Keller Road Primary School
2016 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

Keller Road Primary School Number: 632

Partnership: Salisbury

Name of School Principal: Narelle Kusabs

Name of Governing Council Chair: Joanne Wilson

Date of Endorsement: 15th February 2017

School Context and Highlights

Keller Road Primary is a small school consisting of approximately 150 students from Reception to Year 7. The school is a member of the Salisbury Partnership of schools.
Our school continues to have committed and supportive staff and active and supportive parents – all working within the ethos "Children are at the Centre of Everything we Do." Keller Road Primary is a category 3 on the DECD Index of Disadvantage Scale, we have an EALD component of 20% and an ATSI component of 9.5%. We have had an increase in transient families in recent years.

Highlights for 2016 include:

Significant upgrades to school facilities with a new gym floor, upgraded lighting and drainage, painting of street face with signage and new teaching and learning resources.
Receiving a $1,000,000 grant to establish modern STEM facilities to enhance the teaching of Science, Technology, Engineering and Maths.
The establishment of a year 7 student voice representative council, raising the profile and contribution to the school community.
A major strategic focus on Literacy, Numeracy and Student Wellbeing. This included the continued implementation of an R-7 whole school approach, incorporating the establishment of a whole school Numeracy block and Behaviour Management plan.
A highly enthusiastic and collaborative staff, committed to planning and delivering consistent teaching practices and methodology.
A positive school culture and image in the wider school community, as evidenced by attendances and feedback at our school community events including Sports Day and Community concerts.
Reconciliation week activities organised for the entire Salisbury partnership by our ACEO, AET and Deadly Crew student body, receiving positive feedback from students and visiting schools.
A variety of incursions and excursions such as Professor Maths, Fair Dinkum book week performance, Book Fair, Music is Fun, Footsteps, Aquatics, Zoo visit and Harndorf Farm Barn.
The opportunity for our Year 6/7 class to work closely with local high schools. Participating in Science lessons at Para Hills High School and STEM challenges, IT options and headstart to high school at Salisbury East High School.
Student Teachers from UniSA researching 'the impact of introducing STEM and robotics to a community.' Students used Beebots, matching the work we are doing alongside our Partnership, the Australian Curriculum and STEM.
Introduction of a successful Breakfast club held 3 mornings a week with the support of Kickstart.

Governing Council Report

On behalf of the Keller Road Governing Council, I have pleasure in submitting the Chairperson's Report for 2016.
One of the major roles of Governing Council is to work with the school in developing, reviewing and monitoring site learning priorities. The school's site plan was reviewed and a new plan 2016 – 2018 was established. The new plan was distributed and approved by the school community in Term 1, 2016. The site plan outlines the directions for improvement in the teaching and learning programs.
The priorities for 2016 – 2018 are:
• Literacy
• Numeracy
• Student Wellbeing
The new plan builds on what the school is already doing well and incorporates new and emerging priorities to suit the changing needs of the school.
Other decisions and achievements involving input and support from the Governing Council include:
• Significant upgrades to school facilities, new teaching and learning resources, technology upgrades and new infrastructure.
• Significant fundraising ventures raising approximately $ 4,000. This combined with past fundraising will be utilised to purchase ipads for the school and storage facilities for the ipads.
• The purchase of a new friendship bench, engraved with school name.
• Review and development of new policies.
• Numeracy workshops for parents.
• Review of hiring of facilities to community groups.
• The organisation of a free mobile dental service to work from the school site.
• The introduction of an on-site playgroup.
• Introduction of a Breakfast club supported by Kickstart for Kids 2 days a week and school staff on Fridays.

As Chairperson, I would like to express my appreciation of the hard work undertaken with dedication and enthusiasm by all members of the Governing Council and it's sub-committees during 2016 and to the Principal Narelle Kusabs and her staff, for the ongoing support provided to the Governing Council enabling us to fulfil its governance responsibilities.
Finally, I would like to conclude this report by thanking those parents, caregivers, volunteers and other members of the community for their support of the school. Positive community involvement is widely recognised in educational research as a major contributor to the success of students at school and I am convinced that the high level of community support at all levels is one of the key elements in the continuing success of the school.

Jo Wilson
Governing Council Chairperson

Improvement Planning and Outcomes

Improvement planning has been targeted around identified areas in the school Site Improvement Plan. These include:

Numeracy
A whole school approach
• Numeracy Block Agreement
• Lesson structure
• Possibilities for working with other staff/classes
• Professional Development processes linked closely with student achievement and planning
• Staff using data evaluation to focus decisions around assessment tools intervention and direction
This has resulted in the targeted students attending Quicksmart Maths Intervention and a significant increase in positive student disposition responses towards Numeracy.

Student Well-Being
A whole school approach
• Revisiting our beliefs/programs as a school
• Links to Play is the way/ Kimochis
• Attendance policy redeveloped
• Behaviour policy reviewed and rewritten to reflect school goals. Reflection sheets introduced and a new structure towards reporting to parents
• New policy written and agreed upon by all staff
• All classes revisited expectations/ rules for our school
This has resulted in a reduction of Behaviour Management Incidents throughout the school, consistent expectations amongst staff and community and consistent consequences across the school. Analysis of targeted lateness data over terms 3 and 4 showed a decrease of 35%.

Literacy
• Minilit and mutilit intervention focus for students facing difficulties.
• Establishment of consistent Phonological Awareness testing throughout the Early Years.
This has resulted in R - 2 specialist teaching groups to target and cater to individual learning needs.

Identified priorities for 2017 through school self-review and improvement planning process.
Focuses are
• Guided reading in Literacy and a priority towards buying resources to support this. Staff will focus on the differentiation of   •
teaching and learning through running records. The use of data to inform practice and record progress.
• Continued work within the partnership focus of Numeracy, with an emphasis around place value and moderation.
• Moderation in Numeracy and identifying misconceptions in students learning.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
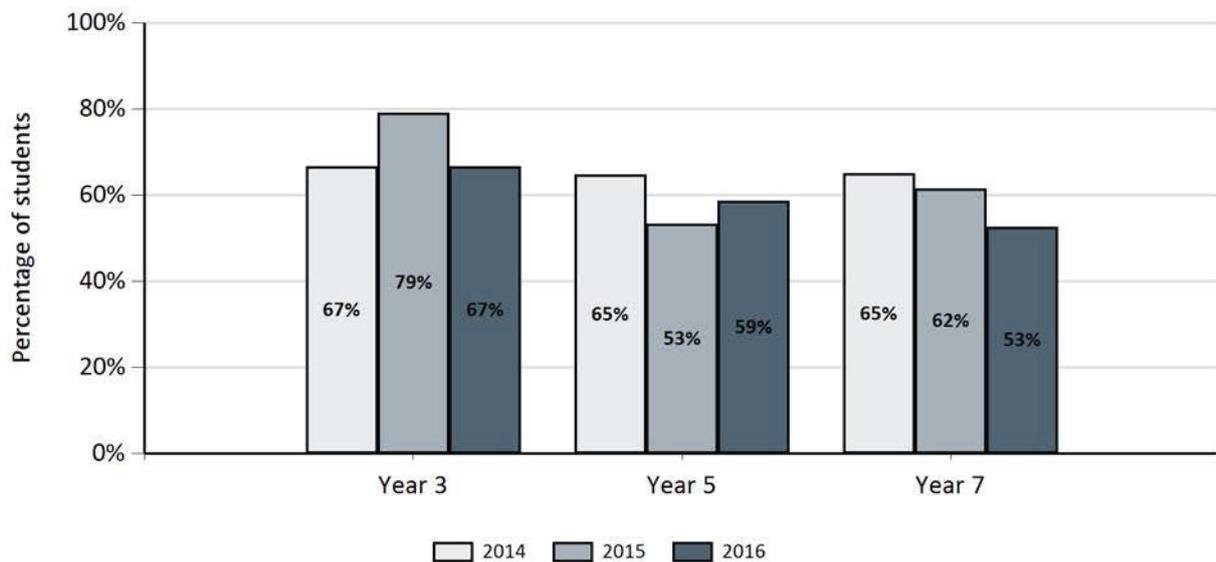
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
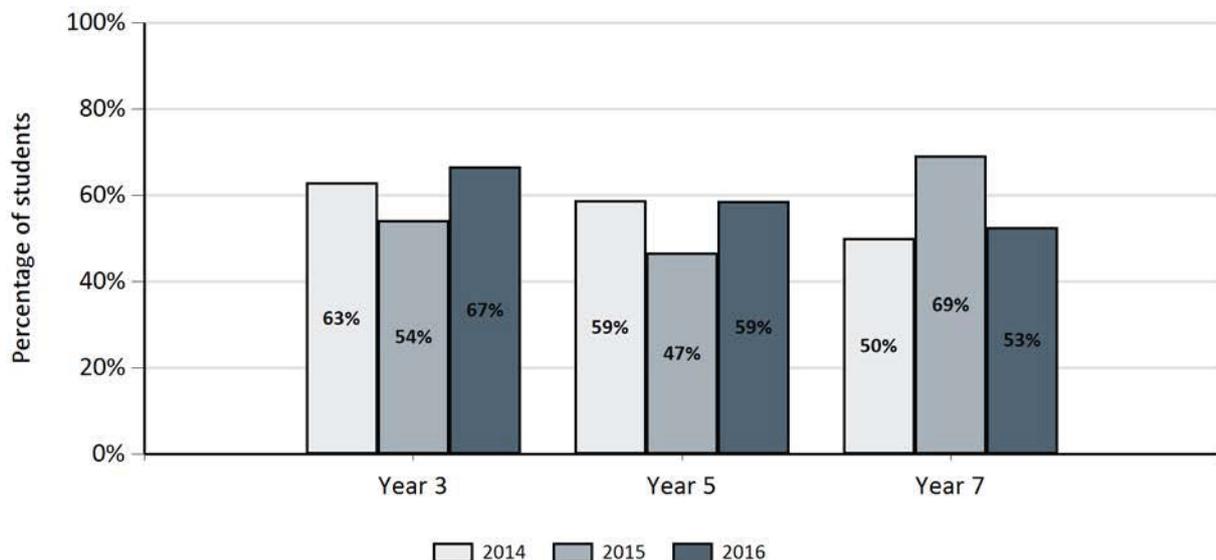
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NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	39%	43%	25%
Middle progress group	54%	36%	50%
Upper progress group	7%	21%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	36%	21%	25%
Middle progress group	56%	79%	50%
Upper progress group	8%	0%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

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 2016	21	21	8	2	38%	10%
Year 3 2014-16 Average	24.0	24.0	8.3	2.7	35%	11%
Year 5 2016	29	29	3	1	10%	3%
Year 5 2014-16 Average	20.3	20.3	3.0	1.0	15%	5%
Year 7 2016	19	19	1	0	5%	0%
Year 7 2014-16 Average	17.3	17.3	1.7	0.7	10%	4%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

As a school that often has fewer than 20 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.

Year 3 Numeracy has seen an increase of 13% of students demonstrating DECD SEA achievements. Year 5 Numeracy has seen an increase of 12% related to DECD SEA achievements and Year 7 has decreased by 13%. Year 5 Reading has demonstrated an increase in achievement levels of 6% whilst Year 3 and Year 7 have demonstrated a decrease in percentages. There has been a slight increase in the percentage of Year 3 students performing in the higher bands in Numeracy. Year 5 and Year 7 students performing in the higher bands have increased by 5%. The percentage of students who have achieved in higher bands in Year 3 that were retained in Year 7 in Reading had increased by 20%.

Whole school agreements have been established in Numeracy, and Literacy will be established in 2017. This will provide consistency in collected data throughout year levels and will be supported by the moderation focus in 2017. A -E data is collected across year levels and will be used to support this process.

PAT -R, PAT - M data has been analysed by staff and this with NAPLAN and A - E data has been used to identify areas of strengths and weaknesses. This information has been used to guide Site Improvement review and future planning.

Attendance

Year level	2014	2015	2016
Reception	88.1%	92.0%	90.8%
Year 01	89.9%	91.8%	88.2%
Year 02	88.7%	93.2%	90.9%
Year 03	91.6%	90.5%	92.8%
Year 04	93.0%	92.1%	86.7%
Year 05	93.2%	92.7%	91.4%
Year 06	88.3%	89.3%	90.0%
Year 07	91.1%	91.5%	90.5%
Total	90.4%	91.6%	90.2%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

A new attendance policy was established and implemented throughout 2016. A succinct descriptive flowchart was developed and put into practice with all stakeholders understanding responsibilities. Whole school data is monitored each term. There was a significant improvement in lateness and attendance across the school in the majority of classes from term 3 to term 4. Letters were sent to alert parents and caregivers of high absenteeism in term 3. A letter was sent to 77 students to acknowledge the positive increase in attendance and reduced absenteeism in term 4.

Behaviour Management Comment

In 2016 the school moved from a '3 strike system' to an intervention based around restorative justice. Consultation with teachers, Governing Council and students was carried out in a variety of ways to develop the new process that will focus on conversations to enable students to define, take responsibility for their choices and resolve issues. This has seen a significant drop in behavior management numbers from 251 incidents to 108 incidents, a decrease of 56.8%. Most noticeable areas of improvement have been made in the areas of threatening good order and interfering with the rights of others.

Client Opinion Summary

Questionnaires were conducted at the end of 2016 for parents, students and staff.
The surveys scored as follows:

Student survey
The responses to the survey indicate that 95% of students agree teachers provide them with useful feedback about school work.
85% of students said they like being at school.
77% of students said they feel safe at school, 11% neither agreed nor disagreed.
85% of students said that teachers motivate me to learn.
84% of students said that they can talk to their teachers about their concerns.
82% of students said that the school gives them opportunities to do interesting things.

Parent Survey
The responses to the survey indicate that 95% of parents agreed that teachers at this school expect students to do their best.
85% of parents said that they can talk to their child's teachers about concerns.
90% of parents said that teachers at this school motivate my child to learn.
85% of parents said that their child is making good progress at this school.
85% of parents said that this school works with them to support student's learning.

Staff Survey
The responses to the survey indicate that 90% of staff agreed that this school takes their opinions seriously.
90% said that they receive useful feedback about my work.
100% said that staff are well supported at this school.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	18.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	10.8%
Transfer to SA Govt School	24	64.9%
Unknown	2	5.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

The Finance Officer applies online for screening clearance for those that it is deemed necessary using the DECD screening tool. All new visitors/ third party providers are required to show the school secretary screening papers and a record of these is kept and filed. RAN training is run termly or as necessary for volunteers within our school setting. Participants are recorded and copies of certificates are filed with relevant documents. All university students doing a placement within the school produce a copy of their DCSI child related screening.

Teacher Qualifications 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	22
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	0.0	12.2	0.8	6.7
Persons	0	14	1	9

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$72,397.78
Grants: Commonwealth	$20, 000.00
Parent Contributions	$38,708.25
Fund Raising	$5,938.78
Other	

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	Restorative practice in place. Yard support for certain students.	Behaviour Management incidents reduced from 251 incidents to 108.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Support from SSO in Literacy to achieve relevant benchmarks. Establishment of single sex groups to promote oral language skills. All staff trained in EALD scaling.	Improved scale scores for all students.
	Improved Outcomes for Students with Disabilities	SSO support for each student, targeted at documented specific NEP needs.	Highly successful programs with students meeting NEP goals.
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Numeracy intervention program support. Aboriginal Students 7 students were identified and targeted for reading intervention.	7 students now at 100%, 4 at 95% Improved reading levels
Targeted Funding for Groups of Students	First Language Maintenance & Development		
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant	Students with Learning difficulties were supported through individual support programs and intervention.	Many of the students achieved NEP goals.
Program Funding for all Students	Australian Curriculum	P.D. for all staff aligned to the SIP in Numeracy, Student Well Being and Literacy.	High levels scores in student learning disposition.
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Literacy Intervention program support for those students below SEA.	Large percentage have now met SEA.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Lead role in improved behavioral management and engagement for students. Working with families to support engagement, attendance and learning.	Newly established policy and training in restorative justice for all staff.