Karrendi Primary School
2017 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: Dianne Mark-Seymour

Date of Endorsement: 20/3/18

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 12% Aboriginal students, 33% English as an additional language or dialect (EALD) students, 7% of students with disabilities, and 30% of families who are eligible for School Card.
CURRICULUM: Growth mindset work / Intellectual stretch focus / Reading Centres / Maths rotations / Swimming Aquatics
School choir / Teachers planning curriculum together / Student goal setting / Student data analysis / Mini-Lit Program
Multi-Lit program

WELL-BEING: Positive relationships focus / Daily yoga / Daily guided visualisation / Values work / Positive Ed. focus
Well-being Hub / Karrendi Walking Club / Reflection table / Gardening / Fruit time / Weekly donations of fruit from Kickstart
for Kids

STAFF PROFESSIONAL DEVELOPMENT/FOCUS AREAS: Professional Standards for Teachers /Seven Steps to Writing
Success   / Guided reading, Modelled and shared reading PD /   Numeracy – Big Ideas In Number / Moderation
Learning Design / STEM PD and planning – e.g. Frog Pond / STEM 500 Project / Student learning data analysis
School Improvement Team – updating of a range of school policies

STUDENT LEADERSHIP/STUDENT VOICE: Individual goal setting / Class meetings / SRC / Cross age tutoring
Monitors – eg canteen, flag, gates, PA system Yard mentors Class assemblies and special assemblies

SPECIAL DAYS World Teachers Day Outdoor classroom day Harmony Day
World Environment Day Grandparents and Special Friends Day Wheels Day Pet Day Bandanna Day Remembrance Day

SPECIAL EVENTS: Music Is Fun incursion Canteen Week Book Fair Book Week
SAPSASA involvement Sport clinics School discos Class excursions German incursion Zumba with Penny Work of our
volunteers School Choir Festival of Music participation Adelaide Crows presentation and clinics National Support Staff Week
Staff vs Year 7 Students netball game Karrendi Showcase Family Picnic Upcoming Year 7 Graduation Using recycling money
to buy gifts for Helping Hand Nursing Home
Shopping with year 7s and Gillian to buy gifts for Helping Hand Year 7s, Gillian and members of staff visiting Helping Hand to
deliver gifts.

CANTEEN AND FUNDRAISING Great choice of healthy and yummy food options Special lunches and cupcakes Mother's Day
stall   Father's Day stall   Drakes community dollars   Entertainment book   Woolworths Earn and Learn   Christmas rafflle

Governing Council Report

I am privileged to be a member of The Karrendi Primary School Governing Council. As the elected Chairperson, I was fortunate to have personally observed the wonderful progressive, innovative and productive work done by the entire staff . Each meeting held throughout the course of the 2017 calendar year, the Governing Council received reports from the key stakeholders being the Principal and staff reports, plus the Sub Committee reports on finance, fundraising, Grounds/facilities and canteen. Professionalism has been paramount in every aspect of the schools running. The children are nurtured and encouraged to achieve at a high standard, focusing on positive relationships influencing effective teaching, with students learning with great enthusiasm.

Delightfully, the 2017 attendance sat at 90%, being the highest in three years. For the first time in the last six years, Karrendi Primary School sat within the range of all comparatively similar schools for NAPLAN Reading and Numeracy at year levels 3,5 & 7. There was an increase in year 1 and 2 Running records achievement.

Throughout 2017, our school teachers enthusiastically engaged in Professional development such as the Australian Professional Standards for Teachers and attending other staff professional development sessions regularly. Karrendi Primary School is mindful of the importance of students "wellbeing ", and proudly introduced "The Wellbeing Hub", enabling students who at times, feel a little overwhelmed with their emotions, can go to, and feel safe and supported by our highly respected Senior Leader, Joseph Perri. Encouragement in managing their emotions and behaviour is vital.

I'm so proud to be associated with Karrendi Primary School and look forward to the further successes and achievements to be had in 2018!

Dianne Mark-Seymour, Chairperson, Governing Council.

Improvement Planning and Outcomes

LITERACY

In 2017, as a staff, we focused on improving the way we design learning for reading. At the end of Term 1, during analysis of NAPLaN, running records and PAT-R data, it was evident that there was room for improvement when it came to students' success with reading across all year levels. We noticed trends in students that had 'plateaued' for some time and others that we were seeing little improvement. The data called for change. As a staff, we interrogated the current approach to teaching reading which was 'reading groups' we decided to try something new and name it 'reading centres'. The new approach saw students remaining with their class teacher and every teacher being supported by another teacher or SSO during this time. I supported staff with creating a 'lay-out' for reading instruction and with making decisions about non-negotiables for our 'reading centres'. I delivered PD on shared reading, guided reading, modelled reading and successful readers.
We have reflected on the success of the new approach through teacher and student surveys and through data collection and analysis. We have seen great growth from students in reading across the school. We now have 69% of Reception students making benchmark in Term 3 compared to 42% last year. Similarly, 70% of Year 1 students achieved benchmark in Term 3 this year compared to 58% last year. The most growth we saw in reading was with our year 2 students, of which 71% had achieved benchmark by Term 3 this year compared to 53% last year. This growth has been encouraging and supports the positive response I have received from teachers and students through surveys.
We have achieved and exceeded the goals we set for reading within our Site Improvement Plan in 2017.
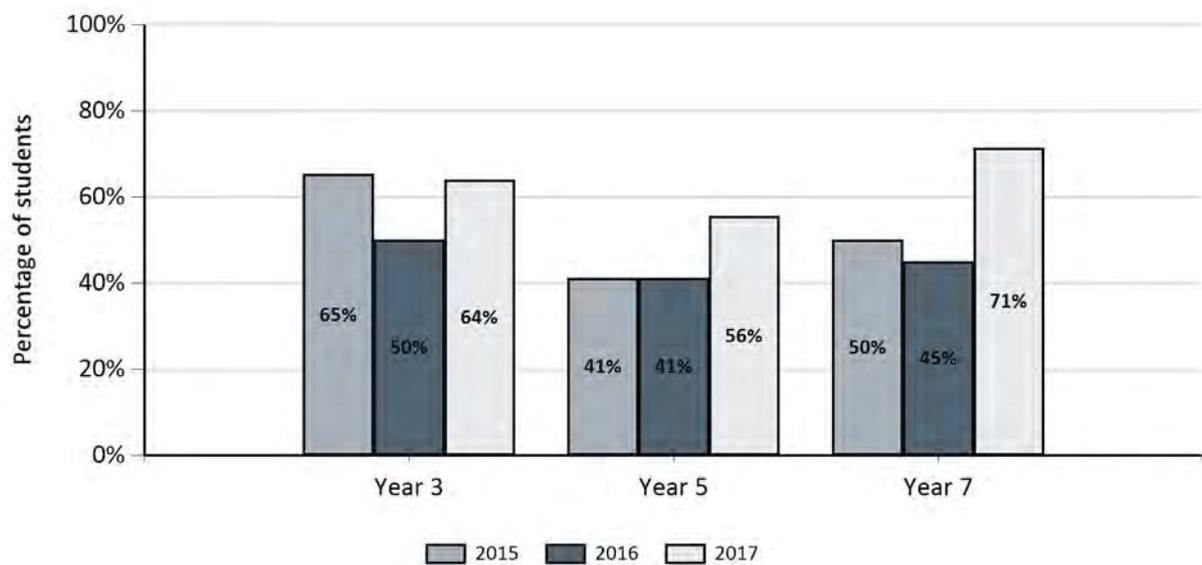
NUMERACY

Staff were guided through detailed and intentional analysis of 2016 NAPLAN and PAT-M data to identify individual and collective needs of students in their classes. Through this analysis and along with in-class observations, leadership and teaching staff identified that when engaging in problem solving or developing new maths learning, a significant number of students found additional, avoidable and unnecessary challenges due to a lack of automaticity with basic number skills. Students were spending too much of their working memory trying to work through essential Number skills as opposed to the intended learning proficiencies. As a result of this, as a site we made the decision to spend 2017 deepening our ability to plan for differentiation in Numeracy learning through Math rotations and the incorporation of Big Ideas in Number into our programming. All staff engaged in professional development around Big Ideas in Number and how to implement the assessment aspects of the program to inform teaching and learning. An additional component to this was the site wide agreement that we would complete the testing of all students in Big Ideas in Number, predominantly in Trusting the Count and moving through the development stages based on individual student needs. This process proved invaluable and gave staff a clear insight into the Number abilities of our students, it also supported our earlier conclusions with 89% of students in years 3 -7 performing at a level lower than what would be expected for their year level. It is important to note the positive results received through the 2017 PAT-M data in which it was evidenced that 75% of students who completed the test in 2016 and '17 showed some level of growth with 22% of students showing substantial growth and 52% achieving expected growth or higher for their year level. Results also showed that 61% of students in years 3 – 7 reached scale score SEA which exceeded our Site Improvement targets by 11%.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.
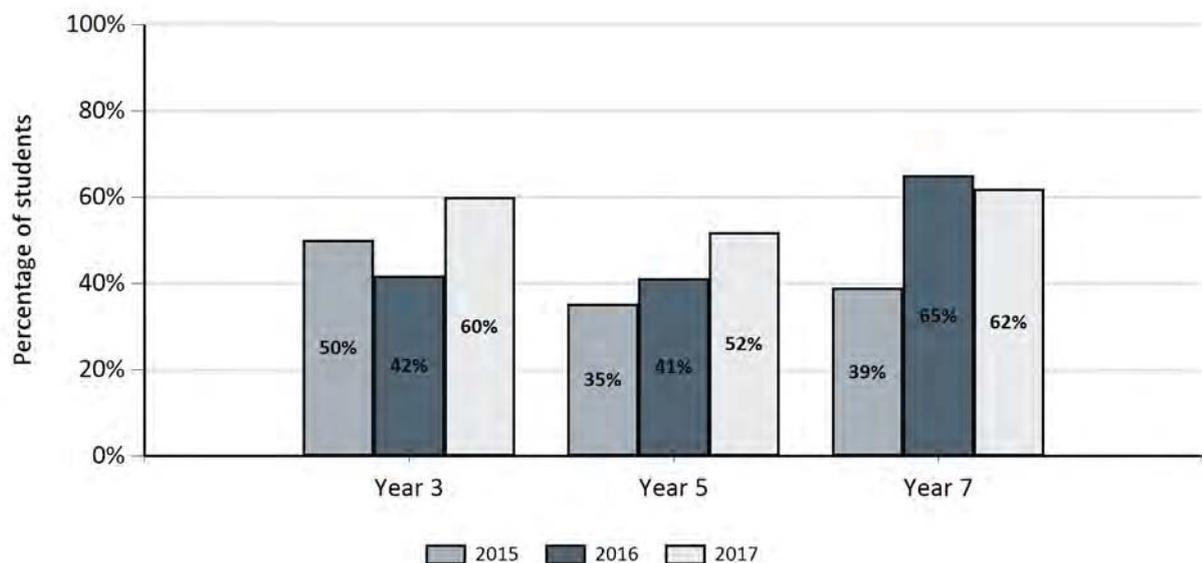
Reading

Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*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, July 2017.
*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	38%	14%	25%
Middle progress group	44%	55%	50%
Lower progress group	19%	32%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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)
Upper progress group	14%	29%	25%
Middle progress group	64%	47%	50%
Lower progress group	23%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.
*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 2017	25	25	7	5	28%	20%
Year 3 2015-17 Average	25.0	25.0	3.7	2.3	15%	9%
Year 5 2017	27	27	2	0	7%	0%
Year 5 2015-17 Average	26.0	26.0	2.7	1.0	10%	4%
Year 7 2017	21	21	1	1	5%	5%
Year 7 2015-17 Average	19.7	19.7	1.7	0.7	8%	3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.
^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

In 2017, one of our key focus area in literacy and numeracy continued to be utilising data to inform and guide teaching predominantly using NAPLaN, PAT-M and PAT-R, and Running Records. We continued our focus on ensuring student growth and higher standards of student achievement through individual student goal setting.

READING - Running Records
In the early years, reading progress is monitored against Running Records. In 2017, 71% of year 1 and 67% of year 2 students demonstrated the expected achievement against the SEA. It was encouraging to see great improvements in Running Records scores for our Year 1 and 2 cohort. Between 2015 and 2017, the trend for years 1 and 2 has been upwards, from 54% to 71% and 50% to 67%, respectively.
NAPLaN READING
In 2017, the reading results, as measured by NAPLAN, indicate that 64% of year 3 students, 56% of year 5 students and 71% of year 7 students demonstrated the expected achievement under the SEA. For years 3 and 5, this result represents little or no change from the historic baseline average, and for year 7, an improvement.
For 2017 year 3, 5 and 7 NAPLAN reading, the school is achieving within the results of similar students across public schools.
NAPLaN NUMERACY
In 2017, the numeracy results, as measured by NAPLAN, indicate that 60% of year 3 students, 52% of year 5 students and 62% of year 7 students demonstrated the expected achievement against the SEA. Between 2015 and 2017, the trend for year 5 has been upwards, from 35% to 52%. For 2017 years 3, 5 and 7 NAPLAN numeracy, the school is achieving within the results of similar groups of students across public schools. When comparing the percentage of students who demonstrated DECD SEA expected achievement in NAPLaN Numeracy in 2015, 2016 and 2017 it is positive to note continued significant improvement over the three year span in year 5 (Year 5 – 2015: 35%, 2016: 41%, 2017: 52%) along with a significant growth in year 3 Numeracy scores (2016: 42%, 2017: 60%)
PAT-M
The following information is based on data collected from students in years 2-7 who completed the PAT-M test in reading 2016 and 2017.   Number of students to complete both tests = 106 Number of year 3 students = 25 Number of year 5 students = 24 Number of year 7 students = 22
% of students who showed growth 2016-17 from years 3-7 = 53.7% (57 0f 106 students)
% of students who went backwards from 2016-17 from years 3-7 = 27% (29 of 106 students)
Of the 53.7% how showed growth 22% showed substantial growth (5 or more points above expected growth)
Year 3 PAT M Data (18 students)
61% (11 students) showed growth from 2016-17. Of the 61%, 0 showed substantial growth.
Year 5 PAT M Data (21 students)
71% (15 students) showed growth from 2016-17. Of the 71%, 60% (9 students) showed substantial growth.
Year 7 PAT M Data (17 students)
47% (8 students) showed growth from 2016-17. Of the 47%, 12.5% (1 student) showed substantial growth.

Attendance

Year level	2014	2015	2016	2017
Reception	87.8%	89.5%	88.3%	91.8%
Year 1	91.3%	89.4%	87.8%	90.2%
Year 2	89.1%	92.6%	92.7%	90.7%
Year 3	91.2%	89.4%	89.3%	92.1%
Year 4	89.6%	89.9%	94.7%	90.0%
Year 5	89.8%	90.0%	88.7%	91.5%
Year 6	90.4%	90.9%	88.2%	90.2%
Year 7	95.5%	84.0%	85.7%	88.3%
Total	90.4%	89.5%	89.5%	90.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Our attendance rate reached its highest in three years at 90.6%. Despite being below the DECD target of 95%, this is a positive sign. We have continued to utilise a range of strategies to address attendance concerns; phone calls, home visits, meetings with parents and students, negotiated attendance plans, case management. One of our site improvement teams focused on writing a new attendance policy and updating the site procedure for addressing attendance issues. 2017 also saw the implementation of a communications folder which we used to make a record of all phone calls and home visits.

Behaviour Management Comment

The school's focus on our school values has been an important element in reducing violence and bullying occurrences due to our whole-school school approach of committing to the values and referring to them during restorative practices. The implementation of the Reflection Table has continued to significantly reduce yard bullying/harassment issues. In 2017, the addition of a reflection form for students who are sent to the reflection table to take home has enabled us to easily inform parents. Our commitment to positive education and mindfulness has seen a general improvement in student well-being. Yoga sessions after first lunch, and guided meditation in classes during the last 10 minutes of school have continued to be successful with many students.

Client Opinion Summary

PARENTS AND CAREGIVERS
Sixteen parents and caregivers completed the client opinion survey in 2017. In all 14 areas of the survey, parents rated the areas 4 or more out of a possible 5 points as a collated average. The statement, "my child likes being at this school' scored the highest at 4.7. The statements, " My child feels safe at this school', "I can talk to my child's teachers about my concerns' and "My child is making good progress at this school" scored 4.6. Additional comments from Parents and Caregivers included:
"I love the feel of this school. It's like a family."
"I think the mindfulness work the school is doing is really helping the students."
"Teacher -student goal setting is a great idea."

STAFF
Feedback from staff was very positive in all areas. 95% of staff strongly agreed that teachers at this school expect students to do their best. Within this domain, 5% agreed that teachers at this school expect students to do their best. 90% of staff strongly agreed that this school looks for ways to improve. Within this domain, 10% agreed that this school looks for ways to improve. Regarding written comments, staff stated that our well-being initiatives such as whole school yoga, whole school mindfulness/visualisation, school values focus and the lunch-time reflection table were continuing to have a positive impact on out students. Staff stated that they felt students were displaying increased improvement regarding managing their emotions and being increasingly engaged in the curriculum

2017 WELL-BEING AND ENGAGEMENT SURVEY
During 2017, 93 students from years 4-7 participated in the state-wide survey of Well-Being and Student Engagement. The survey results regarding emotional engagement with teachers reflected a higher percentage that the state average (78% as opposed to the state average of 71%) Furthermore, results regarding school climate reflected a significantly higher percentage with our students compared to the state average - 62% as opposed to the state average of 42%) 74% of the cohort surveyed indicated they had a high academic self-concept as opposed to 68% in the state average. Continuation of our site well-being work will continue in 2018 including our foci on school values, mindfulness, yoga, growth mindset, engagement and Positive Education.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	6.3%
Other	1	1.6%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	6	9.5%
Transfer to SA Govt School	49	77.8%
Unknown	3	4.8%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

We are compliant with the DECD Relevant Criminal History Screening procedures. We provide information for our staff, parents and caregivers about regulations. This includes information about volunteers needing to request that the 'site requesting officer" initiates an online DCSI application.
Sighting and recording of clearance information is recorded on EDSAS. 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	28
Post Graduate Qualifications	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	14.3	0.9	4.4
Persons	0	17	1	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	43,349.75
Grants: Commonwealth	26,500.00
Parent Contributions	33,141.93
Fund Raising	1,864.20
Other	8,945.89

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

2017 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 2017 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	RAAP funding for one student on a part-time program. A Teacher worked with this student to focus on curriculum, and social skill development - strategies included mindfulness tasks, 5 point scale and goal setting	Demonstrated increased capacity to engage in learning and show growth mindset
	Improved Outcomes for Students with an Additional Language or Dialect	The Oral Language Assessment (Crevola and Vines 2004) is used to inform us of the student's knowledge and is a measure of receptive language. Information from these tests is used to differentiate support for students.	17 students tested showed an average improvement of 85% in oral language skills
	Improved Outcomes for Students with Disabilities	Individualised and differentiated learning plans as part of NEP, time for teachers and SSOs to plan curriculum, SSO time used in individual and small group contexts, Teachers released to meet with parents and caregivers	Learning plans are monitored and new goals are set as outcomes are met
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	Leadership salary was allocated to monitor and manage ILPs for all Aboriginal students. Additional monitoring and management occurred regarding aspects such as absenteeism, lateness and engagement	Working toward SMART goals as developed and recorded in ILPs for ATSI students
Program Funding for all Students	Australian Curriculum	This money was utilised to release teachers to access Partnership PD with a focus on Moderation, Learning Design and Assessment. Staff were also released to develop site Moderation PD and to work with our Partnership Senior Leader in Learning Improvement. ⊞	Staff stated that they felt they had an increased knowledge of Moderation
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Targeted literacy support through small group programs - Mini Lit and Multi Lit, Reading Centre staffing	100% - Mini-Lit program - growth 84% -Multi-Lit program- growth
	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	An allocation of funding was used to continue to fund the Senior Leader: Well-Being position. The Senior Leader supports teachers, students, families and implements programs and initiatives	Values framework and mindfulness strategies - embedded in practices R-7