



# Kersbrook PRIMARY SCHOOL

## Kersbrook Primary School

### 2020 annual report to the community

Kersbrook Primary School Number: 204

Partnership: Torrens Valley

Signature

School principal:

Ms Jillian Gurner

Governing council chair:

Ms Emma Foster

Date of endorsement:

1 March 2021



Government  
of South Australia

Department for Education

## Context and highlights

2020 was a year like no other due to COVID-19 restrictions and disruptions. Our students, staff and families were amazing and demonstrated resilience and adaptability. We had three classes consisting of Junior Primary, Middle Primary and Upper Primary. Japanese continues to be our LOTE subject with support from Open Access college. Health and Physical Education was once again a focus for our NIT teacher this year.

Due to COVID our fundraising and other committees were unable to meet or undertake their normal activities. The school was able to undertake some fundraising including: Mount Pleasant Farmer's Market gate collection, special lunches, People's Choice Credit Union Community Lottery and casual clothes days each term. Governing Council were still able to meet twice per term until hard lock down in Term 4.

Our Year 7 students were able to access online tours of major sites in Canberra and tutorials to support their Civics and Citizenship curriculum as their planned trip to Canberra was unable to go ahead. The Year 7 students spent a day in the city visiting Parliament House with a guided tour and enjoying the Art Gallery and Migration Museum. Our scheduled whole school camp was postponed.

Policies and information are easily accessible at any time of the day or night via our website. Our communications to and with our community include: conversations, Class Dojo, text messages, emails and our new Sway format newsletters.

Our Nature Play area is the most recent jewel in our Kersbrook Primary School crown. Students from Reception to Year 7 are enjoying this outdoor learning space which has physical, social and emotional benefits. The native garden is currently being established.

We were once again successful in applying for several grants from Sporting Schools that enabled us to provide specialist sports sessions across the year at no cost to families. Sports included Athletics, Basketball and Cricket.

## Governing council report

2020 was a year that provided us many challenges, uncertainty and change. But, from those forced challenges we found opportunities for growth and an unprecedented platform to reassess the "norm".

At the beginning of the year, the intention was to continue fundraising, planning social events and building on our strong community within our school environment. This was not to be. Our focus shifted to the global pandemic that was unfolding and the first priority fast became the health and safety of our children, staff and community.

Governing Council was still able to achieve 7 of our 8 planned meetings, which complied with Covid-19 restrictions and social distancing protocols. We went into caretaker mode, addressing items as they arose, rather than blazing a new trail.

It is with great pride that I can report that Stage one of the construction for the Outdoor Learning Space has occurred. This has been the main focus for fundraising for throughout 2018 and 2019, along with surplus OSHC funds from the previous service and funds budgeted for by the school we had a healthy figure of almost \$40,000.00. To add to this, Kersbrook Primary school was successful in obtaining a grant for \$10,000 to go towards this space. So, every time you see your child enjoying this fabulous new area, remember that things like this are made possible through the hard work and dedication of our school community.

As retiring Chairperson, I would like to take this opportunity to encourage you to become an active member in this very unique school community. Having sat on the Governing Council, Fundraising Committee and Parents and Friends Committee in various capacities for the past 7 years, it has been an incredibly rewarding experience. Thank you to the Principal, staff and fellow committee members for your guidance, support and enthusiasm. They say it takes a village to raise a child and what a fabulous village we have!

Best wishes for 2021.

Mary Clark

KPS Governing Council Chairperson 2020

# Quality improvement planning

Kersbrook Primary School, along with other schools in our Torrens Valley Partnership have continued to work towards student improvement for both Literacy and Numeracy.

During 2020 our staff continued to work with the Education Director, Principal Consultant and the Learning Improvement Division (LID) to enact and further develop our Site Improvement Plan (SIP). Our data is clear evidence of progress towards the optimistic targets and goals that we set. We will continue to strive for improvement for all students.

Teachers continued to meet with individual students to explain and interrogate their data and assist each student to set realistic goals and targets for future improvement. We believe that this empowers students to have a deeper conversation at home with their parents about their data and to better engage in the improvement cycle.

NAPLAN testing was not undertaken due to COVID-19 but our 2018 and 2019 NAPLAN data shows growth. Early Years Reading and Phonics continued to build on the improvement we saw in the previous year.

Our PAT-Reading and PAT-Maths data for 2020 was interrogated by staff to look for further ways to improve outcomes for students. Common misconceptions have been revisited and all students will be using the Oxford Maths plus resources for 2021.

Staff worked on our Site Improvement Plan (SIP) at the end of 2020 ready for 2021 and our main focus will be on Numeracy.

Due to our small cohorts in each year level reporting of data was not provided in some of the the tables included in this 2020 Annual Report.

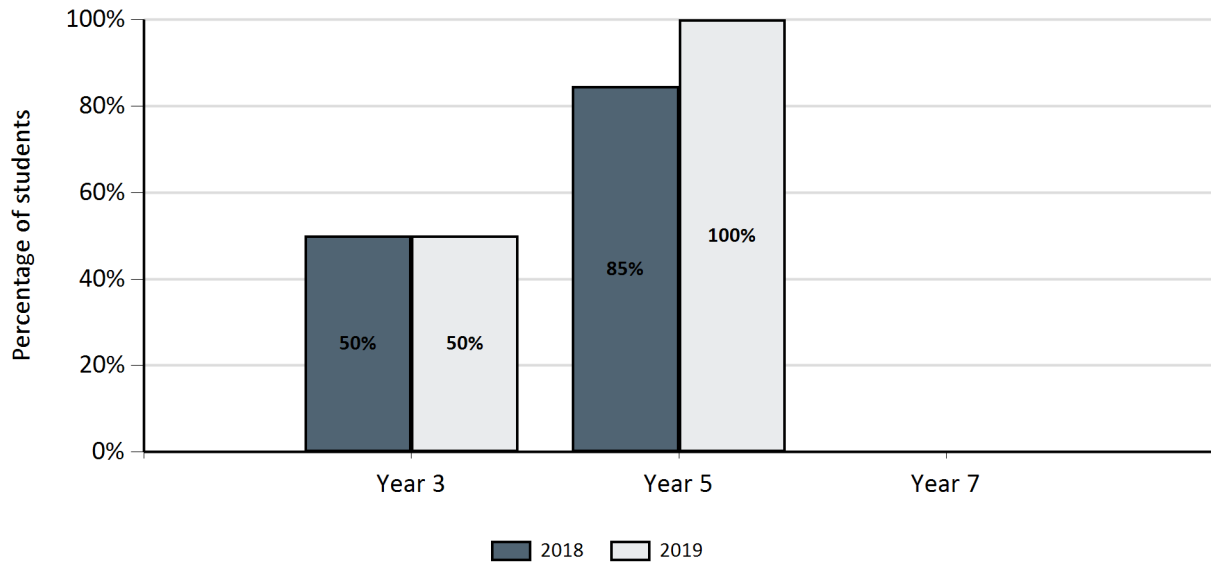
We continue to provide up to date technology to meet the need of our students and to support them to take advantage of and engage in their ever changing technological world. All students now have access to an interactive panel in their classroom. They continue to have access to laptops, iPads, programmable robots, 3D printer and updated WiFi coverage across our school. During 2020 we connected to high speed Internet and SWiFT.

# 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

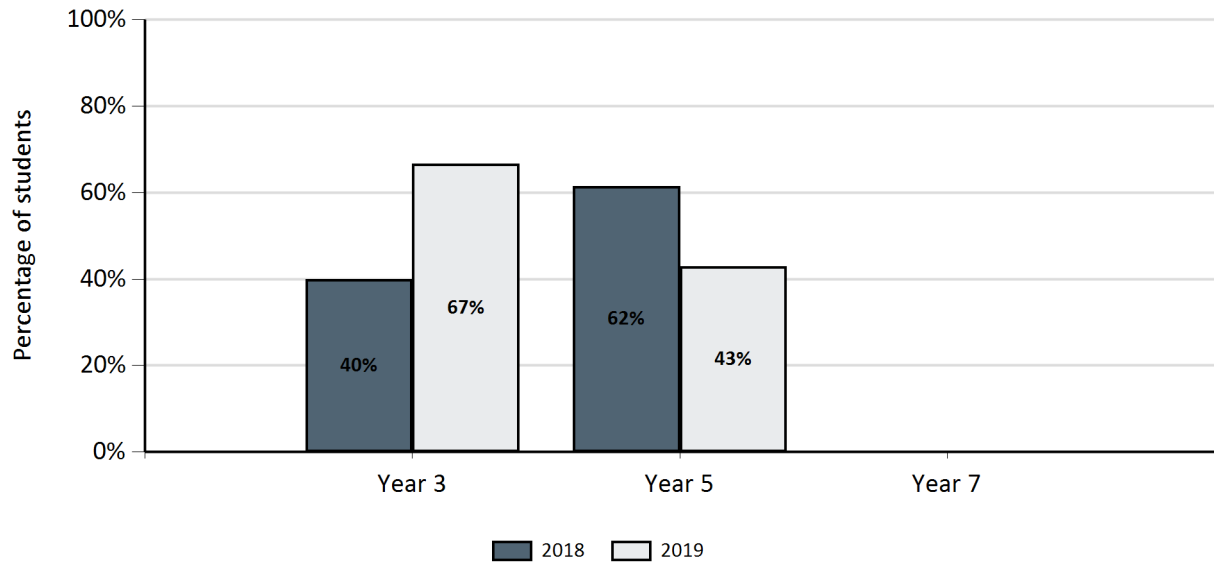


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2017 to 2020 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  | *        | *        | 25%             |
| Middle progress group | *        | *        | 50%             |
| Lower progress group  | *        | *        | 25%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

### Numeracy

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Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

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# 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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|--------------------------|---|----------|--|----------|--|----------|
|                          | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 3 2019              | 6   | 6        | 1  | 1        | 17%  | 17%      |
| Year 3 2017-2019 Average | 6.7   | 6.7      | 1.7  | 0.3      | 25%  | 5%       |
| Year 5 2019              | 7   | 7        | 1  | 0        | 14%  | 0%       |
| Year 5 2017-2019 Average | 9.0   | 9.0      | 1.7  | 0.7      | 19%  | 7%       |
| Year 7 2019              | *   | *        | *  | *        | *  | *        |
| Year 7 2017-2019 Average | 6.3   | 6.3      | 1.7  | 2.0      | 26%  | 32%      |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students' Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about change in performance from year to year. At Kersbrook Primary School our 2020 cohorts consisted of 5 Reception students, 11 Year 1 students, 10 Year 2 students, 6 Year 3 students, 4 Year 4 students, 5 Year 5 students, 5 Year 6 students and 8 Year 7 students.

As part of our ongoing quest to continue to support student improvement in both Literacy and Numeracy across our whole school teachers and all staff continued to challenge students to set goals and targets for individual growth and progress.

Our ongoing work with the Learning Improvement Division (LID) team and our own Torrens Valley Partnership informed and supported much of our ongoing work.

All students at our school from Reception to Year 7 undertake PAT testing each year. This provides base line data and allows us to support all students to make at least 12 months growth per year. Teachers work with older students to interrogate their data and set further challenges and goals.

Students undertake the Department for Education provided PAT- Math and PAT- Reading tests along with PAT- grammar and punctuation and PAT-spelling that our school purchases. The data provides an insight into common misconceptions that can then be addressed.

In 2020 NAPLAN was not undertaken nationally due to COVID-19. The graph attached for NAPLAN Proficiency is for 2018 and 2019. Our Year 7 cohort was less than the 6 so no graph was extracted for Year 7 students.

## Attendance

| Year level | 2017  | 2018  | 2019  | 2020  |
|------------|-------|-------|-------|-------|
| Reception  | 92.8% | 95.2% | 92.8% | 92.4% |
| Year 1     | 94.4% | 96.6% | 92.6% | 93.9% |
| Year 2     | 95.6% | 96.7% | 96.9% | 96.0% |
| Year 3     | 99.2% | 94.8% | 92.9% | 94.7% |
| Year 4     | 93.2% | 90.7% | 94.0% | 92.1% |
| Year 5     | 90.9% | 96.1% | 93.2% | 95.6% |
| Year 6     | 82.2% | 92.0% | 96.0% | 91.5% |
| Year 7     | 88.6% | 87.6% | 92.1% | 95.9% |
| Total      | 91.7% | 94.5% | 93.9% | 94.4% |

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

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

## Attendance comment

Our attendance data from 2017 compared to 2019 shows a general increase in attendance and we are very close to the Department for Education target of 95% overall. Some families take holidays during term time to fit in with their work commitments and this impacts our attendance data.

Newsletter articles reinforce the importance of regular attendance and show the cumulative effect of absences. Attendance letters are sent at the end of each term to alert parents to the number of absences if ten or more.

## Behaviour support comment

All staff use a consistent approach when dealing with behavior management issues. Issues are dealt with promptly and followed up as required. At times, some 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. This includes our Positive Play Awards. We strive to assist our students to develop good life skills and resolve issues in an appropriate manner.

Our policies are regularly updated to reflect and support positive behaviour with our Bullying Prevention policy being one such example.

## Client opinion summary

Our School Parent Engagement Survey undertaken in September 2020 provided valuable information. We had 28 respondents to our survey. In regard to "I feel like my child is important to the school" only one parent disagreed. All 28 parents agreed or strongly agreed that "I think that education at school is important to my child's future".

We regularly asked for parent feedback via requests in our newsletter and Class Dojo messages. Students have regular class meetings that provide an avenue for feedback and discussion with their class teachers. Issues and/or suggestions were often taken to SRC and followed up.

We continue to seek new ways to communicate with parents and ensure that they are well informed and included in decision making. We have an open door policy that encourages communication and feedback. We are constantly working with our Governing Council to seek ways to improve.

## Intended destination

| Leave Reason                | Number | %     |
|-----------------------------|--------|-------|
| Employment                  | 0      | NA    |
| Interstate/Overseas         | 0      | NA    |
| Other                       | 0      | NA    |
| Seeking Employment          | 0      | NA    |
| Tertiary/TAFE/Training      | 0      | NA    |
| Transfer to Non-Govt School | 14     | 46.7% |
| Transfer to SA Govt School  | 16     | 53.3% |
| Unknown                     | 0      | NA    |
| Unknown (TG - Not Found)    | 0      | NA    |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## 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 WWCC applications are current. All Governing Council members are required to have this clearance and checks must be updated every five years.

The check involves checking the person's criminal history and other relevant information that is lawfully available to the screening unit.

Parents and guardians who volunteer at our school to assist in the classroom of their own child or children do not need to have this check.



# 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 | 2                        |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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            | 4.0            | 0.0                | 3.1            |
| Persons               | 0              | 4              | 0                  | 6              |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

| Funding Source       | Amount    |
|----------------------|-----------|
| Grants: State        | \$280,000 |
| Grants: Commonwealth | \$16,050  |
| Parent Contributions | \$21,158  |
| Fund Raising         | \$3,094   |
| Other                | \$1,475   |

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

## 2020 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 2020 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  | Money used to provide extra support in class as needed.   | Extra support enabled all students to meet, exceed or get closer to SEA. |
|  | Improved outcomes for students with an additional language or dialect  | Not applicable  | Our EALD students all met or exceeded SEA for 2020.                      |
|  | Inclusive Education Support Program  | Not applicable  | Not applicable   |
| Targeted funding for groups of students  | Improved outcomes for<br>- rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br><br>First language maintenance & development<br>Students taking alternative pathways<br>IESP support | Not applicable  | Not applicable   |
| Program funding for all students         | Australian Curriculum  | All money received was used to provide extra classroom support as needed.   | Students made improvement, achieved or exceeded SEA.                     |
| Other discretionary funding              | Aboriginal languages programs Initiatives  | Not applicable  | Not applicable   |
|  | Better schools funding   | This money was used to provide extra SSO support in classes as needed.  | Teachers were able to run differentiated groups according to needs.      |
|  | Specialist school reporting (as required)  | Not applicable  | Not applicable   |
|  | Improved outcomes for gifted students  | Not applicable  | Not applicable   |