

# Keithcot Farm Primary School 2016 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Keithcot Farm Primary School Number: 1847

Partnership: Golden Way

**Name of School Principal:**

John Iannunzio

**Name of Governing Council Chair:**

Alison Nelson

**Date of Endorsement:**

8/3/2017

## School Context and Highlights

2016 was a very exciting and busy year for Keithcot Farm Primary School. Highlights of the year included:

- Increased number of portable devices and Interactive TVs introduced into the school
- Choir participation in Festival of Music and various performing art programs
- High quality teaching and learning

We started the year with 19 classes comprising 501 students. Governing Council met twice a term in the evening and associated committees met prior to Governing council meetings. Our Fundraising Committee organised many successful events.

Our Assistant Principal, Katrina Meatheringham took leave from term 2 and was replaced by Carol Measday until the end of the Year. Katrina has since retired. Kym Dinedios was appointed as Assistant Principal with her tenure starting in 2017. Jaye Hickman was appointed permanently to the school and took maternity leave from mid-term 3. Christian McIntyre took leave to pursue a career in the Police Force and has now made that a permanent move. Lynn Williams took a year off and has also retired.

Additional funding from DECD was provided to: resurface the basketball court area which was completed in 2016. The school also allocated funds to replace aging air-conditioning systems in classes 4 systems were replaced in 2016.

Email is our primary method for communicating with families. We have been able to get information to families in a timely and convenient manner as a result. The school is continuing to implement aspects of our new administration software. 3 Way Conference bookings and school reports were implemented via our admin system.

A school blog was introduced in 2016 and will be further developed in 2017. The school website upgrade was started and should be in place by term 2 2017.

## Governing Council Report

Every year the Governing Council review the school budgets and set the amount for the Materials and Services charges, taking into consideration the costs to maintain the standard of school services for our children's learning particularly in the area of IT. The Governing Council approved that the M&S charge would increase by \$10 to \$340 per student in 2017 to help the school improve in this area.

Information Technology - Our school is continuing to grow our IT resources that are available to both students and teachers and this will continue to be a focus point for the future. We are focusing on replacing the current smart boards with Interactive Televisions for each classroom this will continue to roll out over the next couple of years.

K.F.P.S. Governing Council have the responsibility of managing the OSHC Program. Governing Council have approved the OSHC to provide afternoon services in a new building that has been provided by Kings Baptist Grammar School and refurbished using OSHC funds. The new canopy has been completed and is a great addition to the school.

School Sports Program - A PIE grant was won to train parents/caregivers to become coaches in an effort to increase parent participation within the school community. We had a number of parents take part in this program. Our Netball, Basketball and SAPSASA programs continue to be successful.

The fundraising committee raised over \$20,000 this year which is an incredible effort without a fete. A sincere thank you to all the parents who contributed their time to these events which made them a great success and provided extra funding to our School Community. The fundraising committee purchased 30 chrome books with a charging storage trolley, an interactive television, had a mural done on the main wall of Pod 1, had all the handball courts and games painted and added some colourful additions throughout the grounds.

We have a great number of Volunteers at our school who do amazing work. So I would like to sincerely thank all those that help right across the school. I also congratulate Kendall Millan for receiving the Volunteer of the Year award for 2016. Personally I would like to thank my fellow Governing Council members for their positive contribution to a wonderful year at Keithcot Farm Primary. I would also like to acknowledge John Iannunzio and staff for their support during 2016.

Alison Nelson  
Chairperson

## Improvement Planning and Outcomes

The school priorities and work completed in 2016:

### Literacy

- Guided reading and Literature circles training provided and teachers implementing programs in classrooms.
- All teachers trained in Jolly Phonics and Jolly Grammar with a view to full implementation from 2017.
- All teachers (re)trained in taking and analysing Running Records.

### Numeracy

- QuickSmart maths intervention program introduced targeting middle primary students with poor number skills.
- Maths portfolios collected to assist in moderation process in collaboration with Golden Grove PS.
- PAT Maths data collected and teachers' engaged with the online resources to support them with their planning.
- Held our first Numeracy and Literacy open morning

### Collaborative Work

- Learning Team focus on student achievement and sharing of practice
- Results Plus team continued to work collaboratively to improve teacher pedagogy.
- Professional development held to further teacher understanding of task design.

### Engagement and Wellbeing

- Kids Matter framework adopted and a Kids Matter team established
- Student disposition and mindset data collected. Parent and staff surveys also conducted.
- Reviewed school values

### School Targets - Student Achievement

PAT Test Targets - 80% of students reach the SEA(Standard of Education Achievement) standards:

Reading: Yr 3 75%(down 3%) Yr 4 89%(up 8%) Yr 5 85%(up 15%) Yr 6 83%(up 9%) Yr 7 80%(up 22%)  
Maths: Yr 3 52%(down 5%) Yr 4 74%(up 4%) Yr 5 57%(up 16%) Yr 6 64%(up 9%) Yr 7 52%(down 5%)

( ) compared to 2015 data

Running Record Targets - 80% of students reach school targets (school targets are higher than SEA benchmarks)

Reception Target - RR level 8 46% (down 9%)  
Yr 1 Target: RR level 18 75% (up 23%)  
Yr 2 Target: RR level 26 70% ( up 15%)

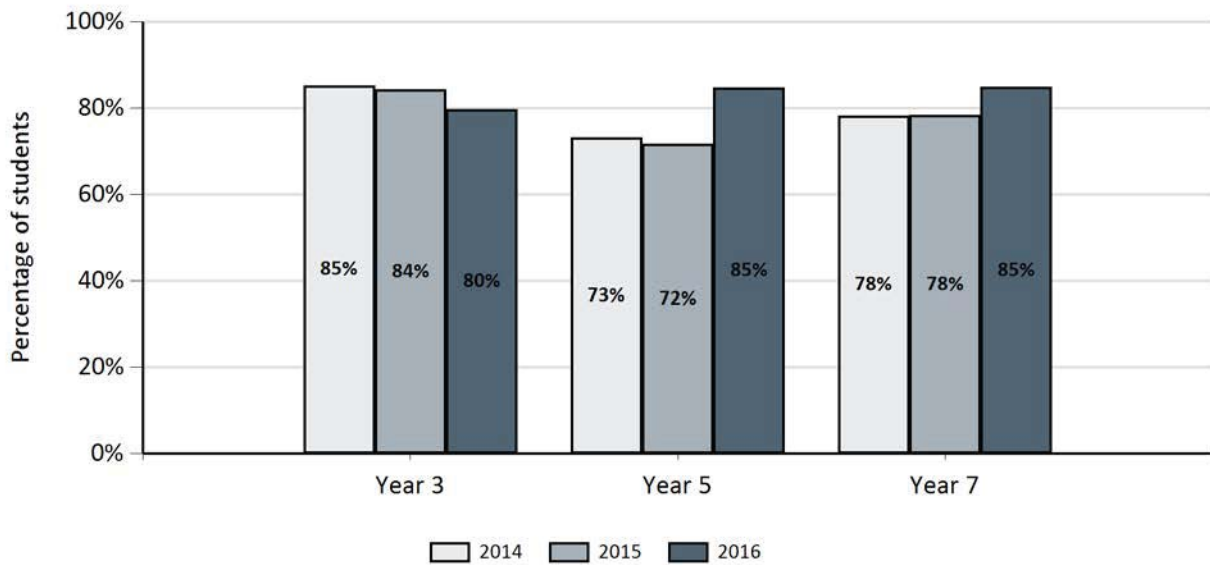
( ) compared to 2015 data

## Performance Summary

### NAPLAN Proficiency

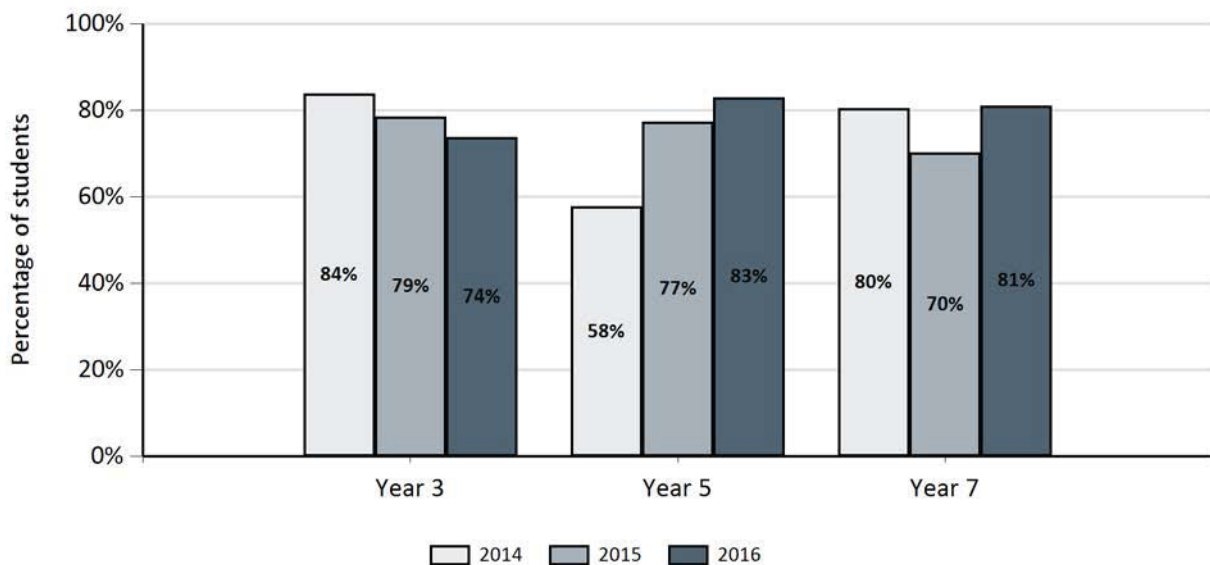
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young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



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.

## 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	21%	23%	25%
Middle progress group	57%	48%	50%
Upper progress group	21%	30%	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	27%	11%	25%
Middle progress group	50%	61%	50%
Upper progress group	23%	27%	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	84	84	36	26	43%	31%
Year 3 2014-16 Average	74.0	74.0	31.3	21.0	42%	28%
Year 5 2016	59	59	19	8	32%	14%
Year 5 2014-16 Average	61.0	61.0	14.7	7.7	24%	13%
Year 7 2016	53	53	12	6	23%	11%
Year 7 2014-16 Average	45.3	45.3	10.0	8.3	22%	18%

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

Overall the school performed well in NAPLAN in 2016 and comparisons to 2015 data show improvement in most areas. The school targets of 80% achievement in specified bands for Reading and Numeracy was achieved in 5 of 6 areas compared to 3 of 6 areas in 2015.

Year 3's performed slightly lower than last year's cohort in both reading and numeracy. Where as, the year 5 and year 7 students performed higher in Reading and Numeracy in comparison to the 2015 results.

Overall our reading results are far better than the numeracy results and clearly we need to step up our efforts in all aspects of numeracy. This is also evident in our PAT testing which also shows that numeracy skills fall below par when compared to reading achievement.

Progression rates are fairly good as our students are either on or slightly above state average when looking at the middle to upper progression groups. The year 5-7 progression rate in maths of 88% of students in the middle to upper bands is an excellent result and demonstrates substantial growth within a 2 year period.

Analysis of the number and percentage of students in the upper two achievement bands shows that in all but one area (yr 7 numeracy), we are increasing the number of students who are achieving at a higher level when compared to the previous 3 year average.

Running Records data ,when comparing cohort (same group of students) improvement from 2015 - 2016, shows a great degree of growth from one year to the next.

75% of year 1 students met the school target in 2016 compared to 57% of the same students in 2015 as Receptions  
70% of year 2 students met the school target in 2016 compared to 53% of the same students in 2015 as Year 1s

## Attendance

Year level	2014	2015	2016
Reception	93.8%	93.7%	94.2%
Year 01	93.2%	93.0%	92.4%
Year 02	93.5%	92.5%	93.2%
Year 03	93.7%	92.6%	94.0%
Year 04	94.0%	92.6%	93.2%
Year 05	92.5%	93.9%	92.7%
Year 06	93.4%	92.3%	92.0%
Year 07	93.9%	92.0%	91.0%
Total	93.5%	92.8%	93.0%

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

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

## Attendance Comment

The school's average attendance rate of 93% is slightly higher than 2015 and is very good. This rate compares favourably when compared to the Region and State. The improved processes and the ability to track attendance via our administration software (Sentral) has reduced the gap between non attendance and follow up. The diligence of staff in pursuing poor attendance at an early stage, is a significant factor in maintaining our excellent attendance pattern.

## Behaviour Management Comment

2016 saw an increase in office time outs due to higher expectations in regards to providing a safe and effective learning environment for all staff and students. 67% of timeouts were for threatened or actual violence which is a significant increase. This is mainly due to the work teachers have done in implementing our bullying and harassment policy. Students feel more empowered to report incidents. 10 suspensions and 1 exclusion were enforced throughout the year for the use of violence or endangering others. This is half the amount of 2015 and we expect this to decrease further as students are well aware of our stance on violence.

## Client Opinion Summary

As part of our engagement with the Kids Matter framework. We surveyed students, parents and staff using the Kids Matter Online survey tool. The following is a summary of each survey:

Students feel supported and comfortable to ask teachers for help to sort out issues. They also feel encouraged by their teachers to take on new challenges. They feel comfortable to approach staff if they are worried or upset.

Students would like to see more students getting along with each other by being given more opportunities to practice building friendships and managing their emotions. . They would also like the school to support parents when students are worried or upset

Parents feel that the school provides a safe and caring environment and that teachers care about their child. They also feel welcome at school and feel comfortable to talk to their child's teacher.

Parents would like the school to set higher standards for student behaviour and would like more opportunities to develop support networks.

Teachers develop strong relationships with students and families to support social and emotional development. Wellbeing is central to our work and ultimately improves learning outcomes for students

Teachers would like to see more opportunities for parent support networks and provide greater access to resources and services for them.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	7	9.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	14	17.9%
Transfer to SA Govt School	54	69.2%
Unknown	3	3.8%
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

Keithcot Farm Primary school has good processes in place to ensure that all adults working within the school have a DCSI clearance. The school's records are well maintained and easily accessible.

Information is readily available to all staff as required so that volunteers can be checked off prior to assisting.

Parents and the community are regularly informed of school processes and RAN training is conducted twice a term.



## 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	49
Post Graduate Qualifications	5

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	1.0	25.6	0.0	6.0
Persons	1	29	0	8

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

## Financial Statement

Funding Source	Amount
Grants: State	\$399,853.18
Grants: Commonwealth	\$32,910.45
Parent Contributions	\$161,798.75
Fund Raising	\$14,693.41
Other	0

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
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	students received additional support via SSO hours allocated against levels of disability. Intervention was linked to NEP goals and teachers and SSOs worked closely to ensure a relevant program t was provided	teachers and SSOs closely monitoring ILP goal
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	APAS funding was received for 3 eligible Aboriginal students. The students were involved in a reading program which ran 3 times a week.	2 students increased their RR levels significantly while is the program. 1 student did not, mainly due to high absenteeism.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
Other Discretionary Funding	Better Schools Funding	Funding was used to implement a reading program for students at risk in year 3 to year 5. Students worked with a SSO a weekly to developing and expand their reading and phonetic skills.	Targeted to improve RR levels and PAT Reading test results
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	An Assistant Principal used the allocation (0.2) as part of their release. This provided them more flexibility across the week fulfill the role.	Whole school wellbeing focus through involvement in the Kids Matters framework.