



Kersbrook Primary School

2022 annual report to the community

Kersbrook Primary School Number: 204

Partnership: Torrens Valley

Signature

School principal:

Mrs Brodie Taplin

Governing council chair:

Kath Cottrell

Date of endorsement:

24 February 2023



Government
of South Australia
Department for Education

Context and highlights

Kersbrook Primary School is located on the fringe between the Adelaide Hills and the Barossa Valley in the heart of a close-knit community that is involved with the school in a variety of ways. In conjunction with our Governing Council, we implemented many positive changes in 2022 beginning with the introduction of our Learner Qualities which include Courage through Communication, Creativity and Curiosity. We promote and explicitly plan for our students working collaboratively in multi-year level classes and coming together as a whole school weekly for Global Learning which has a focus on language, connection and art through learning about relevant national and global events. Our vision is to create dynamic, engaging learning spaces and opportunities that inspire and encourage our students to be inquisitive learners that embrace productive struggle. Our Site Improvement Plan was narrowed to focus deeply on two areas: reading comprehension to increase our learners ability to access, interpret, understand and connect with a range of texts and mathematics: to increase our students ability to interpret and understand problems and select appropriate strategies to solve them. Our SIP outlines the direction we are taking to achieve these site goals including targeted professional development and connecting with like sites to deepen our impact.

In 2022 we initiated many site funded works and improvements across the school including a new playground, a new sand and water play area, new swings, upgrades to our library, office and classrooms spaces with new cabinetry and investment in new resources across literacy and numeracy. We site funded our new technologies specialist subject with ozobots, coding programs and a new 3D printer. We have accepted the plans and quote for our new Covered Outdoor Learning Area to be installed in 2023 which will further enhance opportunities for our students to access outdoor learning throughout the year.

Highlights of 2022 include excursions throughout the year to Tandanya Indigenous Cultural Centre, Adelaide Botanic Gardens, The Space discovery Centre, AFL Max, FIA Girls On Track VALO 500 experience, Adelaide Central Markets and swimming at the Elizabeth Aquadome. We celebrated the end of our year with our End of Year concert and graduation as well as 85% completion rate in both the Premiers Reading and Be Active challenges.

Governing council report

Firstly, I would like to warmly welcome everyone who is here tonight and thank you for giving up your evening! We are so lucky as a school community to have such active and engaged families and staff, and this is particularly evident when you start reflecting back on the successful year we have had.

2022 started with some residual impacts of COVID 19. Home learning for the first 2 weeks for years 3-6 and only Reception – 2 Starting at school. This of course was a different way to start the year. But once again our amazing teaching staff were able to be flexible, and still provide learning experiences for our kids in many different ways. We also started the year with 2 new staff members in Lenka Hill and Brodie Taplin. Which I am sure everyone would agree was such an important and integral turning point for our little school. Lenka quickly took a sidestep and very comfortably became our amazing Technology Teacher as well as Room 2's class teacher. She has brought with her a wealth of knowledge and experience in this field which we are very fortunate to have gained! This of course meant we parted ways with our Japanese lessons, but it has definitely proved to have been a very positive move for the students at Kersbrook.

Brodie Taplin started as Principal in 2022 and has come to us with energy and excitement. She has thrown herself into the job at hand and has truly made her mark on our little school. Her dedication, her approachability and her positive attitude has really uplifted our school and the community. Thank you, Brodie.

Looking back at where and how we started this year, new principal, New Finance Officer in Andrea, New teacher, COVID 19 restrictions, and New Chairperson. We certainly had our work cut out for us. However, looking back, it has been an amazingly successful and incredibly productive year!

Just some of the new additions to our school that our Governing Council over saw in 2022:

- The swings! Probably one of the most valued pieces of equipment by the kids.

- Global Learning: a flexible way of exposing our kids to cultures, languages and communities in a real world and current form.

- Technology Lessons with Mrs. Hill, which have been exciting and engaging for the kids on many levels! This also led to the eventual introduction to Mel Whiting who took over in Room 2, in the second half of the year while Lenka Taught technology to the whole school.

- The new furniture throughout the whole school, including the library, and that beautiful tree!

- The sand pit/ Mud pit play space: Definitely a favourite to ALL of my kids, such a beautiful space with amazing potential for learning through play.

- The new and improved playground.

- Wednesday Lunches, Friday lunch orders, and more recently the Breakfast club. Which are all great ways to ensure our kids have all the right ingredients to learn and focus throughout the day. And also give us parents options for those dreaded lunch boxes!!

- A new and improved school motto, "small school, big family" Which was a complete community project, ideas suggested from students and families, and voted on by students, staff and families and now we have the new signage, that just looks great!

- 2022 could also be named the year of excursions and exciting experiences, the kids visited Tandanya and the Botanic Gardens, they had story time at Gumeracha Library, AFL Max, and a visit to the Space Discovery Centre. Our upper primary girls also visited the VALO Adelaide 500 and Central Markets.

- 2022 was also a great year for our fundraising committee. After being put on hold for most of 2021 it was great to have such an active group of parents back together. We had some very positive fundraising efforts, probably the most popular was our Colour Run. Which was such a highlight for the year!

These are just some of the achievements that have been completed and enjoyed in 2022. There were several other exciting and enriching projects which the Governing Council reviewed and discussed and approved-which are on our Horizons.

The last point I want to make is to Thank last years Governing Council Representatives! Without you and your dedication to Kersbrook Primary School, we would not have been able to grow and improve the way that we did. Your ability to work productively and professionally but without losing that enjoyment of each other's company and comfortable atmosphere was amazing. Thank you for being patience with me as I learnt my role and fumbled my way through several meetings!! Thank you also to our amazing staff at Kersbrook Primary school. All our staff, whether it is our teachers, principal, SSO, admin or Groundskeeping have such a great attitude and go above and beyond for our community and our Kids.

So once again thank you for this opportunity to serve the school as Chairperson, it has been such a rewarding experience and I do urge you all to consider being an active member in our community and join our Governing Council.

Quality improvement planning

Staff have committed to many curriculum improvements across R-6 which is underpinned by an investment in collaborative planning release days once a term. With this time, teachers plan and structure learning programs that span the breadth of learners and support consistent pedagogy, assessment and data collection which in a cyclic process, further informs teaching and learning. We have also invested in one day rolling release for teachers to meet with the curriculum SSO to ensure that the support given in the classroom is informed, targeted and individualised accordingly. It is a focus of 2023 to embed the data collection and analysing that has been initiated in 2022 and use it to inform teaching and learning.

Reading

It was evident at the beginning of 2022 that the teaching team did not have a consistent, evidence based approach to teaching reading and reading comprehension, or consistent methods of gathering reading data outside of PAT-R and NAPLAN. As such, we invested in the Hawker Brownlow Cars & Stars reading comprehension program. The comprehensive CARS & STARS Plus program consists of ten levels (P–H) that allow teachers to identify and teach twelve reading and comprehension strategies, and improve literacy results. The program is divided into two parts: CARS (the assessment portion) and STARS (the instruction portion). Teachers have completed the professional development in C&S to explicitly teach, assess and interpret the data gathered which then informs teaching and learning of reading comprehension once students finish reader levels. Our target to increase or maintain the percentage of year 3 and 5 students in the high bands in NAPLAN and our Year 1 students was achieved, as well as the Phonics Screening Check. Analysis of initial data in 2022 informs us that Reading will continue to be a focus for us in 2023 and we look to embed those programs that have been initiated throughout 2022 so that teachers can continue their collaborative approach to plan, teach and assess according to results. We are at the beginning stages of this important work and are excited to see it's impact across the future. Teachers have linked the C&S program to the DfE units and ensure that there is daily focus on consistent reading strategies across the school (changing every 5 weeks).

Maths

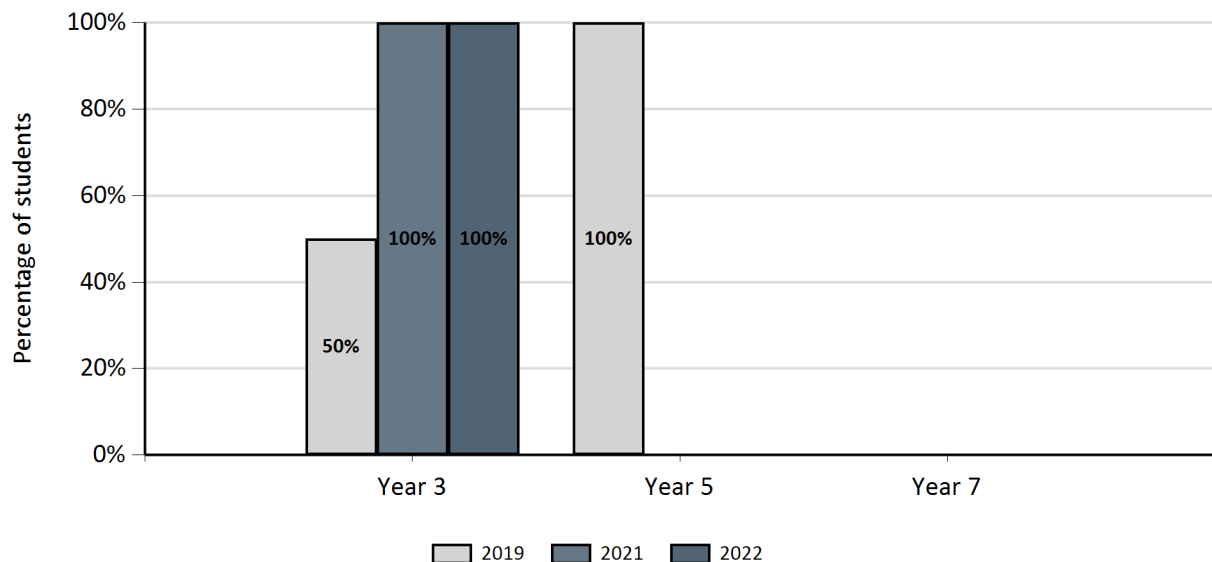
It became evident as we gathered explicit data across the year that number sense and problem solving were areas of focus for our students. Professional development has been targeted to the Big Ideas in Number through the support of MASA (Maths Association of SA) and Bruce White (Adjunct lecturer; UniSA). Again, we needed to implement whole school, consistent pedagogy and data collection and working with the LET and DfE recommended diagnostics in maths, we initiated the Big Ideas in Number Trust the Count and Place Value testing accordingly. This gave us valuable baseline data that will be crucial when the 2023 Term 1 data collection takes place. A whole school numeracy agreement was established that guides teachers pedagogy and resources to ensure that consistency is achieved and students are comfortable and familiar with routines and vocabulary, which underpin the important teaching and learning happening in classrooms.

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

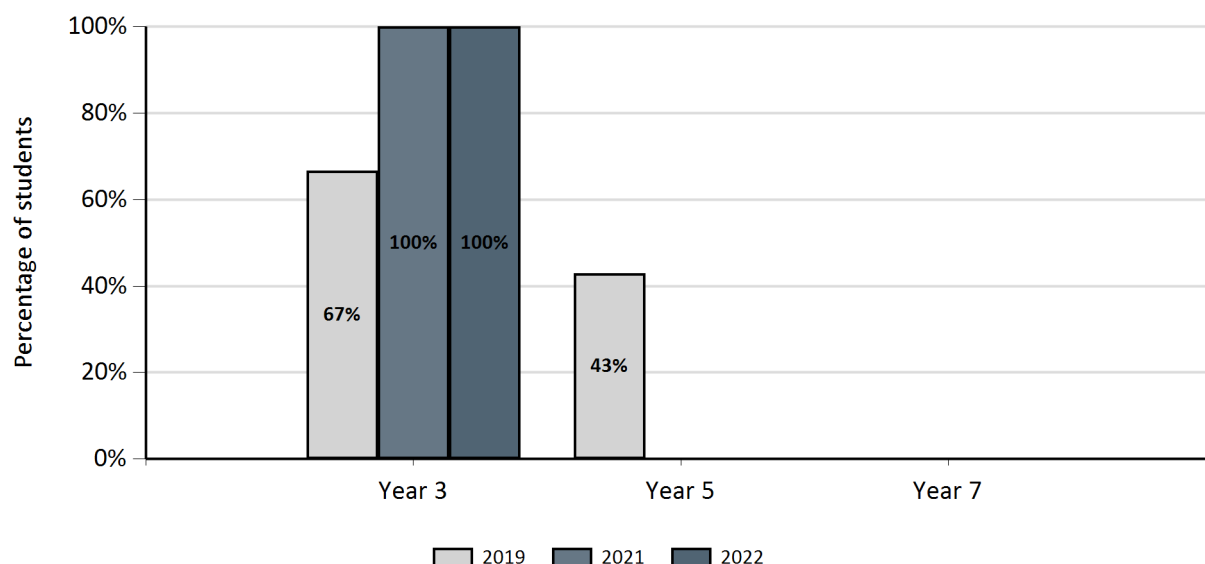


*NOTE: No NAPLAN testing was conducted in 2020.

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	9	9	7	2	78%	22%
Year 03 2021-2022 Average	10.0	10.0	6.5	3.5	65%	35%
Year 05 2022	*	*	*	*	*	*
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: Data Informed Planning

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

Data collection and management was implemented for all learners. This involved analysing current data collection practices and moving towards collecting data that influenced teaching and learning programs. In line with the SIP the focus on was on Reading and Maths with students participating in assessments including: Phonics Check, Running Records, Lexiles, Cars and Stars, PAT R, PAT-M and NAPLAN.

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

N/A

School performance comment

Goal 1: to increase the number of students attaining and maintaining in the higher bands in maths

NAPLAN Maths Year 3 students maintained 100% achievement in SEA results from 2021.

NAPLAN maths Year 3 students high band results were 22.2% in 2022 compared to 45.5% in 2021.

NAPLAN Maths Year 5 students maintained 75% achievement in SEA results with a 25% improvement in high band results in 2022.

The work across our Site Improvement Plan throughout 2022 has clarified our maths actions, resources and professional development focus for 2023 so we are hoping to improve our high bands results moving forward. With the establishment of our assessment and reporting schedule in 2022, we are hoping to record and monitor greater depth of data in maths to support the continued improvement of pedagogy and student achievement.

Goal 2: In reading, students will increase and maintain achievement in the higher bands with a focus on comprehension

NAPLAN Reading Year 3 and 5 students maintained 100% achievement in SEA results from 2021 with the most recent dip from this being 84.6% (Year 5) in 2018 and 50% (Year 3) in 2019.

NAPLAN Reading high band results for our Year 3 students increased from 54.5% (2021) to 77.8% (2022).

NAPLAN Reading high band results for our Year 5 students increased from 14.3% (2019) to 50% in 2022.

With the SIP focus on improvement in reading being established and implemented, we will be looking to review its progress with the gathering of baseline data in early 2023 and would hope to either maintain or increase our high band results in Term 1 NAPLAN testing.

Phonics Screening Check results were also very positive with 85.7% (5/6) students achieving benchmark compared to 100% (5/5) in 2021 - however we had a larger cohort in 2022 with only one student not achieving benchmark, and being supported with interventions as part of their One Plan.

Attendance

Year level	2019	2020	2021	2022
Reception	92.8%	92.4%	94.7%	91.9%
Year 1	92.6%	93.9%	95.5%	88.3%
Year 2	96.9%	96.0%	92.5%	90.9%
Year 3	92.9%	94.7%	96.9%	90.9%
Year 4	94.0%	92.1%	96.0%	92.7%
Year 5	93.2%	95.6%	94.5%	92.4%
Year 6	96.0%	91.5%	96.2%	89.0%
Year 7	92.1%	95.9%	92.1%	N/A
Total	93.9%	94.4%	94.8%	91.1%

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

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

Attendance comment

2022 attendance rates were maintained in comparison to 2021 however there was an impact to students attendance due to the impact of COVID-19 and the community's response, especially around lockdowns and waves of infection. Leadership and the teaching team maintained regular contact with all families throughout the state lockdown and waves of infection, with all students returning to school outside of lockdown.

Behaviour support comment

Behaviour has been successfully managed in classrooms and the yard by a caring and consistent approach from the teaching team. The principal, being a sole site leader, managed all incidences of classroom time inappropriate behaviour with a transformative justice approach - understanding the cause of behaviour, de-escalating behaviour through a calm and consistent approach and coaching students through choices and consequences for future escalations. Proactive strategies are a focus for all teachers and classrooms with regularly implemented 'brain breaks' and access to deep pressure and sensory options. Working alongside allied health professionals and support services assisted the use of these proactive strategies including battery check-ins and the regulation scale.

Parent opinion survey summary

12 families responded to the Parent Engagement Survey from a total of 30 families across our school with increased satisfaction in all areas surveyed apart from 1. Some responses in the areas of agree or strongly agree include:

People at the school are respectful increased from 86% (2021) to 100% in 2022.

Parents feel that their child is important at our school increased from 86% (2021) to 100% in 2022.

Parents feel that they receive enough communication from the school increased from 85% (2021) to 100% in 2022.

Parents feel that they have useful discussions about their child increased from 57% (2021) to 100% in 2022.

Parents feeling that they have input into their child's learning increased from 50% (2021) to 83% in 2022.

Parents know the standard of student work increased from 43% (2021) to 83% in 2022.

The area that declined in satisfaction by 2% was:

My child receives learning tips being 36% in 2021 and 34% in 2022. As a school we will be looking to improve this result in 2023 as we focus on our 2021 ESR direction of developing relevant and useful student learning goals.

Intended destination

Leave Reason	Number	%
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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

All staff and volunteers had undertaken training and met the Department for Education screening requirements.

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	5
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	4.0	0.0	2.9
Persons	0	4	0	5

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$3,600
Parent Contributions	\$7,623
Fund Raising	\$4,193
Other	\$700

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	Individual Learning Plans (One Plans) were developed to meet the needs of students; teachers were released to write and review One Plans including consultation with allied health professionals and student support services.	Each identified student had their plans and progress reviewed during the year with goals set and achieved.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	One Plans were developed to meet the needs of identified students in conjunction with Student Support Services and allied health professionals, parents and students.	Students engaged who accessed supports made progress towards goals.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	A targeted research based phonics program (RWI) was implemented fully for the first time for Reception, Year 1 and Year 2 students. Staff were fully trained for the first time to deliver this program also. Year 3, 4, 5 and 6 students engaged in a targeted research based intervention program (OP: Language and Literature) implemented for the first time. IESP support was delivered through in class support to meet the needs of individual students.	Student progress was monitored to ensure growth. Term 4 data recorded an increase in all students phonics levels and reading levels.
Program funding for all students	Australian Curriculum	Students were assessed against the Australian Curriculum with a focus on increasing student attainment of the SEA and Higher Band Achievement (linked with SIP).	Higher Bands targets were met and all students achieved SEA. Higher Band achievement will continue to be a focus in 2023 as we aim to increase our students in these bands.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Students were supported in class with a trained SSO under the guidance of the classroom teachers. Investment is made into the explicit upskilling of curriculum SSO's to provide more targeted support in 2023 that aligns with One Plan goals.	Students supported by explicit 1:1 or small group intervention made progress at varied rates but maintained SEA.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	Differentiated programs are provided in class as identified through data collection and teacher assessment and moderation processes.	Individual needs were met with a focus on stretch and challenge.

