MISSION
At Kidman Park Primary School our purpose is to engage every student so that they achieve at the highest possible level of their learning and wellbeing, through quality care and teaching.

VISION
Our vision is to provide a safe and meaningful learning environment where we embrace new initiatives and methodologies that enable everyone to achieve their full potential.

VALUES
At Kidman Park Primary School...
- We respect and care for ourselves, others, our community and our world
- We are responsible for what we say, what we mean and what we do
- We achieve our personal best for ourselves, for others and for the future.

MOTTO
Aspire and Soar

0996  Kidman Park Primary School
7747  Disability Unit Kidman Park

Western Adelaide Region

Principal: John Clarke
Deputy Principal: Karen Duval
What an interesting year 2014 has been for the KPPS Governing Council with a large council discussing lots of ideas, some good, some not so good, but all needing a good and fair hearing and hopefully, coming up with new initiatives to improve the benefits of being a student at Kidman Park.

I would like to take this opportunity to thank all those members of the Governing Council: Kate Denton, Kylie Smith, Giosi Marshman, Carol Busolin, Carolyn Paterson, Brett Marinoff, Susan Edgecombe, Debbie Onley, Pauline Hall, Angel Tauber, Maria Gianquitto, Tania Milohis, Simone Vivian, Michael Koster, Sandra Golledge, Freedom Nash, Lisa Ann Courtney, Michael Balin and Sue Prince.

You have all contributed to making KPPS a better place.

I would like to make some special mentions to Kylie Smith who was our Secretary but after many years on the Governing Council has decided to finish up this year, thanks for all your support Kylie. Another who is taking a break after this year is Kate Denton. Kate was a previous Chairperson and has been on Governing Council for a number of years and has always been a very hands on participant who has contributed much to the school. Thank you Kate your passion will be missed.

To those on Governing Council who are finishing up thank you all for your help and support and hope to see you around the community in the future.

This year saw us have a change to the canteen and after looking after things for the last few years Danielle Simpson left the canteen and I would like to thank Danielle for all she did both in the canteen and at our events throughout her time managing the canteen.

Carli Tanti was appointed in Term 2, 2014, to take over the management of the canteen and we have seen some changes and the canteen is certainly holding its own as far as paying its own way.

We have moved the uniform shop this year and this is proving to be a popular move making it both more convenient for staff, students and parents to check out our uniforms. Thanks to all those who have volunteered their time in both the Uniform Shop and the Canteen throughout 2014.

A big thanks to Freddy and his staff in OSHC this year, it has been trying, but through your dedication it has ended up being a successful year and as always the students who have used the service have really enjoyed their time in OSHC. I would like to acknowledge Preeti Christian who has been the assistant director for the past few years and has now moved on with her family and we wish her all the best for the future.
2015 will bring some major developments in and around OSHC and the Governing Council will be spending a lot of time and energy to make sure that we provide the best service that is available to the school community.

Fundraising is a major part of what your Governing Council does, providing more services and facilities to improve the school and I would like to thank the members of the fundraising committee who have done a magnificent job raising over $7,814.32 this year. A particular mention to Giosi Marshman who has headed up this amazing band of volunteers for more years than I can remember, and has decided to step back in 2015, so thanks heaps Giosi.

Another of our committees that has worked overtime this year is the facilities group with Maria Gianquitto leading the charge and hopefully you can all see the great work around the school being done by this industrious committee.

Finally I would like to thank all the great teachers we are lucky to have at our school, they provide our children with an education that will ensure they have the best starts into their secondary and further education. Also a very big thank you to the staff representative on the Governing Council, Sandra Gibbons it is always great to get the insights into the day to day of the school from Sandra at our meetings. They are amazingly led by our Principal, John Clarke and Deputy Principal, Karen Duval who are second to none as far as school leaders are concerned, and are always willing to discuss any matters that concern the students or school. We are absolutely blessed to have them with us at Kidman Park Primary School.

2015 is going to be a very big year around and within the school community and I urge you all to get involved with the school in some way either helping at working bees, in the canteen or any other events that we may hold.

Looking forward to the future success of our students and school in the future and please don’t hesitate to come and have a chat if you have anything to discuss

Sean Connors
Governing Council Chairperson

Our school is evolving and changing to ensure the best learning environment for our students. A big thank you to Maria Gianquitto for organising a large selection of very expensive, nearly new furniture to brighten our school. Our meeting rooms and flexible learning areas look great.
Now that all educators are comfortable with the content of the Australian Curriculum, the focus for 2014 has been on collecting and analysing authentic assessment of English to continue to improve accuracy and consistency when reporting against the Achievement standards for each year level. To achieve this all educators were given additional release time to conduct Running Records Developmental Reading Assessments (DRA) and Language and Literacy Levels. The Foundation team were also released term 1 to get important data and information on our new students enabling us to understand, document and monitor their skills and knowledge through their schooling. This priority also enabled prompt identification for early intervention to occur.

All staff received further training in Language and Literacy levels and two writing sample pieces for all students were collected and analysed throughout the year. Having Vicky Mangas our EALD educator released to work with our educators to deepen the analysis and whole school moderation was most effective. Valuable information from the Language and Literacy levels along with information from NAPLAN Writing (for years 3, 5 and 7) enabled strategic planning and explicit teaching of writing skills. With grammar, vocabulary and punctuation being highlighted Ginny Prior (EALD and Intensive Language specialists) assisted in further training and development for our staff.

To further improve Spelling skills, Kay Bosworth worked diligently with staff, to create a spelling scope and sequence that was aligned to the Australian Curriculum and also put the skill demands of the letter/sound sequence in hierarchical order. Staff will be using the scope and sequence for planning in 2015 while work will continue on developing a more effective tool for spelling assessment.

With reading comprehension continued being another English priority in 2014, 14 staff members attended a Saturday workshop on Reading comprehension with Sheena Cameron in term 2. Strategies from the informative workshop were embedded in the daily literacy blocks and shared among other staff. New staff received training by me to use DRA to identify reading skills requiring explicit teaching during guided reading sessions. Ebony Strong our Reading Support Teacher (RST) also continued to mentor staff in comprehension skills and DRA. Educators were also released by Ebony to conduct assessments and were provided with valuable guidance to analyse and identify future teaching points for individual students. Throughout the year at well received workshops run by Ebony, parents received strategies on how to listen to their child read and information about reading development.
Referring to the NAPLaN graphs later in this report, you can see that our strategic priorities and intervention programs put into place over the last few years has continued to raise the English standards of students at KPPS. The year 3 cohort in 2014 achieved 1 band higher in Reading, Spelling, Writing and Grammar & Punctuation. Year 5 students also progressed up one band in the mean scores proficiencies for Reading and Spelling. In Reading and Writing between 98% and 100% of our year 3 and 5 students have achieved the National Minimum Standards (NMS) with our year 7’s, 97% achieved the NMS for Reading. Importantly to note in 2014 we had many year 7 students with learning difficulties attempt NAPLaN for the first time as they had gained the minimal skills, due to our intervention programs, to participate confidently and independently on the tests.

ICT has continued to be embedded in English programs as students seek electronic means to produce and communicate their thinking. As detailed in the ICT report students have access to various devices throughout the school day. **Bug Club** has well and truly taken off in the Early Years enabling most students to now access e-books from home whilst their reading habits are being closely monitored by their classroom educator.

The purchase of new take reading texts, new teaching materials like Big Books and replenishing the stock of lost texts was minimal, to enable the releasing of educators for assessment and training and development in 2014. A stock take and purchasing of new take home texts will again become a priority in 2015. Future resourcing will also continue in site licencing of e-learning tools like **Bug Club** and **Lexiles**, and the training and development in effective Spelling & phonological awareness programs along with writing and grammar.

**Karen Duval**
**Deputy Principal**

*Acquaintance Night provided the opportunity to enjoy the sausage sizzle, meet your child’s teacher, hear about 2014 learning programs, meet other parents and ask any clarifying questions that parents might have had.*
Embedding the Australian Curriculum through the use of ICTs 2014

Significant ICT investment was made in 2014 to increase the number of devices made available to students to facilitate mobile and flexible learning opportunities at KPPS.

In the Primary Years, each class received 6 laptops permanently in their classes to facilitate small group teaching during lessons such as Literacy block in English and Maths activities. Later in the year this capacity was increased again with a full class set of laptops being available between each of the two classes in the Primary Years.

These laptops are all connected to our network and the internet via Wi-Fi which means that students can work anywhere in the school including our developing flexible learning areas in the main building, Resource Centre and Southern Unit. Students have also been able to use these devices in their Specialist subjects such as Japanese and Health. Further investment will be made in 2015 to increase the number of Wi-Fi hubs we provide in the school to give faster and wider access.

The investment continued into the Junior Primary classes with 30 ipads being purchased with a mobile charging and syncing unit to enable greater flexibility in the Southern Unit. To enable the school make best use of its ICT budget, KPPS has enrolled with the Apple Volume Licencing Program so when we purchase apps for school use we can make best use of our volume buying power.

In 2014 KPPS staff took the opportunity to learn new ICT skills to embrace the use of OneNote to use our newly developed Unit Planner which enables KPPS teachers to integrate the many facets of curriculum planning based on DECD's Learning Design methodology. By using the tool staff worked collaboratively in learning teams and sub-teams to create linked holistic learning programmes incorporating:

- Multiple Australian Curriculum subject area outcomes
- Pre-assessment tools to determine student needs
- 21st Century Learning skills linked to Australian Curriculum General Capabilities
- Thinking skills methodologies
- Formative and summative assessment strategies
- A wide range of web based and digital resources
Work continues with a software developer to set up the Unit Planner and ‘touch’ assessment tools online for staff to be able to access at work and home.

On one of our pupil free days, staff gained experience in further analysing learning tasks to increase the 21st Century learning skill opportunities that teachers make available to KPPS students.

Further work was conducted by KPPS staff to integrate the 21st Century learning skills into our report format for 2015. Student progress towards self-regulation, collaboration, problem solving and innovation, skilful communication, knowledge construction and ICT for learning will all be reported on in 2015.

We also transitioned our report format to enable greater transparency and ease of reading to parents by using dot points extracted from the Australian Curriculum Achievement Standards when reporting in Maths and English.

In order to facilitate formative and summative assessment, KPPS teachers were provided with touch laptops to enable them record “live” student progress towards Australian Curriculum Achievement standards in 2015. These new ICT tools also provide opportunities for teachers to take photos and videos to store as evidence of student achievement.

Sandra Gibbons
ICT Coordinator

On one of our pupil free days, staff gained experience in further analysing learning tasks to increase the 21st Century learning skill opportunities that teachers make available to KPPS students.
‘Positive Psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves and to enhance their experiences of love, work and play.’

*Martin Seligman*

Flourishing refers to the experience of life going well. It is a combination of feeling good and functioning effectively. It epitomises positive mental health.

2014 commenced our drive to create a flourishing school where students are engaged, feel happy, know how to deal with the challenges that life presents and thus grow and mature as high achieving learners.

The year started with a blank slate, an open plan with permission to explore, learn and understand what is happening in Australia and overseas. The foundation for the start of this exploration has been the work of Martin Seligman (American psychologist) and his latest published work, ‘Flourish’.

- Flourish was reviewed by key staff
- Presentations by Seligman as a part of the Northern Connections project were attended.
- We joined the school’s initiative at South Australian Health and Medical Research Institute (SAHMRI) to learn more about the work of both Seligman and other Positive Education projects around South Australia. This includes the SA Government initiative of ‘Building the State of Wellbeing’

The contacts and information learnt, ensured we were heading in the right direction to build the resiliency of students by creating a positive environment and the explicit teaching of core skills. This led to further research and professional development including:

- Joining the Positive Education Schools Association (PESA)
- Staff members attended the 2014 PESE conference to learn about the work happening in both SA and interstate
- Creating links with other schools in the Northern Collective culminating in a visit to Lake Windemere Primary School to learn about their Positive Education journey
- Two staff members completing the 4 day Discovering Positive Education training run by The Institute of Positive Education based at Geelong Grammar in Victoria

*Staff have participated in Positive Education training, classes have created gratitude walls and we have a gratitude wall in the front office. Gratitude can connect people to things outside of themselves – to other people, to the community and nature. At KPPS we are working towards creating a grateful community.*
From this foundation work we learnt about the key concept of Positive Emotions, Engagement, Relationships, Meaning and Achievement (PERMA). All staff participated in a Pupil Free Day to explore PERMA and ‘Character Strengths’. From this training we agreed as a school to explore gratitude during term four. The focus has been for students to learn to both give and accept feedback thus learning how to acknowledge others and also accept feedback appropriately.

Staff also participated in workshops with:
- Leading Australian psychologist Michael Carr-Gregg (who initially promoted the work of Seligman)
- Amanda Gore, author of The Joy Project. A leading international communications and performance expert, with a focus on perception, attitudes, behaviour, engagement, joy and positive outcomes in business and life.
- Staff read Amanda’s key publication, ‘Joy is an Inside Job’ and found her activities resonated with the work of Seligman
- A partnership with Amanda was then negotiated with Amanda.

Adding to the journey,
- The school once again participated in our older students completing the Middle Years Development Index to assist in the collection of some core baseline data.
- It was agreed to provide Positive Education as a Non Instruction Time lesson. The aim is not for this teacher to take sole responsibility for Positive Education across the school but to instead, enhance the work taking place in classrooms and to ensure all students developed a deeper understanding of the key concepts of Positive Ed. Plus, assist in the training of staff and to create a whole school ethos.
- Amanda Gore was booked to work with the whole school staff on the first day of 2015. ‘The Joy Project’ was then born emerging together the key themes of Positive Education and Joy.

After considerable planning and preparation in 2014, ‘The Joy Project’ is ready to permeate all that we do at KPPS in 2015.

**CREATING A FLOURISHING SCHOOL 2014**

Early Years students learnt about the people in our community who help to meet our needs and keep us safe. They had a visit from the fire-fighters who talked about what to do if there is a fire….. Get down low and go, go, go!
STUDENTS WITH DISABILITIES - Verified & Level of Support Assigned

In 2014 KPPS had 27 students in mainstream identified under the Students with Disabilities criteria. These students are supported through an annually reviewed Negotiated Education Plan (NEP) identifying their academic, social, emotional and/or physical learning needs. Various programs are implemented and reviewed regularly. Their progress is reported formally to parents twice each year using the Australian Curriculum Achievement standards of the year level they are working at.

SUPPORTING LITERACY IMPROVEMENT OF STUDENTS WITH LEARNING DIFFICULTIES – diagnosed or undiagnosed

For those who learn differently - students with specific learning difficulties, dyslexia, dysgraphia and auditory processing receive minimal funding. Since 2013 we began the process to implement evidenced based programs to address the needs of these students – we need to break the “Wait To Fail” state of affairs by acting from Kindergarten level – research supports early identification and effective and appropriate intervention. If not, the gap increases as students move up the year levels. This leads to disengagement, behaviour & mental well-being problems, increased drop-out rate, possible criminal activity.

Kidman Park can be a ‘lighthouse’/’hub’ school in supporting students, teachers, school support officers and parents to level the playing field for students with dyslexia and other learning preferences.

2013: Term 1 goal – to collect data to identify needs and inform practice for effective, appropriate literacy intervention.
• class teachers nominated students - students nominated were not eligible for this funding but were experiencing varying degrees of learning difficulties with reading, writing and spelling
• assessment and screening tools to provide relevant data in areas of literacy acquisition-Screening of Phonological Awareness (Mallen), Jolly Phonics 42 sounds, consonant blends, alphabet sequencing & naming with other assessments - ADA, IDA, BDA for those with reading, writing and/or spelling difficulties.

Ebony Strong, our Reading Support Teacher, conducted an extremely informative parent reading session for Early Year’s parents. She talked about reading development and how parents can support the reading skills being taught at school.
This information is now available on school data base and updated twice each year through whole school assessment procedures.

60 students were initially identified at the end of term 1, 2013 – up to 25% of each class, Foundation to Year 7 below reading and spelling 'standards'.

Term 2 & 3 – training of SSOs and teaching staff and implementing Phonological Awareness, Synthetic Phonics (Jolly Phonics) and other literacy strategies in class and small group intervention programs. MULTILIT program was set up and SSOs trained to deliver the 1:1 session with supporting activities.

● Beginning development of explicit Spelling Scope and Sequence – Foundation to Year 7
● Training in intensive literacy support program (Orton Gillingham umbrella) through Dyslexia Solutions Australian Dyslexia Association

Term 4 – assessing students on program and determine progress and share findings with classroom teachers. This data provided information for establishing Individual Learning Plans and sharing with the following year classroom teacher. 2 students completed the MULTILIT program.

2014: The intervention programs re-commenced in week 3 of term 1 and teachers had met with the Special Needs and Literacy Intervention Coordinator to discuss both NEPs and ILPs. Throughout 2014, 14 students completed the MULTILIT reading intervention program and 13 Foundation students were identified and commenced.

Literacy Group Support: Data from term 2 and 4 assessments showed all students progressed in target areas. Rate of progress varied from student to student. All class teachers and support staff received term 2 and 4 data for comparison/progress made.

Spelling Scope & Sequence – Foundation to Year 7
Staff worked together to develop a whole school spelling scope and sequence – using specialist teachers’ expertise (PD) and evidence based resources for whole school planning and teacher ownership. Drafts shared and feedback given. Reviewed copy given to staff at the end of year for implementation in 2015. Accompanying assessment used in term 4 by Early Years team.

2015
● Implementation and review of Spelling Scope and Sequence – Foundation to Year 7
● Further rigour to intervention programs and sharing of strategies with teaching and support staff
● MULTILIT reading extension program to be implemented
● Sharing model with partnership schools

Kay Bosworth
Special Education and Literacy Intervention Coordinator

During Term 1 KPPS had over 300 students attend swimming lessons at the Thebarton Aquatic Centre. The student’s lessons are designed to increase water confidence, survival in the water, swimming techniques, water safety and fitness.
In every newsletter I promote our strong school sport program: celebrating our sporting teams, results, individual and team excellence (incl. SAPSASA), in-school activities and clinics. We’ve had a variety of sport clinics for our R-7 classes this year from many community sporting bodies eg Fulham United Soccer and cricket next door.

We’ve again had a variety of sport clinics for our R-7 classes this year from many community sporting bodies eg. Basketball (Basketball SA), Cricket (SACA), Football (Eagles FC), Community Youth Program (Port Power), Badminton (Badminton SA), Lacrosse (Woodville LC), Little Athletics, Tennis (Tennis Australia) and Soccer Pathways during term 2.

I work with teachers to dovetail my PE program and clinics with their PE programs, so our children get extra practice with game skills. Notably, we’ve signed a partnership with Tennis Australia, receiving $1500 of ‘HotShots’ free gear and possibly $3000 more in 2015.

Promotion of more recess/lunchtime activity for students this year eg. extra paddler tennis court lines marked and nets provided and regular badminton in our hall. Thanks to David Krieg and Teresa Marshall for supervising regular lunchtime volleyball and basketball.

In 2014 we fielded a record 9 soccer teams, 4 netball teams, 2 cricket teams and a tee ball team. Also 20 of our students played football for combined teams with Lockleys North PS. Special thanks to our excellent long term parent coaches and more than a dozen new coaches or co-managers this year. Goodbye to our brilliant soccer coach and delegate, Tony Hall, who left us after 4 years.

I have regular contact with coach/managers of all our 16 sports teams. Coaches are very happy overall with team performances and behaviour. At games, I’m always impressed by our good ‘sports’ and supportive parents. All teams are expected to pay their own way. Fees stayed the same this year, though we need to raise them slightly next year. We have continued the upgrade of storage of equipment for our new sports shed.

Another successful sports day ran, week 10, term 3. Thanks to all our school staff who worked hard to make it a success. A big turnout of players, parents and families for our annual sports trophy night. Thanks to Freddy and OSHC parents for a smoothly run BBQ raising $250.

It has been fun working with our enthusiastic staff, students and parents this year. We look forward to a busy, active 2015. Any queries or suggestions contact me on 0403 180 417 or terry.ahern817@schools.sa.edu.au

Terry Ahern
Sport Coordinator

Sports Day was a great success with many staff and parents also competing on the day.
1. Curriculum
- As part of the whole schools social skills program, disability awareness lessons occurred for all mainstream classes in Term 1
- All students in the Learning Centre completed the Premier’s Reading Challenge and the Premier’s Be Active Challenge
- Students from St Marys College and Seymour College undertook service learning placements in the Learning Centre
- All students now have a PODD communication system to assist them with their learning
- All students continue to take part in Circle Time, the Social Skills program and the Thinking Skills
- Some students are taking part in an ‘eye gaze’ trial using a Tobii device, led by therapists from Novita
- NEP meetings are held annually and student goals reviewed

2. Conductive Education
- Conductor time was increased to 3 ½ days per week
- An assessment and measuring tool for physical progress was implemented

3. Yard Play
- Led by Barbara Bayly, SSO staff continued to develop a yard play program with a series of different activities offered at recess and lunch play times each day. Assisted by the many buddies who gained their Helper Licence, the students in the Learning Centre were engaged and challenged at playtimes

4. Staff Training
Staff continue to develop and increase their professional learning, knowledge and expertise. The main focus for this year was PODD use and the Australian Curriculum
Other training undertaken by staff:
- Conductive Education
- Eye Gaze
- Seizure Management / Intranasal Midazolam
- CPR refresher

Therapists from Novita Children’s Service continues to support students and staff in 2014 holding fortnightly clinics at school.

Enza Maselli
R-7 Learning Centre Coordinator

Chase Peerman
One of our valued students passed away suddenly this year. Chase was a clever boy who loved to learn and he always did his best. Even when things got hard, he could always manage a cheeky grin. He is missed by all of us.
NAPLAN results at KPPS are showing some interesting trends. Through a consistent testing regime over several years we now have comparable data and can draw some conclusions on trends previously not possible.

The key successes revealed in our NAPLAN data for 2014 include excellent results for our year 3 cohort (in all areas of the National Assessment Program) and yet again the student growth between biannual performances for our year 5 students.

Progress trends are calculated by measuring mean score differences achieved by year 5 students in 2014 against their performance in 2012 as year 3’s. Year 5 students delivered very strong growth in Numeracy again with an incredible 95% of that cohort achieving higher or middle progress scores with just 5% being in the lower progress grouping. The figures in Reading were 83% and 17% respectively.

Kym Meredith
Our Literacy focus at KPPS over the last 3 years has involved a coordinated series of programs including: Running Records, Developmental Reading Assessments (DRA) and Language and Literacy Levels.

KPPS has achieved a favourable comparison with like schools in the Mean Score Trend data in most categories.

SHIP lunch activities included students working together to solve brain teasers with Ms Pantelos. Students liked the challenge of getting their brains working and using their Thinking Skills.
Staff have met to analyse data, look at individual student needs and to adapt curriculum to support improved learning outcomes.

At the end of Term 3, the World of Maths Roadshow visited the school. It was an ideal opportunity for students to see how maths is applied to some real life situations. Students gained insight into problem solving, working in teams and also various maths principles which are part of the Australian Curriculum.
To assist our tabulation of attendance data and to track movement of students in 2014 we moved to an online attendance recording system which includes electronic signing in and out of students arriving late or leaving early. Parents are contacted re the unexplained absence of a student from school. Referrals are made to our DECD Attendance officer and student attendance is a regular agenda item at our Student Review Team meetings. Most families now report student absences to the school. A number of absences are related to family holidays.

The school community was great in supporting the Superathon (Kidmanathon) in 2014. The community raised almost $9 000 in total.
At KPPS we are proud of the diverse range of programs and strategies in place to support the wellbeing of our students. Through these strategies we continue to strive to create a safe, positive and cooperative learning environment where students are learning to take responsibility for their behaviour.

It is a journey that never ends due to the varied external factors that challenge our lives, create tension and thus conflict between people from all walks of life.

In 2014 we had increased yard programs and activities for students to provide alternate class options and groups to learn how to get along.

2014 data highlights another drop in consequences for unacceptable behaviour across the school. With the introduction of our Positive Education program in 2015 we hope to not just see a further reduction in consequences but also the up skilling of our entire student body on how to get along.

The last Buddy Session for U3 and P3 students involved constructing and eating Gingerbread houses. Much fun was had by all but it wasn’t as easy as they thought!
DESTINATION & TEACHER QUALIFICATIONS 2014

DESTINATION

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2013</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>School</td>
<td>Index</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td>2.0%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>6</td>
<td>9.0%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>1.3%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>5.4%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>10</td>
<td>14.9%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>50</td>
<td>74.6%</td>
<td>46.1%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>20.9%</td>
</tr>
</tbody>
</table>

Transfer data includes Year 7 students transferring to high school. Our school is located in a popular area with students travelling to the school from over 50 different suburbs. We are proud that many students travel long distances to stay at our school. But we equally encourage families to attend their local school.

TEACHER QUALIFICATIONS 2014

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>52</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>9</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

| Workforce Composition | Teaching Staff | | Non-Teaching Staff | |
|-----------------------|----------------|------------------|---------------------|
|                       | Indigenous     | Non Indigenous   | Indigenous          | Non Indigenous     |
| Full-time Equivalents | 1.00           | 26.60            | 0.00                | 16.07              |
| Persons               | 1              | 30               | 0                   | 23                 |

Our Student Leaders were exemplary role models and top leaders in 2014, organising various activities during the year.
BETTER SCHOOLS FUNDING 2014

In 2014 our Better Schools funding was $11642. After the media hype around this funding the school (at the end of 2013) decided to restructure classes to provide an alternate support structure for students. Unfortunately the funding did not match expectation and so the school took responsibility for the significant financial burden of the restructure. Funding was used to support the implementation of the Australian Curriculum across the school.

RELEVANT HISTORY SCREENING - (formally Criminal History Screening)
We are compliant with the screening verification responsibilities by sighting and recording clearance information on EDSAS, verifying the identity of first time visiting DECD or Women's and Children's Health Network employees, establishing shared-use agreements with community groups and maintaining the accuracy of screening information on EDSAS.

In Term 3 the Middle Years students held an Expo. They had lots of planning to do for their stalls and products including keeping a journal to problem solve their ideas and financial plans in.
In 2014 the school transitioned to the Federal Parent Opinion Surveys where a link (to the survey) is distributed to all families versus the traditional method of distribution to a random cohort. Despite the wider distribution of the survey to all families responses were only received from 14 families.

The school’s leadership team has reviewed the results of the latest survey. Although it is difficult to assess trends from such a small sample, in 2015 we will review how staff communicate with parents.

Further surveys will also be completed to gauge feedback from both parents and students in 2015.

Some of our Year 6 and Year 7 students from KPPS participated in a Japanese Quiz day against students from many other schools. The winning teams were allowed to choose from a variety of Japanese prizes.
The Treasurer with the finance committee is responsible for reviewing the budget forecast and ongoing financial position of the school and all sub-committees. I am happy to assure the school community that Kidman Park Primary School met all financial obligations during 2014.

### Financial Summary as at 31st December 2014

<table>
<thead>
<tr>
<th></th>
<th>SASIF Investment</th>
<th>Cash at Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPPS Consolidated Account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniform Shop Stock as at 31/12/14</td>
<td>$ 21 541</td>
<td>$ 123 477</td>
</tr>
<tr>
<td>KPPS Canteen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing Stock as at 31/12/14</td>
<td>$ 543</td>
<td>$ 108</td>
</tr>
<tr>
<td>KPPS Out of School Hours Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receivables as at 31/12/14</td>
<td>$ 9 925</td>
<td>$ 11 227</td>
</tr>
<tr>
<td>2014 Fundraising</td>
<td>$ 7 814</td>
<td></td>
</tr>
<tr>
<td>Receivables as at 31st December 2014:</td>
<td></td>
<td>$3 934</td>
</tr>
</tbody>
</table>

83 students were approved for School Card assistance

Treasurer