

2023 annual report to the Community

Keller Road Primary School

Keller Road Primary School number: 632

Partnership: Salisbury



School principal:

Narelle Kusabs



Date of endorsement:

04/02/2024



Government
of South Australia
Department for Education

Context Statement

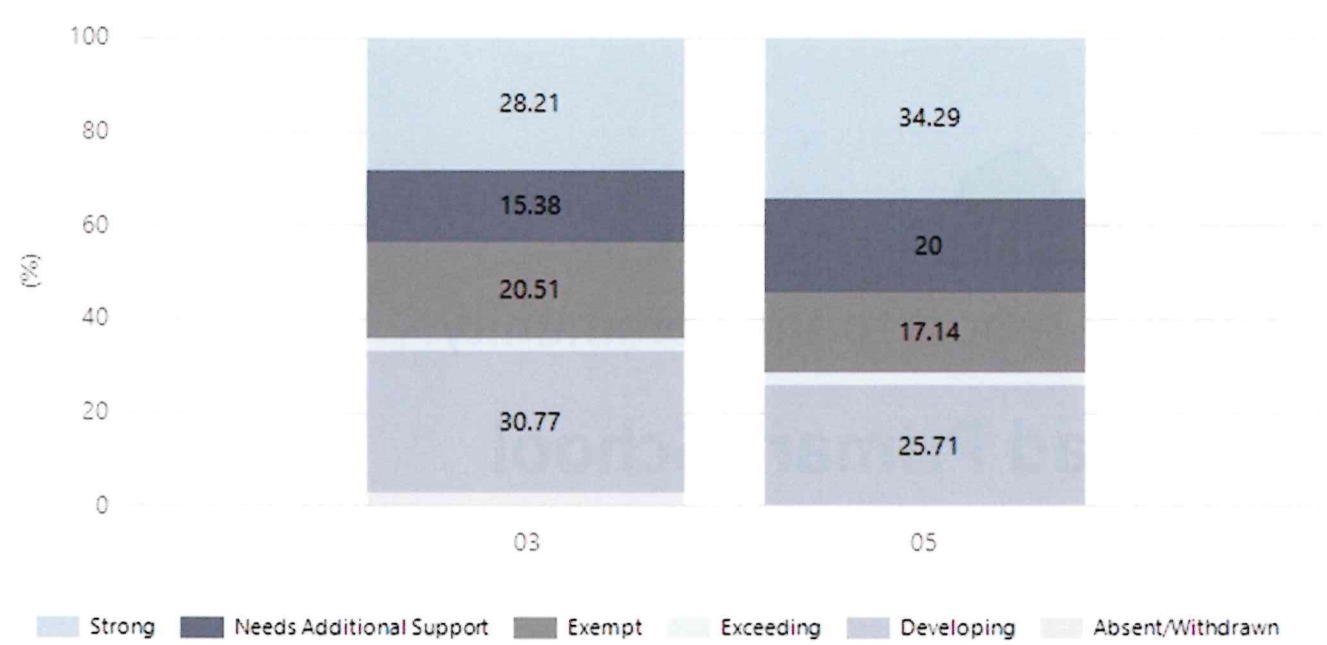
Keller Road Primary School caters for students from R-6. At the time of this report, the enrolment in 2023 is 225. Keller Road Primary School is classified as Category 2 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 8% Aboriginal students, 23% students with disabilities, 14% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Performance Summary

NAPLAN Proficiency

In 2023, the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. This new way of reporting by ACARA that NAPLAN results from 2023 will not be comparable to previous years. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

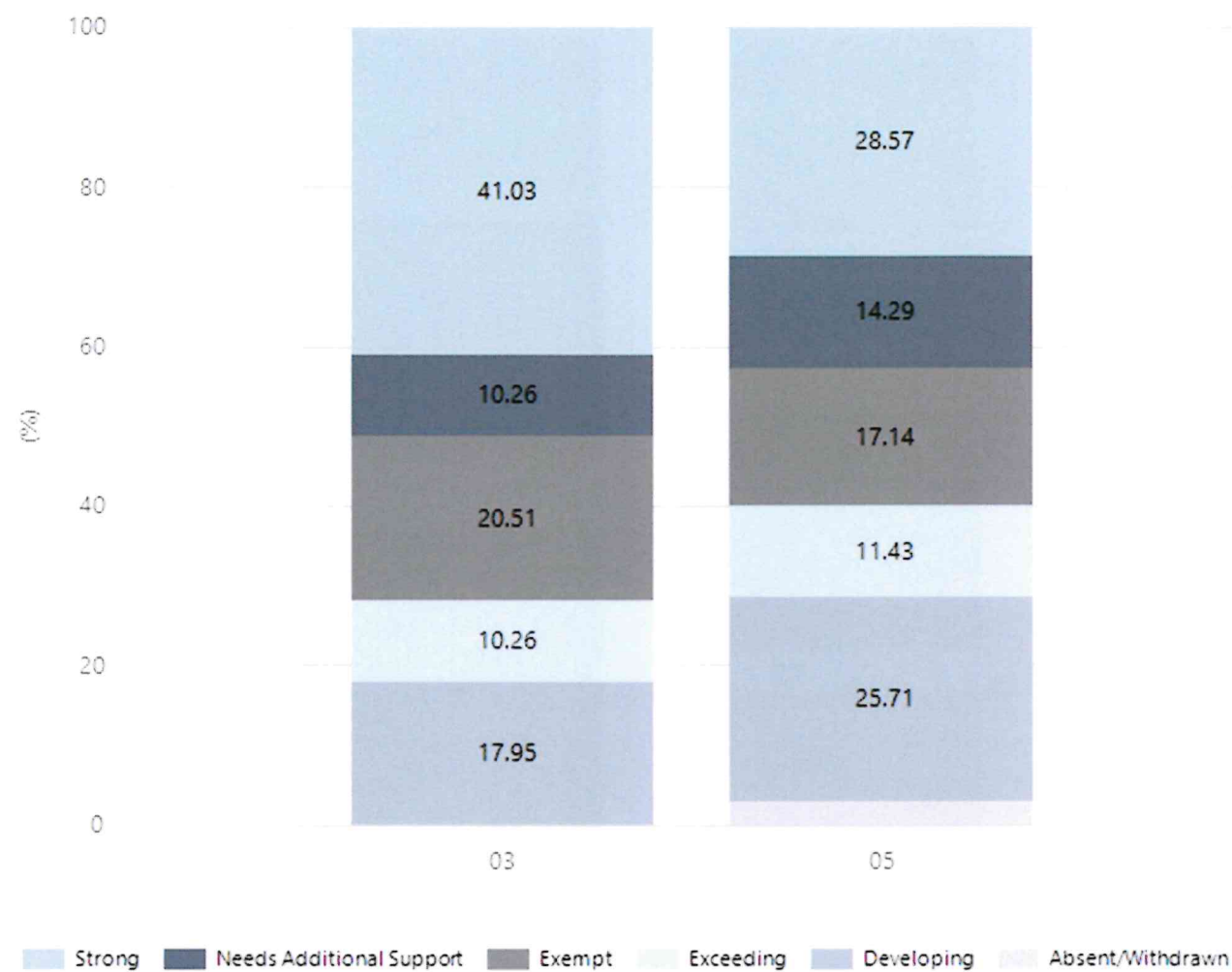
Numeracy



Year Level	03	05
Strong	11	12
Needs Additional Support	6	7
Absent/Withdrawn	1	
Exceeding	1	1
Developing	12	9
Exempt	8	6
Total	39	35

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

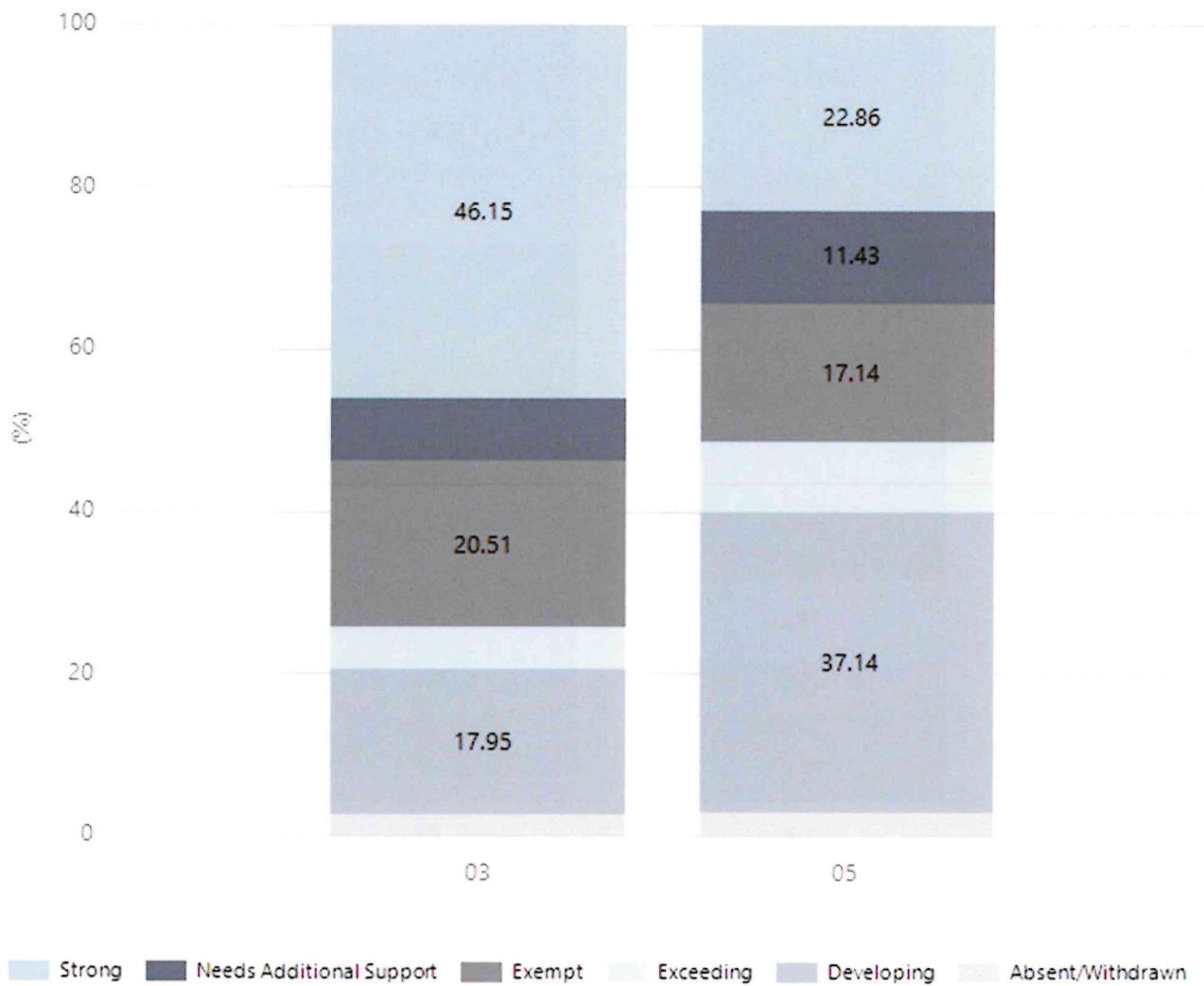
Reading



Year Level	03	05
Strong	16	10
Needs Additional Support	4	5
Exceeding	4	4
Developing	7	9
Absent/Withdrawn		1
Exempt	8	6
Total	39	35

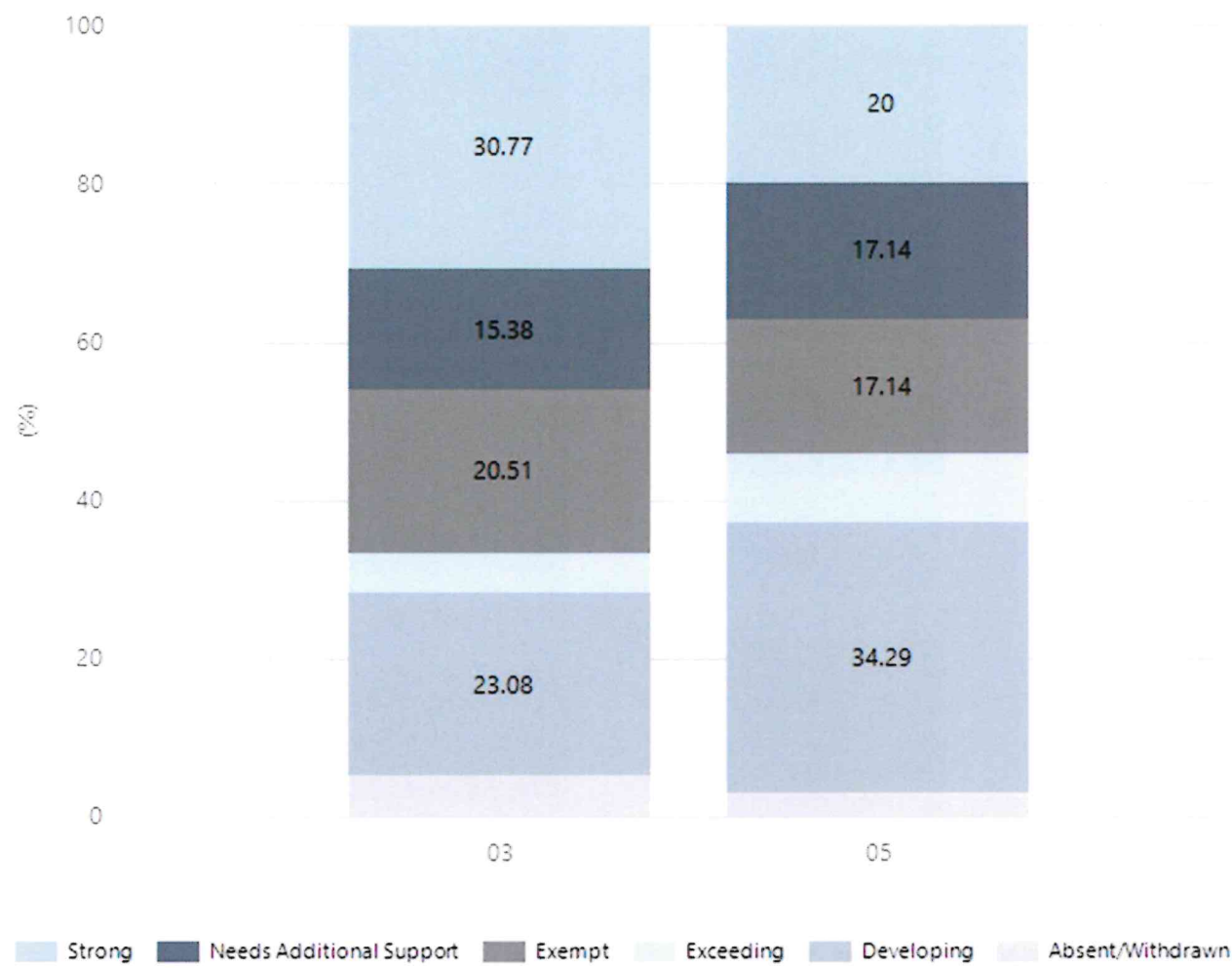
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Writing



Year Level	03	05
Exceeding	2	3
Strong	18	8
Needs Additional Support	3	4
Developing	7	13
Absent/Withdrawn	1	1
Exempt	8	6
Total	39	35

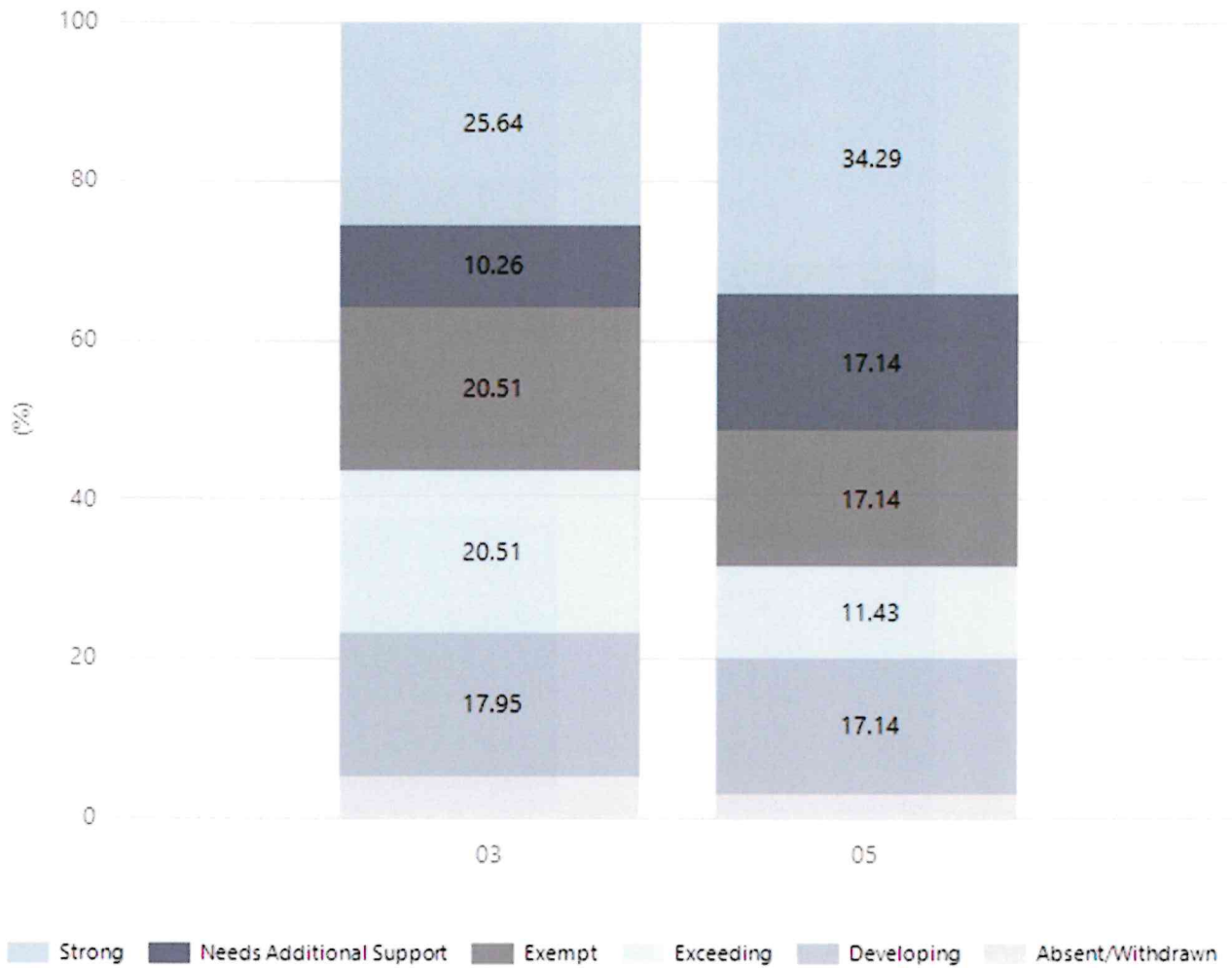
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.



Year Level	03	05
Exceeding	2	3
Strong	12	7
Needs Additional Support	6	6
Developing	9	12
Absent/Withdrawn	2	1
Exempt	8	6
Total	39	35

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

Spelling

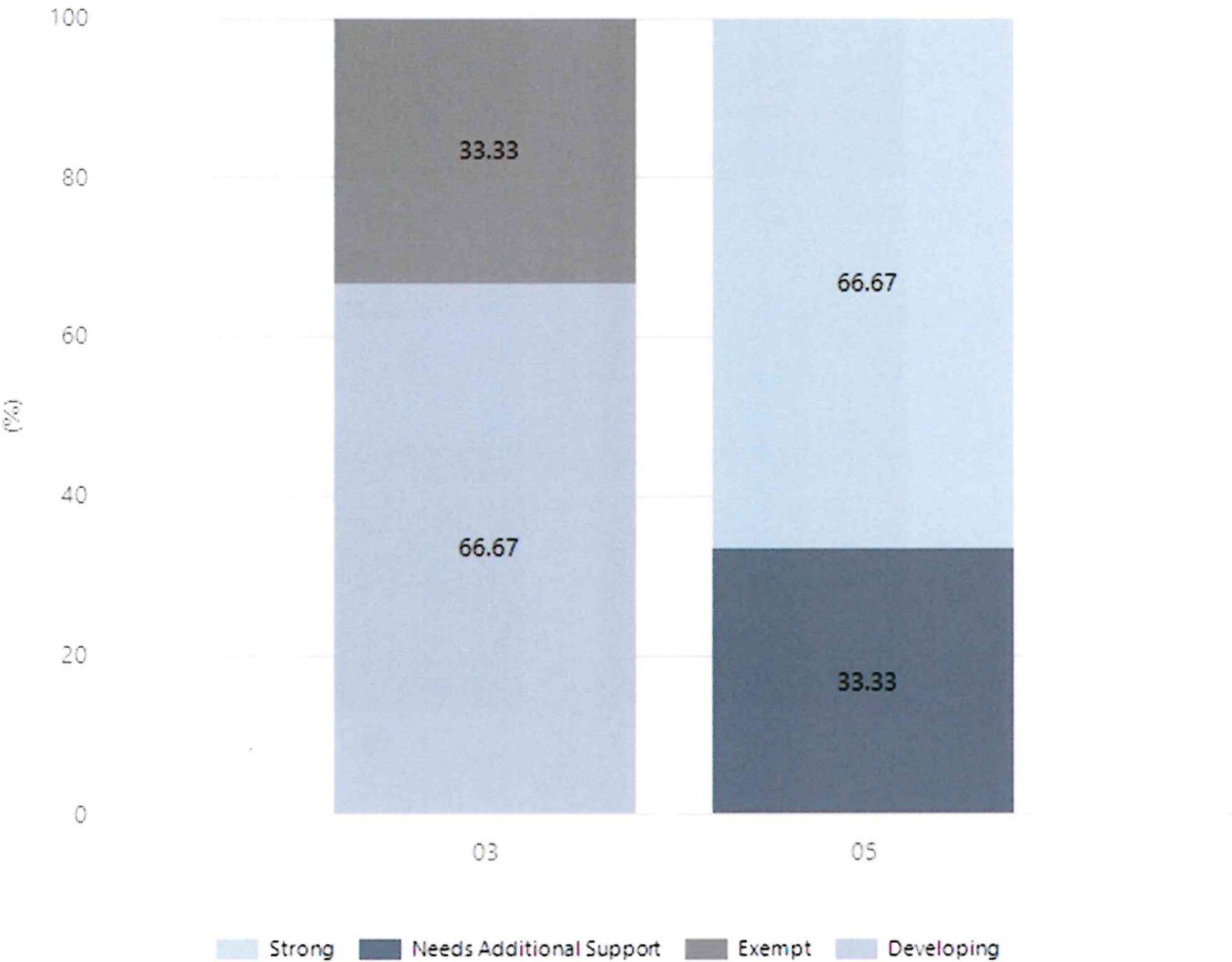


Year Level	03	05
Strong	10	12
Needs Additional Support	4	6
Exceeding	8	4
Developing	7	6
Absent/Withdrawn	2	1
Exempt	8	6
Total	39	35

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied.

NAPLAN Proficiency - Aboriginal Learners

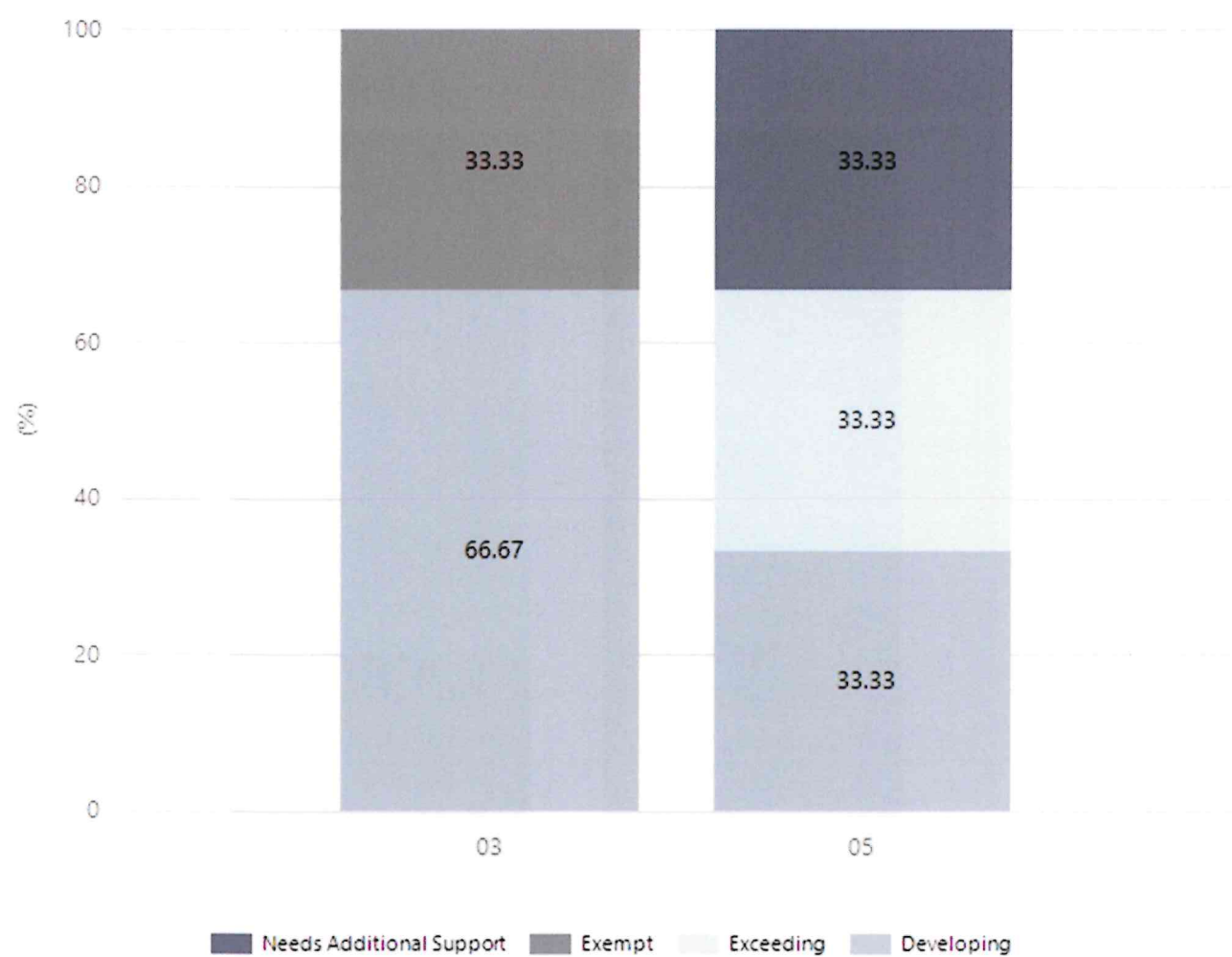
Numeracy



Year Level	03	05
Developing	2	
Exempt	1	
Strong		2
Needs Additional Support		1
Total	3	3

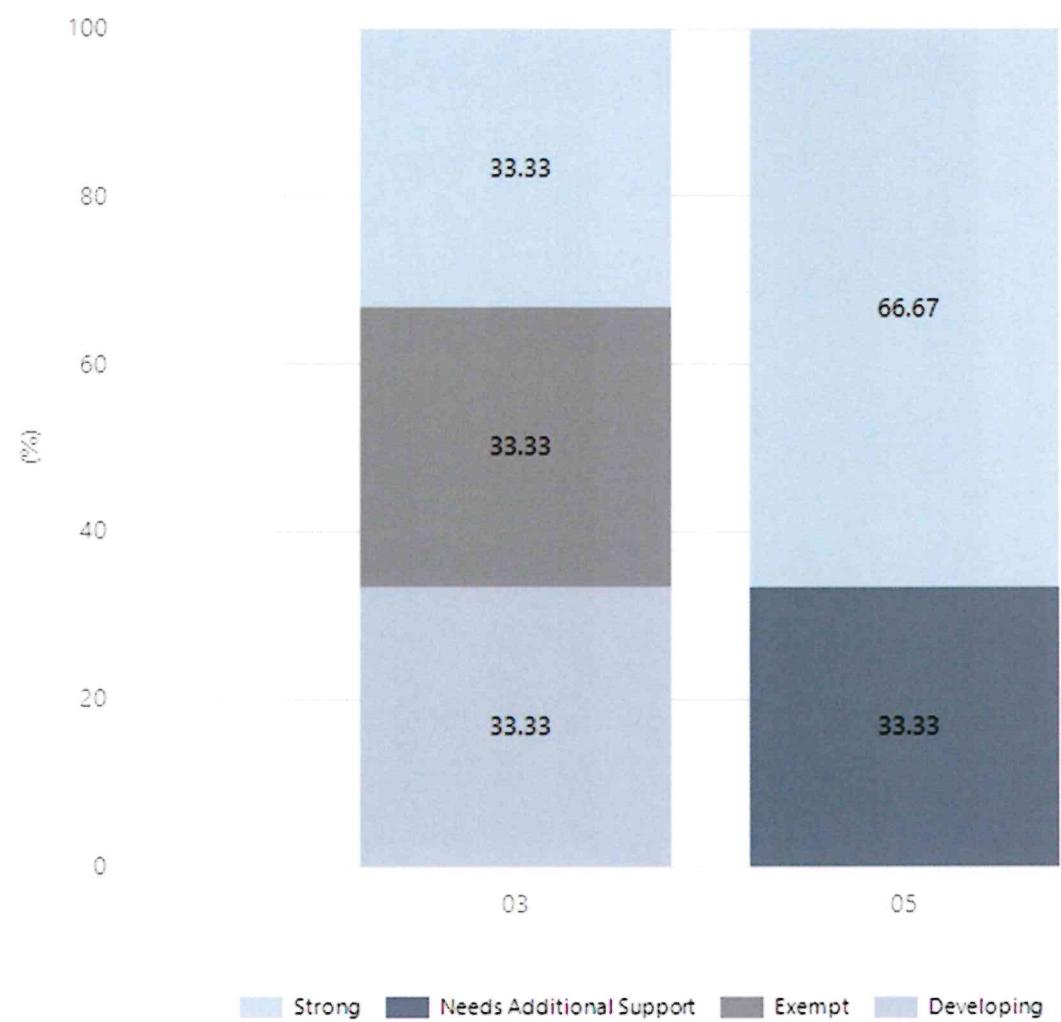
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Reading



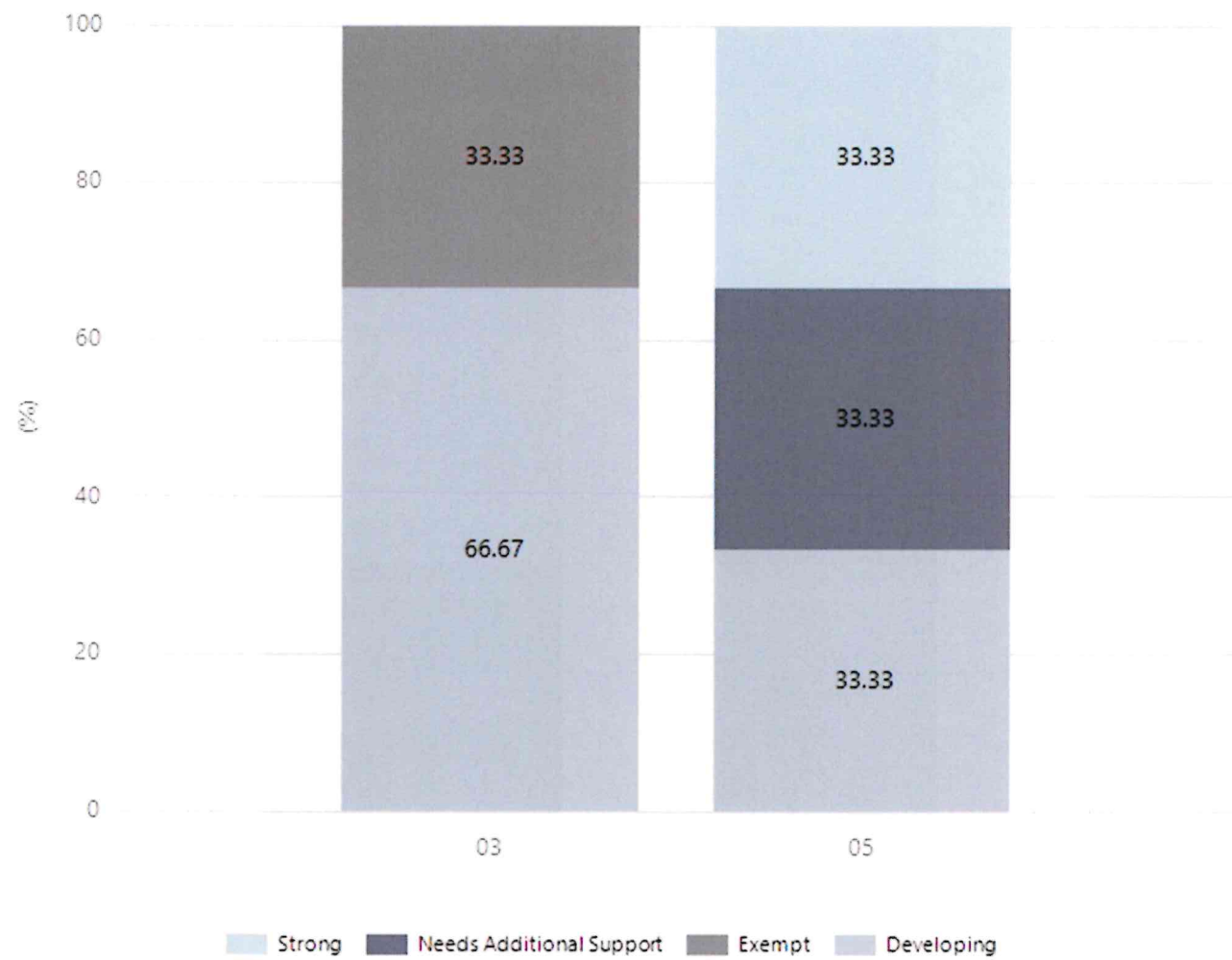
Year Level	03	05
Exempt	1	
Exceeding		1
Developing	2	1
Needs Additional Support		1
Total	3	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.



Year Level	03	05
Strong	1	2
Developing	1	
Exempt	1	
Needs Additional Support		1
Total	3	3

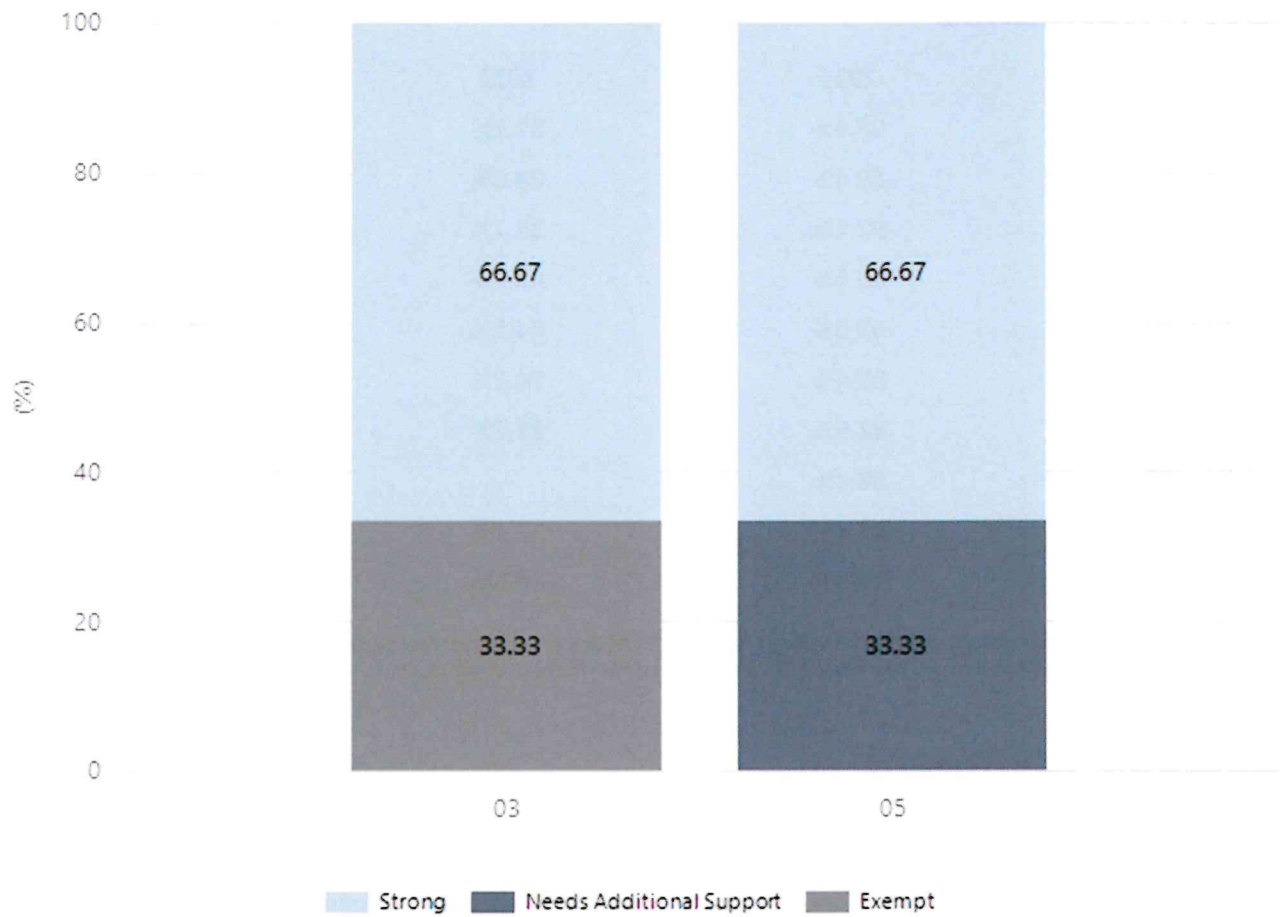
Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.



Year Level	03	05
Exempt	1	
Strong		1
Developing	2	1
Needs Additional Support		1
Total	3	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

Spelling



Year Level	03	05
Strong	2	2
Exempt	1	
Needs Additional Support		1
Total	3	3

Data Source: Department for Education Assessment Data Holdings, 2023. When there are less than six students in a cohort, no data is supplied. Only data for Aboriginal learners is displayed.

School Attendance

Year Level	2021	2022	2023
Reception	93.4%	87.2%	88.3%
Year 01	89.4%	86.0%	87.7%
Year 02	92.1%	85.7%	91.0%
Year 03	85.5%	83.0%	87.4%
Year 04	92.0%	84.5%	86.9%
Year 05	88.4%	84.7%	87.4%
Year 06	83.9%	83.2%	86.7%
Year 07	88.3%		
Primary Other	83.8%	77.7%	76.2%
Total	88.5%	84.0%	86.4%

Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

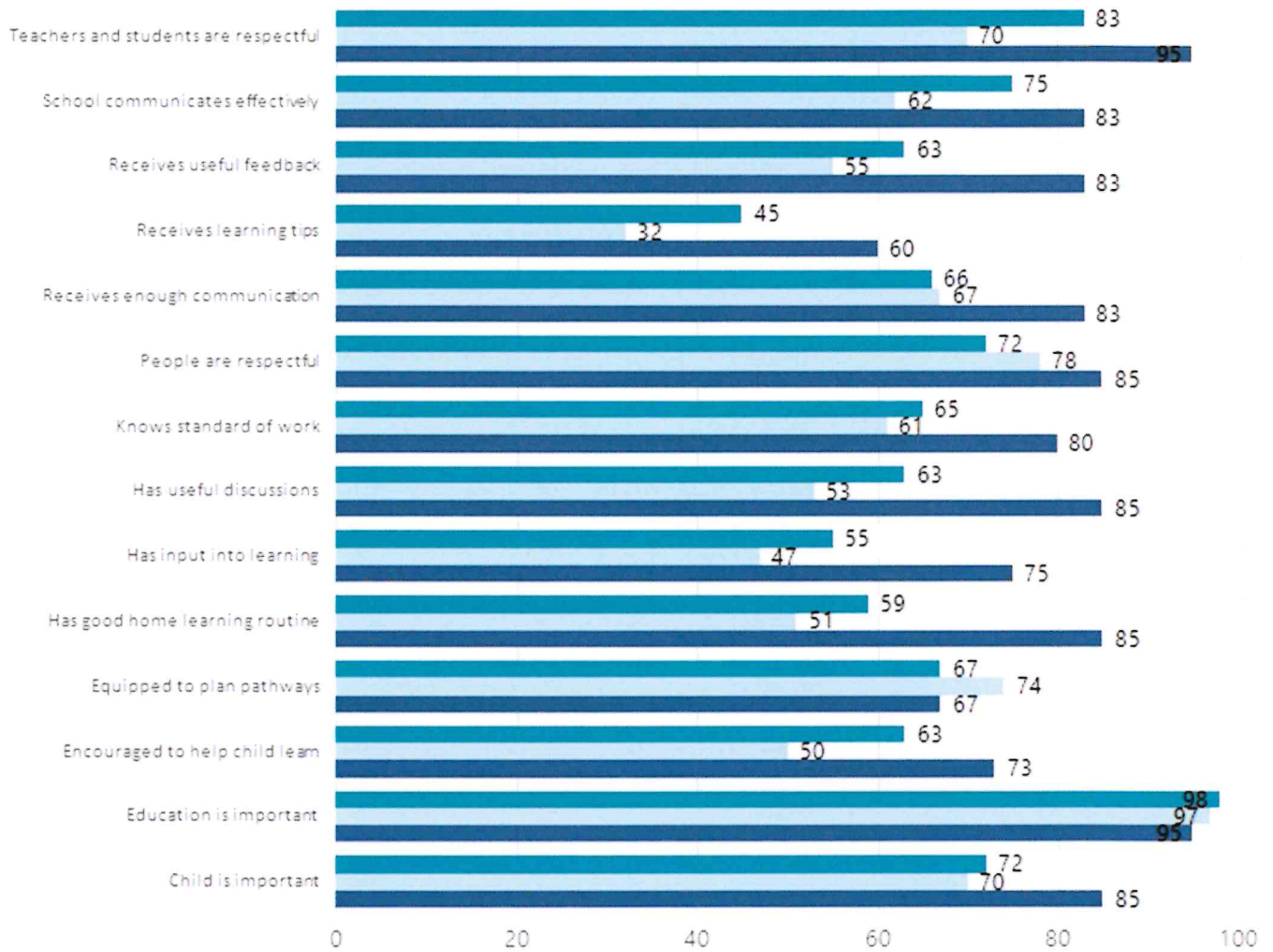
Attendance Comment

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)

2021 2022 2023



Data Source: 2023 Department for Education Parent Opinions Survey, Term 3 2023.

Intended Destination

Leave Reason	Number	%
OV - LEFT SA FOR OVERSEAS	1	20.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	4	80.0%

Data Source: Department for Education Destination Data Report, 2023. Data extract term 3 2023. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	18
Postgraduate Qualifications	6

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	21.7	0.0	17.9
Persons	0.0	24.0	0.0	29.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$4,525,380
Grants: Commonwealth	\$33,000
Parent Contributions	\$50,4222
Fund Raising	\$4772
Other	\$14,091

Governing Council Report

Chairperson's Report for Keller Road Primary School Governing Council - 2023

On behalf of the Keller Road Primary School Governing Council, I am pleased to present the Chairperson's Report for the year 2023.

Acknowledgment of Dedication: I would like to extend my sincere appreciation to the parents and staff who consistently devote their time and efforts to participate in Governing Council meetings and activities. Our Governing Council comprises a diverse group of individuals united by a common interest: the health, well-being, education, and future of our children. Additionally, I acknowledge the leadership team for their flexible and supportive approach to students and families.

Educational Programs and Support: Our dedicated classroom teachers continue to provide quality educational programs, engaging in regular professional development to stay abreast of the latest educational research. They actively collaborate with Student Support Services to ensure that students receive additional support such as speech therapy, educational psychology, and behaviour assistance when needed. The Disability Unit at our school continues to thrive, with one student graduating this year. Our committed staff in the unit strive to create the best learning environment for our diverse group of students, offering individualized education to all families.

Community Engagement and Events: The year 2023 saw many whole-school events attended by families, including the Book Week Parade, Sports Day, end-of-year concert, and graduation ceremonies for Year 6 students. We bid farewell to 19 mainstream students transitioning to secondary education. Families expressed gratitude for the opportunity to attend these events, and we commend the staff for their organization and dedication of time.

Facility Improvements: The school continues to make improvements to its facilities, with major works completed to enhance the administration building. Another shade in the Disability Unit playground has contributed to creating a safer learning environment for students.

School Achievements and Activities: Significant progress has been made in line with the School Improvement Plan (SIP), with several targets already met. Achievements and activities supported by the Governing Council in 2023 include significant upgrades to school facilities, acquisition of new teaching and learning resources, and technology upgrades. We have fostered connections with the wider community, including partnerships with Kickstart for Kids and generous support from Our Ladies of Variety for our Disability students. Successful fundraising events, have further enriched our school community.

Appreciation and Conclusion: I extend my sincere appreciation to all members of the Governing Council, sub-committees, Principal Narelle Kusabs, and staff for their dedication and enthusiasm throughout the year. I also express gratitude to the parents, caregivers, volunteers, and other members of the school community for their unwavering support. Positive community involvement is integral to the success of our students, and I am confident that our continued collaboration will sustain the school's success in the future.

Thank you.

Paul Wilson Chairperson Keller Road Primary School Governing Council