Keithcot Farm Primary School
2019 annual report
to the school community

Government
of South Australia

Department for Education

Keithcot Farm Primary School Number: 1847

Partnership: Golden Way

Name of school principal:

Name of governing council chairperson:

Date of endorsement:

Carol Farnworth

Darren Walker

11th February 2020

School context and highlights

Keithcot Farm Primary School is a category 6 school in the north-eastern suburbs of Adelaide. In 2019 we had 441 students in 17 classes. The student population includes approximately 23% School Card Holders, 16% students with English as an Additional Dialect,5% students with disabilities, and 2% Aboriginal students.

2019 was a very exciting and productive year. One of the main highlights was the introduction of the Children's University which saw 27 of our students graduate in the Bonython Hall at Adelaide University. establishment of the outdoor play area adjacent to the Junior Primary classrooms to develop play based and inquiry based learning. Other highlights included:

• Establishment of the outdoor play area adjacent to the Junior Primary classrooms to develop play based and inquiry based learning.
• Our student Engagement and Well-being Surveys demonstrated that all forms of bullying have continued to decrease this year.
• Our Year 6/7 students participated in Wakakirri again this year, where we won a state award for the Best Social Media Story.
• Our students participated in the Festival of Music as choir members, orchestra members and soloists.
• Hosting the NE Hiragana Japanese competition.
• Supporting the well-being of the whole child through providing a dental service and mental health support through our Grow well-being program.
• Participation in a variety of SAPSASA sporting events including; cross-country, netball, soccer
• Working through Student Voice to rename our Sports Day Teams. They are; Penrhyn, Scarborough, Fishburn and Borrowdale which are a reflection of our local community.
• Participation in Jump Rope for Heart.
• Year 4/5 students participated in a 3 day camp to Illawonga, while our Year 6/7's had an Acquatic Camp at Victor Harbor.
• Staff changes were minimal, maintaining an unchanged leadership team, and no changes for permanent teachers. Governing Council met twice a term in the evening and associated committees, Finance and OSHC, met prior to Governing council meetings. Our Fundraising Committee organised many successful events. The 'Member for Wright Volunteer Award' was awarded to Darren Walker, our Governing Council Chairperson. and the 'KFPS Volunteer of the Year' was awarded to Kirsty Warwick, our fundraising, banking and OSHC committee volunteer.

Governing council report

Keithcot Farm Primary School commenced the 2019 school year with approximately 450 students, 40 staff, and with Carol Farnworth as the Principal. Our role as a Governing Council, in conjunction with the Principal and the leadership team, is to essentially manage the non-teaching aspects of the school. Looking back over a busy and successful year in 2019, our Governing Council members were involved in various areas of school management and also in attending school events as follows:

• Finance Committee
• OSHC Committee
• Fundraising Committee
• Volunteer Awards
• Department for Education — World Class Education 10 year plan - Adelaide Botanic High
• School Promotion – The Grove shopping centre
• School Promotion – Tea Tree Plaza Xmas Pageant
• Year 7 Graduation Night

Whilst acknowledging that teaching and learning is the core business of the school, having now been involved with the Governing Council over the last 4 years, I've come to appreciate the importance of parent and community engagement at our school. Importantly, it must be said that the Governing Council together with the other parent volunteers do make a genuine difference for the whole school community.

Speaking of community engagement, our most recent Xmas concert was probably one of the best attended that we have ever seen. Considering there were possibly 1000 people present, it's only when you see everyone coming together for an event such as Xmas that you realise the true size of the community we represent. We should all thank our Principal, Carol Farnworth, as well as the leadership team, our teachers, and support staff for providing a high standard of teaching and learning to enable all of our students to achieve their best. I would also like to take this opportunity to personally thank all of our Governing Council members for their hard work and support. Absolutely a great team effort.

Finally, I would like to say thanks for the opportunity to be Chairperson.

Being part of a great community, like we are very fortunate to have at Keithcot Farm, has made my role as Chairperson truly satisfying.

Darren Walker
KFPS Governing Council Chairperson 2019

Improvement planning - review and evaluate

The 2019 Site Improvement Plan focused on 3 goals;
• To increase the number of students achieving in the higher bands of NAPLAN Numeracy.
• To increase student achievement in writing.
• To provide feedback that drives learning.
The actions to achieve goal 1, the numeracy goal were:
• Teachers used current data (PAT and Naplan) to identify students who could potentially achieve in the higher bands and used PAT M scale scores to identify students who are not likely to be retained in the higher bands.
• Teachers then collaboratively planned to maintain/increase student achievement and growth was monitored.
• Teachers engaged in learning design and moderation processes across the Partnership; working in year level teams to plan mathematics assessment tasks and moderate work samples. This learning contributed to our focus on providing intellectual challenge for all students.
We know this had impact because;
• Teachers have taken ownership of their data and were engaged in regular discussions with colleagues and line managers about student data.
• Due to collaborative planning there is more evidence of activities developing problem solving skills
• Students are collaboratively engaged in problem solving activities during maths lessons.
• Students are able to talk about the strategies they are using to solve problems.

Following our Step 5 review our next steps are:
• 1. Work with staff to develop a shared understanding of the success criteria.
• 2. Allocating time in the timetable for teachers to regularly meet and plan, to meet the needs of their students.
• 3. Leadership will identify times and frequency of visits.

Goal 2 was not provided with the time allocation it required to implement our actions. We have reduced the actions into 3 areas of Staff learning, Staff practices and Assessment and moderation and made it a priority for 2020.

Following our Step 5 review our next steps are:
• Plan and timetable for the staff learning (Seven Steps and Using the Naplan Writing Assessment Rubrick) to occur.
• Allocate time for teachers to try, refine and feedback writing practices.
• Identify strategies for teachers to collect evidence.
• Students will be more engaged in writing and will make conscious language choices for specific purposes.

The actions to achieve goal 3, to use feedback to drive learning were:
• Provide staff PD in 'Fast and Effective Assessment' to deepen teachers' strategies to assess student learning.
• Implement the Golden Way Partnership AfL agreement.
• Complete the 2 year PD 'Embedding Formative Assessment' in our staff TLC's.
We know this had impact because;
• Teachers committed to trialling formative assessment strategies in class and feeding back successes/failures to colleagues. A variety of formative assessment strategies were visible in class.
• Teachers are beginning to implement aspects of all 5 strategies in classes and there is a common language for agreed practice in classes.

Following our Step 5 review our next steps are:
• To incorporate using feedback to drive learning into Goal 1 and 2.
• To provide staff learning and support in all 5 key strategies of the AfL agreed practices.

• Provide the opportunity for teachers to collect feedback from their students on the impact of their teaching.

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.
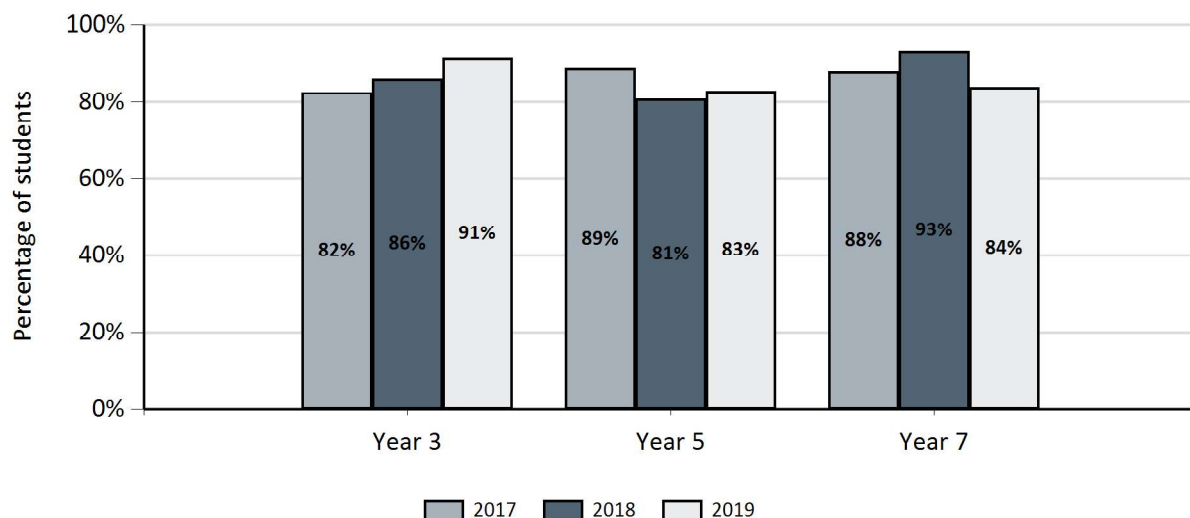
Reading
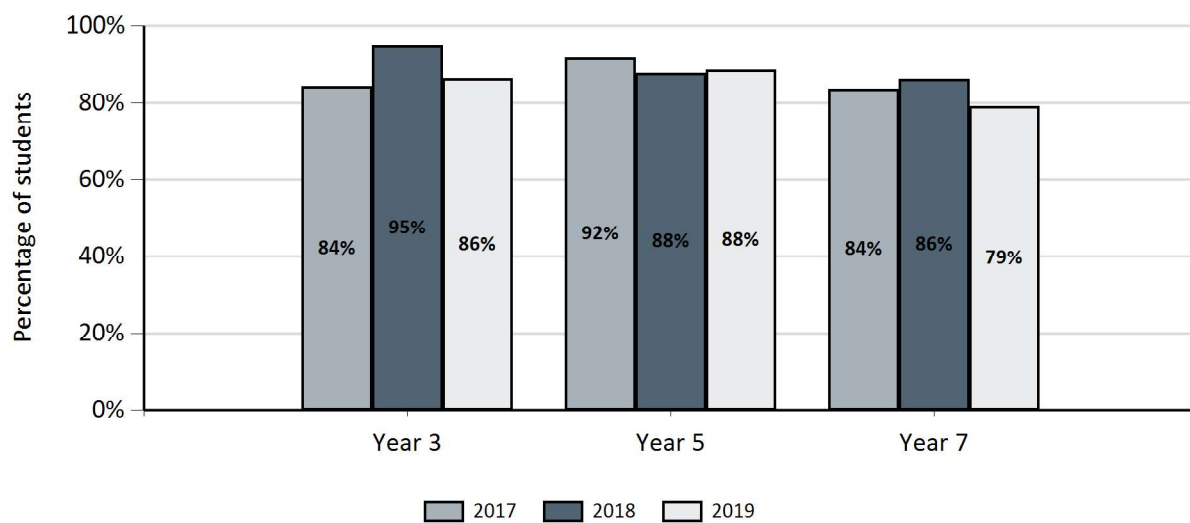
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.
*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 2017 to 2019 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	28%	23%	25%
Middle progress group	50%	44%	50%
Lower progress group	22%	33%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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	35%	26%	25%
Middle progress group	54%	59%	50%
Lower progress group	11%	15%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.
*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^		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 2019	58	58	31	25	53%	43%
Year 3 2017-19 average	57.3	57.3	28.0	20.0	49%	35%
Year 5 2019	52	52	15	11	29%	21%
Year 5 2017-19 average	62.0	62.0	20.3	14.7	33%	24%
Year 7 2019	43	43	9	12	21%	28%
Year 7 2017-19 average	45.0	45.0	11.3	9.3	25%	21%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.
^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

Overall the school performed reasonably well in NAPLAN in 2019 however comparisons to 2018 data show a slight decrease in some areas. The school targets of 80% achievement in SEA specified bands for Reading and Numeracy was achieved in 5 areas with Year 7's scoring 79% in Reading. We had 100% of our students achieve the NMS in all areas.

The Year 3's mean score was up 1 band in Reading, Grammar & Punctuation and Spelling whilst maintaining the same band as the previous year in the other areas tested.

The Year 5's mean score maintained the same band as the previous year in all areas tested.

The Year 7's mean score also maintained the same band as the previous year in all areas tested.

Our Year 3 and 5's reading results are better than the numeracy results, however our Year 7's showed a higher achievement in Numeracy than Reading. We have made an improvement in Numeracy Results in Year 3 and 7 but a decline in Year 5. In 2019 we will continue our focus on Numeracy.

In tracking students who perform in the upper two bands of achievement in NAPLAN we see that:

In year 3 Reading and Numeracy we still have significantly more students in the higher bands compared to our 3 year average.

In year 5 Reading and Numeracy we have had a slight decline in the number of students in the higher bands compared to our 3 year average.

In year 7 Reading we once again have less students in the higher bands compared to our 3 year average however, in numeracy we have an increase in the number of students achieving in the higher bands in maths compared to our 3 year average.

We will be focusing on reversing this decreasing trend in Reading for Year 5's and 7's in 2020.

PAT Test Targets – All of our students achieved our school targets of 80% of students reaching the SEA(Standard of Education Achievement) standards:

Reading: Yr 3 93%   Yr 4 95%   Yr 5 93.8%   Yr 6 95%   Yr 7 92%
Maths: Yr 3 94%   Yr 4 95%   Yr 5 87%   Yr 6 92%   Yr7 93%

All year levels showed an improvement in PAT results in Maths and Reading from 2018, except for Year 5 Maths.

Running Record Targets - SEA benchmarks
Reception Target -
Yr 1 SEA 71%. Slight decrease from 2018
Yr 2 SEA 87% Same as 2018.

In 2020, we will continue to strengthen intentional teaching practices and strive to ensure all R-7 classes are embedding whole school agreements in literacy and numeracy. We will continue to have an increased emphasis on the progression of students with a focus on increasing the number of students achieving in the Upper Bands in Numeracy.

Attendance

Year level	2016	2017	2018	2019
Reception	94.2%	94.5%	93.7%	93.0%
Year 1	92.4%	94.0%	94.9%	93.0%
Year 2	93.2%	92.8%	93.4%	91.1%
Year 3	94.0%	94.6%	93.2%	94.9%
Year 4	93.2%	93.4%	93.4%	93.0%
Year 5	92.7%	93.6%	94.0%	94.3%
Year 6	92.0%	94.0%	91.6%	92.4%
Year 7	91.0%	91.5%	93.0%	93.1%
Total	93.0%	93.6%	93.5%	93.1%

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

Attendance comment

Our attendance levels have remained consistent for the past 3 years at 93%. We have set ourself a target for 2020 of 95% by following the strategies in our Attendance Policy.
Attendance is managed through an electronic system (Sentral) which facilitates accurate, timely monitoring. This system enables the school to send messages to families of absent children to ascertain reason for absence on a daily basis.
Patterns of unexplained absences are addressed by class teachers and leadership. Significant cases of non-attendance are actioned in collaboration with a department Social Worker.

Behaviour support comment

In 2019 we continued our focus on high expectations in regards to providing a safe and effective learning environment for all staff and students.

We had 86 Office time-out for threatened or actual violence, inappropriate language, disruptive behaviour or refusing to follow teacher instructions.

16 external and 3 internal suspension were enforced for the use of violence or endangering others. This is significantly higher than 2018.

Incidences of bullying have continued to decrease due to our Anti-bullying Policy where a regular 'Bullying Audit' is conducted and provides all students with the opportunity to have a voice. It also provides students with strategies to manage bullying and supports students to develop friendship skills.

Client opinion summary

The Parent Satisfaction Survey asked parents 14 questions; asking for a response on a scale of 1 (strongly disagree) to 5 (strongly agree). 69 surveys were returned with response averages as follows:

Teachers at this school expect my child to do his or her best 3.7
Teachers at this school provide my child with useful feedback 3.4
Teachers at this school treat students fairly 3.2
This school is well maintained 3.7
My child feels safe at this school 3.4
I can talk to my child's teachers about my concerns 3.6
Student behaviour is well managed at this school 2.9
My child likes being at this school 3.3
This school looks for ways to improve 3.1
This school takes parents' opinions seriously 2.9
Teachers at this school motivate my child to learn 3.6
My child is making good progress at this school 3.2
My child's learning needs are being met at this school 3.2
The school works with me to support my child's learning 2.9

The results have highlighted areas to explore with parents/caregivers in 2020 which include:
• This school takes parents' opinions seriously
• Student behaviour is well managed at this school
• The school works with me to support my child's learning
• This school looks for ways to improve
• My child's learning needs are being met at this school

194 Year 4-7 students took part in the DECD Well-being and Engagement Collection. The results will be used in 2020 to address well-being issues for the students in our school with a particular focus on developing student's well-being around; emotional regulation, their overall health and dealing with worries.

Student perseverance, school climate, all forms of bullying and sense of belonging continue to show an improvement in well-being since 2018 but we will continue to work to develop these further.

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	3	3.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	17	21.8%
Transfer to SA Govt School	58	74.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

Keithcot Farm Primary school has sound processes in place to ensure that all adults working within the school have a WWCC 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 provided online with school support.
All relevant information is located on the school website.

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	39
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	25.0	0.0	7.3
Persons	0	28	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	$675,075.07
Grants: Commonwealth	-
Parent Contributions	$144,781
Fund Raising	$11,968.81
Other	$6,809.58

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

2019 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 2019 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 behaviour management and engagement	Bullying Audit conducted termly Autism SA recommended resources for sensory tools and interoception Resources for outside play activities in our newly opened Junior Primary areas	Training- Interoception for 3 key staff by Complex Needs Team Autism SA training
	Improved outcomes for students with an additional language or dialect	EALD funding converted to teaching salary (0.2) to provide writing support to targeted groups of students weekly. Working in collaboration with teacher and teaching program.	Teachers and students supported to improve writing outcomes for students
	Improved outcomes for students with disabilities	Students now have new IESP Category of funding. AP worked with Special Educator and Behaviour Coach to review student funding. Six students have had their funding successfully increased in new system to meet their needs.	Six students have had their funding successful increased in the new system
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	No AET funding in 2020 due to decrease in ATSI student nos. x by 1 (9 students in 2018 August census) Two different ACEO (0.1 allocation increase to 0.2 fte with previous unused funding) this year, both left for full time employment at other sites Levelled Literacy Intervention 3x SSO's catering for 30 students in groups of 4, 3x 40 minute lessons a week to improve literacy skills Maths intervention program based on PAT M resources 2 x SSO's catering for 24 students 1x lesson a week on student identified 'gaps' in numeracy skills.	ACEO built positive relationships with 3 ATSi families. Supported wellbeing with uniform support, attendance. Maths and Literacy targeted programs in place
Program funding for all students	Australian Curriculum	Staff PD in Fast and Effective Assessment Build staff capacity to teach maths proficiencies and use Back to Front maths strategies.	Teachers use feedback to drive learning. Students discuss strateg. to solve prob
	Aboriginal languages programs initiatives		
	Better schools funding	Increased range of Levelled Literacy Intervention resources to service up to Year 7 students	Program now caters Yrs 1-7. Growth monitored RR and PAT.
Other discretionary funding	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	AP (0.2) as Wellbeing Leader. Instigated Grow Well-Being Mental Health program. Connected families to UCWB and Carelink. Attendance support.	School initiatives and structures maintained. 24 students accessed men hlth supp