



Koonibba Aboriginal School and Koonibba Child Parent Centre

2020 annual report to the community

Koonibba Aboriginal School Number: 1003

Koonibba Child Parent Centre Number: 1594

Partnership: Far West

Signature

School principal:

Miss Hannah Edwards

Governing council chair:

Ms Kevina Ware

Date of endorsement:

5 March 2021



Government
of South Australia

Department for Education

Context and highlights for the combined site

Koonibba Aboriginal School is located on a single campus, 42km west of Ceduna, South Australia. The school familial background consists of residents who work and reside in the community of Koonibba. The site has a school-based preschool that operates Monday-Thursday mornings every week and consists of students ranging from 3-5years of age. The school consists of 3 classes that includes a Reception/Year 1/2, Year 3/4 and Year 5/6/7 and operates Monday-Friday every week. Secondary students from Koonibba attend Ceduna Area School, travelling in a school bus. Our cohort comprises of 100% Aboriginal students.

This year has continued to have a high turnover of staff, with a number taking different forms of leave. Staff were contracted for short periods to cover the gaps. This including three of Well-being leaders throughout the year and a Principal change in Term 4.

Late term 1, our school community worked together and adapted to the Covid-19 conditions. Despite this, the school continued to provide opportunities for the students and community throughout the year. Some of the 2020 highlights include:

- Our school provided ongoing support for student's intervention with MiniLit, MacqLit groups assisting students with their literacy skills with school-based classroom support staff trained in MiniLit and MacqLit programs.
- Koonibba Aboriginal School joined Ceduna Area School for their sports day.
- Celebrated the first Australian commercial, space-capable rocket launch from Aboriginal Lands in community by recreating our own rockets and joining in with community celebrations.
- Exterior and Interior painting and work was done to provide a much-needed upgrade to the facilities. This included a new grounds and cleaning shed as well as new exterior screen doors for all the rooms.
- Farewelled Mr Dean Heyne who was the first Principal of Koonibba Aboriginal School under the direction of SA Education Department in 1964.
- Telstra invited students to see a 38 tonne rock saw in action. This was part of the SA Governments SWIFT internet services, connecting schools and pre-schools with reliable internet service.
- Animal Management in Rural & Remote Indigenous Communities visited the site to discuss the responsibilities of being a pet owner.
- Footsteps Dance Company returned for another year of learning dance across the site.
- The Upper Primary students attended a Willpower Camp in Adelaide
- Students participated in aquatics, swimming lessons and beach day through the Ceduna Far West Aquatics.
- We congratulated Kylie Dinning who has won our 0.6 permanent teaching role in our school-based preschool.

Governing council report

Koonibba Aboriginal School Governing Council members consisted of parents/caregivers, community members and staff. Meetings were held throughout the school year to consider the strategic and financial position of the school. The forum provided representatives with an opportunity to provide input in school decision making processes and improvement for the benefit of all the students who attend Koonibba Aboriginal School. During these meetings the Governing Council approved site policies, financial decision making and celebrations. 2020 saw the school received a \$19,000 grant to provide infrastructure to provide shade to the basketball court. The progress of this is to be reviewed in 2021.

On behalf of the Koonibba Aboriginal School community, we want to thank Kevina Ware for her service as Chairperson of our school Governing Council. Kevina has supported many initiatives and continued to voice to local programs.

School quality improvement planning

Koonibba Aboriginal School site improvement plan is informed by the Department of Education Schools Improvement Planning guidelines and resources. Our 2020 Site Improvement Plan (SIP) priorities were informed by analysing whole school data and highlighted a need for improvement in student achievement and growth in decoding. Some of the actions to achieve these goals for improvement were to identify students who required interventions to individualise reading goals for students in decoding, fluency and comprehension. Koonibba Aboriginal School undertook professional development to increase their understanding of reading processes and indicators to support staff in reflecting on the sequenced approach to teaching phonics.

Improvement Goal: To improve student achievement in decoding.

Target: By the end of 2020, 70% (5/8) Year 1 & 2 meet benchmark in Phonics screening
All students show medium to high growth in Running Records.

Key actions in 2020:

- Junior Primary and Middle Primary class teachers trained in InitialLit and begin to explicitly teach in classes.
 - Leaders liaise with Far West Principal Consultant (PC) and Senior Leader Learning Improvement Primary (SLLIP) to support the improvement agenda and support with PD opportunities.
 - Allocated intervention times for SSO to support the delivery of phonics programmes.
- At the end of the year staff reflected on the goals, targets, actions, and success criteria of Koonibba Aboriginal Schools site improvement plan. Staff have now set some new targets, actions, and challenge of practice for 2021.

Preschool improvement planning - review and evaluate

Throughout 2020, there has been a strong focus on developing consistent and predictable routines to support children's learning that fosters children's sense of belonging and security. Koonibba preschool uses a cycle of planning and reflections to plan and cater to individual children's needs.

Quality Area 1- Educational Program and Practice:

In 2020, Koonibba Preschool maintained a strong focus on improving children's oral language development by using nursery rhymes and songs in the daily program to improve children's phonological awareness skills. Through this time, children have shown an increased interest in books. In Term 4, students from Koonibba Aboriginal School joining the Koonibba Preschool students to enjoy different books.

Quality Area 2 – Children's Health and Safety:

A strong focus on promoting good hygiene and teaching proper handwashing techniques are modelled to children in the Koonibba Preschool. Children in the centre are supervised when washing hands before fruit and cooking experiences to ensure they are washing their hands effectively. An adult would serve the fruit due to COVID requirements.

Quality Area 3 – Physical Environment:

The environment is conducive to a robust play-based pedagogy with nature play facilities. The children demonstrate a real sense of pride and ownership of both the indoor and outdoor areas. The planning of the environment is carefully considered to facilitate positive relationships. The inside and outside environments are set up before children arrive, allowing staff to engage with children as they enter the preschool.

Quality Area 4- Staffing Arrangement:

The Koonibba Preschool has two permanent staff members (teacher and SSO). Both educators have been working towards designing learning improvement and analysing practice through deliberate practice, collaboration and reflection.

Quality Area 5- Relationships with Children:

Strong relationships between educators and children are fostered. Educators value each child and engage in meaningful and responsive interactions to build trusting relationships and help them feel secure and a sense of belonging. Staff consistently support children to know their rights and those of others. All preschool staff undertook training in Strategies for Managing Abuse Related Trauma (SMART practices) and Restorative Practices (2-day training) early in 2020 and implement strategies from this training information when building relationships with children.

Quality Area 6- Collaborative Partnerships with Families and Communities:

Families are actively encouraged to participate in preschool life. The centre had limited face-to-face interactions with families at different stages of the year due to the Covid-19 pandemic. Families were able to access usually face-to-face run events through other forms of communication.

Quality Area 7- Governance and Leadership:

In 2020, preschool staff and leaders set a strong focus on updating preschool policies and sharing this with the Go

Improvement: Aboriginal learners

ACEO position was filled and provided some input in contributing to the development of goals which supported meeting the outcomes identified in the Department for Education Aboriginal Strategy and other strategies that related to supporting young people with their schooling. They supported the developing relationships between the school, parents/carers through engaging in family visits and providing in class for students.

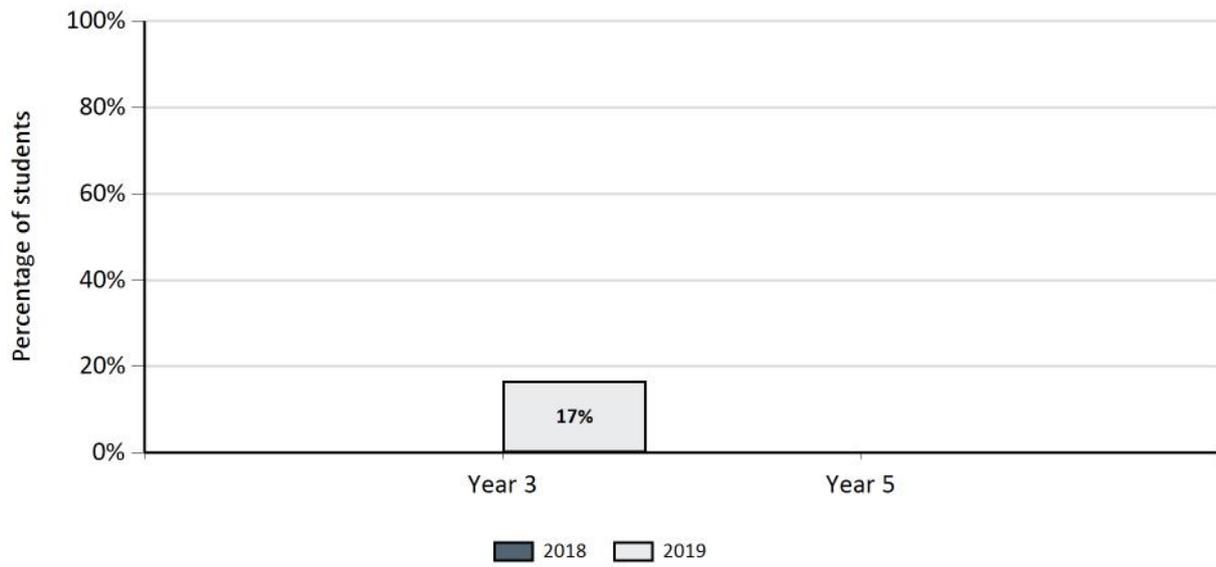
Koonibba Aboriginal School received support from a member of the Literacy Guarantee Unit in providing 1:1 coaching for teachers to improve learning outcomes for students.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

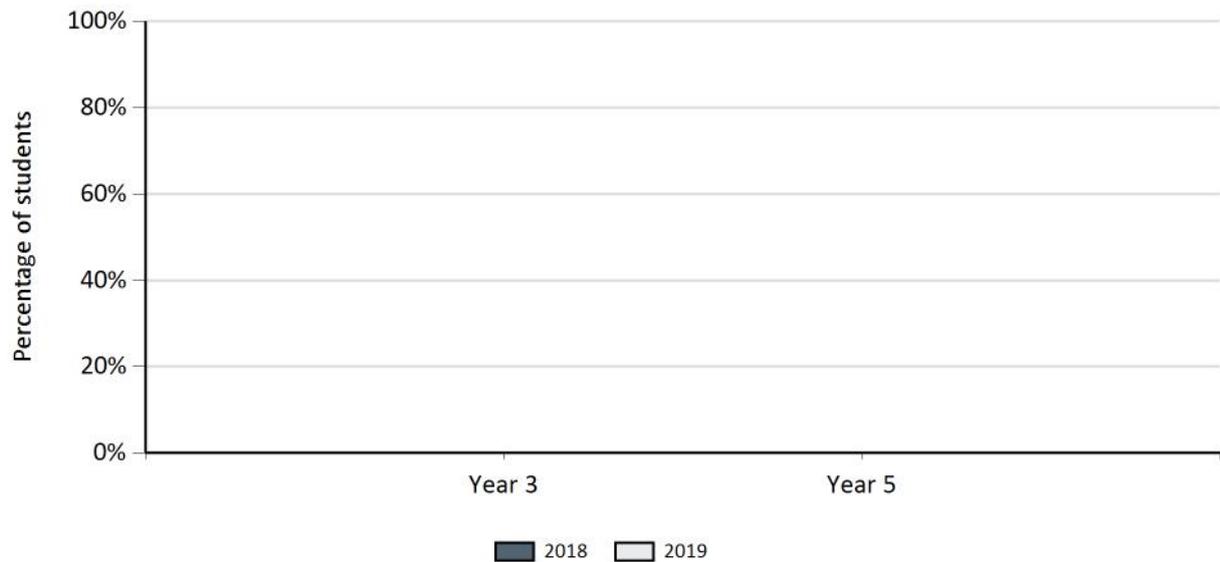


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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NAPLAN progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
Middle progress group	*	50%
Lower progress group	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	State (average)
Upper progress group	*	25%
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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	6	6	0	0	0%	0%
Year 3 2017-2019 Average	*	*	*	*	*	*
Year 5 2019	*	*	*	*	*	*
Year 5 2017-2019 Average	*	*	*	*	*	*
Year 7 2019	*	*	*	*	*	*
Year 7 2017-2019 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School performance comment

Due to the absence of 2020 NAPLAN data, student achievement data will be referenced by other forms. During 2020, we have found that there has been limited growth in regards to student's literacy and numeracy achievement. We are working toward building sustainable routines and building quality teaching and learning across the site. 8 students were tested in the PAT-R and PAT-M assessment in 2020.

Outcome:

PAT-R SCALE SCORE

1 out of the 8 students who were tested met SEA in the PAT-R testing.

- 100% of Year 3 students achieved between 80-89 for their scale score in PAT-R
- 25% of Year 4 students achieved between 50-59, 25% achieved between 70-79, 25% achieved between 90-99 and 25% achieved between 100-109 for their scale score in PAT-R
- 50% of Year 5 students achieved between 70-79 and 50% of students achieved between 90-99 for their scale score in PAT-R.
- No Year 6 students completed the test in 2020
- No Year 7 students completed the test in 2020

PAT-M SCALE SCORE

- 0 out of the 8 students who were tested met SEA in the PAT-M testing.

- 50% of Year 3 students achieved between 75-84 and 50% of students achieved between 85-94 for their scale score in PAT-M.
- 25% of Year 4 students achieved between 85-94, 50% achieved between 95-104 and 25% of achieved between 105-114 for their scale score in PAT-M.
- 100% of Year 5 students achieved between 95-104 for their scale score in PAT-M.
- No Year 6 students completed the test in 2020
- No Year 7 students completed the test in 2020

It must be noted that due to our school often having fewer than 20 students eligible to site NAPLAN and other testing data, small changes in the number of students Improvement Planning Outcomes can cause large changes in the percentages shown. This can make it more difficult to use those percentages to draw reliable conclusions about changes in performance for year to year.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	49.2%	80.4%	68.1%	69.6%
2018 centre	85.7%	56.8%	61.5%	66.7%
2019 centre	56.9%	66.7%	65.9%	72.3%
2020 centre	75.7%	68.2%	62.5%	82.6%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	84.0%	71.3%	69.5%	70.3%
Year 1	89.5%	84.3%	87.6%	54.0%
Year 2	87.0%	85.0%	64.6%	78.5%
Year 3	74.8%	70.8%	86.5%	43.1%
Year 4	78.7%	80.9%	70.8%	63.9%
Year 5	84.7%	86.2%	75.6%	54.6%
Year 6	64.8%	86.0%	75.2%	71.4%
Year 7	93.2%	N/A	0.0%	22.2%
Total	83.7%	80.7%	76.7%	62.8%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

At Koonibba Preschool, we promote the importance of regular attendance in early childhood education, to ensure children gain a strong foundation and engagement in their learning. We see our parents and families as partners in this space and consistently find ways to reach out and share children's learning experiences. We try to understand any barriers to attendance, learning and well-being to support our children to engage in their learning.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	9	8	9	7
2018	7	11	12	12
2019	9	9	11	14
2020	10	11	9	10

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

Most of our students attended preschool, with predicted enrolment numbers being maintained and confirmed from Term 4 2019. The preschool's enrolment varied between 9-12 students attending at any given time. Families still sent their children to preschool throughout the year with limited impact from Covid-19 for most families.

Unfortunately, the interruption of Covid-19 impacted one family with two students due to the border restrictions after travelling to WA in Term 1 for family reasons. The limits put in place due to Covid-19 had affected their abilities to return to the Koonibba community and preschool.

Behaviour support comment

In the middle of the year, work as undertaken to review and consolidate the school's behaviour support policy. In 2021, the site aims to look at further developing a consistent behaviour approach that includes supporting individual student needs. During 2020, there was 20 take homes, 10 suspensions and 86 behaviours recorded in EDSAS. At Koonibba Aboriginal School we are investigating ways we can increase engagement through recess and lunch. Equipment was purchased at the end of the year to encourage more sport participation. A music device will be purchased early Term 1 2021.

Client opinion summary

There was no parent survey completed in 2020.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1003 - Koonibba Aboriginal School	100.0%	100.0%	85.7%	100.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	29.4%
Other	1	5.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	2	11.8%
Transfer to SA Govt School	8	47.1%
Unknown	1	5.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

Our local feeder school is DfE Koonibba Aboriginal School (KAS), with 100% of our preschool students moving into school in 2021 enrolling at KAS. During Term 4, students were involved in a transition to school program that ran between the preschool and school. Students attended for gradual amounts of time in the school, leading up to a full day tradition.

Relevant history screening

All staff at the school have approved authorities to teach or approval authorities to work. Relevant history screening expiry dates were monitored and checked.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	13
Post Graduate Qualifications	5

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.6	6.2	0.3	3.2
Persons	1	7	1	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$1,301,927
Grants: Commonwealth	\$0
Parent Contributions	\$0
Fund Raising	\$382
Other	\$5,772

Data Source: Education Department School Administration System (EDSAS).

2020 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	This funding supported the appointment of a Well-Being Coordinator. This included leading and facilitating whole-class programs to support well-being across the site. School-wide PD and support from the Behaviour Coach	School-wide PD in SMART Training Restorative Practices PD
	Improved outcomes for students with an additional language or dialect	-	-
	Inclusive Education Support Program	Funding was used to staff SSO hours to provide social/emotional/academic support across the school, including 1:1 support, small group support and intervention support.	Students working towards achieving their One Child One Plan goals
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Literacy Improvement Division- Literacy Coach Aboriginal Community Education Officer appointed to engage with students to assist with Literacy and Numeracy. Provide connections between students, families and their learning. Special educator and Speech pathologist support with communication tools	School routines in place including daily whole school reading time Visual strategies in use for SWD 1:1 and in class support for students
Program funding for all students	Australian Curriculum	Professional development aligned to the SIP (Site Improvement Plan)	Working towards SIP actions & targets to support the improvement cycle.
Other discretionary funding	Aboriginal languages programs Initiatives	-	-
	Better schools funding	Funding for intervention programs - MiniLit and MacqLit Staff Professional Developing Literacy Support	Support the improvements in our SIP across the site.
	Specialist school reporting (as required)	-	-
	Improved outcomes for gifted students	-	-

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Educator team to engage in professional learning	Improve attendance and engagement
Improved ECD and parenting outcomes (children's centres only)	-	-
Inclusive Education Support Program	Support 1:1 specific teaching and learning programmes for speech and language- daily Implementation of learning goals for all students Development of resources Training and development	Adjustments provided to ensure students with additional needs and programs Improve clarity of speech and communication
Improved outcomes for non-English speaking children who received bilingual support	-	-

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.