



Keller Road Primary School 2017 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:

14th February 2018

School Context and Highlights

Keller Road School is a small school in a parkland-like setting with strong links to the local Kindergarten and Childcare Centre. Students operate as a community within the school and there is a collegiate atmosphere amongst students of all year levels. Our beautiful grounds are surrounded by fences; access is maintained to the school oval, where our Health/PE teacher takes full advantage of our excellent facilities. We have recently completed a 1 million dollar upgrade to our Library and the creation of a new STEM indoor/ outdoor area in which our STEM specialist teacher operates. Keller Road Primary consists of approximately 165 students from Reception to Year 7.

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 has an EALD component of 22% and an ATSI component of 10.06%. We have had an increase in transient families in recent years.

Highlights for 2017 include:

The completion of the \$1,000,000 STEM facilities to enhance the teaching of Science, Technology, Engineering and Maths.

Significant upgrades to school facilities including new teaching and learning resources, painting and upgraded drainage.

A major strategic focus on Literacy, Numeracy and Student Wellbeing. This included the continued implementation of an R-7 whole school approach, incorporating a whole school Numeracy block, behaviour management plan and the establishment of a whole school Literacy block.

A highly enthusiastic and collaborative staff, committed to planning and delivering consistent teaching practices and methodology.

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 positive school culture and image in the wider school community with close links established with the Manor Farm Kindergarten and Aveo retirement village.

The opportunity for our Year 5/6/7s to work closely with local high schools in areas such as Science lessons, STEM challenges, IT options and headstart to high school.

Breakfast club extended to 5 mornings a week with the support of Kickstart.

In June this year an External School Review was conducted. The report was very positive about the school and identified aspects of school performance that were noted as strengths and others that represent areas for development.

Governing Council Report

On behalf of the Keller Road Governing Council, I have pleasure in submitting the Chairperson’s Report for 2017.

One of the major roles of Governing Council is to work with the school in developing, reviewing and monitoring site learning priorities. After the school’s site plan was reviewed and a new plan 2016 – 2018 established, Governing Council has continued to support implementation of the plan’s objectives. 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 STEM facilities.
- Fundraising utilised to purchase iPads for the school and storage facilities for the iPads.
- Review and development of new policies.
- Numeracy workshops for parents..
- Introduction of a Breakfast club supported by Kickstart for Kids 4 days a week and school staff on Fridays.
- Application for renaming of school units to reflect Aboriginal heritage in contexts relevant to all community members.
- The erection of new flagpoles so that the school can display government and Indigenous flags in accordance with the school’s Reconciliation Action Plan.

As Chairperson, I would like to express my appreciation of the commitment and hard work dedicated by all members of the Governing Council and its sub-committees during 2017. I would also like to extend my gratitude to the Principal Narelle Kusabs and her staff, for the ongoing support provided to the Governing Council, enabling it to fulfil its governance responsibilities.

Finally, I would like to conclude this report by thanking parents, caregivers, volunteers and other members of the community for their support of the school. Educational research indicates that there is a positive correlation between parental and community involvement in schools and student success. The substantial time and effort committed to the school by the community is a testament to its investment in the future of its young people and a significant factor in Governing Council’s continuing progress in implementing the 2016-2018 plan.

Improvement Planning and Outcomes

Throughout 2017 we continued with our three Site Improvement initiatives. These initiatives were collaboratively formed in 2015 using a wide variety of data, analysis and discussion. Annual Targets and Strategies are produced collaboratively with a strong commitment to implementation. In 2017 the following targets were set and strategies implemented to work towards meeting each of the three outcomes.

Literacy

- Establishment of a Literacy Block structured across the school R -7.
- Literacy Teaching in all classes R – 7 reflects a balanced implementation of the 6 Essential Components of Reading Instruction – BIG SIX (Literacy block time) Guided Reading sessions are implemented daily during Literacy block time
- Guided Reading focus on comprehension and differentiation. Every staff member worked closely with a mentor to plan, implement and reflect on guided reading lessons. Staff have looked at teaching and learning through running records and the use of data to inform practice and record progress.
- Minilit and multilit intervention focus for students facing difficulties.

Numeracy

- Consolidation of a whole school approach and Numeracy Block Agreement.
- Professional Development processes linked closely with student achievement and planning.
- Working closely with the partnership on moderation, calibration and assessment. Staff worked alongside the SLLIP to begin planning and assessment.
- Staff using data evaluation to focus decisions around assessment tools intervention and direction.
- Targeted students attending Quicksmart Maths Intervention.

Student Well-Being

- A whole school approach to further develop restorative practices within the site.
- Links to Play is the way/ Kimochis
- Behaviour policy reviewed and implemented.
- All classes revisited expectations/ rules for our school

Priorities for 2018 were developed through the teacher review of our current Literacy, Numeracy and Student Wellbeing Operational Plans linked to our external school review directions.

Focuses are:

- Designing learning that meets the needs of individual students, and track student growth across the school, through regular and scheduled data analysis that informs intentional teaching and monitors student achievement. Provide engaging learning opportunities that inspire and connect with students, through collective inquiry into pedagogical approaches that promote intellectual challenge and deepen cognition. This will be firstly through the focus on Oral Language, guided reading / writing and STEM.
- Ensure coherence in curriculum delivery and authentic student involvement by working with the SLLIP and partnership to build teacher capacity to design sequenced and engaging teaching, and plan rich assessment tasks that are aligned with Australian Curriculum standards.
- A focus on the moderation of student achievement.

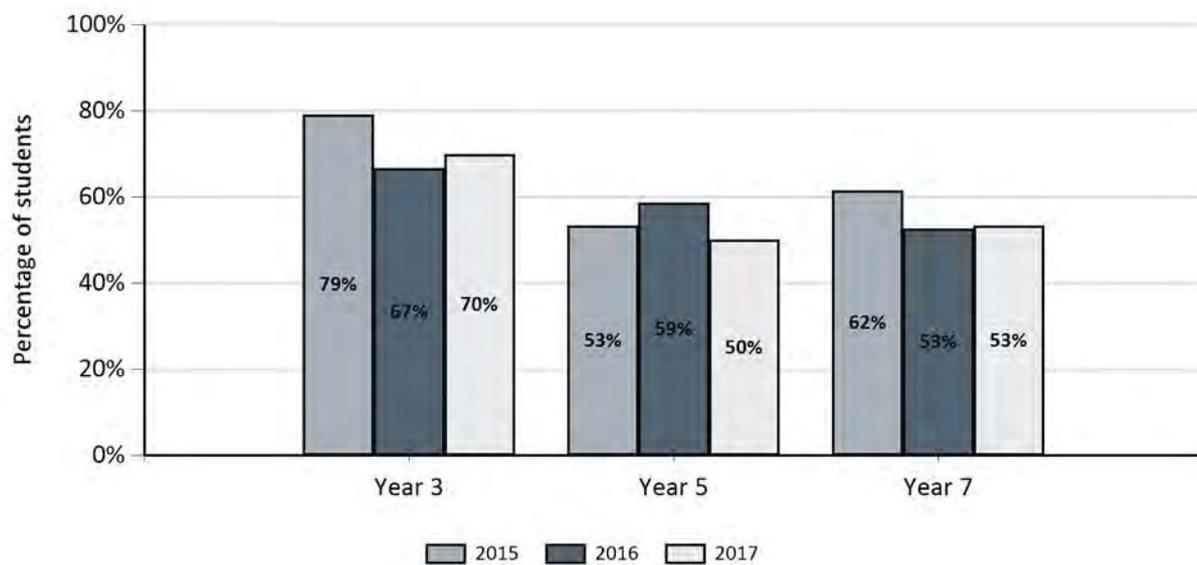
Site Self review processes are implemented annually to analyse NAPLAN and PAT data to guide structures, direct resourcing and inform teaching and learning programs.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

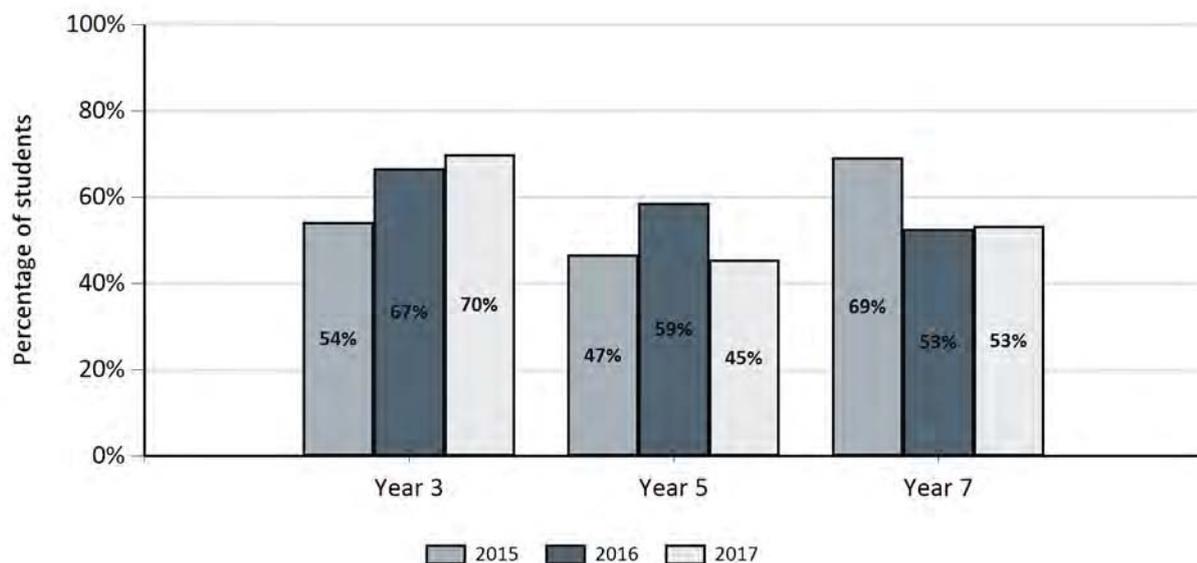
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 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)
Upper progress group	11%	10%	25%
Middle progress group	61%	60%	50%
Lower progress group	28%	30%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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)
Upper progress group	0%	10%	25%
Middle progress group	67%	50%	50%
Lower progress group	33%	40%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	20	20	4	1	20%	5%
Year 3 2015-17 Average	21.7	21.7	8.0	1.7	37%	8%
Year 5 2017	22	22	3	0	14%	0%
Year 5 2015-17 Average	22.0	22.0	2.3	0.7	11%	3%
Year 7 2017	15	15	1	0	7%	0%
Year 7 2015-17 Average	15.7	15.7	0.7	0.3	4%	2%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

NAPLAN Data

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 NAPLAN data in numeracy displays some growth with 70% of students achieved at or above the National Minimum Standard with a larger percentage in the higher bands than previous years. There has been an increase in students achieving standards in reading data and a decrease in writing data. There was an increase of 14% in spelling data.

Year 5 NAPLAN data shows a slight decline in students reaching benchmark in reading but with slightly higher percentages in relative gain. Data showed an increase in both spelling and an 11% gain in grammar. There was a decline in numeracy benchmark and relative gain data.

Year 7 NAPLAN data shows similar percentages reaching benchmark in Numeracy and Reading across the past two years. Data displays a decline in writing and an increase in spelling.

Term 3 Running Record analysis

Year 1 – DECD data indicates that a lower percentage of students at Keller Road achieved Levels 16 – 26 compared to other Category 3 schools. Analysis of individual student progress from Term 3 2017 to Term 4 2017 indicates positive growth for students overall.

Year 2 – DECD data indicates that a higher percentage of students at Keller Road achieved Levels 16 – 26 compared to other Category 3 schools. A close analysis of individual student progress from Term 3 2016 to Term 4 2017 indicates positive growth for students.

Intervention Data

Ongoing data collection processes for all students involved in an intervention program in 2017 have been undertaken by the Intervention Team. It is evident that when students attend school and intervention programs regularly that they progress positively compared to students whose attendance is irregular.

A-E Data

71% of Year 1-7 students achieved a satisfactory grade or above (A-E grades) in Numeracy. 69% of Year 1-7 students achieved a satisfactory grade or above (A-E grades) in English. This is the DECD standard of Educational Achievement.



Attendance

Year level	2014	2015	2016	2017
Reception	88.1%	92.0%	90.8%	89.0%
Year 1	89.9%	91.8%	88.2%	81.7%
Year 2	88.7%	93.2%	90.9%	89.5%
Year 3	91.6%	90.5%	92.8%	91.0%
Year 4	93.0%	92.1%	86.7%	92.1%
Year 5	93.2%	92.7%	91.4%	87.0%
Year 6	88.3%	89.3%	90.0%	90.1%
Year 7	91.1%	91.5%	90.5%	91.5%
Total	90.4%	91.6%	90.2%	89.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

We continue to implement our attendance improvement plan, utilising a flow chart for attendance and lateness and distributing attendance information to parents.

In 2018 we are introducing incentives for students to be at school every day and on time.

The table above shows a more detailed breakdown of the data into specific year levels. It is important to note that just one student with chronic non-attendance can misinterpret the data for an entire cohort. Data indicates a drop of 1.1% compared to 2016 data.

The ATSI attendance rate was 87.3% compared to 88.5% of non - ATSI students.

Behaviour Management Comment

Keller Road continues to implement restorative justice practices, participating in conversations to enable students to define, take responsibility for their choices and resolve issues.

Behaviour Management data collected in 2017 indicates an increase of 2% in the number of incidents. The incidents were contributed by to 3% (5) of the students. All of these students suffer trauma or medical related issues. Several initiatives are being put into place in an attempt to decrease the number of behaviour incidents.

Client Opinion Summary

Questionnaires were conducted at the end of 2017 for parents, students and staff.

The surveys scored as follows:

Student survey

The responses to the survey indicate that 93% of students agree teachers provide them with useful feedback about school work.

87% of students said they like being at school.

80% of students said they feel safe at school, 9% neither agreed nor disagreed.

83% of students said that teachers motivate me to learn.

81% of students said that they can talk to their teachers about their concerns.

87% of students said that the school gives them opportunities to do interesting things.

Staff Survey

The responses to the survey indicate that 78% of staff agreed that this school takes their opinions seriously.

78% said that they receive useful feedback about my work.

86% said that staff are well supported at this school.

Parent Survey

The responses to the survey indicate that 98% of parents agreed that teachers at this school expect students to do their best.

94% of parents said that they can talk to their child's teachers about concerns.

94% of parents said that teachers at this school motivate my child to learn.

88% of parents said that their child is making good progress at this school.

88% of parents said that this school works with them to support student's learning.

Parents reported that some of the things that make Keller Road Primary unique are;

- how accepting and inviting the environment is
- if people have problems they can speak up without hesitation.
- its a happy place to be, our children enjoy coming to school and talk highly of their daily adventure
- its small which gives people a chance to get to know each other and contribute to the community with confidence.
- the smaller number of students at the school make it a close knit community.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	3.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	9	15.5%
Transfer to SA Govt School	47	81.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

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	20
Post Graduate Qualifications	5

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	11.6	0.8	6.4
Persons	0	13	2	9

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	90,790
Grants: Commonwealth	23,100
Parent Contributions	47,672
Fund Raising	6462
Other	35,292

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Restorative practice in place. Yard support for targeted students. Identified students worked with mentors through Kickstart on a weekly basis.	Behaviour Management incidents reduced for targeted students.
	Improved Outcomes for Students with an Additional Language or Dialect	Support from SSO in Literacy to achieve relevant benchmarks. Single gender groups to promote oral language skills. All staff trained in EALD scaling.	Improved scale scores for students.
	Improved Outcomes for Students with Disabilities	SSO support for each student, targeted at documented specific NEP needs. Support personnel and additional services were accessed regularly in review meetings so that program goals could be updated and monitored.	Highly successful programs with students meeting SMARTAR NEP goals.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Numeracy intervention program support. Aboriginal Students targeted for additional Numeracy / Literacy support. Our ACEO and AET work strategically with leadership and class teachers to monitor attendance and engagement of Aboriginal Students.	All plans updated Improved reading levels and attendance
	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. Provide professional learning opportunities for all staff.	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. Resource Pupil Free Days to enable activities such as moderation of student learning.	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. Resource a teacher to undertake in class mentoring with teachers with a focus on Guided Reading and differentiation.	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.	Established policy and training in restorative justice for all staff.