



# Keithcot Farm Primary School

## 2020 annual report to the community

Keithcot Farm Primary School Number: 1847

Partnership: Golden Way

Signature

School principal:

Mrs Carol Farnworth

Governing council chair:

Darren Walker

Date of endorsement:

15 February 2021



Government  
of South Australia  
Department for Education



## Context and highlights

Keithcot Farm Primary School is a category 6 school in the north-eastern suburbs of Adelaide. In 2019 we had 429 students in 16 classes. The student population includes approximately 25% School Card Holders, 13.5% students with English as an Additional Dialect, 5.1% students with disabilities, and 1.8% Aboriginal students.

2020 was a very challenging and different year due to the pandemic that impacted on everyone.

Parent involvement in our school life was limited due to the restrictions in place which made it difficult for our normal school procedures such as volunteers in class, interviews and school events to be held in the same way as they had been. We did however manage to have our parent/teacher/student interviews in Term 3 and we shared more about student learning online.

Students were still able to participate in the Children's University with 28 students graduating.

Significant school activities that occurred in a restricted capacity were; Sports Day, Festival Choir, Book Week, Swimming lessons, End of Year Concert and Year 7 Graduation.

Staff changes were minimal, maintaining an unchanged leadership team, and no changes for permanent teachers.

Governing Council met twice a term in the evening in an alternative venue to maintain safe distancing. Associated committees, Finance and OSHC, met prior to Governing council meetings.

Even though they were hampered throughout the year with COVID restrictions, the Fundraising Committee still managed to organize some successful events including; the Colour Run, Fathers Day stall, and Show Bags.

The 'Member for Wright Volunteer Award' was awarded to Susan Toonen, due to her work on the Fundraising Committee and coaching and coordinating our Basketball teams. The 'KFPS Volunteer of the Year' was awarded to Kelly McDonald due to her efforts on the Fundraising Committee and Governing Council.

Although we weren't able to have as many external activities or incursions in 2020, many positives have come out of the experience we have had;

- Our Cubby Land village was constructed and classroom doors were painted by our OSHC team.
- Our electronic sign was installed.
- Connection between home and school increased with the development of online learning.
- PALS clubs were run by the Year 7 leadership team and some staff at lunchtimes and were very successful.
- Students developed more independence as learners
- Our school community developed more resilience and we were grateful for the support of each other.

## Governing council report

The 2020 school year commenced at Keithcot Farm Primary with approximately 426 students, 40 staff, and with Carol Farnworth as the Principal. Whilst the normal delivery of the education program was altered by major world events, our students still successfully completed their schooling for the year.

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. During the year of 2020, our Governing Council members were involved in various areas of school management and also attended school events as follows:

- Finance Committee
- OSHC Committee
- Fundraising Committee
- Volunteer Awards
- Department for Education — SA Governing Council Forum – Parent Engagement in Learning
- School Promotion – The Grove shopping centre & letterbox flyers
- School Communication – Friends of Keithcot Farm – Facebook page
- New playground – Cubbyland Village
- New OSHC Director – panel selection process
- Year 7 Graduation Night

Teaching and learning is without doubt the core business of the school. Having been involved with the Governing Council for the last 5 years, I fully appreciate that parent and community engagement also plays an important role in bringing about the ongoing success of student learning, and does benefit the school community as a whole.

Looking back now over the year 2020, our sense of wellbeing as well as remaining connected was definitely tested. In what was a very uncertain year for all of us, we should now pause for a moment and consider our school motto "RESPECT". The "R" stands for resilience, this is a quality that our community has shown and can be proud of.

We should all thank our Principal, Carol Farnworth, as well as the leadership team, our teachers, and support staff for continuing to provide a high standard of teaching and learning during an extremely difficult year. Our KFPS staff team, despite some impossible challenges, kept a sense of "normal" for our kids.

I would also like to take this opportunity to personally thank all of our 2020 Governing Council members for their hard work and support. A great group of people that was a true pleasure to work with. Finally, I would like to say thanks for the opportunity to be Chairperson. Being part of a great community, like we have at Keithcot Farm, has made my role as Chairperson a genuinely rewarding experience.

Darren Walker  
KFPS Governing Council Chairperson 2020

# Quality improvement planning

The 2019-2021 Site Improvement Plan has two clear goals with a Challenge of Practice and supporting actions for each. The actions and outcomes are outlined below.

Goal 1: We are on track to achieve our goal 'To increase the number of students achieving in the higher bands of NAPLAN Numeracy.'

We did achieve our 2020 target increasing to over 30% for Year 5 and 7 students using PAT Results (changed to PAT from NAPLAN as there was no NAPLAN).

We had 31% of our Year 5's and 33% of our Year 7's achieve the high bands of Maths.

We have learnt that;

- Our action of identifying and addressing misconceptions supports growth of students in Maths.
- We need to ensure consistent PAT testing across the school to achieve accurate results
- Some staff have been unable to implement Back to Front Maths-addressing misconceptions, due to not being trained.
- Although we are continuing to implement formative assessment strategies, some important principles of The Golden Way Agreement are still not being implemented in all classes such as learning intentions and success criteria.

Our SIP review identified the actions for improvement with the biggest impact on student learning were:

- Focusing on the proficiencies for high band learners
- Differentiating tasks with multiple entry and exit points and identifying
- Addressing student misconceptions

We know this had impact because;

- Students were able to articulate a mathematical equation and the steps they will take to solve it.
- In collaborative maths tasks, we would hear students using the language of productive struggle.
- Evidence of more growth for students where misconceptions were addressed.

Following our review, we have identified our next steps, which are:

1. To provide Back to Front Maths training for all staff so that we have consistency R-7 with identifying and addressing misconceptions.
2. Schedule release time for staff to work with the CAL support person to collaboratively plan differentiated maths tasks.
3. We also need to use the guidebooks to provide staff with specific ideas and actions using The Big Ideas of Number to improve numeracy practice in the classroom.
4. Provide support for teachers to design tasks using the proficiencies.
5. Develop a school agreement to administer PAT tests consistently.

Goal 2: We are on track to achieve our goal of teaching writing with a focus on vocabulary, sentence structure and punctuation, to increase student achievement in writing.

We did not have NAPLAN evidence of whether we achieved our 2020 NAPLAN targets however we used student writing samples and book monitoring to assess progress and we have observed that vocabulary used in student writing has improved in most classes and sentence structure has improved in pockets.

We have learnt that;

- Implementing the Seven Steps program does not fully support our challenge of practice with developing punctuation and sentence structure. However, it has supported students to develop text structure and descriptive writing.
- Student feedback has informed us that they need more clear direction about next steps in writing.

Our step 4 review documentation identifies the actions for improvement with the biggest impact on student learning being: Implementing the Seven Steps program

We know this had impact because; students want to write, students use precise (exact and specific) words to enhance their writing, students are able to identify the steps of writing

Following our Step 5 review our next steps are:

- To provide ongoing staff training in Seven Steps.
- Create a document of agreed writing practices by the end of 2021.
- Schedule collaborative planning times.
- Years 5-7 will trial the implementation of Brightpath as an assessment tool for writing.
- Use the new Curriculum Resources to plan and support teaching of writing.
- Support teachers to provide more feedback so that students will be able to talk about what steps they need to take to achieve the next stage in their learning.

## Improvement: Aboriginal learners

After not having access to an ACEO for over a year we are excited to employ an ACEO for our site in 2021.

APAS is very effective in our site. We do not attract funding for an AET (less than 10 Aboriginal students) and are finding it very difficult to retain an ACEO with the limited hours on offer in our RES. However, for 2021, we have been able to employ an ACEO for 2 days a week to work with our ATSI students and their families. It is the only other targeted support for our Aboriginal kids. One child (topped up using IESP Grant) struggled to come to school, now his attendance has improved to 78%. Using the APAS time to develop his reading skills has helped his feeling of 'I can achieve' and allowed him to build connections within the school.

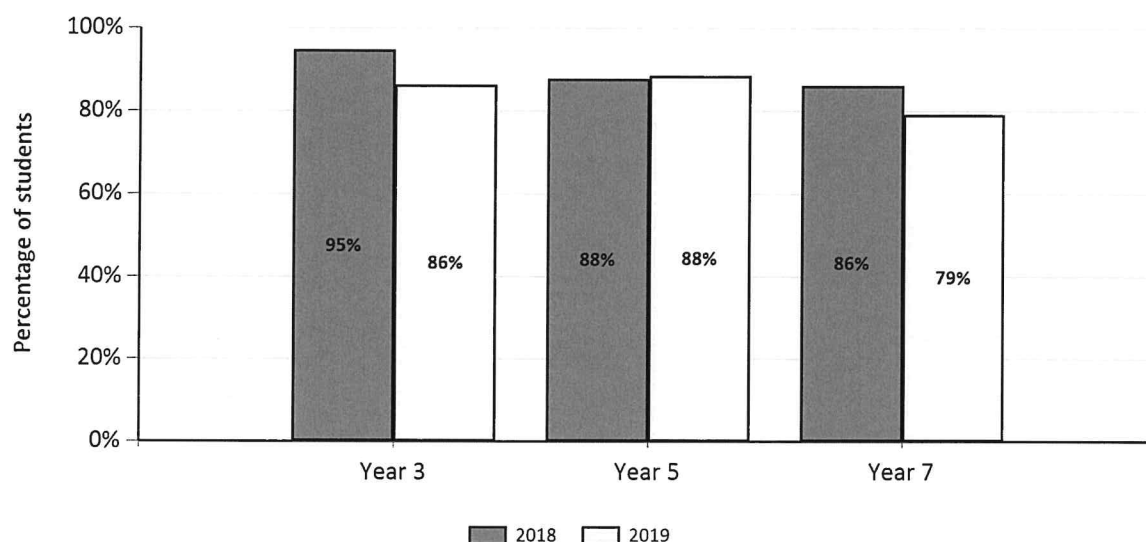
As we work to implement the new Aboriginal Education Strategy in our school, we look forward to improving the learning and life outcomes for our Aboriginal students.

# 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

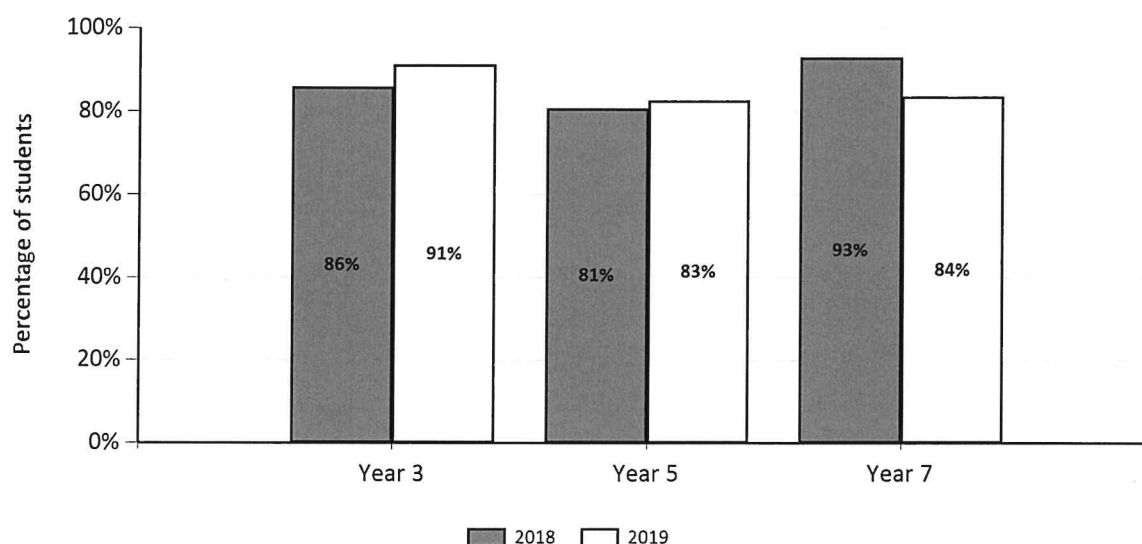


\*NOTE: No NAPLAN testing was conducted in 2020.

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.

\*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 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	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 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	35%	26%	25%
Middle progress group	54%	59%	50%
Lower progress group	*	15%	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	58	58	31	25	53%	43%
Year 3 2017-2019 Average	57.3	57.3	28.0	20.0	49%	35%
Year 5 2019	52	52	15	11	29%	21%
Year 5 2017-2019 Average	62.0	62.0	20.3	14.7	33%	24%
Year 7 2019	43	43	9	12	21%	28%
Year 7 2017-2019 Average	45.0	45.0	11.3	9.3	25%	21%

\*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

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 80% Yr 4 100% Yr 5 96.4% Yr 6 89.7% Yr 7 94.4%  
Maths: Yr 3 86% Yr 4 100% Yr 5 92.9% Yr 6 94.8% Yr7 88.6%

We have noted the decline in Year 7 Maths achievement since 2018, despite still achieving above our school target and will be working to address this.

Our 2020 Year 3's achievement was well below the 2019 Year 3's. While we understand that it is a different cohort of students, it is something that we will continue to monitor and work towards improving.

Our PAT results showed that we are on track with our SIP goal of increasing the number of students in the high bands in Maths. We had more students achieving in the high bands in Maths than we did in 2019.

## Year 1 and 2 Term 3 Running Records

- There has been a decrease in the Year 1 Running Record achievement during the last 3 years.
- In 2018 and 2019 the Year 2 Running Record achievement reached a historical high, however in 2020 there has been a decrease in achievement.

In 2021 the staff have a focus on Phonics to address this.

- In both Year 1 and Year 2 females reading achievement is higher than the male students.
- There is only a slight achievement difference between NESB and non-NESB students.

As a result of this decrease in reading achievement we will be targeting this as an area for improvement.

## Australian Curriculum 2020 A-E achievement

- Our grade achievement represents a typical bell curve.
- Junior Primary students are less likely to achieve A's and B's than our older students

There isn't a consistent pattern of achievement throughout the year. Typically the grades show an improvement during the year.

As staff we will analyse the achievement in the Upper bands and the correlation with the assignment of grades to see if it is an accurate reflection of moderation.

## Attendance

Year level	2017	2018	2019	2020
Reception	94.5%	93.7%	93.0%	95.0%
Year 1	94.0%	94.9%	93.0%	90.4%
Year 2	92.8%	93.4%	91.1%	90.3%
Year 3	94.6%	93.2%	94.9%	93.8%
Year 4	93.4%	93.4%	93.0%	93.3%
Year 5	93.6%	94.0%	94.3%	91.4%
Year 6	94.0%	91.6%	92.4%	92.1%
Year 7	91.5%	93.0%	93.1%	90.4%
Total	93.6%	93.5%	93.1%	92.1%

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

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

## Attendance comment

Our attendance level increased slightly this year to 94% which was just below our 2020 target of 95%. 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. The staff is responsible for following the strategies in our Attendance Policy. 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

Our Wellbeing and Engagement Data indicated a slight increase in physical, verbal and social bullying and a decrease in cyber bullying. This was not apparent in our termly student bullying audits but will be carefully monitored. We had 91 Office time-out for threatened or actual violence, inappropriate language, disruptive behaviour or refusing to follow teacher instructions. 19 external suspensions were enforced for the use of violence or endangering others. These numbers are very similar to 2019. We are supporting students' behaviour through our Grow Wellbeing program, Play is the Way program and individual behaviour plans.



## Client opinion summary

This year the Department for Education conducted a statewide Parent Survey consisting of 19 questions. 107 of our families responded to the survey. I have summarized the strengths and areas for development below.

### Strengths

- People respect each other at this school.
- Teachers and students treat each other with respect at this school.
- I feel like my child is important to the school.
- I receive enough communication from the school.
- Teachers at this school provide my child with useful feedback.

### Areas for development

- The school provides an opportunity for me to have input about my child's learning.
- The school encourages parents to help students learn.
- The school provides me with useful tips on how to help students learn at home.

### Student Engagement Survey 2020

All Junior Primary were very positive in all areas except for 3 areas which have been highlighted with teachers:

- I have choices about my learning
- I talk about my learning with others
- My teacher finds out how I am feeling about my learning

The Primary survey was online but using similar questions. Areas for development are;

- I have some choice about what and how we learn
- I know what I am learning and why
- My teacher checks with me how I am feeling about my learning

Staff participated in the statewide Perspective Survey this year and we will be exploring the results of this survey as a team during 2021.

193 Year 4-7 students took part in the 2020 Term 3 DfE Well-being and Engagement Data Collection. The results will be used in 2021 to address well-being issues for the students in our school with a particular focus on developing student's well-being around; happiness, emotional regulation, their overall health and dealing with sadness and worries (particularly for Year 6 girls and Year 4 boys) .

Areas that show improvement include; Connectedness with school and cyber bullying

## Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	7	7.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	42	42.0%
Transfer to SA Govt School	51	51.0%
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

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 volunteers are required to attend a volunteer training session which is provided by our school once a term. This was impacted by the restrictions we had to comply with in 2020. 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	45
Post Graduate Qualifications	4

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	24.0	0.0	8.5
Persons	0	30	0	14

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

## Financial statement

Funding Source	Amount
Grants: State	\$3,881,600
Grants: Commonwealth	\$6,000
Parent Contributions	\$151,018
Fund Raising	\$11,990
Other	\$238,698

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	SSO support with emotional regulation. Termly student bullying audit. Resources to support learning difficulties. 0.6 Wellbeing leader to coordinate and implement activities and maintain communication with families.	Educational entitlement for all maintained, positive play during breaks.
	Improved outcomes for students with an additional language or dialect	Identified students supported by a 0.2 teacher in collaboration with class teacher.	Improved student writing and more EALD students above SEA in Year 3 to 7.
	Inclusive Education Support Program	SSO's implemented Levelled Literacy Intervention for 18 students below SEA. Maths intervention support by SSO's using PAT M resources.	16 of these students now at SEA or above in rdg. One Plans written and reviewed.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	ATSI students have one plans with set goals for individual achievement. SSO support for regular engagement with learning program for a chronic non-attender. Speech/language resources and support for identified students.	One Plan goals regularly monitored and reviewed. Attendance has significantly improved for that student.
	Australian Curriculum	Increased leadership support for teachers to implement our numeracy and literacy goals, learning design and assessment and moderation.	We progressed with lesson design and assessment catering for students' needs.
	Aboriginal languages programs Initiatives	N/A	N/A
Other discretionary funding	Better schools funding	Implemented Reading Doctor intervention program. PD for AP and SSO in 'Too Smart' Maths intervention.	Significant improvement in RR levels, phonics and sight words knowledge.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Purchase of 3D printer and Makers Empire program for students to develop proficiencies in Maths and design.	Students received recognition as top performers worldwide. Goals monitored.