



Karrendi Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

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:	19/3/19

School context and highlights

Karrendi PS is a Category 3 school located between Salisbury Highway and the train line at Parafield Gardens. The student population includes 8% Aboriginal students, 39% English as an additional language or dialect (EALD) students, 10% of students with disabilities, and 30% of families who are eligible for School Card.

CURRICULUM: Growth mindset work| Intellectual stretch| Reading Centres| Maths rotations|Swimming|Aquatics|Playful Literacy program|STEM|Frog Pond|Maker's Empire 3D Printing Project| School choir | Teachers planning curriculum together| Student goal setting|Student data analysis|Mini-Lit Program| Multi-Lit program|School Review

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

STAFF PROFESSIONAL DEVELOPMENT/FOCUS AREAS: Australian Professional Standards for Teachers|Effective Feedback|Seven Steps to Writing Success|Numeracy–Big Ideas In Number | Moderation|Learning Design| STEM PD and planning| Student learning data analysis

STUDENT LEADERSHIP/STUDENT VOICE: Student goal setting | Class meetings | SRC | Cross age tutoring| Monitors – eg canteen, flag, gates, PA system|Class assemblies and special assemblies| Partnership Student Voice survey
SPECIAL DAYS Clean-Up Day|Harmony Day|World Environment Day Grandparents and Special Friends Day| Wheels Day|Pet Day| Bandanna Day | Remembrance Day

SPECIAL EVENTS: Year 5/6/7 Camp at Arbury Park|Sports Clinics|'Maximum Power' Fringe Performance | Celebrate Canteen Week|Sports Day|Music Is Fun incursion| Book Fair|Book Week|SAPSASA involvement| School discos | Class excursions| Virtual Reality incursion| Work of our volunteers|School Choir and Festival of Music participation|National Support Staff Week| World Teachers Day |Staff vs Year 7 Students netball game| Karrendi Showcase| Family Picnic |Year 7 Graduation| Shopping with year 7s, staff and a parent, Gillian to buy gifts for Helping Hand residents using money from school recycled bottles| Year 7's, students doing Scottish Highland dancing, Gillian and members of staff visiting the Helping Hand Nursing Home to deliver gifts

CANTEEN AND FUNDRAISING Great choice of healthy and yummy food options|Special lunches and cupcakes| Mother's Day and Father's Day stalls|Drakes community dollars|Entertainment book| Coles Sport for Schools | Christmas Raffle

Governing council report

Karrendi is a school with children from numerous cultures and and places importance of working closely within it's local community. Regarding learning, the school continues to optimise STEM learning. Students were excited to design and create 3D structures. Utilising a 3D printer, students made spinning tops, tags, hooks, designs and a student from our school came runner-up in the Makers Empire 3D, Find your Treasure competition.

Karrendi prides itself on fundraising for various charities including CanTeen's National Bandanna Day, raising \$325. We also supported St Vincent de Paul Society Christmas Appeal in 2018. We had a Pet Day also, in which students, families, parents and teachers brought their pets into school. Our SRC Reps and dedicated teachers did a fantastic job and we raised \$378 for the Animal Welfare League. Our annual family picnic day was also very successful and enjoyed by all.

Our school was chosen as one of the 50 highest achieving schools in the Premier's Active Challenge and was presented with a \$1,000 grant. SRC fundraising and grants were used to purchase new netball posts, a portable basketball ring, and a small kitchen for the cubby house with a bench and umbrella setting.

We have a wonderful team of talented teachers who tirelessly support and encourage our students. Congratulations to our support staff and administrative team, Governing Council members in being dedicated in doing their utmost to ensure our school continues to run smoothly and successfully. I am especially proud and pleased with our budget and finances representatives, balancing and maximising these monies to benefit Karrendi Primary School with efficiency and effectiveness, resulting in the best possible outcome for our school.

The position of Principal at Karrendi PS became available again in 2018. I am so elated that Mandy Alcorn was successfully chosen as our Principal. Mandy has great a great passion and desire to see this school and it's students achieve the highest success. Mandy is visionary, ensuring Teachers, staff and students alike are motivated. Mandy has exemplary Leadership qualities, taking responsibility for our school's successes and finding new ways to improve our school, no matter what difficulties are at hand.

I am thankful for the opportunity to serve on the Governing Council and look forward to the successes Karrendi Primary School will achieve in 2019.

Dianne Mark-Seymour
Governing Council Chairperson

Improvement planning and outcomes

LITERACY

This year staff have focused on improving literacy learning at the school by being involved in the partnership focus on playful literacies, training on the phonics screening check, revisiting the seven steps to writing success for persuasive writing and how to accurately take running records. Staff have continued their commitment to the structure of Reading Centres and explicit teaching of comprehension strategies.

Junior primary staff have been learning about how to make literacy learning, reading and writing, more play-based. The junior primary classes have been experimenting with story tables and bookmaking pedagogy. Staff have found the project inspiring and motivating and it has made them look at how they teach in other learning areas. We have seen great improvement in the writing and authorial skills of students and have witnessed reluctant writers become passionate and engaged authors.

Our year one teachers have been involved in training around the phonics screening check. The teachers used the phonics screening check with their year one students and found it very informative.

As a staff we looked at how to use the seven steps to writing success with persuasive writing. We learned how to use persuasive devices with students and wrote some examples of persuasive texts using the seven steps ourselves.

We have revisited how to take a running records assessment with students and how to use the data to inform our teaching.

Our ongoing commitment to Reading Centres and the explicit teaching of decoding and comprehension strategies has continued to see great growth in reading for our junior and middle primary students. We have met or exceeded our goals for reaching benchmark in running records and SEA for PAT-R in reception, year 2, year 3, year 4, year 5 and year 7. We have come very close to reaching our goals for year 1 students.

NUMERACY

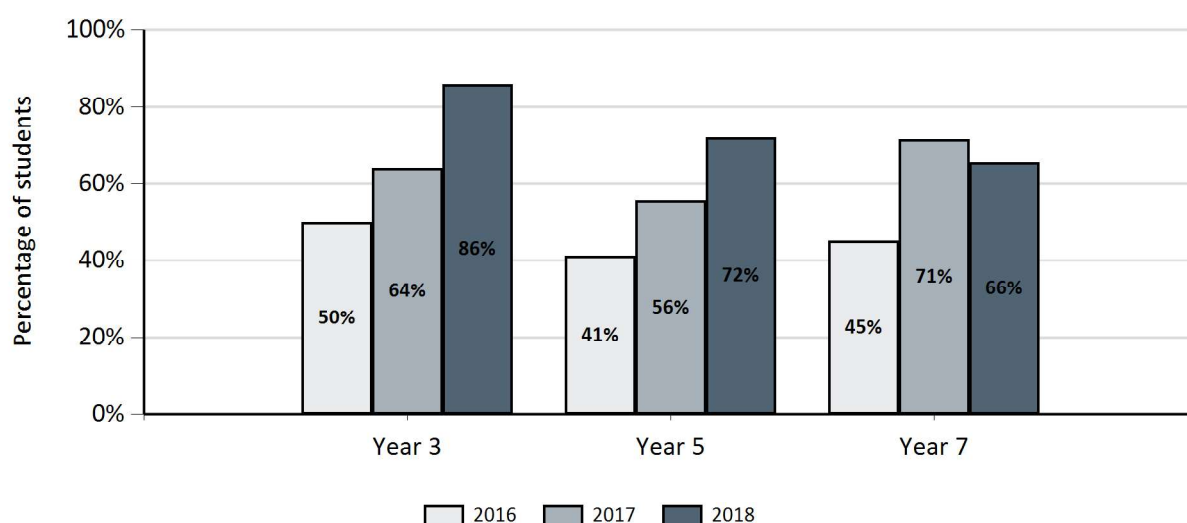
Numeracy education in 2018 at Karrendi was guided by 3 core goals that were set at the beginning of the year. These goals were based on student, staff and school needs as identified through PAT-M data, NAPLaN data and staff observation. The first of these was to ensure a consistent and effective whole-school approach to Numeracy where Math Rotations, Big Ideas in Number and Problematised situations were held as a priority in each classroom. In 2018 staff continued to engage in professional development within these areas. They have spent time working both individually and collaboratively to find the most effective way to incorporate these elements into their planning to best benefit their students. The second focus which led the direction of numeracy education this year was to ensure that learning was based on individual student needs and that growth and improvement was seen by all students. In order to address this focus the frequency and intensity with which we as a staff analysed data increased. Data analysis sessions were also incorporated into our termly professional development plans. Teachers have engaged in learning around how to use PAT-M data to identify areas of immediate need for individual students. This professional development also addressed how to then use that information to differentiate teaching through Math Rotations. The third focus to guide numeracy education this year was to increase student automaticity with number. To approach this goal each teacher actively engaged in further training around using the Big Ideas in Number. Teachers spent the year consolidating their use of the BliN assessments with greater confidence and engaged in professional development focusing on how to incorporate BliN strategy lessons into their programming.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

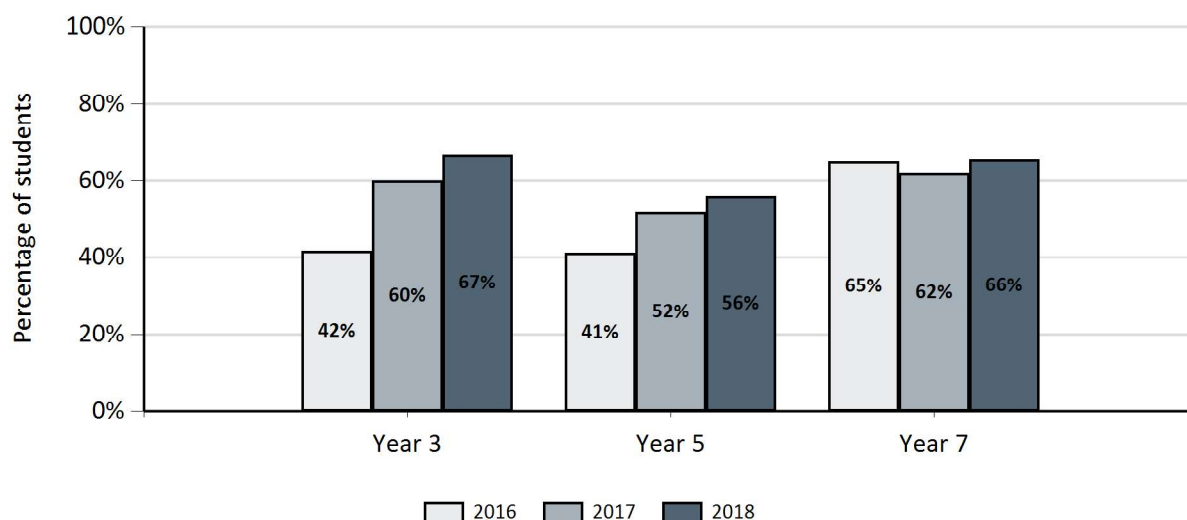
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	22%	33%	25%
Middle progress group	56%	54%	50%
Lower progress group	22%	12%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	11%	17%	25%
Middle progress group	44%	62%	50%
Lower progress group	44%	21%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	21	21	3	1	14%	5%
Year 3 2016-18 average	23.3	23.3	4.0	2.0	17%	9%
Year 5 2018	25	25	3	1	12%	4%
Year 5 2016-18 average	28.7	28.7	2.7	1.0	9%	3%
Year 7 2018	29	29	6	2	21%	7%
Year 7 2016-18 average	23.3	23.3	3.3	1.3	14%	6%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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

LITERACY LEARNING DATA

In 2018 at Karrendi we've seen steady growth in the area of reading across the school, we have achieved and exceeded most of our targets for students in reading. Of reception students, 75% achieved the benchmark of level 5. We've seen student growth with year 1 students, 54% of students achieved benchmark and most not far off, but we have yet to achieve our target of 75%. Of year 2 students, 84% achieved the benchmark of level 21.

We have achieved our targets for demonstrating SEA in PAT-R with year 2, 3, 4, 5 and 7 students. In NAPLAN 88% (16 of 18) of year 3 students exceeded SEA for reading and SEA for writing. In NAPLAN 75% (18 of 24) of year 5 students exceeded SEA for reading and 43% (10 of 23) of students exceeded SEA for writing.

NAPLAN NUMERACY

In 2018, the numeracy results, as measured by NAPLAN, indicate that 66.7% of year 3 students, 56% of year 5 students and 65.5% of year 7 students demonstrated the expected achievement against the SEA.

There has been a steady increase in the percentage of students achieving SEA in years 3 and 5 from 2016, 2017 and 2018. The results for year 3 has been 42%, 60%, 67% respectively and year 5 results have been 41%, 52%, 56% of students achieving SEA. Year 7's have had a positive increase from 2017 to 2018 with 62% increasing to 66% achieving SEA.

When noting the percentage of students who achieve in the higher bands for their year level, it is encouraging to identify that there is some increase in each year level. When comparing 2016 to 2018 our year 3 cohort data has moved from 0% to 4.8% achieving in the higher band. When comparing our year 5's in 2017 to 2018 the data shows an improvement from 0% to 4% of students achieving in the higher bands. Year 7 data similarly shows an improvement from 2017 to 2018 with an increase from 4.8% to 6.9% of students achieving in the higher bands. Additionally, these results support our schools future direction for increased achievement in the higher bands.

PAT-M

Our 2018 PAT-M results show that of the 127 students to complete the PAT-M testing in 2018 from years 3 – 7, 57% achieved SEA. Of that population 21% achieved substantially above the SEA.

When assessing the growth of students from 2017 to 2018, of the 85 students who sat the test in 2017 and 2018 from years 4 – 7, 42% of students achieved the expected growth or higher for their year level with 20% achieving substantially above the expected growth.

We had particularly good results from our year 3 and 5 cohorts where 70% of our year 3 students achieved SEA or higher and 62% of our year 5 students reached or exceeded expected growth with 63% achieving SEA or higher.

Attendance

Year level	2015	2016	2017	2018
Reception	89.4%	87.0%	88.3%	90.0%
Year 1	89.3%	87.1%	90.2%	88.2%
Year 2	91.7%	91.6%	89.5%	92.7%
Year 3	89.5%	88.9%	92.0%	92.7%
Year 4	89.4%	95.1%	88.6%	90.9%
Year 5	88.8%	87.7%	91.2%	91.7%
Year 6	90.1%	87.1%	88.8%	94.6%
Year 7	84.4%	83.8%	88.4%	91.6%
Total	89.1%	88.6%	89.6%	91.4%

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

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

Attendance comment

Our school attendance rate has seen an improvement of 3% since 2016. According to our school dashboard we have a daily attendance rate of 92%, the highest in 4 years. This year we have committed extensive amounts of time to working with families in order to support them with their child/rens attendance at school. We used phone calls and home visits as our main methods of communicating with families, and maintained contact with our attendance officer. Our value of building positive relationships with families has enabled us to successfully find solutions to most chronic non-attendance cases.

Behaviour management comment

Positive behaviour has continued to be a focus in our school this year. Our value for student well-being and mindfulness has greatly influenced the positive school culture at Karrendi. The continuing success of our mindfulness program which includes daily yoga and meditation is a major factor in our increase in positive behaviours, and a calmer school environment. This has had a profound effect on the reduction of behaviour issues throughout the year. In 2017, we reported 67 behaviour incidents resulting in either office time-out or internal/external suspensions. In 2018, this number has drastically reduced to 46 incidents. This is extremely pleasing to see and will be a continued focus for our school going into 2019.

Client opinion summary

PARENTS and CAREGIVERS

Thirteen parents and caregivers completed the survey in 2018. In all 14 areas of the survey, parents and caregivers rated the areas 4 or more out of a possible 5 points as a collated average. The following two statements scored the highest at 4.5.

"Teachers at this school expect my child to do his/her best." and "My child is making good progress at this school." The following statements also scored highly at 4.4.

"This school is well maintained."

"I can talk to my child's teachers about my concerns."

"My child likes being at this school."

"Teachers at this school motivate my child to learn." Additional comments from Parents and Caregivers included-

"My child has done some really interesting work at school this year."

"Karrendi Primary School is a special place. It's like a big family."

DEPARTMENT FOR EDUCATION 2018 STAFF PERSPECTIVE SURVEY

Our staff perspective data showed a 100% strong agreement for school connectedness, 34% higher than the Department for Education average (DEA). 100% of staff also strongly agreed that our school has a clear Site improvement Plan (23% higher than DEA) and a shared understanding of site objectives (26% higher than DEA). 100% of staff strongly agreed that our site provides a supportive environment to support students (28% higher than DA). It was also pleasing to note that 100% of our staff strongly agreed that we collaborate effectively to achieve our goals. In regards to perspective of school leadership; 98% of staff strongly agreed that leadership had high effectiveness and consistency (30% higher than DEA).

2018 STUDENT WELL-BEING AND ENGAGEMENT SURVEY

During 2018, 91 students from years 4-7 participated in the state-wide survey of Well-Being and Student Engagement. 81% of students reported a strong agreement that there was important adult to them at school, this was markedly higher than the state average (63%). Our school climate perceptions were a combined 91% of medium-high ratings, above the state average of 79%. An area of interest that we would like to address for 2019 are our student perseverance perceptions (only 27% of students reported a high wellbeing rating, though in 2017, 28% showed a low wellbeing score for perseverance, this has dropped to 21% in 2018). Our goals for 2019 will be to continue our site well-being work, including: our focus on school values, mindfulness, yoga, growth mindset, positive relationships, engagement and Positive Education.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	4.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	9.5%
Transfer to SA Govt School	62	83.8%
Unknown	2	2.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Karrendi Primary School is 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	26
Post Graduate Qualifications	3

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	13.0	0.9	6.2
Persons	0	15	1	9

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	125,780.30
Grants: Commonwealth	6396.12
Parent Contributions	45,285.49
Fund Raising	749.91
Other	11,600.82

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

2018 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 2018 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	n/a	
	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.	19 students tested showed an average improvement of 8% 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 <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development	Funding was allocated to monitor and manage ILPs for all Aboriginal students. Additional monitoring occurred regarding aspects such as absenteeism, lateness & engagement	Working toward SMART goals as developed and recorded in ILPs for ATSI students
	Students taking alternative pathways	Goals from ILPs were incorporated into goal setting. These goals were regularly analysed by staff and students during the year. New goals and directions are established when targets are met by students.	
	Students with learning difficulties grant	Money was utilised to release teachers to access Partnership PD with a focus on Moderation, Learning Design and Assessment. Staff were released to develop Moderation PD and to work with our Partnership Partnership Senior Leader in Learning Improvement.	Staff stated that they felt they had an increased knowledge of Moderation
Program funding for all students	Australian Curriculum		
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, .2 funding for Early Years numeracy intervention (Big Ideas In Number)	94% - Mini-Lit program - growth 85% -Multi-Lit program- growth
	Specialist school reporting (as required)	n/a	
	Improved outcomes for gifted students	n/a	
	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