Kersbrook Primary School
2018 annual report
to the school community

Government of South Australia
Department for Education

Kersbrook Primary School Number: 204

Partnership: Torrens Valley

Name of school principal: Jill Gurner

Name of governing council chair: Mary Clark

Date of endorsement: 18th February 2019

School context and highlights

In 2018 we had three classes consisting of Junior Primary, Middle Primary and Upper Primary.   After consultation with Governing Council and our community Japanese was introduced as our LOTE subject with support from Open Access College.

Our hardworking Fundraising Committee decided to try a Family Quiz Night in place of the Annual Auction and it proved to be a great success. They undertook a number of successful fundraising events during the year.

Our new website was launched during the year and has streamlined the way we can efficiently communicate with parents and the community. Newsletters, policies and information are easily accessible at any time of the day or night. We continued to increase technology use and access for students and staff. We purchased a full class set of Spheros (programmable robots) along with an extra 15 iPads. As part of our upgrades we replaced some of our Laptops and purchased a 3D printer.

2018 was an exciting and productive year for Kersbrook Primary School. The community joined with us to celebrate the 150th anniversary of formal education at this site. We hosted the inter-school sports day for Gumeracha and Paracombe Primary Schools at Kersbrook Oval and all students were a credit to themselves, their school and their families. We were also successful in applying for several grants from Sporting Schools that enabled us to provide specialist sports sessions across the four terms at no cost to families. The sports included Soccer, Tennis, Cricket and Volleyball.

Students unanimously agreed that our whole school camp to Aldinga Beach was one of the major highlights of the year. Our South Korean and Thai home stay students proved to be a popular and profitable addition to our school, providing the opportunity for our students to interact with students from a different county. Students quickly appreciated cultural differences and similarities. They learned a lot about South Korea and Thailand.

We were fortunate to generate a lot of media interest and this resulted in newspaper articles and photos that showcased some of the wonderful things that we are doing here at Kersbrook Primary School. There was an increase in student enrolment during the year and for 2019.

Governing council report

Through out the course of 2018, Governing Council over saw the out sourcing of OHSC to Happy Haven, significant upgrades of the IT infrastructure and a very successful year of Fundraising.

Our Fundraising Committee reports directly to Governing Council. All the planning and compliance for this was carried out during the previous year which ensured a smooth start to 2018. An amazing and committed team was formed and together we surpassed our goal of funds raised for the school. With much help from staff, Governing Council, Parents and Friends we had a very successful year.   This included;
• The first School Disco– Raised $368
• Our major fundraiser being the quiz night in Nov - raised just over $9000
• Mothers/Father's Day stall – combined total of $500 raised
• Hosting Inter-School Sports Day – Held at Soldiers Memorial Park. Lunches, Baked goods stall - which raised $1163.89
• Intermittent Tuck Shop & Hot Lunches – Raised $576
• Christmas Raffle – Raised $343.85

Due to the success of the fundraising efforts we have now purchased football and soccer goals ($2998) which are due to be installed Term 1 2019. Fundraising Committee very generously paid for the End of Year Excursion to Flip-Out for the entire school ($1142). Left over monies will be utilised in 2019.

KPS was host to two separate groups of International home stay Students. The first group was from Thailand and the second group were from South Korea. This program provides exposure to new cultures and a different way of life.

As part of the technological upgrade for the school, we have also addressed the accessibility to the internet via wi-fi connectivity.

Finally, an ongoing issue is the School Carpark and Crossing. Late in 2018, we received a commitment from the Adelaide Hills Council to upgrade the school crossing as well as redo the carpark layout to comply with safety standards.

Kersbrook Primary School is truly blessed to have such passionate people who volunteer their time to support our school community. To each and every one of you who has sat on a committee, assisted at a school event and helped in the classroom, thank you.

Mary Clark
Governing Council Chairperson

Improvement planning and outcomes

During 2018 staff worked with the Principal and our Education Director to develop our new three year Improvement Plan for 2019 to 2021. This new format has been provided by The Department for Education and is a prescriptive template that enables us to identify goals, roles and responsibility as well as success criteria.

During 2018 Kersbrook Primary School, along with other schools in our Torrens Valley Partnership committed to continuing our work towards student improvement with both Literacy and Numeracy. A Kersbrook Primary School Mathematics Agreement was developed and agreed upon by all teachers.

Teachers of students in Years 3, 5 and 7 once again met one on one with students to analyse and explain individual students' NAPLAN data and work with them to set realistic and individual goals. This empowered students to have a conversation at home with their families as they explained the data and their goals.

The figures in the graph below reflect a small number of students across Year 3 and 5. NAPLAN data for Year 7s in 2018 was not able to be tabled due to the small cohort of students involved. The Department for Education require a cohort of six or more students in order to graph the results.

As part of our ongoing improvement plan technology continues to be upgraded, improved and increased.

We continued to use a number of forums to increase community awareness of the effects of students not attending on a regular basis. Our overall attendance has improved.   These include articles in our Newsletter, personal communications and correspondence. A policy was developed to inform parents of the days absent, both explained and unexplained, on a more regular basis. We were successful in achieving 95% attendance for 2018. There is clear evidence of the direct link between attendance and learning outcomes for students.

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.
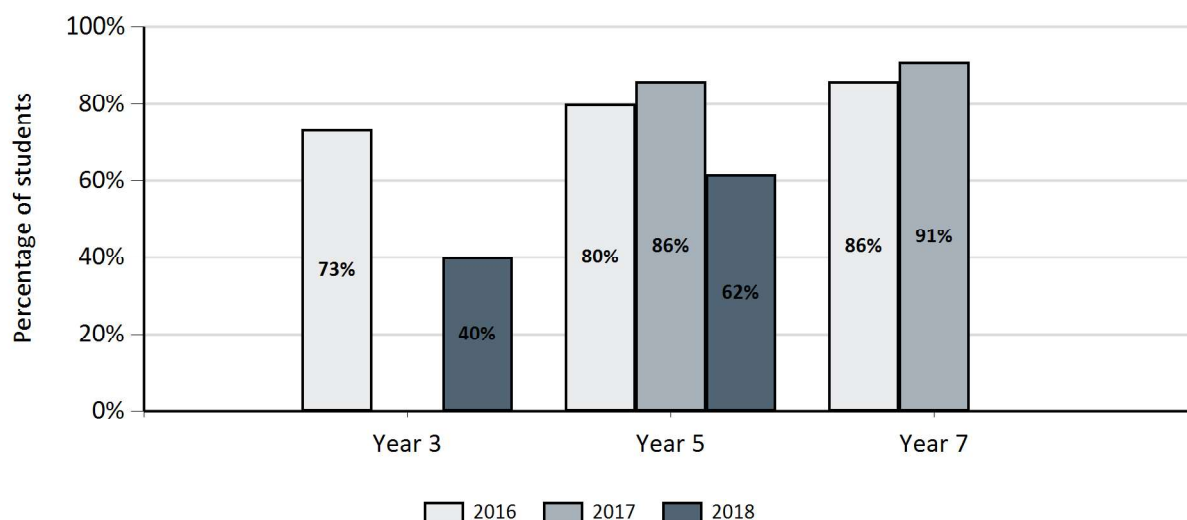
Reading
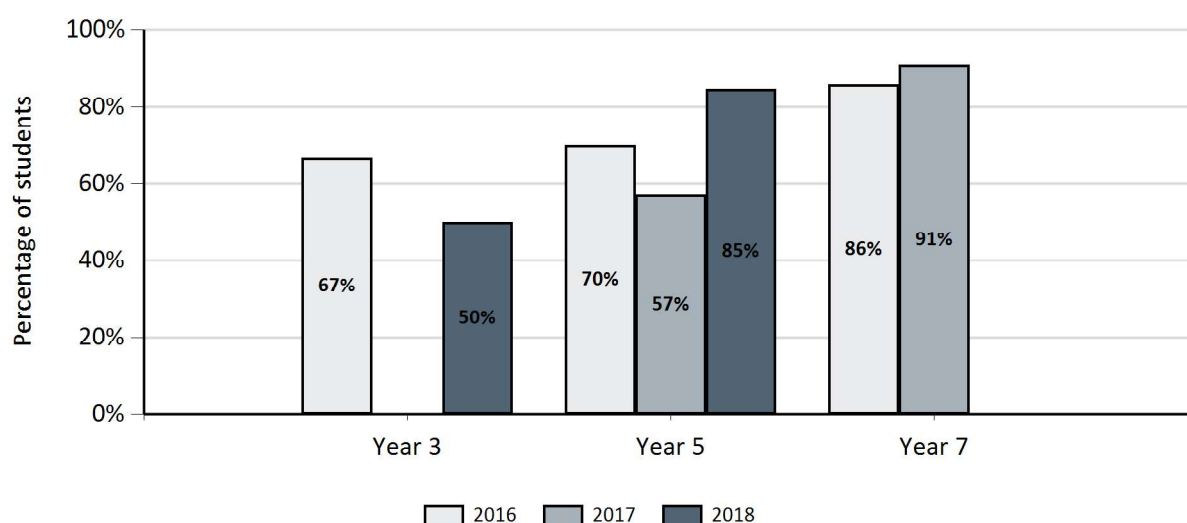
Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across 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	23%	*	25%
Middle progress group	77%	*	50%
Lower progress group	0%	*	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	8%	*	25%
Middle progress group	85%	*	50%
Lower progress group	8%	*	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	10	10	2	0	20%	0%
Year 3 2016-18 average	9.7	9.7	2.3	1.3	24%	14%
Year 5 2018	13	13	2	0	15%	0%
Year 5 2016-18 average	10.0	10.0	2.0	0.7	20%	7%
Year 7 2018	*	*	*	*	*	*
Year 7 2016-18 average	7.3	7.3	2.0	2.7	27%	36%

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

Kersbrook Primary School has had a Numeracy focus for the last few years and our data has identified that we need to continue to focus on Numeracy across the school and also include Literacy as a focus.

Our small cohort of students results in limited data. The graph above shows that our Year 3 and 5 NAPLAN progression Reading results of the Middle Progress group was 77% which is well above the state average of 50%. The graph also shows our Year 3 and 5 NAPLAN progression Numeracy for the Middle Progression group was 85% which is significantly above the state average of 50%.

Our new Improvement Plan for 2019 - 2021 includes clear goals, directions and actions for improvement in both Literacy and Numeracy across all year levels. Staff Performance Development Plans reflect the goals and challenge of practice for these improvements.

Attendance

Year level	2015	2016	2017	2018
Reception	92.7%	92.8%	93.4%	95.3%
Year 1	91.7%	93.4%	93.6%	96.7%
Year 2	93.8%	97.1%	93.7%	96.9%
Year 3	91.1%	93.5%	96.3%	94.9%
Year 4	87.4%	90.3%	93.3%	90.9%
Year 5	93.4%	88.0%	90.0%	96.3%
Year 6	89.3%	90.9%	82.0%	92.5%
Year 7	91.4%	90.7%	88.2%	87.6%
Total	91.6%	92.0%	91.2%	94.6%

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

Attendance comment

Kersbrook Primary School almost achieved the Department for Education target of 95% attendance with a score of 94.6% . The main reasons for absences were student illness and the high number of students who go on holidays with their families outside of school holidays.

Newsletter articles each term are informing parents of the importance of consistent attendance. Individual letters of concern were sent to parents each term if required. School staff follow up absences to support student attendance and well being.

Behaviour management comment

Student behavior is well managed at Kersbrook Primary School. All staff use a consistent approach when dealing with behavior management issues. Issues are dealt with promptly and followed up as required. Several students benefited from having reflection time either in the office or sitting out for a short period of time.

Staff build strong relationships with students and support them to take responsibility for their own actions. Staff use positive reinforcement to acknowledge good behavior. We strive to assist our students to develop good life skills and resolve issues in an appropriate manner.

Client opinion summary

School Surveys for Students, Parents and Staff were undertaken in Term 4. A rating scale between 0.0 - 5.0 was used.

Student Survey:

On average Student Survey results were pleasing. The Average Rating on all questions was 4 or above out of 5.

Our strengths were (4.6) - My teachers expect me to do my best; (4.5) My teacher provides me with useful feedback about my school work; (4.4) I feel safe at my school; and (4.6) My teachers motivate me to learn; (4.4) My school gives me opportunities to do interesting things.

Parents Survey:

Unfortunately we had no responses to the Parent Survey. The opportunity was provided for electronic submission or hard copy to fill out.

Staff Survey:

On average Staff Survey results were positive. The Average Rating on all questions was 4.7 or above out of 5.

Our strengths were: (4.8) Teachers at this school expect students to do their best; (4.9) Teachers at this school provide students with useful feedback about their work; (4.8) Students at this school can talk to teachers about their concerns; (4.8) Parents at this school can talk to teachers about their concerns; (4.9) This school looks for ways to improve.

The surveys displayed a consistency between staff and student opinions.

Intended destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	4.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	21.7%
Transfer to SA Govt School	16	69.6%
Unknown	1	4.3%
Unknown (TG - Not Found)	0	NA

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

Relevant history screening

Kersbrook Primary School follows the Department for Education Relevant History Screening requirements. A locked file includes applications and approvals for all staff and volunteers. The file is regularly updated and checked to ensure that all necessary DCSI applications are current. All Governing Council members are required to have DCSI clearance.

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	11
Post Graduate Qualifications	2

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	4.8	0.5	3.0
Persons	0	5	1	5

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

Financial statement

Funding Source	Amount
Grants: State	948522.44
Grants: Commonwealth	8100.00
Parent Contributions	33088.71
Fund Raising	16825.10
Other	26804.04

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		
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	SWD funding was used along with school funding to support learning outcomes and goals.	Better engagement and progress to reach goals set by teachers.
Targeted funding for groups of students	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	APAS funding and school funding used to support two students. SSOs supported them with literacy and numeracy goals set by teachers.	Running Record data shows good growth. both students continue to make good progress.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives		
	Better schools funding	Money spent to pay ancillary wages to support students.	Progress made towards all students achieving SEA
Other discretionary funding	Specialist school reporting (as required)	Acquitting sporting schools grant and APAS grant.	Able to offer students access to different sports to increase overall fitness.
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)		