



Keyneton Primary School

2022 annual report to the community

Keyneton Primary School Number: 205

Partnership: Barossa Valley

Signature

School principal:

Mrs Peri Simpson

Governing council chair:

Che Makris

Date of endorsement:

30 January 2023



Government
of South Australia
Department for Education

Context and highlights

Keyneton Primary is a small school with dedicated staff and parents working together to provide the best learning opportunities for our students. We have 26 enrolments from reception to year 6. We operate with 2 classes which included reception to year 3 and year 3 to 6. Small classes enables us to provide individualised learning programs, cross-aged groups and give targeted teaching opportunities based on student needs. With this structure it enabled our teachers to work collaboratively by planning across the year levels and to develop consistent approaches within the classes.

This year started with a COVID staggered start for our students and we were faced with challenges for teaching and learning at school and for those at home. We worked together to provide the best learning opportunities for our students and we were able to use technology via SeeSaw app and TEAMS meetings. The students swiftly learnt technology skills that will set them up for the future. During this experience we faced it together and was able to ensure all staff, students and families' wellbeing was part of our core business.

Our school year highlights included our senior students participated in Young Leaders Day at the Entertainment Centre, whole school excursion to the Migration Museum in Adelaide, Swimming week at the Rex, NAIDOC excursion with other Mid-Murray Schools at Mannum, SAPSASA Sports for eligible students, KESASB excursion on 'what happens to our waste materials?' and Senior Aquatics Day with Light Pass students.

The most significant experience and connection with small schools was hosting our Sports Day at our local oval in Keyneton. Barossa Foods sponsored this day with a \$500 store credit. Along with Nuriootpa Little Athletics Sport Group supported us and all the teachers to make this a successful day. From this experience our students made connections while participating in athletic events. This day helped support our school community by raising approximately \$1500. Our Parent and Friends group was presented with an opportunity to fundraise for our school community. This involved them to be part of the 2022 Toyota ALF National Inclusion Carnival at Angaston Oval. This was a 4 day comp which enabled us to raise approx. \$1500. Thank you so much for Kirsty Treloar who made it a success.

Governing council report

2022 at Keyneton Primary School was a successful year, starting off with a wave of COVID which was managed quite well by the staff and students. Through the use of the See Saw program, routine cleaning, hygiene control and social distancing a short interruption was incurred.

Moving on from that period was a breath of fresh air and the school could run as planned. We had a few events, the family BBQ was great with sausage sizzle and damper cooked on the fire.

Small Schools Sports Day was a success after muddy conditions at the initial event location of Moculta oval, after moving the event to Keyneton oval the event ran smoothly. I would like to thank everyone involved from staff, students, P F, volunteers, the other schools and the weather for holding out.

The council had a good year with a quorum met for every meeting, I would like to thank all councillors for making this happen. We passed the motion to amend the Governing Council's Constitution, reducing the number of councillors from 8 to 7, which we think will be a more sustainable number moving forward into the future.

I would like to thank the Principal Peri Simpson for her amazing leadership at Keyneton Primary her ability to keep everything moving along has been wonderful. I would like to thank Leanne Boehm for her work in the background keeping the school running from administration.

I would also like to thank everyone involved with the school; Councillors' on Governing Council, The members of the P&F, All staff and SSO's, volunteers, students, parents and the local community.

Hopefully 2023 can be as successful.

Yours sincerely

Keyneton Primary School Governing Council Chairperson
Che Makris

Quality improvement planning

Our school identified two challenges of practice in 2021. These included:

- If we strengthen our reading design to build comprehension by including close reading and vocabulary development, then we will increase the number of students achieving in higher bands in reading.
- If we further build teachers' capacity to differentiate teaching while improving assessment and feedback for each student, then we will increase student achievement in writing.

From these challenges, goals were developed around what our teachers identified as being a priority for improvement.

These included:

- Improve the number of students achieving in the higher bands in reading.
- Improve the amount of students achieving higher bands in writing.

At the beginning of 2022 teachers committed to particular actions to reach these goals. These included:

- All teachers will use close reading strategy daily to build students comprehension skills.
- All teachers analyse and use NAPLAN writing data to ensure planning provides opportunities for stretch and challenge for all students.
- All teachers will set challenging writing goals and embed feedback strategies into their teaching practice.

So therefore, 2022 has been a fantastic year for learning new skills for our students and teachers. It all began with gathering student writing samples and marking them against the NAPLAN rubric assessment tool. This supported teachers in unpacking what it expected in NAPLAN for year 3 and 5 students. From this students and teachers constructed learning goals for writing. This process has given our students the opportunity to know what their next steps are in improving their writing skills. Each term students produced writing samples to be moderated against Brightpath Assessment Tool, our teachers were supported by Light Pass Primary School staff.

This year we worked with Light Pass Primary School staff, by joining our staff meetings once a term with the focus around writing improvement. Two of our pupil free days were together which enables staff to collaborate and learn from colleagues. With a focus on feedback and what makes effective feedback to improve student outcomes.

The actions that we have taken have shown that there has been impact on student outcomes. We have met our goals.

We have worked collaboratively, using research-based strategies are key to improvement.

Evidence below:

Reading

- 86% of year 3 students met SEA in reading
- 29% of year 3 students were in higher bands

Writing

- 100% students in year 3 met SEA BAND 3
- 14% student met above SEA and achieved in the higher bands

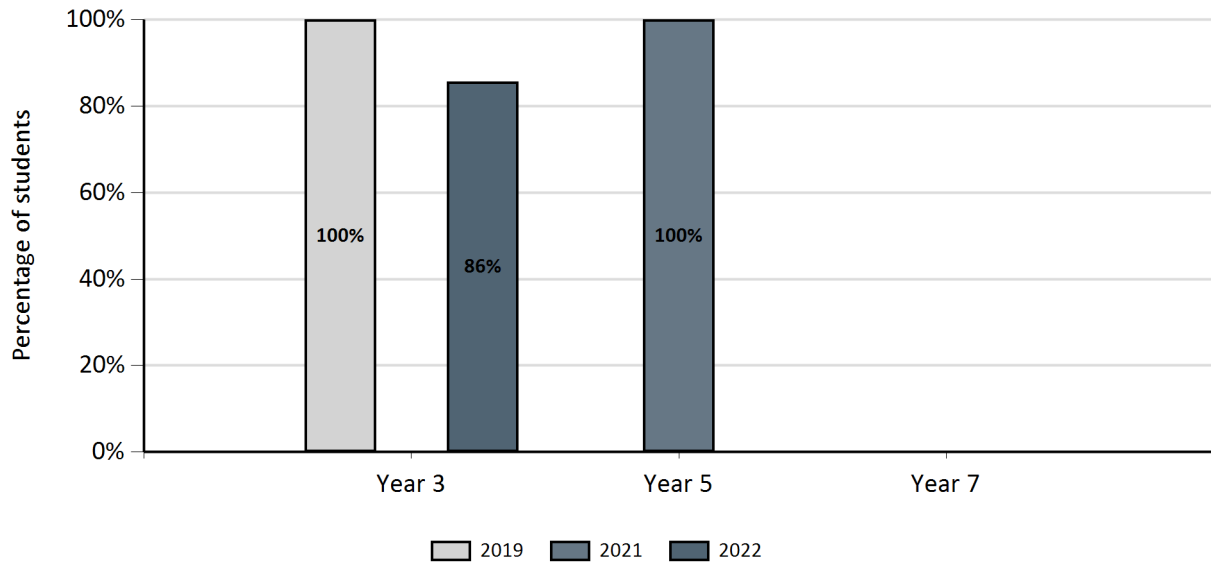
Our next step will be focusing reading at the beginning of 2023, while writing will have momentum from this year's teaching and learning program. We will continue to use reading assessments for all students by tracking and monitoring throughout the year. We will be implementing Brightpath Writing Assessment Tool which will require professional training throughout the year. Through this training we will continue to provide specific feedback to our students to support them to construct their aspirational learning goals to strengthen individual growth.

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

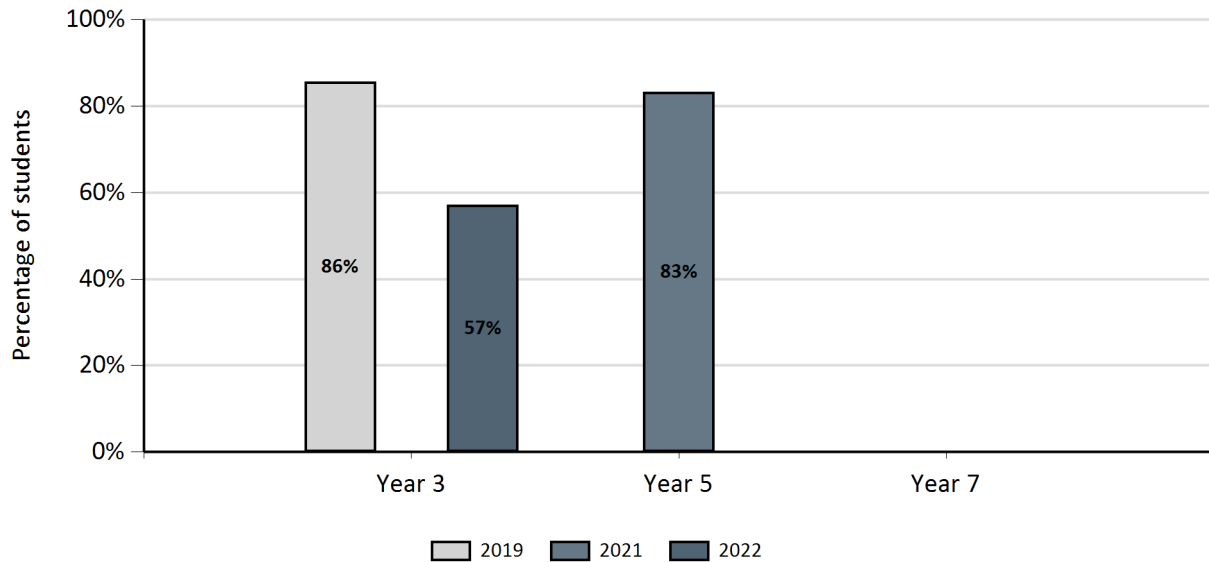


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

*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 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 03 2022	7	7	2	1	29%	14%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	6.0	6.0	3.0	0.0	50%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Engaging Families

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

At Keyneton Primary we have no ATSI students at present, but in saying this we as a school ensured that we would be able to support any student who enrolls at Keyneton Primary. The one domain we focused on was element 5 (Engaging Aboriginal Families) as partners in Literacy and Numeracy learning. This was a whole Portfolio focus. Leaders attended two sessions with the ACETL (Aboriginal Community Education Team Leader) to unpack a range of strategies for developing this element. We make it a focus:

- To build relationships starting with the enrolling process with families.
- We work together with families to track and monitor progress.
- We contact families regularly to share growth and successes about their children.
- Celebrate Aboriginal Culture through events for example we participated in Mid-Marry NAIDOC event this year.
- Provide Aboriginal spaces on school grounds.
- We are attempting to invite Aboriginal Elders into our school community.
- We do our Acknowledge Peramangk people as custodians of the land at significant school events.

We raise the Aboriginal profile working through the Aboriginal perspectives in the curriculum

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

We have no enrolled Aboriginal learners.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Attendance

Year level	2019	2020	2021	2022
Reception	95.1%	92.8%	91.7%	86.5%
Year 1	97.1%	94.6%	96.9%	93.3%
Year 2	95.1%	100.0%	93.7%	83.7%
Year 3	95.8%	95.2%	96.2%	90.2%
Year 4	90.7%	93.7%	N/A	93.5%
Year 5	99.0%	97.9%	94.9%	N/A
Year 6	94.5%	94.3%	92.1%	93.1%
Year 7	79.2%	96.6%	N/A	N/A
Total	94.1%	95.1%	94.0%	90.5%

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

Attendance comment

The year to date attendance for Keyneton Primary Students was 92%, slightly down from last years score of 93%. Newsletter articles and SeeSaw notifications detailed the importance of regular attendance to school. All absences are followed up by staff via a phone call or text message.

Behaviour support comment

There are no major behaviour incidents at Keyneton Primary School. Students are encouraged to be responsible and respectful to follow our values Respect, Include and Grow. Any incidents are dealt with care and sensitivity as soon as possible. As part of our behaviour policy, parents are encouraged to speak with their child's teacher and if there is no resolution an appointment can be made with the principal. As a small school we are fortunate that our students care for and support each other.

Parent opinion survey summary

All parents were invited to complete the 2022 parent opinion survey. Seven out of fifteen families responded to the invite. In relation to the school climate questions 100% agreed or strongly agreed with the following:

- People are respectful
- Teachers and students are respectful
- Child is important
- Has useful discussions
- Has input into learning
- Education is important

In relation to communication channels questions respondents indicated that they like a range of different ways of communicating between home and school. Newsletters, text messages and parent/teacher interviews seem to be equally valued.

Learning at school questions indicate that families might need to support with learning at home routines and tips on how to help students learn at home. In 2023 this will be investigated more in week 0 and develop a plan how we can support them better.

It is great to see that 100% of our families indicate that they talk with their child about what happens at school. This connection is valuable in the development of every child.

Intended destination

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	1	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

Relevant history screening checks and records are maintained to ensure that regulations are upheld. All staff, volunteers and Governing Council members have the relevant working with Children Check. This is monitored by Principal and Administration Officer.

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	8
Post Graduate Qualifications	2

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	3.8	0.0	2.2
Persons	0	4	0	3

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$6,325
Fund Raising	\$1,844
Other	\$1,963

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

2022 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 2022 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	N/A	N/A
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	SSO's employed to work with and care for student with disabilities. Teachers/SSO's work with other agencies to provide the best learning opportunities. Release time provided weekly for meetings and programming.	One Plans were reviewed and updated with deeper understanding. Student goals met.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development Students taking alternative pathways IESP support</p>	Rural and isolated grant money used to support attendance to school excursions linked to curriculum needs.	All student included and engaged in extra-curricular activities at no extra cost to parents.
Program funding for all students	Australian Curriculum	Resources purchased and PD provided to ensure curriculum could be effectively delivered through a whole school focus each term. Small schools combined pupil free days to support teachers' development.	School is well resourced, teacher training and pedagogy up to date. Implementation of DfE English Units supported through this process.
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal perspectives are included in all curriculum areas where possible. Students participated in Mid-Murray NADOC experience and connection with others.	Continuation for our school community connected to our land via our experiences.
	Better schools funding	SSO's employed for additional hours to support students' literacy and numeracy.	Individual students growth was noted.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

