



# Keller Road Primary School

## 2020 annual report to the community

Keller Road Primary School Number: 632

Partnership: Salisbury

Signature

School principal:

Mrs Narelle Kusabs

Governing council chair:

Joanne Wilson

Date of endorsement:

15 December 2020



Government  
of South Australia  
Department for Education

## 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. 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. Our Science specialist teacher operates within our recently established STEM indoor/ outdoor area. Keller Road is proud to have a Disability Unit on our site consisting of four classes.

Keller Road Primary consists of approximately 210 students from Reception to Year 7.

Our school continues to have committed and supportive staff as well as active and supportive parents – all working within the ethos “Children are at the centre of everything we do.” Keller Road Primary has an ATSI component of 8%, 24% of our student population are verified as Students with a Disability and we have an EALD component of 35%.

Highlights for 2020 include:

- A highly enthusiastic and collaborative staff, committed to planning and delivering consistent teaching practices and methodology.
- There is a continued major strategic focus on Literacy, Numeracy and Student Wellbeing. This included the implementation of an R-7 whole school Interoception program to work alongside the continued training in Berry Street Education Program. There was a continued focus on the Literacy program, particular targeting Writing and a Numeracy focus on 'trusting the count', place value and moderation.
- The establishment of Happy Haven OSHC providing out of school hours care and vacation care on site.
- The Paitya Pirku student body was active in our community with visits to the council and library, receiving positive feedback from community members.
- The establishment of a bush tucker garden.
- Introduction of Kurna Language lessons to be further developed and implemented school wide in 2021.
- The creation of two more murals to complement our outdoor playground area and Remembrance Garden development area.
- Upgrades to the Disability Unit playground area with the addition of a shade structure, sand pit, water pump, outdoor kitchen play area and additional landscaping.
- SAPSASA participation.
- 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 Head Start to High school.
- Breakfast club 5 mornings a week with the support of our excellent volunteers from Kickstart.

## Governing council report

On behalf of the Keller Road Primary School Governing Council, I have pleasure in submitting the Chairperson's Report for 2020.

During the year, Governing Council received updates from the Principal in relation to the School Improvement Plan (SIP). The plan outlines the School Purpose, School Values, School Directions and Improvement Priorities for the years 2019 to 2021. It is pleasing that significant progress has already been made and that several of the targets in the plan have already been met.

Highlights of the achievements and activities of the school involving input and support from Governing Council in 2020 include:

- Significant upgrades to school facilities, new teaching and learning resources and technology upgrades.
- Connections to the wider community supporting student learning.
- Continued connections with Kickstart for Kids and the opportunities provided for excursions.
- The generous donation from a parent to establish a new shade structure in the Disability Unit.
- Support from Our Ladies of Variety for our Disability students to attend swimming, a surprise party on site for Easter and Christmas.
- Successful school fund raising events including the introduction of a colour fun run.

As Chairperson I would like to express my sincere appreciation of the hard work undertaken with dedication and enthusiasm by all members of the Governing Council and its sub-committees during a difficult and complex year and to 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 all the parents, caregivers, volunteers and other members of the school 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 exceptional level of community involvement at all levels is one of the key elements in the continuing success of the school.

# Quality improvement planning

2020 continued with our Site Improvement initiatives. These initiatives were collaboratively formed using a wide variety of data, analysis and discussion. Annual Targets and Strategies are produced collaboratively with a strong commitment to implementation. In 2020 the following targets were set and strategies implemented to work towards meeting each of the three outcomes.

## Literacy

- Writing R-7 focus to explicitly teach students how to construct complex and compound sentences, develop greater control over their choice of vocabulary and build perseverance in students' preparedness to use editing in writing.
- Individual differentiated writing goals set for all students using data to inform practice and record progress.
- Minilit and Multilit intervention for students facing difficulties.
- Initiallit trialed in selected junior primary classrooms, training provided to all teachers moving towards the program implemented in all junior primary classes in 2021.
- Phonemic Awareness Intervention Program in the Early Years unit targeting every child.
- Teacher capacity was built through professional learning workshops.
- Focus moving forward towards Reading in 2021.

## Numeracy

- As a part of the Learning Design Assessment and Moderation strategy, we continued a process focused on moderation, calibration and assessment within our site and across our Partnership.
- Staff interrogating data to focus decisions around assessment tools, intervention and direction.
- Individual differentiated numeracy goals set for all students using data to inform practice and record progress.
- Targeted students attending Quicksmart Maths Intervention.
- MLI intervention program developed to support students in 'trusting the count' and place value.
- To support educator development and knowledge, educators have had ongoing professional development in the targeted area of assessment and moderation.

## Student well being

- A whole school approach maintained supporting restorative practices within the site.
- Student disposition and wellbeing data collected.
- Further Berry Street Education Model training and implementation across the whole school linked to Interoception practices.
- Professional development for staff in Interoception practices. Mentor support of staff and practices implemented in classrooms.

## Improvement: Aboriginal learners

Aboriginal student data is closely monitored with the support of the Aboriginal Education Teacher and Aboriginal Community Education Officer. Leadership correlate data and provide to AET and ACEO who then work alongside students, parents and teachers to improve learning outcomes. APAS tutoring is provided for students that do not make benchmark. Our data shows a positive trend in both Reading and Numeracy. The AET works specifically with students in planning processes. Teachers work with student goal setting in writing and numeracy. There is a set of documented, reviewed and evaluated intervention strategies. All identified Aboriginal learners receive the support required to maximise their achievement in Literacy and Numeracy. Intervention is assessed and linked to needs. Our AET and ACEO continue to work closely with teachers across linguistic, cultural, and pastoral issues.

Kaurna has been introduced as the schools language with several of our students supporting language lessons. Aboriginal students bear responsibility in Oral Literacy Programmes such as assembly language presentations and mentoring in the Kaurna language curriculum.

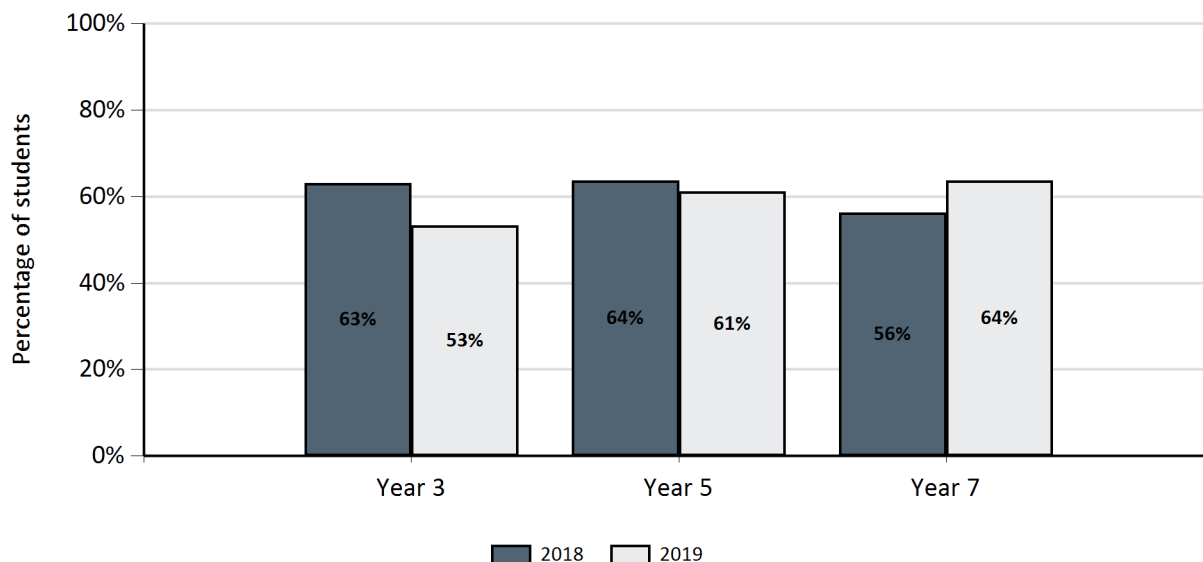
We have reviewed our reconciliation plan with the Narragunnawali Reconciliation in Education Team. This outlines our directions in relationships, respect and opportunities within the classroom, around the school and in the community.

# 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

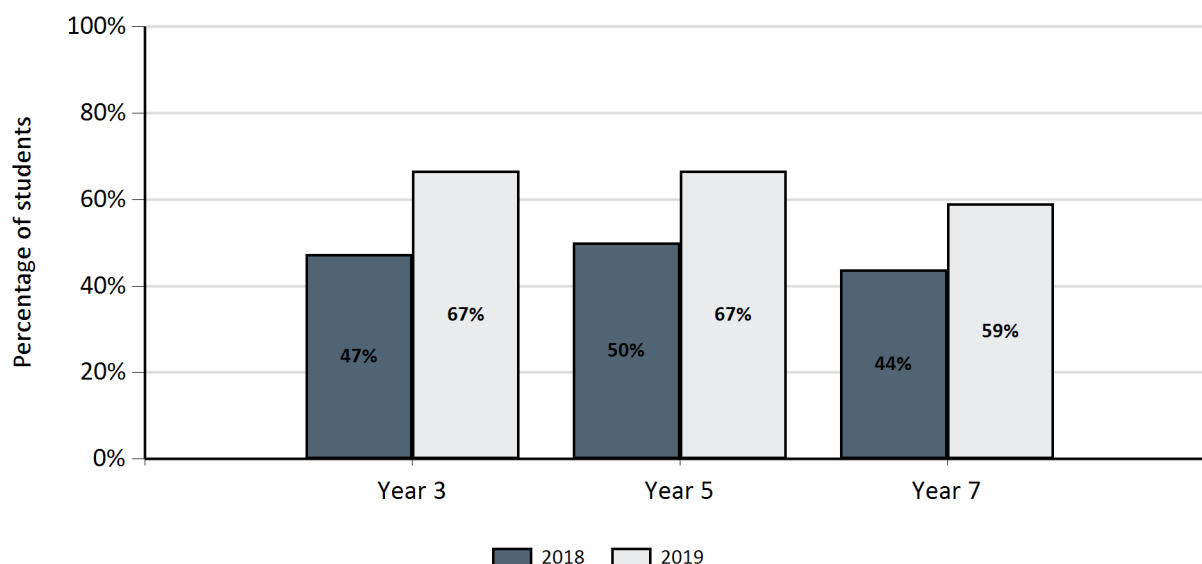


\*NOTE: No NAPLAN testing was conducted in 2020.

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	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	33%	41%	50%
Lower progress group	56%	*	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	Year 5-7	State (average)
Upper progress group	*	*	25%
Middle progress group	56%	69%	50%
Lower progress group	39%	*	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%.



# 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	15	15	3	0	20%	0%
Year 3 2017-2019 Average	18.0	18.0	4.7	0.7	26%	4%
Year 5 2019	18	18	1	1	6%	6%
Year 5 2017-2019 Average	20.7	20.7	2.0	0.7	10%	3%
Year 7 2019	22	22	3	3	14%	14%
Year 7 2017-2019 Average	23.0	23.0	2.7	2.0	12%	9%

\*NOTE: No NAPLAN testing was conducted in 2020.

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

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>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.

## PATM and PATR data

In PAT Math, Years 3, 5 and 6, over 60% of students achieved benchmark. There was an increase in students achieving benchmark in Years 4 2019 to 5 2020 and a decrease in Years 6 -7 over the same period. PAT Reading data shows 50% of students achieving benchmark. There was an increase in students achieving benchmark in Years 5 2019 to year 6 2020 and a decrease Years 4 to 5.

## Phonics screening Check

Data for the year one screening check has increased from 34% in 2019 to 52% reaching benchmark in 2020.

Improvement has been noted in the trial of a synthetic based phonics program and continued improvement is expected with this program being implemented fully across the Junior Primary Years in 2021.

## Term 3 Running Record Analysis

Department of Education data indicates that a higher percentage of Year 2 students at Keller Road achieved Levels 21 – 31 compared to other Category 2 schools. Data indicates that a lower percentage of Year 1 students at Keller Road achieved Levels 21 – 31 compared to other Category 2 schools. 42 % of Year 2 students and 45% of Year 1 students achieved the Department benchmark in term 3. Analysis of individual student progress from Term 3 2019 to Term 4 2020 indicates positive growth for students overall.

## Intervention Data:

Ongoing data collection processes for all students involved in an intervention program in 2020 have been undertaken by the Intervention Team.

Data shows a substantial increase in speed and accuracy in Numeracy Intervention for participating students. Phonemic Awareness Intervention data shows a substantial increase in students meeting the benchmark compared to 2019.

Targeted Numeracy Intervention around targeted concepts has seen a 100% increase in students' knowledge.

It is evident that when students attend school and intervention programs regularly, they progress positively compared to students whose attendance is irregular.

## Attendance

Year level	2017	2018	2019	2020
Reception	89.0%	89.0%	93.4%	88.7%
Year 1	81.7%	90.8%	90.2%	92.3%
Year 2	89.5%	90.8%	93.3%	87.7%
Year 3	91.0%	90.8%	90.8%	87.2%
Year 4	92.1%	91.0%	88.8%	90.9%
Year 5	87.0%	91.4%	90.4%	86.0%
Year 6	90.1%	88.9%	90.8%	88.8%
Year 7	91.5%	85.0%	91.3%	84.0%
Primary Other	N/A	79.1%	81.8%	83.3%
Total	89.1%	88.3%	89.6%	87.5%

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

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

## Attendance comment

2020 has been an unprecedented year with COVID19 having a direct impact on student attendance. Community concern has had an impact on improving targets for attendance as many families opted to have their child offsite for extended periods. Despite this as a site we continued to implement our attendance improvement plan utilising attendance flow charts monitoring and following up with families where lateness and extended absences were a pattern. Strategies included:

- SMS messages to parents seeking clarification of absences when recorded as unexplained.
- Phone calls and follow up for all students, but particular focus on vulnerable children.
- Formal letters where extended or habitual absenteeism became a concern.

The table above shows a more detailed breakdown into specific year levels.

## Behaviour support comment

Keller Road Primary School has embedded Berry Street Trauma informed teaching practices across R-7 to support the social and emotional wellbeing of our students. Restorative Justice Principles and Practices continue to be our driving response in managing behaviour. A full time Student Wellbeing Coordinator was appointed in 2020 to support students to develop pro-social behaviours and self-regulation strategies. Data from Bullying Survey's indicated incidents of bullying reduced between Term 3 and 4. Levels of suspensions and take homes for unsafe behaviour remain low. 'Be Kind', (one of our core school values) became a whole school focus throughout 2020. Recipients chosen from the Kindness Jar and Kindness Awards were awarded at Assembly and highlighted in school newsletters, promoting random acts of kindness.

## Client opinion summary

Questionnaires were conducted for parents, students and staff. The surveys scored as follows:

### Parent Survey

The responses to the survey indicate that 83% of parents agreed that teachers and students treat each other with respect at the school.

80% of parents said that they feel like my child is important to the school.

69% of parents said that the school communicates effectively with me.

94% of parents said that they talk with their child about what happens at school.

88% of parents said that they think that education at school is important to their child's future.

### Student survey

The responses to the survey indicate that 90% of students agree they have a high to medium connectedness to school

73% of students said they have a high emotional engagement with teachers.

90% of students said had a high to medium sense of school belonging.

71% of students reported a high engagement with peers.

91% of students have high to medium academic self-concept.

31% of students reported having strong perseverance.

### Staff Survey

100% of staff reported positively that colleagues share professional expertise and best practices with each other.

100% of staff reported positively that at our site, we set ambitious improvement targets/goals

95% of staff reported positively that at our site, teachers are encouraged and supported to create differentiated learning plans for learners.

90% of staff reported positively that staff opinions and suggestions are given significant consideration in our site's decision-making processes.

95% of staff reported positively that at our site, there are structures and processes in place to facilitate collaboration between colleagues.

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	6.7%
Other	1	2.2%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	6.7%
Transfer to SA Govt School	38	84.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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



## Relevant history screening

The Finance Officer initiates for Working with Children Check online for those that it is deemed necessary using the Department 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 WWCC related screening.

# 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	30
Post Graduate Qualifications	9

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	0.0	19.9	0.6	17.0
Persons	0	21	1	29

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

## Financial statement

Funding Source	Amount
Grants: State	\$175,630
Grants: Commonwealth	\$29,750
Parent Contributions	\$57,750
Fund Raising	\$7,000
Other	\$0

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	Social skills targeted yard program and support for particular students. Targeted PD for teachers and SSOs and release to support meetings with Special Educator.	Improved yard behaviour. Differentiated learning plans developed for students.
	Improved outcomes for students with an additional language or dialect	EALD teacher provided small group tutorial assistance and support during Literacy, targeted at SIP priority of Writing and Oral Language.	Increase in EALD students attaining benchmarks in writing.
	Inclusive Education Support Program	Specialist Literacy small group lessons 4 times a week. Speech and Language 1:1 sessions 3 times per week. Class teachers released alongside SSO support for each student, targeted at documented specific OCOP needs.	Differentiated programs developed for all students.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Numeracy intervention program support.</p> <p>Aboriginal Students targeted for additional Numeracy / Literacy support. Our ACEO and AET work strategically with leadership and class teachers to monitor achievement, attendance and engagement of Aboriginal Students.</p> <p>Students with Learning difficulties supported through individual support programs and intervention. Provide professional learning opportunities for all staff to work alongside experts in OCOP.</p>	72% of students have successfully completed the program.
Program funding for all students	Australian Curriculum	Resource Pupil Free Days to enable activities such as moderation of student learning, establishment of individual writing and numeracy progression goals.	Differentiated goals developed for all students linked to progressions.
Other discretionary funding	Aboriginal languages programs Initiatives	Teacher employed to establish Kurna curriculum and culture lessons. Members of the Karra Warra Karripinhi committee engaged to support language and culture.	Kurna is being taught as the school Language R-7.
	Better schools funding	Better Schools Funding supported us to fund more intervention for students not meeting literacy and numeracy targets and/or benchmarks.	Specific SMARTAR targets were developed for identified learners.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

