

2022 Annual Report

Kenmore Park Anangu School



Government
of South Australia
Department for Education

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Overview

Site context and highlights

Kenmore Park Anangu School is located in the far north of South Australia in the Anangu Pitjantjatjara Yankunytjatjara Lands. It is approximately 1400km from Adelaide. It is in a remote community know as Kenmore Park or Yunyarinyi. The school was first opened in 1983 on a working cattle station which has now ceased operation. The continuity of the school's operation is based on long term Anangu Educators working in the school who are engaged and empowered to be part of the school management and teaching teams. In 2022 we had two new Anangu Educators start at school in the lower and upper classes. We had one new teacher in the primary class. The play group was led by an Anangu educator. The school is very small though has regular attending students and a strong sense of community. Our vision is to create confident, freethinking, problem solvers with strong connections to our community and land. Our students are globally aware, yet locally grounded. They graduate with the skills to successfully move freely between Pirinpa and Anangu worlds. The core value the school bases its development on is: Belonging to Country / Family: The retention of the language and culture within families and community. This is supporting the continuation of the connection to country and Pitjantjatjara family life where people considered family experience belonging and acceptance. Highlights in 2022 have included the leadership of Pitjantjatjara lessons by Anangu Educators and the ongoing development of Two way Science that empowers Anangu to teach Science on Country that is then used in classes to extend science learning in alignment with the National science Curriculum, learning on country weekly with Anangu leading connected to language classes four times a week, School Community meals, the success of a community bottle and can recycling project, the continued operation of a food garden, refurbishment of the toilet block, participation in the Fregon Arts Festival, school community celebrations at the end of each term and the ongoing redevelopment of the school orchard and the school grounds generally. The COVID virus impacted on movement of students and staff though did not impact significantly on the learning program and general operation of the school. Overall the year had a focus on supporting children's learning while supporting their wellbeing. The school has developed into positive place with a clear focus on children and the school community.

Governing council report

The governing council is small and focussed on the needs of children and the aspirations of families for their children. The governing council met each term engaging in budget approval and managing the school finances, school projects, ongoing school community activity and development and ensuring the voice of the community is formally recognized and listened to. The Governing Council is characterized by the fact the community is one family who represent sixty percent of the school staff and hence the school decision making processes include the formal Council meetings and often daily negotiation and decision making on the operation of the school including decisions made that impact on student wellbeing, school purchases, school excursions, Two Way Science activity and language classes.

What has been achieved in 2022 is maintaining a cohesive school community working with children's learning and wellbeing as its priority. This is quite evident in the tone of the school and the collaboration and teamwork that is evident. The school community see the school as a happy place for the whole school community where people work together.

Improvement planning - review and evaluate (school)

In 2022 the school has had focus goals on Reading and Writing in English and Pitjantjatjara. We have had the support of a literacy coach in EALD (English as second language or dialect) and first Language consultants who have coached all staff in improved explicit planning and teaching. Formative and summative assessment has shown improved outcomes for all children. The level of success is directly linked to a child attendance.

The teaching of synthetic phonics connected to decodable readers continues to support student achievement in literacy in both languages. The implementation of LEAP leveling to monitor and assess children's writing provides an explicit focus for assessment and planning within the school.

Anangu Educators have increased their leadership on Language teaching. Anecdotal evidence suggests that children engaged in learning both languages have increased confidence and improved learning.

Data from IniaLit, MacqLit, Running records and PAT-R show that 100% of students with 70% attendance have a steady growth in fluency and language comprehension. Through the use LEAP levels oral and written language students show continued improvement of text and sentence structure when engaging in supported reading. The evidence of this growth is in the independently written recounts, narratives, procedural texts, information report/description texts and evaluation reports.

Staff have engaged in professional learning around reading in the guide books, best advice papers

Further a whole school PLC was established focusing on the EAL/D Hub. It has met every second week beginning Term 2 and has completed 13 e-books. Professional learning in reading features in all e-books: attachment of a summary of key focus areas covered in the PDs. Data from IniaLit, MacqLit and Running records show steady growth of students' skills in all areas on the big 6.

Goals	Targets	Challenge of Practice	Success Criteria
<p>Increase students achievement and progress in reading in SAE and Pitjantjatjara, using the National Literacy Learning (Reading/viewing) Progression (learning area English) and the PAT R assessment tool and for Pitjantjatjara anecdotal reading evidence, phonic knowledge and oral vocabulary.</p>	<p>2022: 100% of students in the school with 70% attendance and above will show improvement of one year in their reading based on the English Scope and Sequence achievement data collected in 2022 and utilizing the reading progressions.</p> <p>Students will show improvement in reading Pitjantjatjara based on anecdotal and sample evidence</p>	<p>If we strengthen and tailor the reading program (SAE and Pitjantjatjara) through a consistent whole school evidence based reading plan approach that is focused on planning, resourcing, explicit teaching, informed and differentiated by assessment and data interpretation we will see an improvement in children’s reading in SAE and Pitjantjatjara for different purposes.</p>	<p>Students will have improved confidence based on their fluency and comprehension when reading different texts in Pitjantjatjara and English based on increased oral language ability, phonological awareness, phonics, vocabulary, fluency and comprehension based on the English Scope and Sequence and Literacy progressions.</p> <p>By the end of the Foundation year, students read short, decodable and</p>

	<p>collected at the start of the year and then collated during the school year.</p>		<p>predictable text types, applying developing knowledge of sounds and letters and decoding strategies. (Data tools Phonological Awareness Skill Mapping (PASM), Phonics Screener, Inialit and Running Records)</p>
	<p>2023 Target 2022: 100% of students in the school with 70% attendance and above will show improvement of one year in their reading based on the English Scope and Sequence achievement data collected in 2022 and utilizing the reading progressions. In 2023 we will implement assessment including PASM, DIBELS, oral fluency, Initialit, Maclit, and Pat-R.</p> <p>Students will show improvement in reading Pitjantjatjara based on anecdotal and sample evidence collected at the start of the year and then collated during the school year. Utilize the Waru phonics screening check as an initial formal test.</p>		
	<p>2022:</p>		

<p>Increase students achievement and progress in writing in Standard Australian English and Pitjantjatjara using Leap Levels and National Literacy Learning Writing Progressions</p>	<p>100% of students will show improvement of one year in their writing based on the English Scope and Sequence achievement data collected in 2021 and data collected based on LEAP Levels</p> <p>Students will show improvement in writing Pitjantjatjara based on anecdotal and sample evidence collected and collated at the start of and during the school year.</p>	<p>If we adopt a consistent whole school evidence based approach to writing that is explicit in planning, resourcing, teaching, assessment and data interpretation we will see an improvement in children’s writing in English and Pitjantjatjara for different purposes.</p>	<p>Students will have an improved success in writing different texts in Pitjantjatjara and English based on increased vocabulary, grammar knowledge, spelling ability, improved handwriting, improved reading and oral language capacity based on LEAP Levels, the National Literacy Learning Progressions and the 4 broad phases of EAL/D Development (beginning, emerging, developing, consolidating).</p> <p>By the end of Reception students write on LEAP level 4</p>
	<p>2023:</p> <p>100% of students will show improvement of one year in their writing based on the English Scope and Sequence achievement data collected in 2021 and data collected based on LEAP Levels</p> <p>100% of students will show improvement of one year in their writing based on the English Scope and Sequence achievement data collected in 2021 and data collected based on LEAP Levels</p> <p>R-2 students: Beginning students achieve LEAP level 1, emerging levels 2-3, developing levels 3-5 and consolidating levels 5-6</p> <p>Years 3-6: beginning students</p>		

	<p>achieve levels 1-2, emerging levels 3-5, developing levels 5-7 and consolidating levels 7-9</p> <p>Years 7-10: beginning students achieve levels 1-4, emerging levels 5-7, developing levels 7-10 and consolidating levels 10-12</p> <p>Students will show improvement in writing Pitjantjatjara based on anecdotal and sample evidence collected and collated at the start of and during the school year.</p>		
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Aboriginal Learner Achievement Leaders' Resource (ALALR)

Engaging families as partners in literacy and numeracy learning.

As a school community we are very small and a family-based school. The key action we have continued is to empower family members who are employed in the school to be part of the teaching teams with involvement in planning, teaching and assessing in classrooms. This has led to improved support for students and better learning outcomes. Areas of focus are in Anangu leading learning on Country and Two Way Science, leading Pitjantjatjara Language lessons and engagement in team planning across the curriculum.

Performance and attendance

School performance comment

As a school that often has fewer than 25 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

A highlight has been two students achieving A level in science.

Attendance comment

Kenmore Park has a positive history regarding attendance of students. As a very small family school students who are present in community are predominantly at school. There is transiency between other communities which is normally for extended periods of time. Poor attendance is approached by collaborative work between the school, families, and students. It is still needing attention for specific students and the school community continues to work together to improve attendance. The focus is on providing a safe, positive school where children are successful in learning and motivated to learn and enjoy more.

Behaviour support comment

The school in 2022 is a positive place as indicated by students, families, and staff. The clarity of developed shared expectations of students, staff and families continues to provide a benchmark to work towards together. Across the school there was a positive and consistent approach to caring and supporting students with a focus on trauma informed practice. To support this the school had a focus on providing a varied and inclusive curriculum that provided for children's interests and provided for enjoyment and success. Anangu staff have expressed the school is a happy positive place to be. The small size of the school community enables building strong channels of communication and relationship building. The school has more Anangu employees than non-Anangu which supports positive intervention when needed and supports preventative measure being in place to maintain a positive safe environment.

Parent opinion summary

As a small school community supported by one extended family the feedback from families is direct and frequent. Families are pleased with the school highlighting specific areas including:

- The learning their children are doing.
- The school is working together.
- The teaching teams working together.
- The physical environment and resources in the school.
- Empowerment of Anangu Educators especially in Science, Music, Playgroup, Dance and Pitjantjatjara Language teaching.
- The varied opportunities for children.
- The quality of care for students is high.

Screening history

Relevant history screening

The school maintains a focus on ensuring the appropriate screening is completed for all employees including a national police check and a working with children check. All documentation is filed in staff files and kept secure. The school monitors the presence of family and visitors to community vigilantly taking advice and information from Anangu employees and community leaders when having open events and when out in community.

Funding

Funding Source Amount	\$770,200.08
Grants: State	
Grants: Commonwealth	
Parent Contributions	\$0
Fundraising	\$0
Other	\$29,536

2022 school annual report: Tier 2 funding report

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes (650 characters)	Outcomes achieved or progress made towards these outcomes (650 characters)
Targeted funding for individual students	Improved wellbeing and engagement	Learning on country program.	
	Improved outcomes for students with an additional language or dialect	Language lessons led by Anangu and improving resources.	Improved reading and writing of Pitjantjatjara.
	Inclusive Education Support Program	Establishment of a modified curriculum statement to support broader areas of learning.	Improved engagement of students. Improved engagement of students.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways IESP support	Two Way Science development. Language lessons.	Improved science achievement.
Program funding for all students	Australian Curriculum		
Other discretionary funding	Aboriginal languages programs initiatives	Recording of on country learning and making of resources. Employment of Anangu workers.	Improved learning and engagement.
	Better schools funding		

	Specialist school reporting (as required)		
	Improved outcomes for gifted students	N/A	