

Kidman Park Primary School 2019 annual report to the school community



Government
of South Australia
Department for Education

Kidman Park Primary School Number: 996

Partnership: Western Adelaide Shores

Name of school principal:

John Clarke

Name of governing council chairperson:

Katy Mazza

Date of endorsement:

02/03/2020

School context and highlights

Kidman Park Primary School, including the Learning Centre, had a combined population of 478 students in 2019. This school cohort included: 9 ATSI students; 36 students with a disability; 60 funded EALD students; and 1 student in care. In 2019, KPPS had 17 mainstream classes and 2 classes in the Learning Centre. KPPS had a range of Student Action Teams in 2019. These included: Kidman Celebrates; JOY Action; Garden Green; Maintenance Action Team; Website Action Team; Problem Solving; and Leadership Teams.

New Facilities for 2019 included the creation of our Hub space where the library was transformed into a learning hub for STEM and research. This included the creation of a stage for presentations, a large TV suitable for student presentation, staff meetings and parent information sessions. A green screen room and high end technology suite are also in the learning Hub. The Hub started to open 3 times a week for STEM activities which has proven extremely popular with students. In 2019 we also created some new outdoor learning spaces including the Japanese Garden and the outside stage areas and nature play space. These new areas have given students a diversity of places to both play and learn.

The FLAs (Flexible Learning Areas) have continued to evolve and allow for the 21st Century Learning options that our students require. These spaces allow students to move out of their classroom areas and to work together in the FLA. STEM lessons, and art lessons have also been in the FLA, allowing for the easy storage of student's works in progress. The FLA's also feature a range of flexible seating options for students. The inclusion of more plants, along with the modern and diverse eating options, have created a beautiful learning environment.

Another highlight for 2019 was the Walker Learning Approach study tour which was held at KPPS. This tour in October saw over 60 educators from around the state come to KPPS to take part in professional learning with a WLA mentor, and most importantly, to observe WLA in action throughout the school. The feedback from the visitors was overwhelmingly positive. 12 teachers are now accredited in Walker Learning as are the leadership team.

Governing council report

The KPPS Governing Council continued its evolution in 2019 through events, activities and new members.

Key priorities included lobbying for an upgrade to the oval road due to the number of potholes that were a significant issue for families from our disability unit. The Governing Council voice was heard with significant patching to the road quickly happening and in 2020 a complete resurface will occur.

2019 commenced with a new OSHC provider. There were initially teething problems to provide a service that met the needs of the Governing Council. Systems were developed to create better communication, new staff were employed, our voice was heard and an exemplary service is now operating.

Engagement with Charles Sturt Council also provided significant support after positive negotiations a new crossing was placed on Dean Avenue and new speed limits and signage along the roads at the back of the school. Footpaths along the oval boundary will occur during the Council's next financial year.

Matt Cowdrey MP has attended meetings and been supportive of projects at the school.

Renovations to our canteen has been on the agenda for a couple of years. Plans were finalised at the end of 2019 with work completed during the school break. We now have a contemporary canteen to meet the needs of the students.

In 2019 the Governing Council worked collaboratively with the student leaders to provide the Colour Explosion Fun Run. The key fundraising activity for the year. 2019 was also our first year to run Bunnings BBQs. These events were our key fundraising activities for the year.

The Governing Council continued to support the priorities of the school especially the provision of new ICT resources, the upgrading of the library and plans to improve the school grounds.

The end of 2019 saw a number of key Governing Council members complete their terms of office. We are indebted to their efforts, dedication and support for the school.

Improvement planning - review and evaluate

In 2019 we began using the new Site Improvement Plan template which runs from 2019-2021. As a staff we spent a pupil free day exploring in depth our strengths and our challenges, and from this we came up with our key challenges of practice to underpin our Site planning. As a staff we decided on two literacy based goals and one numeracy goal. We created SIP teams for Literacy, Numeracy and other site priorities to ensure that initiatives gained traction across the school and that teachers of all year levels were involved in the SIP process.

Goal one- To increase student achievement in Writing from R-7

Challenge of practice: If we commit to implementing a common and consistent, evidence based approach to the teaching of writing, (including the assessment of common writing pieces 4 times a year), then we will increase the number of students achieving SEA or above in NAPLAN writing.

Actions in the plan included:

Developing a whole school approach to the teaching of writing, specifically through introducing teacher PD around The 7 steps to writing success, and through further embedding bookmaking and writer's notebook. Another key action was to begin using Brightpath as our moderation and assessment tool for writing, giving much greater consistency across the school. Staff beginning to use guidebook strategies and recommended best practice was another area of focus.

Goal two- To improve student achievement levels in Reading F to 2.

Challenge of practice: If we implement a rigorous, systematic approach to teaching and assessing students' knowledge of phonics and decoding, as part of our focus on the Big 6 at every year level, then we will increase our percentage of students above SEA level for reading.

Key actions included:

A commitment to using a structured, synthetic phonics program and scope and sequence across the school. We started to use Heggerty's Phonological Awareness resource as our key phonics program from F-2. A group of teachers went on some class observations of an expert teacher in the area of phonics. This came about as a result of us wanting to increase student achievement in the Phonics Screening Check and in our Running Records data. We introduced decodable readers to Foundation students and revised the school's scope and sequence for phonics and spelling. Teachers also had a PD day focussed around how to improve spelling across the school.

Goal 3: To increase the annual percentage of students in years 3-7 achieving growth in numeracy

Challenge of Practice: If we build teacher expertise and implement an evidence based approach to teaching Number, using the Big Ideas in Number, cultivate positive beliefs and attitudes towards maths across our school, and provide authentic learning experiences where students work through at-level problem solving activities, sharing their reasoning; we will increase student achievement in the number strand of mathematics.

Key actions included:

Staff cultivating positive beliefs and attitudes towards maths teaching and learning across our whole school. Identifying student and cohort level misconceptions through analysis of student achievement data. Whole school focus on using the Big Ideas in Number to increase student ability across all proficiencies. Staff beginning to use guidebook strategies, recommended best practice resources and AC learning progressions to intentionally plan quality maths teaching and learning across all four proficiencies.

In 2020 we will follow on from the work in 2019- with an increased focus on our Numeracy goal. We will further refine our SIP Teams to ensure that there's a representative from each sub team in the literacy team and the numeracy team. We will continue to monitor our progress against the traffic lights in week 5 and 10 of each term

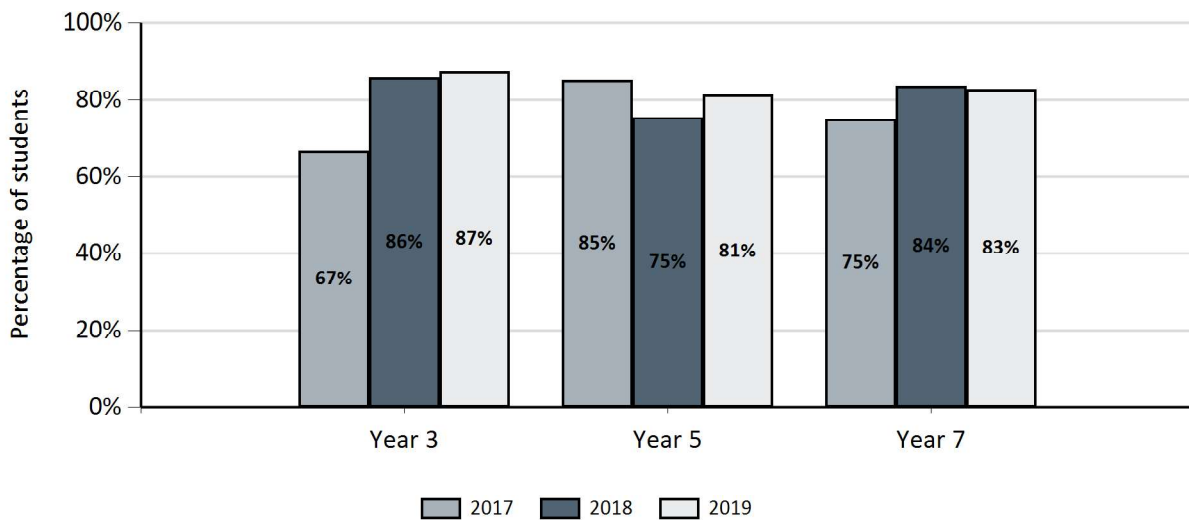


Performance Summary

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.

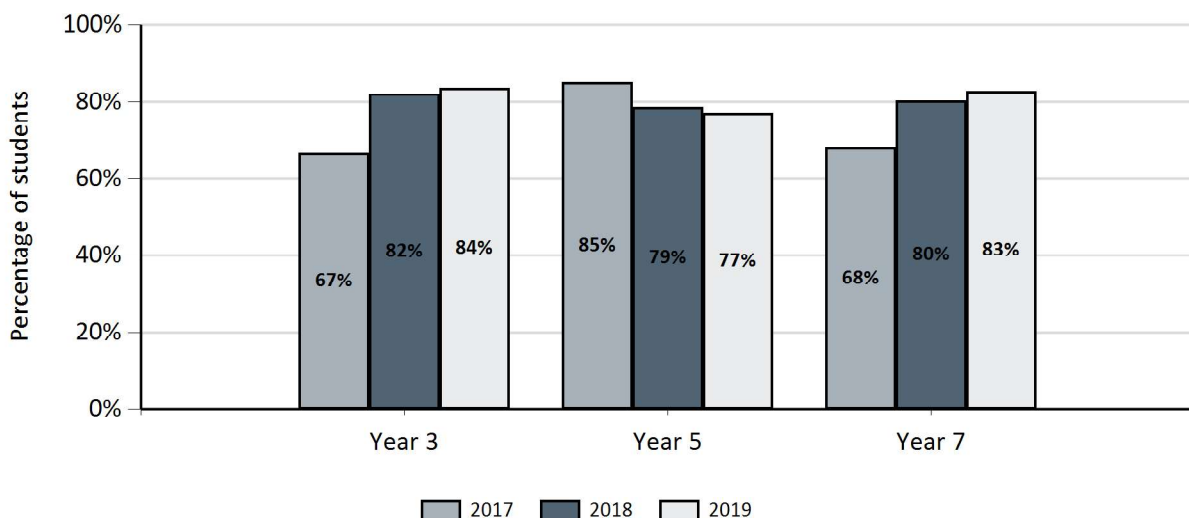
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	29%	17%	25%
Middle progress group	47%	52%	50%
Lower progress group	24%	30%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	44%	16%	25%
Middle progress group	38%	47%	50%
Lower progress group	18%	38%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		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 2019	55	55	27	20	49%	36%
Year 3 2017-19 average	54.0	54.0	22.3	17.0	41%	31%
Year 5 2019	48	48	9	8	19%	17%
Year 5 2017-19 average	58.7	58.7	21.0	15.3	36%	26%
Year 7 2019	52	52	19	14	37%	27%
Year 7 2017-19 average	52.3	52.3	16.3	15.3	31%	29%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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.

School performance comment

2019 was the first year of our new Site Improvement Plan. The improvement plan details the actions we have identified as being critical to improving our students' achievement in Reading, Writing and Numeracy. The SIP is shared and owned by all of our staff and accessed via a shared leadership model where each staff member is a part of a Site Improvement Priority Team. Our goal is to raise student achievement in A-E reporting, NAPLAN and PAT results.

Our 2019 NAPLAN Reading results show that more than 8 out of every 10 students across our school who were tested achieved the DfE Standard of Educational Achievement. 87% of students in year 3 achieved SEA which was a historic high. Our year 5 students are in line with the state averages for progress from year 3 2017 to year 5, 2019. 17% of students achieved in the higher progress band which is lower than the state average. This year we saw 49% of our year 3 students achieve the top two bands for Reading which is 8% higher than average and an impressive result. Conversely, our year 5s require a boost for their 2021 NAPLAN Reading and we hope to get as many learners back into the top two bands as we can.

Our NAPLAN Numeracy SEA results show strong improvement against previous years for our year 3 and 7 cohorts, with our year 5s needing targeted teaching to raise achievement as year 7s in 2021. This is a significant challenge and one we must take on in the Middle Years as historically our students have had difficulty reaching achievement in the upper progress band as year 7s. This year 16% of learners in year 7 were in the upper progress band, and 38% were in the lower progress band. Mindsets towards maths learning and stretching our top learners are critical if we are to make progress in this area in 2020 and beyond.

Throughout 2020 our SIP will be in its second year with many priorities firmly implemented and having an impact. These include: Teaching writing through the 7-Steps. Brightpath as a process to moderate of writing. Decodable readers. Phonological awareness. Improving mathematics culture across our school. Teaching using the Learning Progressions and Big Ideas in Number. Targeting teaching through setting learning intentions and iCan statements.

Attendance

Year level	2016	2017	2018	2019
Reception	93.0%	93.7%	92.2%	91.6%
Year 1	94.0%	93.3%	91.9%	91.0%
Year 2	93.7%	94.3%	92.7%	93.0%
Year 3	94.6%	91.5%	94.3%	93.6%
Year 4	96.0%	93.1%	93.2%	93.0%
Year 5	93.5%	95.4%	93.2%	91.2%
Year 6	92.9%	94.0%	93.2%	90.8%
Year 7	93.3%	90.8%	93.2%	93.0%
Primary other	85.2%	84.7%	86.0%	86.5%
Total	93.6%	93.1%	92.7%	91.9%

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

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

Attendance comment

We use a multifaceted approach to manage attendance at KPPS. Initial steps are managed by the classroom teacher via regular communication with parents. For habitual non-attendees actions include home visits, mandatory reporting and engagement with support services personnel.

The school has a core group of students who are late and a small group of students with poor attendance. Regular communication occurs with these families and their networks to improve attendance. Where possible, students are encouraged to take responsibility for getting themselves organised and ready for school.

Behaviour support comment

The school has a strong focus on bullying and unacceptable behaviour. Data is drawn from wellbeing surveys to determine issues through the eyes of our students. On going data is collected via our well being program with lessons adapted to meet student issues and also students identified who potentially might need support. In 2019 an on-site counselling service (via In School Psychology). This service was utilised by a large number of families during 2019. The service allowed students to participate in a more intensive counselling program. It supported the work of our well being teacher, Pastoral Care Worker and leadership team. We continues to use a restorative approach supporting students to reflect on and take responsibility for their behaviour.

Client opinion summary

Assessing the wellbeing of our students and our programs continued to be a priority in 2019 to ensure we provide a supportive, nurturing school environment. Our wellbeing survey results continue to be high against state results. Each year we focus on our lowest results to build climate and culture.

In 2018 verbal bullying was not an issue for 46% and a medium issue for 44% of students and social bullying was not an issue for 48% and a medium issue for for 42% of students. Using this data to drive wellbeing programs results at the end of 2019 lifted to - no issue, verbal bullying 77% and social bullying 84%. Physical bullying results were 89% and Cyber bullying 94% not an issue.

Students were surveyed in a variety of ways about their well being and our programs during 2019. 475 students supported our PEARLS program and believed it should continue.

In 2019 parents were surveyed about school/home communication. Responding parents rated our use of Seesaw to increase their understanding of their child's learning using a rating of 1-5. An average score of 3.95 was achieved. In relation to being informed about school events and activities the average score was 4.35 and in relation to whether parents felt staff communicated effectively a score of 3.88 was achieved.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	17	13.1%
Other	1	0.8%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	34	26.2%
Transfer to SA Govt School	78	60.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

The school follows all requirements in relation to staff, service providers, OSHC staff and visitors in relation to screening adults entering our site. This includes transitioning staff and the community to the new WWCC procedures. All visitors must sign in via the front office and the recording of WWCC information occurs in EDSAS. This ensures warnings are provided when checks expire.

In 2020 procedures for screening checks will be reviewed to ensure our volunteer procedures provide accurate information and support to our many volunteers.

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	28
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	27.4	0.3	17.8
Persons	0	30	1	27

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	-
Grants: Commonwealth	\$3,200
Parent Contributions	\$155,013
Fund Raising	\$33,925.42
Other	\$12,432

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

2019 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 2019 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 behaviour management and engagement	Funding is targeted to the learning plans for each student with a focus on school readiness.	Successful transition to school and engagement in programs.
	Improved outcomes for students with an additional language or dialect	Learning plans focused on improvement in literacy and numeracy. Support was provided via teachers and SSOs with support provided to classroom teachers to plan effectively.	Improved NAPLAN results for key students. All students progressed on EALD scales
	Improved outcomes for students with disabilities	Significant support is provided to ensure appropriate personal care is provided for students including Severe Multiple Disabilities. Funding supports access to the curriculum and specialist programs like Conductive Edn.	Increased mobility for students doing CE. Improved literacy & numeracy results.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Funding supported a variety of programs including - <ul style="list-style-type: none"> - Quicksmart - Multilit - Phonic Awareness - Literacy groups - Classroom support Learning difficulties funding is used to provide a wrap around approach to support student learning. Ongoing monitoring of support for EALD, and ATSI students via AET and ACEO.	Ongoing stretching of students and lift in students above SEA. Ongoing progression
Program funding for all students	Australian Curriculum	Part funding of a numeracy coordinator to lead the unpacking and review of numeracy programs.	Stretching of students, focus on problem solving, staff T&D.
	Aboriginal languages programs initiatives		
Other discretionary funding	Better schools funding	Delivery of STEM program using a Walker Learning Approach through the funding of a STEM focus teacher and funding of resources.	Upskilling of staff through collaborative planning, improved student agency.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	Linking of salary to school wellbeing program. All students participate in weekly wellbeing lessons. 1:1 support for students seeking support or identified by staff and parents.	Improved wellbeing data.