Karrendi Primary School

2022 annual report to the community

Karrendi Primary School Number: 1135

Partnership: Hollywood Lakes & Gardens

	Signature
School principal:	Ms Ella-Louise Ailmore
Governing council chair:	Mrs Belinda Reid
Date of endorsement:	17 March 2023

Government of South Australia

Department for Education

Context and highlights

Karrendi Primary School is located 15kms north of Adelaide CBD in the suburb of Parafield Gardens. The Department of Education has identified Karrendi Primary School as having a Category 2 level of disadvantage. The 2022 year began with 179 students in 9 classes. Our student cohort comprised of 42% of students who were eligible for School Card, 17% students who were verified as having a learning disability, 12% of students who were identified as having an Aboriginal background and 44% of students who were from a non-English speaking background. There were a variety of home languages other than English represented at our school, inclusive of families from Egypt, Belgium, Australia, Africa, Persia, India, Malaysia, Nepal, Afghanistan, the Phillipines and Thailand, among others.

Whilst the year began with a staged return and Remote Learning, we were proud to celebrate many achievements. New spaces including the Butterfly Garden and Bush Tucker Trail were established within our grounds, along with new playspace markings, signage and the final stages of the swimming pool refurbishment were completed. Planning for a new Nature Playspace began with students having an active role in the design process; we excitedly await the construction of the Playspace in 2023. Collaborating with the Salisbury Council resulted in a Kiss and Drop Zone being installed on Bradman Road and we were thankful to the Reid family for their generous donation of our Street Library. We welcomed special guests to further enhance our understanding and recognition of cultural events-Dion Drummond and Banghra Beats were two stand out performances. We also thanked Stacey Birmingham for her role in collaborating with Governing Council Members and staff to deepen our collective understanding of First Nations' Culture. Alongside this we were proud to etablish a Nunga Room, Torres Strait Islander Flag and Bush Tucker Trail. We continued to strengthen our partnership with Lantana Kindergarten which saw our enrolments from the Kindergarten double. Visiting the Helping Hand Nursing Home at Christmas time was able to return to our calendar, along with our continued involvement in the Festival of Music and the inclusion of families at our annual Showcase, following the interruptions of Covid restrictions. We celebrated our first Autism Awareness Day, 100 Days of School, Colour Run, hosted a Paddington's Picnic in honour of Queen Elizabeth and were proudly invited to send representatives to both the Premiers Reading and Be Active Challenges due to outstanding student achievement, in both Challenges. We progressed with our learning journey in the Science of Reading and this resulted in positive growth in staff understanding and student outcomes-our Year 5 NAPLAN Reading results were a particular highlight seeing us achieve our best results in both students at SEA and HB since 2013. Our Community Hub continued to flourish; we experienced increased enrolments in Playgroup and our English Classes. The Op Shop and Grow Cart were also welcomed additions to our school and we were thrilled to be able to offer Adult Swimming Lessons in Term 4. Wellbeing remained a cornerstone of who we are and new two week program, Soaring to Success was implemented at the start of the year to support students in learning about emotions, our school values and managing stress. We completed out Berry Street Journey and established Morning Cirles, Afternoon Circles, Zones of Regulation, Zen Dens and A and B Choices across our school. To supplement this, we also introduced What's the Buzz at Karrendi to provide identified students with additional support in making friends and managing conflict. The Breakfast Club became a treasured weekly occurrence thank you to the generosity of staff volunteers and Kickstart for Kids and Foodbank donations. We welcomed a stand out number of new enrolments with the majority of new families choosing to join our community due to word of mouth recommendations.

Governing council report

2022. Wow! What a year Karrendi had, from a staggered uncertain start with Covid, it soon ramped up to full steam ahead for our School.

Never did I imagine, entering my first year as Chairperson that I would get front row seats to witnessing our little school take on board so much change and growth and do it with such style, fun and an amazing sense of community. It was something truly special to be a part of.

2022 was our first full year with our Principal Ella-Louise Ailmore, who it was a pleasure to work beside to help make sure our school stays the special place it is, for our students to know that their education comes first is important, however to then see the evidence of improvement across the whole school with the implementation of new programs such as Initialit, Heggerty and Spell-It was truly amazing.

School Yard

• Many areas were refreshed, nice new signage up, murals painted, ramps and railings refreshed, garden replanted, Community Library out front.

Logo/Uniform

• An official logo and stationery were required and voted on as a school community which led to the need to update our school uniform with the new logo. A committee was formed with community feed back and we finished off the year with selections ready to be voted on in 2023

School Values

• Our School Values were given a refresh to make sure they still held true to what we strive for as a community.

Kiss and Drop

• We were able to secure council approval and get our Kiss and Drop Zone marked in, making it safer for our students when getting dropped off / picked up.

Playground Plans

• Students were involved in the design process for the new Nature Playspace being installed in 2023.

Hub/ESL

• Community Hub was given a fresh start, outside area finished off beautifully giving families a lovely area to enjoy.

• The new Op-Shop started to assist our families in many different areas.

• English Classes were popular with an increase in students. We were also able to offer them a variety of other classes like Swimming and First Aid.

Flags

• We were able to approve installation of our third flagpole for the Torres Strait Islander Flag to fly alongside our other two flags in the schoolyard.

Bush Tucker / Butterfly Gardens

• 2022 saw some of our newer teachers jump right on in and help finish of and finalise our Bush Tucker Trail and Butterfly Garden, these were made possible through Grants that the school had secured. We were able to celebrate and share these with the wider community through our grand opening night, including a Smoking Ceremony in our new Yarning Circle. Both spaces have a wonderful piece of artwork as a backdrop, really completing these areas.

Painted Games

• Through our fundraising funds we were able to get some outdoor games added to the yard, again students were able to have a discussion and decide on what it was they wanted to see added.

Canteen

• Our school canteen supported us along the way assisting at events, providing special lunches for the children and feeding many of them daily. We farewelled Julie after 17 years in that role and welcomed Yeoun as our new Canteen Manager. We removed Second Lunch from the hours it was open in a bid to keep the Canteen running daily.

OSHC

• It was bought to our attention that an OSHC was in need as Riverdale was struggling to supply the spaces needed for our school community, a survey went out and the process was started to make this happen in 2023.

Of course we still had all our usual fun too of swimming… with our pool back up and running, Sports Day, our first Colour Run, Book week, Harmony Day, Reconciliation Week, Holi, World Environment Day, Autism Awareness Day, NAIDOC week, 100 Days of School, Grandparents Day, RU OK Day, Kindy Visits, Karrendi Showcase, Queen's Picnic with Paddington, Camp, Fundraising Stalls, Raffles, Family Picnic, Graduation, surveys….and pancakes!!

Overall I think our children had a truly amazing fun filled year at Karrendi Primary school and I am excited to see what 2023 brings. It was been great to see both families and children embrace the changes even though sometimes change is hard, I think we can all now see sometimes it is also necessary and can even admit, it can be for the better.

 "Today was good. Today was fun. Tomorrow is another one." -Dr. Suess

Quality improvement planning

2022 saw a significant shift in our whole school approach towards reading improvement. With our SIP goal, Increase the numbers of students achieving SEA and higher bands in reading, at the forefront, the most significant work sat occurred within:
• Professional Development
• Professional Learning Communities (PLCs)
• Evidence-based programs
• Consistency R – 6

Professional Development:2022 Professional Development was guided by our Challenge of Practice, If we implement a consistent whole school reading program to integrate the 'Simple View of Reading' then we will increase the number of students achieving SEA and higher bands in reading. Significant learning focused on developing a shared understanding of the Science of Reading for all teaching and support staff, particularly in the Word Recognition strands of Scarborough's Reading Rope. Pupil Free Days, Staff meetings and PLCs were utilised to build collective capacity in knowledge of The Reading Rope, the Science of Reading, the Reading Brain and the Simple View of Reading. The establishment of Statements of Practice ensured the consistent application of new knowledge.

Regular analysis of agreed data sets ensured we maintained traction with our Professional Development foci throughout the year. This was also supported by termly reflections and traffic light monitoring of our SIP which ensured that all staff remained as equal contributors and owners of the school improvement agenda.

Professional Learning Communities:In 2022 we evolved our structure for PLCs. Strategic timetabling ensured that weekly NITT release enabled all members of PLCs to be released together, at least once per week. This allowed for the implementation of weekly PLC meetings, facilitated by a leader, with a strong focus on pedagogical reflection, data analysis, planning and further professional development. In addition to this, there were timetabled staff meetings staggered throughout the year dedicated to PLC work. This set the precedent of PLCs as a key component and lever for school improvement. Direction from our termly Professional Development Plan meant that all PLCs shared a common focus each week meaning that staff were moving together as a collective whilst still keeping the learning relevant to their learners.

Early establishment of the message, 'We are all teachers of reading', cemented equal involvement from all staff members, including the specialist team, ensuring that all staff were working towards the site goal and supported our whole-school commitment to reading improvement.

Evidence-based programs:2022 saw the implementation of the InitiaLit Program, Heggerty Program and a trial of the Spell-It Program.

All JP teachers, including the Pedagogy Leader, were trained in the InitiaLit program guaranteeing that the Program was implemented consistently and with fidelity, R-2. Completing the Screener with all students at the commencement of the year, allowed for individualised streaming to occur based on student needs. The LGU Coach, also experienced with the InitiaLit Program, observed, coached and co-planned with teachers.

Reflection on student reading data was key in the decision to engage all students R-6 in Heggerty learning; at the commencement of the year, it was evident that gaps in phonological awareness were across the school. Understanding the implications of this for student reading progression, beginning, middle and end of year assessments allowed us to monitor the progress of all students and to inform targeted teaching. This was supported by the site agreement that the first ten minutes of each day would be dedicated to Heggerty learning, in every classroom.

To support our Year 3-6 learners with the decoding (and encoding) element of the reading rope, the Spell-It program was trialled in our Year 3 class. With positive feedback from the teacher and student data, the decision was made to train all Year 3 – 6 teachers, including the Pedagogy Leader, in the Spell-It program, ready for consistent implementation in 2023.

Consistency R - 6:In line with our Challenge of Practice further, the implementation of weekly Walkthroughs and the redevelopment of our Goal Setting approach occurred.

Classroom teachers engaged in a weekly Walkthrough process with fortnightly reflection questions with a narrow focus on pedagogy, SIP directions and the implementation of site agreements. Line Managers completed regular observations and then engaged in reflective discussions in Leadership Meetings.
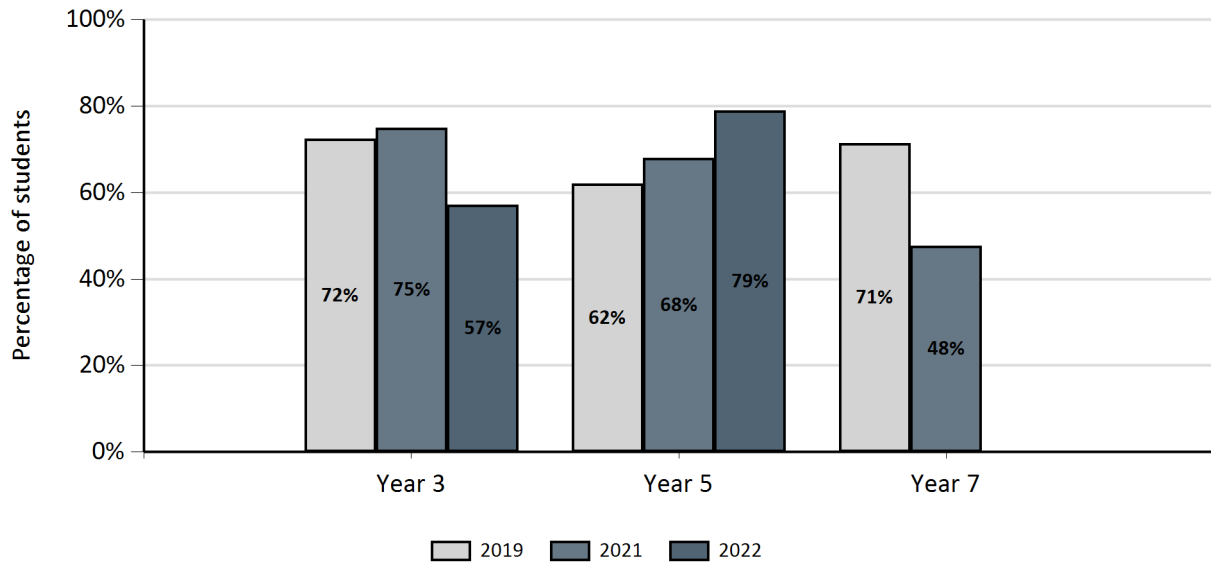
The restructuring of our approach to Individual Student Goal Setting, with a focus on reading, meant that all members of the school community (teachers, SSOs, students and families) were working towards reading improvement. Student data, Literacy Progressions and SIP targets were key resources for the goal setting process which meant student achievement was monitored and analysed on a regular basis using a consistent approach and consistent resources, R-6.

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.
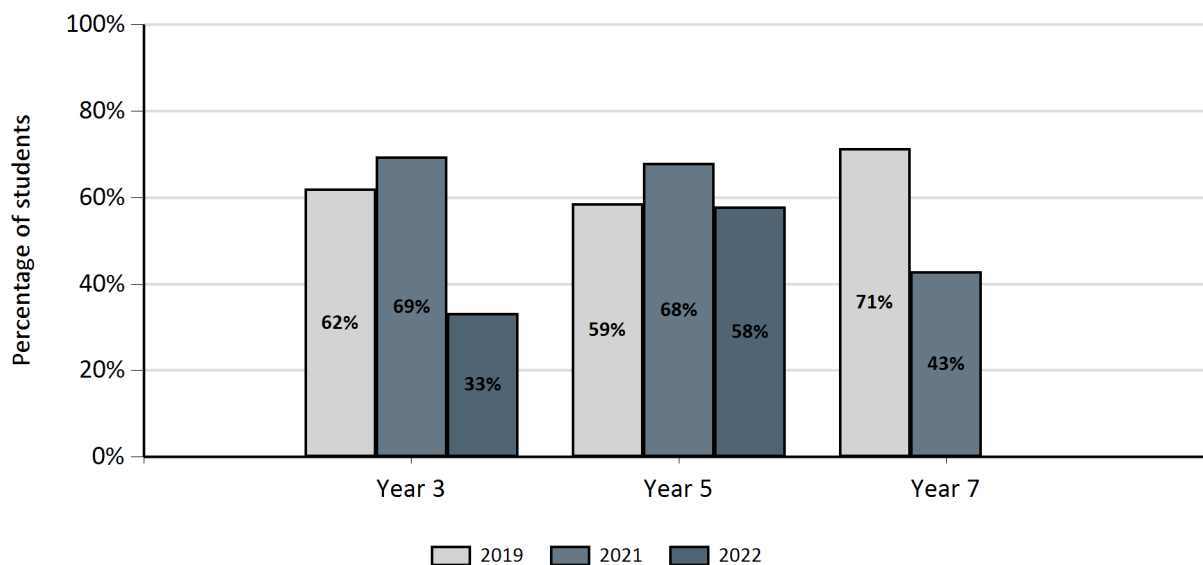
Reading

*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	21	21	4	2	19%	10%
Year 03 2021-2022 Average	28.5	28.5	8.5	5.0	30%	18%
Year 05 2022	19	19	5	3	26%	16%
Year 05 2021-2022 Average	22.0	22.0	5.0	2.5	23%	11%
Year 07 2021-2022 Average	21.0	21.0	1.0	1.0	5%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

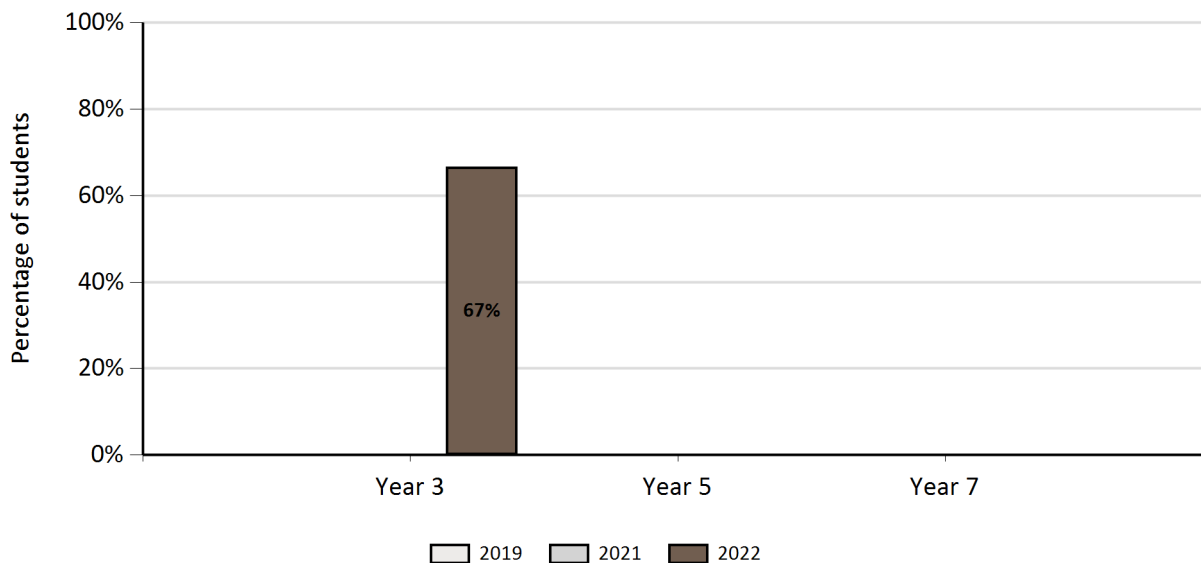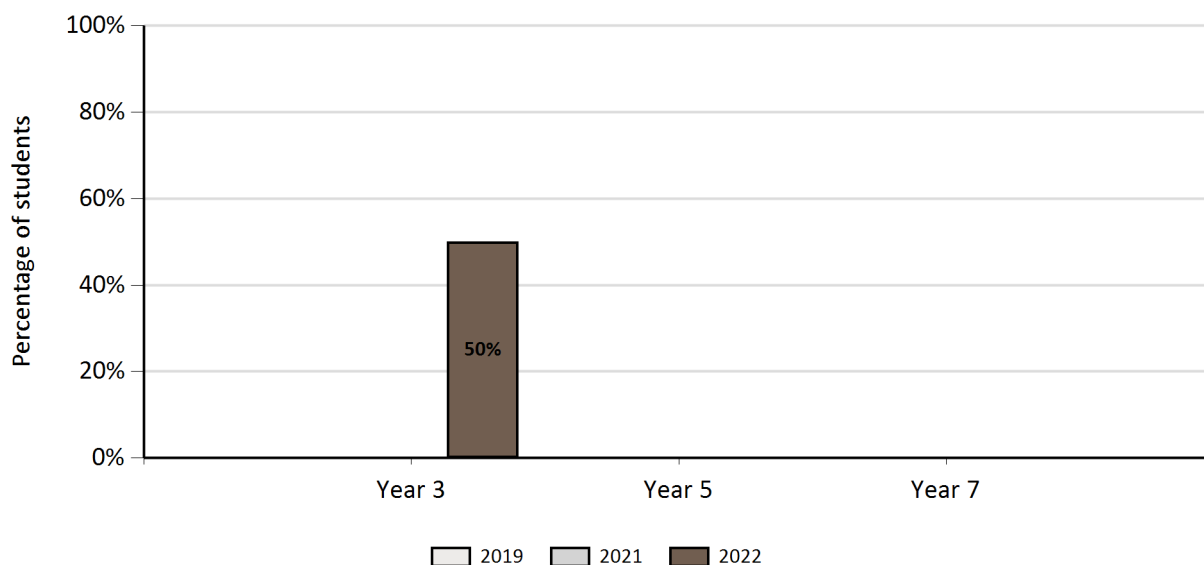Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

^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.

NAPLAN proficiency - Aboriginal learners

Reading

Numeracy

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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	6	6	1	1	17%	17%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

*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: Intervention & Support

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

In 2022, members of the Leadership Team, Aboriginal Education Teacher (AET) and Aboriginal Community Education Officer collaborated to determine the site focus for the year, building on actions achieved in 2021 in Data Informed Planning. By closely tracking student data, we identified the greatest need for our learners, updated and documented One Plans for all of our First Nations students and implemented evidence-based learning interventions. Students engaged in InitiaLit, MiniLit, Pre-Lit and Heggerty Bridge the Gap at a minimum of four sessions weekly. Regular check points ensured that student progress was closely monitored and regular meetings with families ensured that all stakeholders had a voice and remained informed of student goals, progress and areas of concern.

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

• 16% of students began the year at benchmark with their phonological awareness skills and 73% of students ended the year at benchmark with their phonological awareness skills.
• 100% of students met benchmark in the Phonics Screening Check
• 12% of students began the year at benchmark in InitiaLit and 55% of students ended the year at benchmark in InitiaLit
• Students achieved their highest performance score in Year 3 NAPLAN Reading since 2018

School performance comment

Year 1 Phonics Screening Check
At the commencement of 2022, data collection demonstrated that 90% of our Year 1 cohort had not mastered the basic code in phonics. Intensive efforts occurred to close the gaps in foundational reading skills and by the end of the year we had achieved 63% of students passing the Phonics Screening Check. When the official testing occurred in Term 3, only 32% of students passed the Phonics Screening Check.

NAPLAN
Reading
Year 3- 66% achieved SEA
Year 5-79% achieved SEA

Year 3-22% achieved HB
Year 5-26% achieved HB

Numeracy
Year 3-38% achieved SEA
Year 5-58% achieved SEA

Year 3-10% achieved SEA
Year 5-16% achieved SEA

PAT
Reading
Year 3-47% achieved SEA
Year 4-75% achieved SEA
Year 5- 80% achieved SEA
Year 6-75% achieved SEA

Maths
Year 3-42% achieved SEA
Year 4-59% achieved SEA
Year 5-57% achieved SEA
Year 6-80% achieved SEA

Attendance

Year level	2019	2020	2021	2022
Reception	87.5%	90.2%	90.0%	84.1%
Year 1	86.8%	91.2%	85.6%	79.8%
Year 2	90.0%	90.6%	87.7%	78.9%
Year 3	89.6%	88.8%	88.7%	79.7%
Year 4	92.7%	92.4%	93.5%	80.4%
Year 5	91.0%	91.7%	92.3%	86.9%
Year 6	87.5%	90.2%	89.3%	87.2%
Year 7	90.9%	87.7%	88.4%	N/A
Total	89.3%	90.4%	89.3%	82.2%

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

Attendance comment

The impact on attendance due to COVID-19 challenges earlier in the year and, consequently, the frequency of COVID-19 cases in the school community throughout 2022, acted as a major contributing factor as we saw a decreased attendance rate of 82.2%. This is our lowest attendance rate in the last four years. The implementation of a whole-site Attendance Intervention Matrix at the beginning of 2022 supported staff in managing attendance in their classrooms; providing a consistent and teacher-friendly process to ensure all absences were managed accurately, and escalated to leadership when necessary. Working together with families by holding support meetings, engaging in regular phone calls, messages and home visits, were key strategies used to manage habitual and chronic non-attendance of individual students. Leadership also worked in collaboration with the Social Work Duty Line and Support Services to manage chronic non-attendance. Understanding the implications of poor school attendance, the improvement of this data will be a priority for our work in 2023.

Behaviour support comment

In collaboration with staff, families, psychologists, occupational therapists, speech pathologists, and Department support services, including consultations with the Behaviour Coach and Special Educator; our site applied proactive measures to support students exhibiting complex behaviours, applying recommendations where appropriate. This resulted in positive outcomes for students who were demonstrating challenging behaviours in 2021, with their data representing a significant reduction, or complete omission of, high level behaviours. Behaviour data reflected a positive trend in students' abilities to self-regulate and engage in both self-directed and teacher-assisted strategies to ensure they were ready to learn.This can be attributed to our positive school culture and our whole-site focus on positive education and trauma-informed practice through the implementation of the Berry Street Model. Our continued dedication to student wellbeing and respectful relationships, we believe, will further support positive behaviour trends and reinforce our ongoing efforts to maintain a positive, safe, and supportive school environment where students thrive socially, emotionally and academically.

Parent opinion survey summary

In 2022, there were 58 responses collected in the Department for Education's School Parent Engagement Survey. Questions were presented mainly in the form of multiple choice.

From the responses collected, participants selected that they strongly agreed with:
• Teachers and students are respectful
• Their child is important
• Education is important
• They receive enough communication

The areas that we would like to focus our improvement on from the feedback are:
• Providing families with opportunities to have input into their child's learning
• Providing families with tips about learning

Participants were invited to add any additional comments in the following areas-Communication, School Climate and Student Learning. Participants shared that they would prefer one form of electronic communication across the school and increased communication about what learning is occurring.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	6.3%
NS - LEFT SA FOR NSW	1	3.1%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	20	62.5%
U - UNKNOWN	2	6.3%
WA - LEFT SA FOR WA	7	21.9%

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

Karrendi Primary School is compliant with DfE relevant criminal history screening practices. Sighting and recording of clearance information is recorded digitally via EDSAS and HRS in addition to hard copies of the documentation being stored in a central location in our Front Office. Temporary Relief Teachers, members of our Governing Council and DfE identified volunteers, students, third party providers and family based carers are all required to meet DfE relevant criminal history screening practices.

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	22
Post Graduate Qualifications	1

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	14.8	0.6	8.8
Persons	0	16	1	12

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

Financial statement

Funding Source	Amount
Grants: State	$2,741,108
Grants: Commonwealth	$8,800
Parent Contributions	$35,543
Fund Raising	$17,220
Other	$91,748

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	- Continued employment of 1.0 FTE Student Wellbeing Leader. -SSO employment to deliver evidence based wellbeing programs to target individual students with engagement/socialisation/regulation barriers -Professional development for all staff in the Berry Street Model. -Commitment to Trauma Informed Practice. -Leadership planning with Berry Street consultants to inform future planning. -Start of year Soaring to Success Program implemented -All staff trained in Zones of Regulation and established as whole school language for regulation -Ready to Learn Plans established for students	-Increased student capacity in self-regulation -Increased collective understanding in trauma informed practices -Consistent whole school language used
	Improved outcomes for students with an additional language or dialect	Senior Leader, EALD Teacher, Classroom Teacher and SSO collaborated using agreed data sets to goal set, intervene and track student progress.	LEAP Level Progression, MiniLit, Heggerty progression.
	Inclusive Education Support Program	Senior Leader, SSOs trained in evidence-based programs for targeted intervention. Student progression tracked. SSS Team individualized recommendations enacted. One Plans regularly updated.	Majority of students achieved SMART Goals-Covid absenteeism hindered progress.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Data collection schedule revised and implemented. Evidence based programs employed and delivered by AET/ACEO/SSO for identified students. Regular meetings occurred between agreed stakeholders to track progress and plan for next steps. Staff knowledge built in First Nations' Culture to increase teaching of First Nations' perspectives across the curriculum.	Student data progression-PreLit, MiniLit, InitiaLit, Heggerty, Increased collective understanding of First Nations' Culture.
Program funding for all students	Australian Curriculum	Professional Development for teachers: using the Achievement Standards and Scope & Sequences to provide Learning Intentions and Success Criteria, set goals for students, differentiate and assess learning. Trialled implementation of the Units of Work.	Increase in Year 5 NAPLAN Reading achievement. Increased teacher capacity of delivering guaranteed and viable curriculum. Increased student engagagement.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Evidence based Wave 1, 2 and 3 programs-staff trained and implemented-InitiaLit, MiniLit Sage, PreLit, What's the Buzz?	Student progression across agreed data sets

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A