

Kidman Park Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Kidman Park Primary School Number: 996

Partnership: Western Adelaide Shores

Name of School Principal:

John Clarke

Name of Governing Council Chair:

Doriana Coppola

Date of Endorsement:

School Context and Highlights

Our school is a positive and friendly learning environment catering for the diverse needs of 460 Foundation to Year 7 students during 2016. Students work collaboratively across 18 classes, including 2 classes for students with severe multiple disabilities. The school has a strong focus on advocating for and meeting the needs of students with disabilities and has implemented the Principles of Conductive Education for 20 years in its Learning Centre.

Students live in 56 suburbs, 20% of students come from 31 cultural backgrounds. 55 students are assisted to be successful learners. Students played in 16 after school sports teams.

Students are supported by a collaborative and collegiate staff team who work and learn together. Their dedication and collegiality ensured key programs continued in 2016 despite significant staff absence for diverse reasons during the year.

Empowering students to have a say in their school continues to grow. Besides our student leaders, 63 students were members of Student Action Teams. These students designed new play areas, ran a range of 'Joy' programs, developed curriculum and managed key responsibilities across the school. Teams continue to grow and instead of being led by staff, students and staff now work collaboratively to make a difference to our school.

In 2016 we congratulated Tyrhese for winning the 'Lions Children of Courage Award'. The award was presented by the Governor of SA. Desy Pantelos our Joy or Wellbeing teacher won the Australian Positive Education Teacher of the year award. Year 6 student Andrea was the recipient of the 2016 PMA - Student Mathematics Challenge.

A new play and outside learning area was developed thanks to the fundraising efforts of our parents and a nature play style creek and digging area was designed by students and then developed at the back of the school. \$250,000 of air-conditioning has been installed in the southern unit.

The school now has 260 new laptops, 52 iPads and 13 interactive televisions. All a part of the plan to transform our school. Amanda Gore, author and public speaker ran a parent workshop and visited staff on 3 occasions to assist in developing our Joy Project. Once again, staff from other schools came to visit our PEARL room to learn about our key well-being program.

Aspects of the Walker Learning Approach were implemented in a number of classrooms across the school with all staff participating in training and development ready for a whole school approach in 2017.

Governing Council Report

KPPS has a supportive Governing Council which strives to support our enthusiastic and dedicated staff to create a great school for our children.

- 2016 saw the culmination of many months work to outsource our OSHC program. We had a relatively smooth transition to OSHClub thanks to Freddy Santos continuing in the leadership role and a great new team assisting him.
- Governing Council has supported Carli Tanti (manager) to improve the service provided by our canteen and uniform shop. Changes include the introduction of the QKR app for ordering and payment of food and uniforms. The canteen has now returned a small profit that will be used to renovate the canteen.
- Governing Council members have completed Reporting Abuse & Neglect training to better understand their role and responsibilities.
- During the year staff informed and updated the Governing Council on assessment and reporting procedures, Walker Learning, the Connected Curriculum, STEM and class placement procedures. The Governing Council positively supports the new initiatives presented and supports the changes happening at the school to provide the best possible learning outcomes for students. Plans for the STEM Works renovations have been discussed and supported for the improvements planned for the main building and southern unit.
- It was exciting to finally have the air conditioning in the southern unit replaced in April. This has been a long term issue. We appreciate the support of Paul Caica MP in getting this project finalised.
- Our fundraising team continued to work hard to support the school financially, raising over \$10,000 in 2016. The group also organised stalls and other events for students.
- Governing Council supported key school events like Sports Day, Kidmanathon and Kidman Celebrates. A parent function was held during the student disco to allow parents to mix and meet Governing Council members.
- Activities to celebrate the school's 50th birthday in 2017 are being developed by the Governing Council. A small team has discussed a variety of events and activities to acknowledge 50 years of learning at our school.
- The Governing Council thanks all staff for their commitment to create a positive school environment for our children. We especially thank and acknowledge the tireless efforts of Karen Duval as the school's deputy for over 5 years.

Improvement Planning and Outcomes

KPPS has a clearly defined planning and review process. The school's Strategic Plan is based around DECD initiatives. The annual Site Improvement plan is driven by the strategic directions, DECD initiatives, Partnership priorities and learning improvement data.

Success is achieved through a collaborative team approach with year level teams driving planning. Meetings are managed by teams and most staff have collaborative Performance Improvement Plans.

2016 PRIORITIES (see plan for detail)

AUSTRALIAN CURRICULUM/INFORMATION & COMMUNICATION TECHNOLOGIES

- Building staff capability to use a variety tools and resources to collect and interpret data
- Improve data collection and reporting use new online tools
- Collaborative approach to using common data
- Provide a fast, dynamic ICT network across the school using a range of hardware to meet the needs of each cohort

LITERACY

- Improved collection and analysis of literacy data and then data conversations within teams to ensure consistency and building a collaborative approach to student learning

NUMERACY

- Effective teaching of curriculum content using quality Australian Curriculum resources
- Collaborative planning based on data across teams

WELLBEING

- Build capacity in students, to improve educational attainment and wellbeing of students through The Joy Project

To identify success, future directions and to create key learning goals for students a diverse range of data was collected during 2016 as a part of our self-review procedures. This included for the first-time wellbeing data that was collected and analysed in April and December. Analysis is managed by teams, recommendations are made and goals set for the next semester. This includes –

- NAPLAN National Average Comparison Analysis
- Tracking of student progress against previous year results in reading & numeracy
- Use of DRA assessments to drive literacy groups and content
- Attendance data
- Comparative analysis of PAT data

As a part of literacy & numeracy agreements all teams collect a variety of data to inform student learning and to be a part of reporting to parents.

PEDAGOGICAL SHIFT

During 2016 staff participated in a variety of discussions, data collection and review to determine the best pedagogy to meet the needs of 21st century learners. This has evolved to the introduction of a Walker Learning Approach across the school from 2017 and the development of a connected curriculum model. Students have been engaged in both the review and development of our 2017 curriculum.

2017 PI ANS

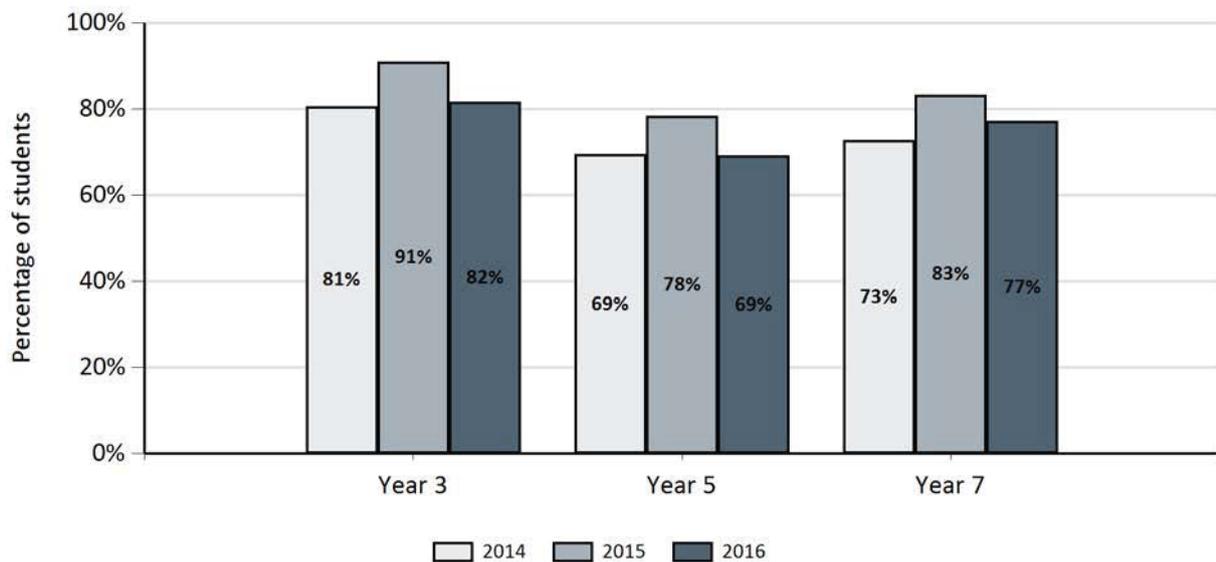


Performance Summary

NAPLAN Proficiency

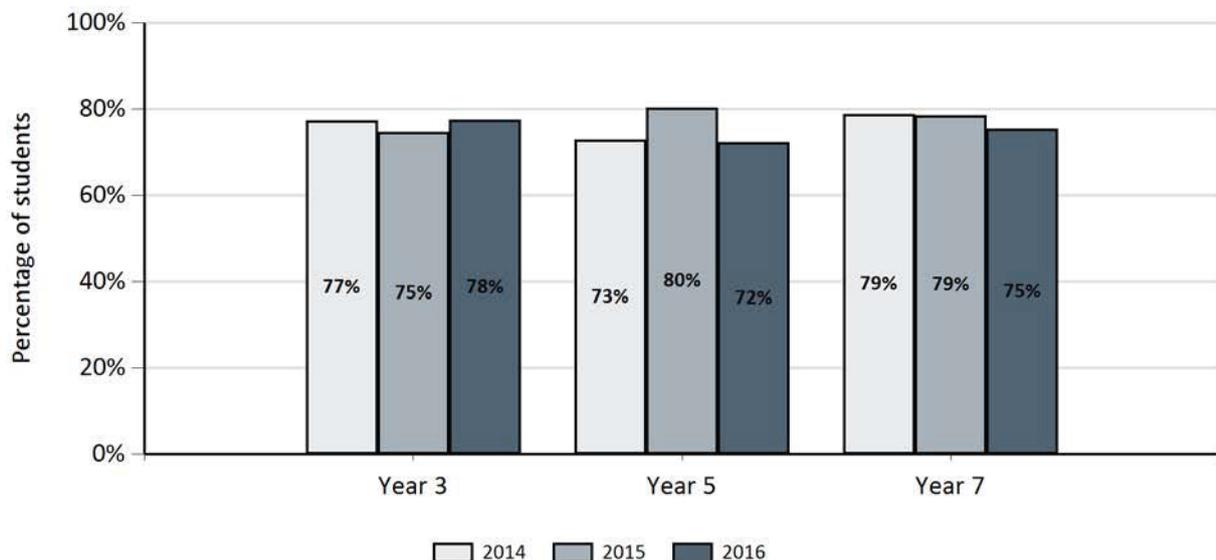
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	22%	20%	25%
Middle progress group	53%	48%	50%
Upper progress group	24%	32%	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	20%	28%	25%
Middle progress group	48%	44%	50%
Upper progress group	32%	28%	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	49	49	24	19	49%	39%
Year 3 2014-16 Average	59.3	59.3	28.3	19.7	48%	33%
Year 5 2016	65	65	26	22	40%	34%
Year 5 2014-16 Average	58.3	58.3	20.7	16.7	35%	29%
Year 7 2016	57	57	18	20	32%	35%
Year 7 2014-16 Average	44.0	44.0	12.7	12.0	29%	27%

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

NAPLAN results show that there was a decrease in the number of students achieving the DECD SEA in comparison to 2015. Our 2016 results are a close reflection of our 2014 results with the exception of Year 3 Numeracy showing a historical high which is a pleasing.

The progress made by our students from one Reading test to the next shows that we have less than the state average in the lower progress group, which is desirable and means our learners are progressing well with their reading as they move from year 3, 5 and 7 in our school. There is a high number of students making significant progress from Year 5 to 7; where we are 7% above state average for learners in the top third of growth.

Our Numeracy test results show that more of our Year 5 students made significant growth than the state average when looking at their Year 3 results as a baseline. Our Year 7 students followed this trend. One sector of our results indicate that 28% of our students in Year 7 were in the lower progress group which is above the state average and not desirable. In 2017 we will take action to raise the middle and upper progress groups in Numeracy testing for Year 5 and 7 students. This will require continued student data collection, teacher conferencing and effective goal setting for individual student development as well as instruction and learning which is just beyond the students' ability level to maximise learning.

The upper two bands of achievement are reached by students who have outperformed the DECD SEA and is an indicator of higher attainment in the NAPLAN tests. Our students' 2016 results demonstrate an increase in the percentage of students achieving in the higher bands in comparison to the 2014-2016 average in Reading and Numeracy in all tested year levels. This means that we have a higher number of students achieving in the higher bands which is fantastic.

In the future we will aspire to maintain the high number of students achieving in the top two bands Reading and Numeracy, which will be achieved through continuing to deliver quality teaching programmes and methodologies. We will aim to progress more individual students further in their NAPLAN test results in Year 5 and 7 through identifying areas of need and giving the required support, development and extension.

In Year 1 and 2, Running Records are used to measure reading comprehension development in the early years. Our results show that our students are achieving within the DECD expected achievement. Intervention and Reading Comprehension strategies are being further developed and improved within learning teams to continue improvement.

Attendance

Year level	2014	2015	2016
Reception	93.8%	94.4%	93.0%
Year 01	91.3%	92.6%	94.0%
Year 02	94.9%	92.5%	93.7%
Year 03	93.8%	95.7%	94.6%
Year 04	93.2%	95.1%	96.0%
Year 05	93.8%	91.8%	93.5%
Year 06	91.6%	94.7%	92.9%
Year 07	96.9%	92.5%	93.3%
Primary Other	83.8%	78.0%	84.3%
Total	93.1%	93.3%	93.6%

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

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

Attendance Comment

Across the school, staff have worked diligently to continue to implement strategies which have raised student attendance. This has been achieved through strengthening relationships between our staff and families and increased communication about the importance of attendance, understanding difficult situations and developing a culture where students are excited about coming to school. Our staff work collaboratively to communicate and address issues that impact attendance while raising awareness that school attendance is critical to sustained student achievement.

Behaviour Management Comment

Behaviour within our school continues to be managed consistently by all teachers to ensure quality learning is happening in all classrooms and our students are participating actively. We use a restorative approach in which students identify how their actions could be improved and identify the steps to take in order to move forward the right way. Our school's Positive Psychology approach: the 'Joy Project' is in its third year of delivery. The Joy Project includes the teaching and practice of wellbeing principles which link to our school values: Respect, Responsible, Care and Achieve.

During 2016, 2 students were suspended and 7 students had at least 1 detention. Consequences for unacceptable behaviour continue to be low due to our programs.

Client Opinion Summary

At KPPS we continue to evolve our data collection in relation to student opinion. Initially this occurred through regular written feedback via our Joy Project. This has evolved to twice yearly surveys to gauge satisfaction and engagement. This data now drives our wellbeing initiatives. Surveys will be enhanced in 2017 to include similar questions asked of students, staff and parents to gauge effectiveness and identify priorities. Tests will also be administered online to simplify the interpretation of data.

KEY FINDINGS INCLUDE –

- I feel that I belong at KPPS True 73% Somewhat 26% No 1%
- I am grateful that I come to KPPS True 80% Somewhat 19% No 1%
- There are teachers I feel comfortable to go to if I'm worried or upset True 66% Somewhat 30% No 4%
- Students at KPPS care and respect each other True 26% Somewhat true 69% No 5%
- I don't give up when things are difficult True 67% Somewhat 31% No 2%

Staff annually complete WHS Psychological Health surveys

In 2016 –

- 96% of staff felt supported by the leadership team
- 100% of staff have clarity around roles and responsibilities
- 100% of staff have positive co-worker interaction
- 95% of staff have an opportunity to contribute to decision making
- 17% of staff have concerns about work demands

Parents continue to be surveyed using the ACARA School Survey questionnaire. Completion of the surveys is usually low. In 2014 there were 14 response, 2015 there were 16 responses and 2016 there were 22 responses.

Results have been consistent across the last 3 years with high scores for staff expecting students to do their best, safety of students at KPPS, students liking school and behaviour management. Areas for improvement focus on communication with parents and taking parent opinion seriously. These issues will be a priority for the school in collaboration with the Governing Council in 2017.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	5.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	13	25.0%
Transfer to SA Govt School	36	69.2%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

The DECD policy for Relevant History Screening is followed. All procedures are managed by administration staff with records kept in the administration office and also entered onto EDSAS to ensure reminders are provided when screenings expire. New systems to manage volunteers and workers onsite were initiated during 2016. This includes how the details of visitors are recorded and the use of name tags to identify visitors to the site.

Financial support is provided to volunteers as required and all applications are completed online.

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	45
Post Graduate Qualifications	11

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	0.0	28.1	0.2	17.2
Persons	0	32	1	25

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

Financial Statement

Funding Source	Amount
Grants: State	57 414
Grants: Commonwealth	4 100
Parent Contributions	136 217
Fund Raising	10 352
Other	13 867

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 networking /relationship building with families with poor attendance, development of plans and programs to provide meals as required. Use of ACEO.	Improved attendance and earlier arrival at school by targeted students.
	Improved Outcomes for Students with an Additional Language or Dialect	Learning Plans for key students outlining relevant program support. Includes individual and small group work and participation in Multilit programs. Cultural understanding lessons. Use of Language & Literacy levels.	Improved Running Records and DRA scores. Increased engagement in learning.
	Improved Outcomes for Students with Disabilities	Learning Plans for all students irrelevant of the level of support. Teacher, SSO, student and family working collaboratively to meet learning needs. Diverse range of programs. Introduction of Quicksmart program.	Successful progression through Multilit and Quicksmart programs.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Focus teachers for literacy and numeracy. Development of literacy and numeracy plans that guide planning. Grouping of students across teams for literacy and numeracy. Collaborative planning by teams to meet needs of a cohort of students. Monitoring of support for indigenous students. Learning plans for all students with key targets. Monitored by EALD teacher and ACEO.	Improved attendance and Running Records results for targeted students. Students developing the behaviours of independent learners. Students achieving programs
	First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Learning Difficulties used to fund staff teams to wrap around students to provide intensive support. all students have learning plans. provision of explicit teaching using programs like Multilit and Quicksmart.	
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	-	
	Better Schools Funding	Release of a coordinator to develop lead staff development using the Australian Curriculum. Development of the KPPS Connected Curriculum linked to STEM skills.	Units of work developed for 2017. All staff using unit planner.
	Specialist School Reporting (as required)	-	
Improved Outcomes for Gifted Students	Improved Outcomes for Gifted Students	nil funding. Programs being developed to stretch students. Assessment of students and the development of learning plans.	Strategies built into units of work. T&D for staff. Increased number of plans.
	Primary School Counsellor (if applicable)	.2 salary used to provide support and informal counseling for students with links to other agencies and services. Development of well being programs in collaboration with CPSW.	Increased number of students engaging with staff to discuss issues.