



Karrendi Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Karrendi Primary School Number: 1135
Partnership: Hollywood Lakes & Gardens

Name of School Principal:

Mandy Alcorn

Name of Governing Council Chair:

Cassandra McRae

Date of Endorsement:

March 22nd 2017

School Context and Highlights

Karrendi Primary School is a Category 3 school located between Salisbury Highway and the train line at Parafield Gardens. The student population includes approximately 46% School Card holders, 10% Students with Disabilities, 40% students with English as an Additional Language or Dialect and 12% Aboriginal students.

Curriculum
School Vision statement
Reading groups
Jolly phonics and Grammar Programs
Staff PD - Seven Steps to Writing Program
Comprehension, The Big Ideas in Number
Student goal setting
Growth Mindset work

Well-Being
Yoga & Guided Visualisation
School Values
Walking Club
6/7 Aquatics
Positive Education
sessions with Penny
Behaviour reflection table - lunchtime

Special Days/Events
Special lunches and cupcakes
Harmony Day
Grandparents & Special Friends Day
Music Is Fun
Book Week & Book Fair
Arbury Park Camp
SSO week & World Teachers' Day
Celebrate Canteen Week
Fundraising events - stalls, raffles etc
Wheels Day and Pet Day
School discos
School Concert
Family Picnic

Achievements/Celebrations
Qualifying for additional class
Significant student growth re NAPLaN
School Choir - involvement in Festival of Music
High achievement in Premier's Be Active Challenge
Parent/Volunteer work

Governing Council Report

2016 was another great year for our school with many highlights from successful charity days and fundraisers to the many special opportunities that were opened up for our children.

From the start of Term 1 to the last day of Term 4 our school year was full. From Friday Zumba special lunches, something special was always just around the corner. We hosted the Connect 2 U community day again with great success and hopefully this opportunity will arise again this year.

Old favourites are still going strong from Wheels Day to Pet Day and our great fundraiser stalls for Mothers Day, Fathers Day and Christmas. These fundraising events gave our children a chance to surprise us and learn great skills of budgeting and independent thinking. We also enjoyed other events such as Grandparents and Special Persons Day, Sports Day, the School Showcase and our wonderful Family Picnic at the end of the year.

This year also saw the return of swimming lessons after the repair of the pool lining. How amazing is it that our children get the opportunity to have two lots of swimming lessons each year? Not many schools can provide this let alone at no cost to parents or loss of school time having to travel back and forth to a public pool each year.

Lastly, I would like to highlight our canteen. Not only does our canteen provide every day great value food, drink and snacks they on special occasions will have yummy cupcakes or special lunches to treat the kids. It's sad to hear some other schools have either lost their canteen completely or run so expensively that it's impractical for families. Our canteen, on the other hand flourishes under wonderful management and with great support.

Thank you for an amazing 2016 and here's looking forward to an exciting 2017.

Cassandra McRae
Chairperson - Karrendi Primary School Governing Council

Improvement Planning and Outcomes

Improvement Planning: Senior Leader: Literacy, Kristen Angus

In 2016 staff focused on improving writing skills, knowledge and understandings. I led a whole-day staff PD on the Seven Steps to Writing Success and several 1 hour sessions during staff meetings. We agreed as a school to adopt the Seven Steps to Writing Success across all year levels. Since rolling out the Seven Steps across the school, we have seen a great improvement in student engagement and creativity. Students are using the Seven Steps to structure and enhance their writing for both narrative and persuasive texts. The improved quality and level of sophistication of students' writing has been identified by staff across the school. When reflecting on our 2015 NAPLaN data, it was clear that we needed to focus on improving comprehension skills across the site. We reflected this improvement focus in our 2016 Site Improvement Plan. It states: How do we ensure student growth, challenge, engagement and equity? Staff meaningfully utilise information from running records, probe assessments and NAPLaN to inform practice and implement current methodologies and programs including Jolly Phonics & Jolly Grammar and Seven Steps to Writing Success. In October, I met with small groups of teachers for a half-day PD which highlighted the need for explicit teaching of reading comprehension strategies. Staff explored Sheena Cameron's Reading Comprehension Strategies resource and how to put it into best use for each year level. Staff renewed their agreement to explicitly teaching reading comprehension strategies in reading groups. In conclusion, as a staff, we revisited our Literacy Agreement and what it means for teaching and learning at our school.

Outcomes:

Teachers indicated in PM meetings that they felt more confident to utilise data more effectively to inform their teaching

All teachers used the Literacy Agreement to inform teaching practice

Teachers across all year levels reported increased engagement by students during writing experiences

Students in Years 1 and 2 showed improvement in Running records (46.2% - 52.3% and 50% to 54.5%. Our goal in both year levels in 2017 is 60%.

Improvement Planning: Senior Leader: Natalie Cooke

Through analysis of PAT-M data we have been able to identify areas of positive change in Numeracy and focus in on areas that need further development. Our 2016 data shows that of the 115 students in years 3 – 7 that completed the PAT-M test, 60% achieved the Standard of Educational Achievement (SEA) with 30% of those students achieving 10 or more points higher than the expected achievement.

When analysing student growth in Numeracy we have been able to compare scale score results from the 2015 testing to the 2016 testing. Of the students in years 2 – 7 that completed both tests, 73% showed growth over the year with 27.8% of those students showing a growth of 10 or more scale score points.

75% of year 3 students showed growth over the year with 41% of those students improving by 10 or more scale score points.

62% of year 5 students showed growth over the year with 64% of those showing considerable growth of 5 scale score points or more. 53% of year 7 students showed growth over the year with 25% of those students showing considerable growth of 5 scale score points or more.

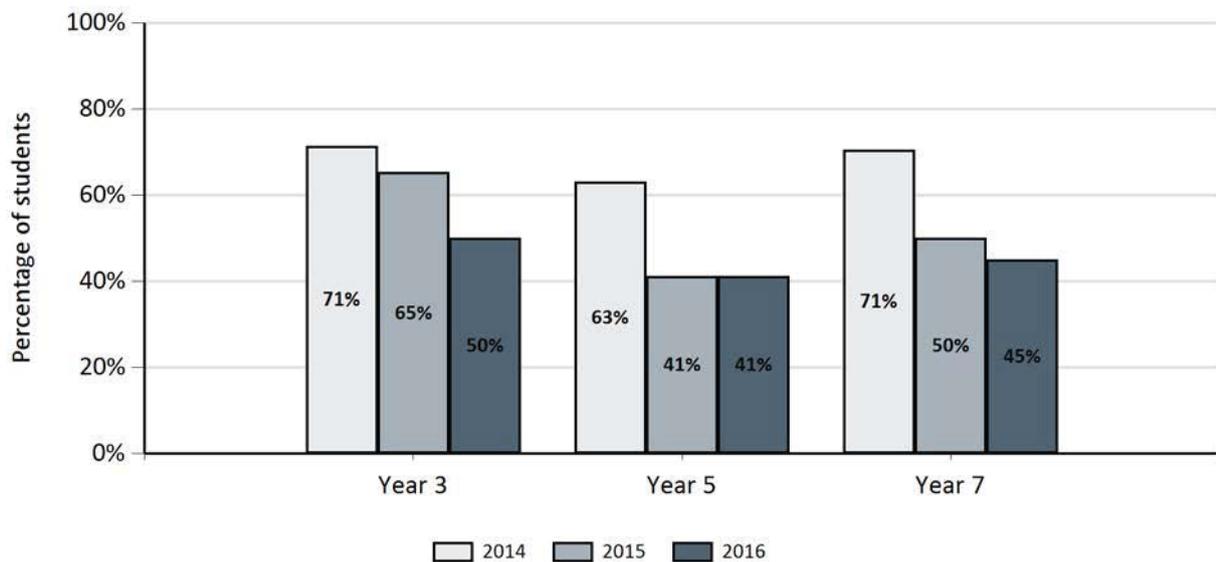
By continuing to focus on improving Numeracy education at Karrendi Primary School we are establishing more consistency across the site in our teaching strategies and pedagogies, teachers are delivering more engaging and differentiated learning opportunities, students are becoming more actively involved and engaged in Numeracy learning and we are continuing to see students showing growth in their Numeracy abilities.

Performance Summary

NAPLAN Proficiency

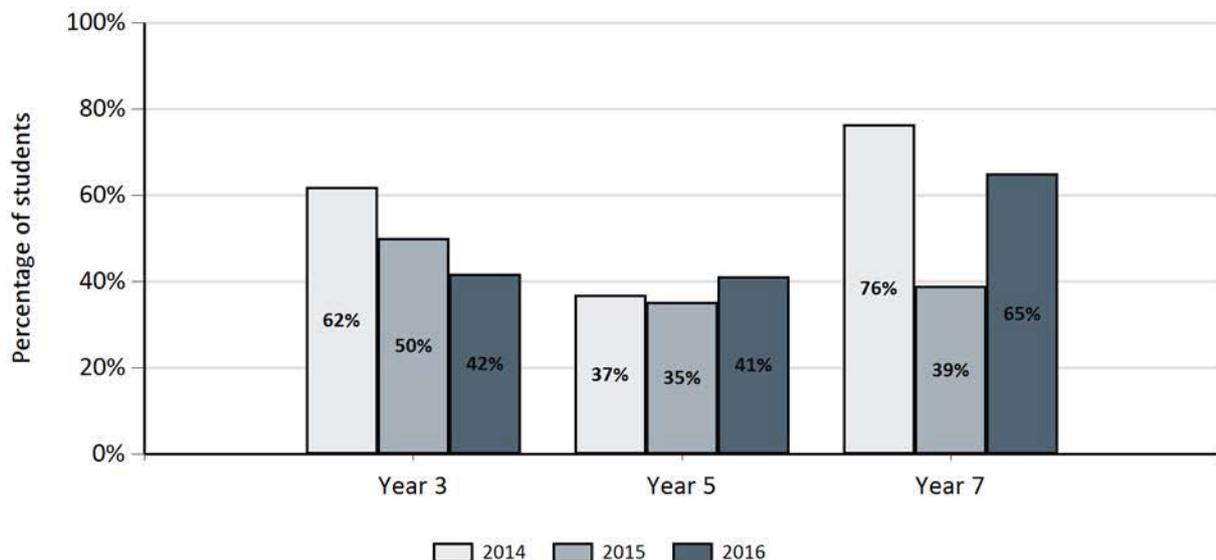
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	30%	46%	25%
Middle progress group	60%	38%	50%
Upper progress group	10%	15%	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	45%	8%	25%
Middle progress group	40%	69%	50%
Upper progress group	15%	23%	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	24	24	2	0	8%	0%
Year 3 2014-16 Average	23.7	23.7	3.3	1.7	14%	7%
Year 5 2016	34	34	3	2	9%	6%
Year 5 2014-16 Average	23.3	23.3	3.0	1.7	13%	7%
Year 7 2016	20	20	3	1	15%	5%
Year 7 2014-16 Average	18.3	18.3	2.7	1.0	15%	5%

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 - Year 3 - 24 students

Reading: 12 demonstrated expected achievement (50%) 6 below (25%), 6 absent or withdrawn (25%)

Numeracy: 10 achieved levels 8 below, 6 absent or withdrawn (25%) NAPLaN Results - Year 5 - 34 students

Reading: 14 demonstrated expected achievement (41%) 15 below (44%), 5 absent or withdrawn (15%)

Numeracy: 14 demonstrated expected achievement (41%) 15 below (44%), 5 absent or withdrawn (15%)

NAPLaN Results - Year 7 - 20 students

Reading: 9 demonstrated expected achievement (45%) 6 below (30%), 5 absent or withdrawn (25%)

Numeracy: 13 achieved (65%) 3 below (15%), 4 absent (20%)

One of our key focus areas in 2017 in both literacy and numeracy is that staff are continuously using data - eg NAPLaN, PAT Testing, and Running Records to inform practice. We will focus on ensuring student growth and higher standards of student learning achievement by engaging in individualised student goal setting. Regarding Numeracy, it was pleasing to see that we showed significant improvement in Years 5 and 7 comparing 2015 - 2016 scores (Year 5 - 2015: 35% 2016: 41%) (Year 7 - 2015: 39% 2016:65%)

It was pleasing to see an improvement in Running Records scores for our Year 1 and 2 cohort.

Year 1: 46.2% - 52.3% (up 6%) (up from 35% in 2014) Year 2: 50% - 54.5% (up 4.5%) (up from 45% in 2014)

We have the following targets for 2017; 60% of Year 1 students at or above level 15, 60% of Year 2 students at or above reading level 21. The information below is based on data collected from students in years 2- 7 who completed the PAT-M test in 2015 and 2016. Please note: students in year 2 in 2016 completed their first PAT-M test at the beginning of 2016 to allow for comparison of growth data to the end of 2016.

• Number of students to complete both tests = 111 • Number of year 3 students = 16 • Number of year 5 students = 27

• Number of year 7 students = 15

PAT M - Whole School Data (based on 111 students)

% of students who improved from 2015 – 2016 = 73% (82 students)

% of students who went backwards from 2015 – 2016 = 26% (29 students)

Of the 73% (82 students) who showed growth from 2015 – 2016:

• 40% improved by 5-9 scale score points (33 students) • 18% improved by 10 – 14 scale score points (15 students)

• 9.8% improved by 15 scale score points (8 students)

Year 3 Data (based on 16 students) • 75% of year 3 students showed growth from 2015 – 2016 (12 students)

Of the 75%: • 41% improved by 5 – 9 scale score points • 16.6% improved by 10 – 14 scale score points

Year 5 Data (based on 27 students)

• 62% of year 5 students showed growth from 2015 – 2016 (17 students)

Of the 62%:

• 58.8% improved by 5 – 9 scale score points • 5.8% improved by 10 – 14 scale score points • 0% improved by 15 + scale score points

Year 7 Data (based on 15 students)

• 53% of year 7 students showed growth from 2015 – 2016 (8 students) Of the 53%: • 12.5% improved by 5 – 9 scale score points • 12.5% improved by 10 – 14 scale score points • 0% improved by 15+ scale score points

Attendance

Year level	2014	2015	2016
Reception	87.8%	89.5%	88.3%
Year 01	91.3%	89.4%	87.8%
Year 02	89.1%	92.6%	92.7%
Year 03	91.2%	89.4%	89.3%
Year 04	89.6%	89.9%	94.7%
Year 05	89.8%	90.0%	88.7%
Year 06	90.4%	90.9%	88.2%
Year 07	95.5%	84.0%	85.7%
Total	90.4%	89.5%	89.5%

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

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

Attendance Comment

Our attendance figure remained the same as 2015 - that being 89.5%. The DECD target is 95%. As a result of this, attendance improvement continues to be a major focus. We use a range of strategies such as phone calls, home visits, case management, newsletter articles as improvement strategies. Eight of our families at Karrendi PS spent over one month overseas which affects our attendance figures significantly. We continue to work on strategies to support the families of chronic non attenders including seeking support from outside agencies including Anglicare.

Behaviour Management Comment

Comparing 2016 data to 2015, there has been an overall reduction in totals, especially in relation to violence. There were 38 less reported incidents relating to violence in 2016 which is positive to note. We initiated and utilised a range of strategies in 2016 to focus on improving student behaviour outcomes. These included:

Establishment of School Values - value focus each week - activity for students consistently displaying the value in focus
Whole school yoga and guided visualisation sessions
Additional staff member on duty during first and second lunch at reflection table
Student yard mentors
Continued behaviour goal setting for targeted students - staff, students, parents/caregivers
Site growth mindset and Positive Education focus

Client Opinion Summary

Parents and Caregivers

Twenty two parents and caregivers completed the client opinion survey. In all of the areas of the survey, parents rated the areas 4 or more out of a possible 5 points as a collated average. The statements, "My child likes school" and " My child's learning needs are being met at this school" scored the highest at 4.8. The statement "I can talk to my child's teacher about my concerns" and "This school looks for ways to improve" scored 4:7. Additional comments recorded by Parents included:

- I like the way the school has introduced individual student goal setting this year. This really involves the child in their learning.
- I'm glad the school are keeping up with the times by getting more technology like the Ipads. I hope they get more sets for classes in the future.
- I like the small school community feel at this school. It is like one big family. It is a very caring school.

Staff

Feedback from staff was very positive in all areas. 100% of staff who completed the survey strongly agreed that they were very clear about their roles and responsibilities. Furthermore, 100% strongly agreed that the school looks for ways to improve and that the school takes staff opinions seriously. 95% strongly agreed that staff felt very well supported at the school and 5% agreed that they felt supported. Staff indicated that current well-being initiatives such as whole school yoga, guided visualisation and the lunchtime reflection table were making a positive difference to relationships, regulation of emotions and behaviour choices made by students. There was an indication that we need to continue to focus on improving performance management structures with teaching and ancillary staff. The Site Improvement Team will discuss this and seek ideas for improving these structures and the framework in Term 1, 2017.

Students

During 2016, 28 of our 6/7 cohort participated in the statewide survey of Well-Being and Student Engagement. The survey results regarding connectedness with adults at school reflected a significantly higher percentage than the state average (79% rating this high as opposed to the state average of 59%.) Furthermore, 68% of this cohort identified that they had a high level of cognitive engagement compared to a state average of 52%. Continuation of our site work regarding Positive Education, growth mindset, mindfulness and engagement are part of our site planning for 2017.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	7	17.9%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.6%
Transfer to SA Govt School	26	66.7%
Unknown	5	12.8%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

We are compliant with the DECD Relevant Criminal History Screening procedures. Changes to relevant history screening were announced in 2016. We provided information for our staff, parents and caregivers outlining the changes in regulations. Sighting and recording of clearance information is recorded on EDSAS. Staff information is also recorded on the HR system via Eduportal. Outside agencies and third party providers are verified when attending the site for the first time. Shared-use agreements; such as the use of our gym and copies history screening are kept in our administration files.

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	25
Post Graduate Qualifications	5

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.1	0.9	4.4
Persons	0	16	1	6

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

Financial Statement

Funding Source	Amount
Grants: State	48,991.09
Grants: Commonwealth	12,864.37
Parent Contributions	41,852.50
Fund Raising	6,591.80
Other	1,435.64

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

2016 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement Improved Outcomes for Students with an Additional Language or Dialect Improved Outcomes for Students with Disabilities	RAAP funding for one student on a part-time program. Use of an SSO to support students to focus on improved learning and social skills development - strategies included - mindfulness tasks, A and B choices, 5 point scale The Oral Language Assessment (Crevola & Vines 2004) is used to inform us of student's knowledge and is a measure of receptive language. Children are then grouped by their level of oral language and their specific needs. Individualised learning plans as part of NEP, releasing teachers to meet with SSOs - SSO time used in individual and small group contexts - sensory activities, literacy and numeracy games, mindfulness activities,	Students have shown improved capacity to manage emotions and engage in learning The 18 students tested showed an average improvement of 87% in oral lang. skills NEPs are monitored and new goals are set as outcomes are met during the year Working toward SMART goals as set in ILPs for ATSI students
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant Australian Curriculum	Leadership salary was specifically allocated to monitor and implement ILPs for all Aboriginal students. Additional monitoring included attendance and lateness as well as participation in all school programs. Australian Curriculum money was used to release teachers to access Partnership PD with our Australian Curriculum Implementation Officer with a focus on a range of curriculum areas.	Staff said that they felt they had an increased knowledge re Technologies curriculum
Program Funding for all Students	Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	NA Targeted literacy support through small group programs - Mini Lit and Mult Lit, Reading Group staffing NA NA	89% of students who participated in Multi - Lit demonstrated growth
Other Discretionary Funding		An allocation of salary was put towards converting the Counsellor position to a SL position. The SL supports teachers, implements programs and initiatives including Values focus, Positive Ed. and works with families	All teachers supported to implement a Values framework and Positive Ed strategies