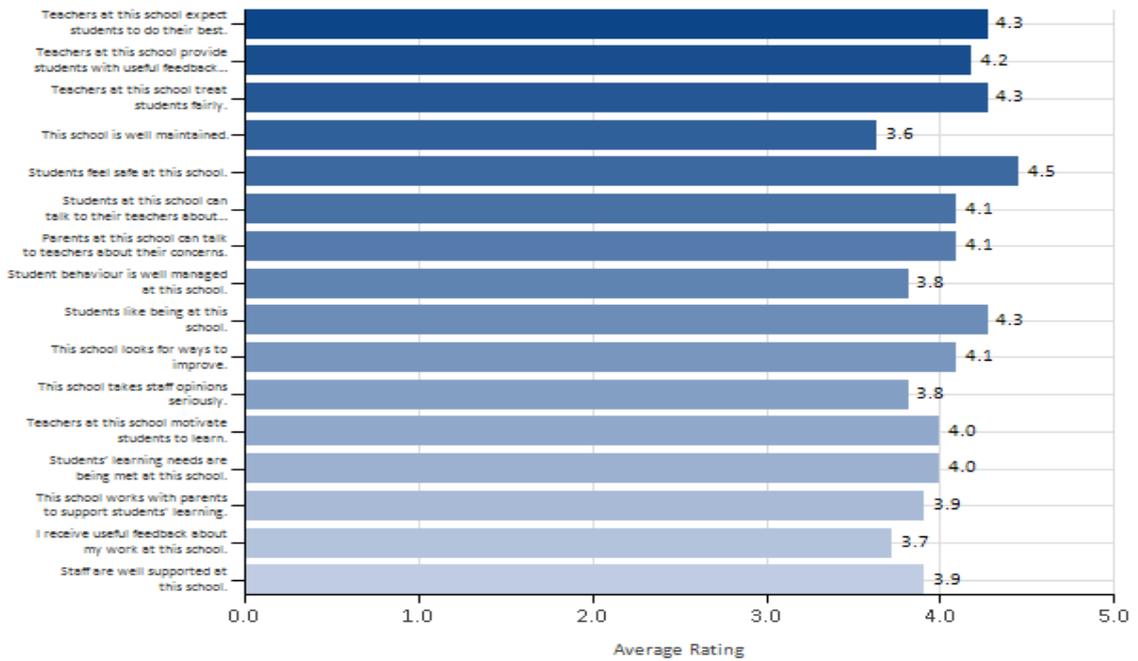
Common areas to work on include

- The school is well maintained – aging facilities and budget constraints make it difficult to support this however a Facilities plan has been developed for renovations over a period of time.
- Student Behaviour is well-managed – discussions will occur with staff and students to interpret the issues behind this statement
- My school takes staff and student opinions seriously - discussions will occur with staff and students to interpret the issues behind this statement
- Staff feedback

PARENT SURVEY
12 responses

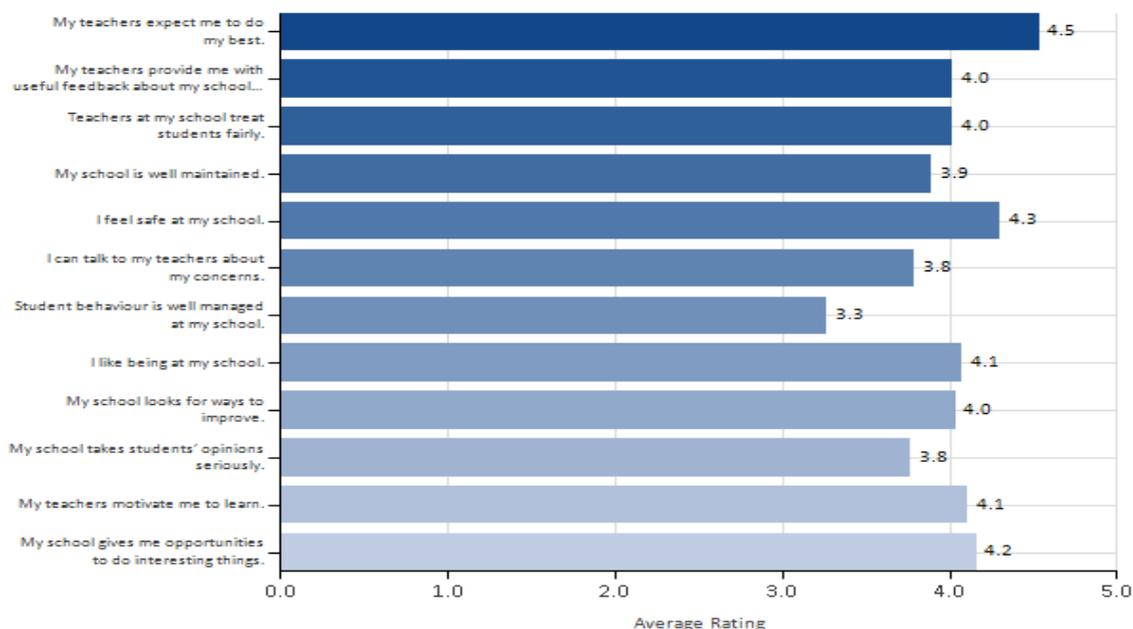


STAFF SURVEY
11 responses



STUDENT SURVEY

56 responses



For more information please go to the My School website
<http://www.myschool.edu.au/>

8. ACCOUNTABILITY**8.1 Behaviour Management**

Overall we have minimal behavior problems at Kangaroo Inn and those which do occur are managed in consultation with staff, parents and students. It is worth noting that the incidents occurring are concerning students with underlying social / emotional / medical concerns. Our site looks to address the underlying concerns to reduce the incidences and support all involved. Through our new Student Wellbeing policy we look to be pro-active in reducing these incidences.

Total incidences	Number of students involved	Violence Threatened or actual	Threatened Safety or Wellbeing / good order	Willful and persistent inattention	Suspension / take home
33 3 secondary 4 primary	7	9	14	10	9

NB The students responsible for 18% of the behaviours are currently enrolled at KIAS

8.2 Relevant History Screening

The school has Criminal History checks completed for all Governing Council and Fundraising Club members, for all volunteers, and for third party providers eg contractors working on site. We follow the DECD processes as outlined in the Audit in 2014.

8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	22
Post Graduate Qualifications	5

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.

8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalent	0	11.2	0	5.18
Persons	0	15	0	7

9. FINANCIAL STATEMENT

Income by Funding Source

	Funding Source	Amount
1	Grants: State Maintenance Funding	170,000.00
2	Grants: Commonwealth	
3	Parent Contributions	\$34972.95
4	Other Fundraising	6931.64