

Kilkenny Primary School and Kilkenny Child Parent Centre

2016 Annual Report to the Site Community



Government
of South Australia
Department for Education
and Child Development

Kilkenny Primary School Number: 207

Kilkenny Child Parent Centre Number: 1592

Partnership: Inner West

Name of School Principal:

Peter Dunstan

Name of Governing Council Chair:

Jesse Bugden

Date of Endorsement:

Site Context and Highlights

Kilkenny Primary School's commitment is to continually improve quality teaching and learning. Our aim is to provide relevant, meaningful and challenging curriculum, and develop and maintain healthy relationships, inquiry-based learning and a high standard of teaching. Our Caring Agreements are: Mutual Respect; Appreciations, No Put Downs; Attentive Listening; Right to Pass or Participate; Only Our Best Will Do. We have a common pedagogy across the site of challenging "Powerful Learners" and have learning programs that focus on 'Growth Mindsets' around problem solving, critical and creative thinking, being collaborative and innovative and having students being skilled for our globalised world.

We are a multicultural school with more than 60% of students from non-English speaking backgrounds and have over 47 dialects representing the different countries our families are from. We have 4 Intensive English language classes as well as two regional special classes. Classes from Rec.- Yr. 4 are learning Indonesian as the schools language.. Our specialist programs include physical education, science and 'the Arts'. As a school that has received a Stem grant we are improving I.T. and teaching spaces to move our learning facilities into 21st Century learning and pedagogy.

We have strong links with the community and positive parental involvement in the many aspects of school life. There are Community Groups that parents can be involved with; all supporting different aspects of school life and feeding into our Governing Council. To support parents, we offer a preschool and an out-of-school-hours care facility- this also incorporates Vacation care during all holidays and pupil- free days. Our recently refurbished classrooms boast interactive whiteboards and computer pods. Upgrading of computer systems complement classroom work.

The school encourages community-wide commitment to environmental education and boasts a hectare of natural bushland with a wetland and outdoor classroom. As a Stephanie Alexander Kitchen Garden Foundation school, we have extensive gardens, a magnificent orchard and state-of-the-art kitchen facilities. There are large landscaped grounds and shaded areas for summer play, two ovals, two large adventure playgrounds, a basketball court and a multi-purpose gym.

2016 saw a growth of positive relationships between students, staff and parents with safe and inclusive classroom environments enabling student to take risks with their learning and care and well being occurring across the site. Our total enrolment of 459 students provided great diversity across mainstream, preschool, IELC and our Special classes Powerful Learning strategies were promoted via-

- T & D in staff meeting; PLC uniqueness
- Curriculum growth – Words their Way, Maths
- Maths partnerships – yr 7/8 transition
- Growth was observed with writing moving into the higher bands; with Yr 3-7 Pat M data 2016 there was a direction in driving maths thinking which will occur 'whole school 2017' with 3 part maths.

Wellbeing was promoted by acknowledging great 'Caring' with our Caring Agreements and assembly awards. We had a fantastic group of Student Leaders running lunchtime play activities that provided positive play activities for a wide group of students.

Our School environment continues to be a showcase for our site and a great learning environment incorporating our Scrub and garden areas. Sustainability is a key component of garden lessons.

To highlight our academic successes students were involved in 'Tournament of the Mind, and were State Winners in the Year 5 'Maths Challenge'.

During 2016 many events provided a culture of collaboration and success. These included -

- Fortnightly health hustle; site quiz night
- Winning ribbons in the Royal Adelaide Show cooking competition
- Successful Sports Days, Quiz Nights, washed out Concert !!!
- Positive interview and student showcase events
- Excellent Training 'Pupil Free Days' highlighted with Ryan Westell's Thinking / Powerful Learning presentation
- Utilising our \$50,000 Specialist Grant for our "Urban Camp in a Rural Setting" money to benefit the site
- Homestay project with South Korean students
- Powerful Learning Summit Day

Governing Council Report

Governing Council

2016 Governing Council had a very successful year. Committees were highly functioning in both the Governance of the school and providing special functions and events.

Highlights of Governing Council work includes:

- OSHC committees providing great guidance in setting up the first Vacation Care sessions
- OSHC Before & After School had a highly successful year with excellent numbers and financial security
- Curriculum committee met and were able to help drive the schools SIP and give direction to site communication re class learning and work eg class dojo
- Fundraising committee had several stalls; provided a 'pop up food van' environment and had a hugely successful Quiz Night raising over \$5,000. Funds for the year enabled a toilet upgrade at the school.
- Canteen had a great profit for the year and through the hard work of volunteers provided a fantastic service to the school.

Governing Council meetings were well attended and provided great direction for all aspects of the site.

Quality Improvement Planning (Preschool)

Improvement Priority 1: Sustainability and Physical Environment

Goal 1: Continue the 5 Stage Outdoor Redevelopment.

Strategy 1: Complete remaining items in Stage 1-5.

Stages have been completed. Environment is looking fantastic and was celebrated with children and their families

Strategy 2: Stage 1-5: Grant for the Mud Kitchen from Natural Resources Management Board to be acquitted by end of Term 3, 2016. Design by Simon Hutchinson, in conjunction with NRM.

Outcome: Grant will be acquitted and the mud kitchen will be completed.

Goal 2: Embedding sustainability within our daily practice through developing and maintaining meaningful and purposeful relationships with the wider community

Early Education for Sustainability SA (EESSA)

Improvement Priority 2: Collaborative Partnerships with Families and Communities

Goal 1: Develop and maintain meaningful and purposeful relationships with families.

Strategy 1: Provide opportunities for families to be involved in the service (e.g. Governing Council, Acquaintance Night, Volunteering, Excursions, Community Action Groups, and working bees).

Improvement Priority 3: Build a Community of Powerful Learners to improve children's learning outcomes

Goal 1: Educators and families to develop their understanding of Powerful Learning, and embed it in our everyday practice and routines.

Strategy 1: Educators to develop own understandings through research, readings, educator's meetings, Professional Learning Community, and Professional Development.

Outcome: Educators expanded their use of this vocabulary over the course of 2016 as they became more confident and knowledgeable.

Strategy 2: Educators to share their learning about Powerful Learners with families in formal and informal discussions, newsletter inserts, readings and research, Sharing Books & Daily Reflection Board used to engage families in this area.

Outcomes: Powerful Learning board has been established in the group time area with descriptions of the eight focus areas and photos. Preschool children participated in the powerful learning summit at the school.

Strategy 3: Educators to document individual children's Powerful Learning journey through observations, daily reflection board, sharing books, inquiry projects, and linking with EYLF Outcomes.

Outcomes: Educators are using the language of Powerful Learning in their daily interactions with children. Children are beginning to use terms in context 'e.g. that was courageous' (when someone shared something at group time. Families are exposed to Powerful Learning concepts through the newsletter. Children have access to materials that encourage open-ended investigation and discovery e.g. ropes, hooks, pulleys

Goal 2: Educators to continue to utilise their understanding of the Literacy and Numeracy Indicators in their documentation within our Assessment and Reporting practices.

Strategy 1: Existing educators to deepen their understanding of the Literacy and Numeracy Indicators, and to mentor the new educator in their usage.

Outcome: New educator was mentored on the Literacy & Numeracy indicators within a reporting and assessment

Strategy 2: Educators to document the development of children's literacy and numeracy through their observations, and linking with EYLF Outcomes.

Outcome: Learning stories have been written and sent home with a focus on literacy and numeracy. In the Term 2 end of term report the focus was on numeracy indicators and processes. In the Term 3 end of term report the focus was on literacy indicators and processes.

Improvement Priority 4: Continuity of Learning for Children, Families, and Educators



Improvement Planning and Outcomes (School)

Our 2016 priority areas for improvement, as identified in our 2015 External Review were:

1. Ensure all teachers can support more students to be more successful by adopting a coordinated and systematic approach to the analysis and use of all student data, including regular monitoring and evaluation for reliability, relevance and rigor.
2. Improve student achievement by enabling parents to be involved as partners in their child's learning through a coordinated communication strategy and approach.
3. Build a collaborative staff culture and implement change management strategies that foster professional commitment to, and ownership of, the schools strategic directions, priorities and plans for improving student learning.
4. Support continuous improvement to ensure professional learning is embedded effectively into classroom practice through the planning and regular monitoring of opportunities for scaffolding, sharing and consolidating staff learning, and the ongoing evaluation of the school-wide professional learning approach.

Our main achievements in working towards these goals are:

- The continuation of ongoing support for staff to use and interact with our Scorelink Data Management system
- A refined systematic approach to the use of data when designing teaching and learning programs for students
- PLCs exploring, unpacking and analysing student NAPLAN and PAT data
- Whole staff professional development days 'Data Diagnosis What's the Prognosis'
- Continuation of the moderation process through PLCs
- Explored the use of different communication tools to consolidate and strengthen the link between home and school, including Class Dojo, Edmodo, See Saw
- As per parent feedback, term overviews are provided to parents at the beginning of each term
- Powerful Learners Summit, a day focused on 'What it means to be a Powerful Learner, which was coordinated and ran by a group of 50 Year 5, 6, 7 students
- Introduced Multi-lit reading intervention program and the Words their Way spelling program in Years 2-7
- Planning and release days for staff, with a focus on Natural Maths strategies
- Modelling effective classroom practice and peer to peer observations and feedback
- PLCs informing Site Improvement planning and strategic directions
- PLCs working on research-based projects and sharing their learning with staff
- Involvement in Continuity of Learning partnership project for Year 6/7 teachers and Anthony Muhammad

'Transforming School Culture' PD day

Our Student performance in relation to the DECD Standard of Education Achievement demonstrate that:

- 72% our Year 3 students achieved NAPLAN Reading results at or above Band 3
- 76% our Year 3 students achieved NAPLAN Numeracy results at or above Band 3
- 75% our Year 5 students achieved NAPLAN Reading results at or above Band 5
- 69% our Year 5 students achieved NAPLAN Numeracy results at or above Band 5
- 81% our Year 7 students achieved NAPLAN Reading results at or above Band 6
- 74% our Year 7 students achieved NAPLAN Numeracy results at or above Band 6

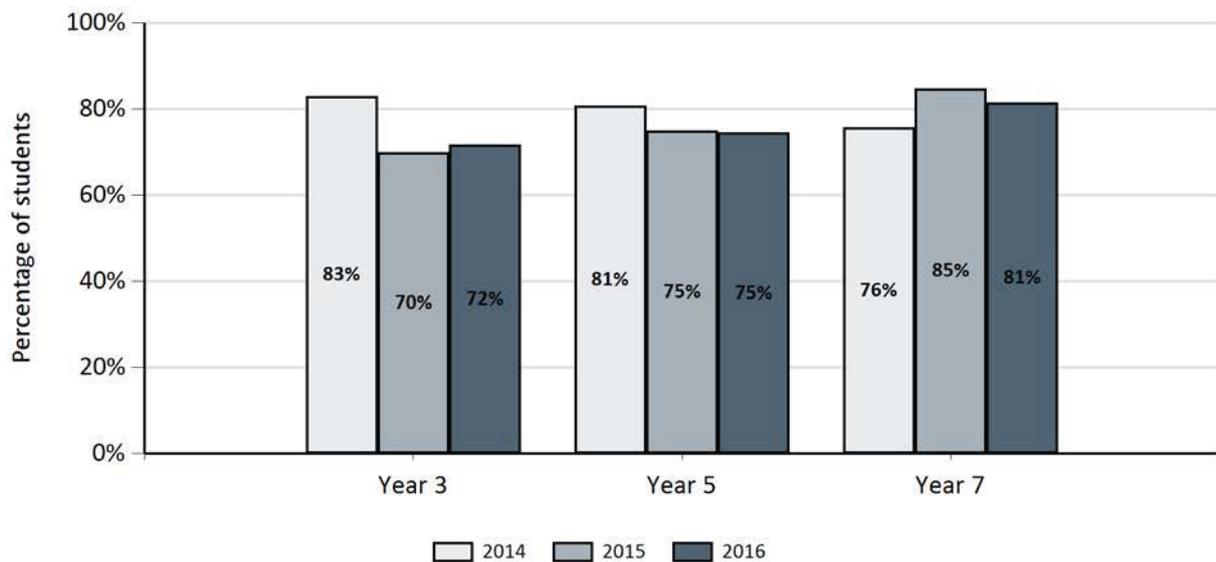
Our priorities for 2017 include a continued focus on developing powerful learners through high quality pedagogical practices that are centered on critical and creative thinking, inquiry learning and assessment practices to promote higher student achievement across all year levels.

Performance Summary

NAPLAN Proficiency

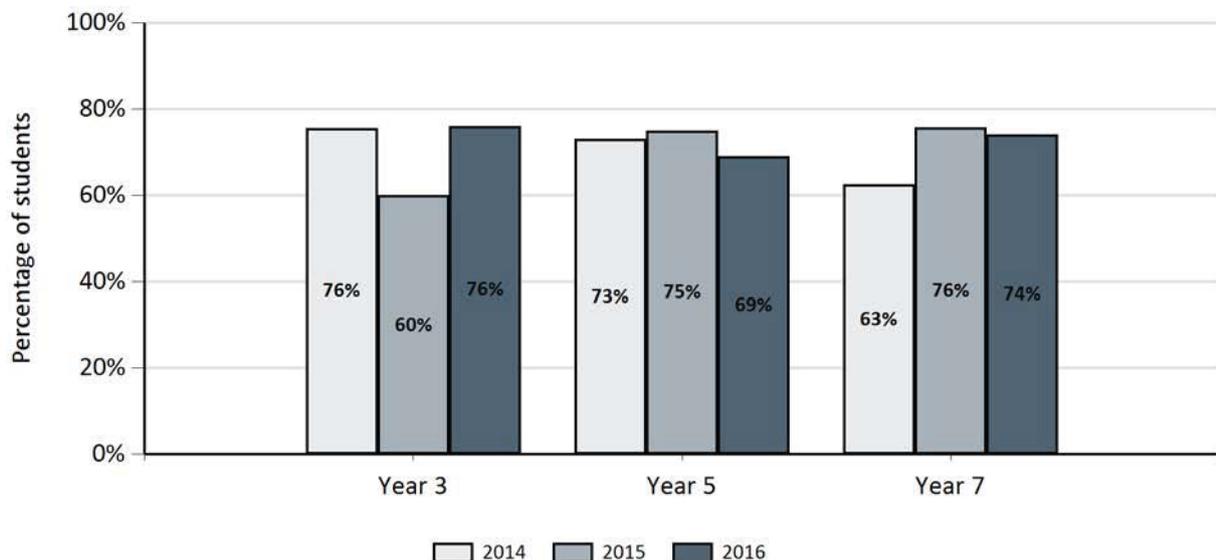
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	13%	21%	25%
Middle progress group	72%	68%	50%
Upper progress group	15%	11%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	33%	16%	25%
Middle progress group	40%	68%	50%
Upper progress group	28%	16%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	46	46	18	14	39%	30%
Year 3 2014-16 Average	39.0	39.0	12.7	9.7	32%	25%
Year 5 2016	55	55	15	11	27%	20%
Year 5 2014-16 Average	39.0	39.0	11.3	8.3	29%	21%
Year 7 2016	27	27	4	7	15%	26%
Year 7 2014-16 Average	31.0	30.7	6.3	5.7	20%	18%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

Our DECD Partnership Review Data Stories data indicate that Kilkenny Primary School is achieving above historical levels for Year 5 & Year 7 Reading and Year 5 & 7 Numeracy.

Analysis of our 2016 NAPLAN data shows the following percentage of students achieved National Minimum Standards:

- Year 3: Reading 77%, Writing 85%, Spelling 79%, Grammar and Punctuation 81% and Numeracy 85%
- Year 5: Reading 91%, Writing 89%, Spelling 87%, Grammar and Punctuation 89% and Numeracy 89%
- Year 7: Reading 79%, Writing 76%, Spelling 72%, Grammar and Punctuation 79% and Numeracy 79%

Growth data for students from Year 3 -5 and from Year 5-7 is pleasing, with students demonstrating levels of growth in the middle and upper progress groups.

- Year 3-5 Reading 87% of our students achieved middle or upper growth, 12% above the state average
- Year 5-7 Reading 79% of our students achieved middle or upper growth, 4% above the state average
- Year 3-5 Numeracy 68% of our students achieved middle or upper growth, 7% below the state average
- Year 5-7 Numeracy 84% of our students achieved middle or upper growth, 9% above the state average

Performing in the Top 2 Bands

- 39% of our Year 3 students achieved the top 2 bands in Reading, equaling the state average.
- 27% of our Year 5 students achieved the top 2 bands in Reading, equaling the state average.
- 15% of our Year 7 students achieved the top 2 bands in Reading, 9% below the state average
- 30% of our Year 3 students achieved the top 2 bands in Numeracy, exceeding the state average by 6%
- 20% of our Year 5 students achieved the top 2 bands in Numeracy, exceeding the state average by 3%
- 26% of our Year 7 students achieved the top 2 bands in Numeracy, exceeding the state average by 8%

Running Records

- 57% of our Year 1 students demonstrated the expected achievement (DECD Standard of Educational Achievement)
- 58% of our Year 2 students demonstrated the expected achievement (DECD Standard of Educational Achievement)

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	86.5%	87.5%	82.9%	92.5%
2015 Centre	97.4%	92.3%	87.8%	90.2%
2016 Centre	86.1%	75.0%	76.9%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal. Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	92.2%	94.5%	94.6%
Year 1	90.5%	93.3%	93.2%
Year 2	93.1%	93.0%	95.8%
Year 3	93.2%	94.7%	90.9%
Year 4	94.0%	93.5%	93.2%
Year 5	93.4%	94.4%	93.8%
Year 6	94.2%	92.2%	93.5%
Year 7	91.0%	96.3%	93.1%
Primary Other	91.2%	93.6%	88.8%
Total	92.4%	93.9%	92.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance

Kilkenny Primary School continues to have positive trends in attendance.

Having all Year Level areas over 92% except Yr 3 demonstrates processes at the school are promoting strong attendance.

Good protocols include –

- engaged classrooms that promote students wanting to be at school
- staff providing feedback to Office / Leadership when absence is greater than 3 days • daily office SMS / phone call to follow up absence
- strong communication channels between school and home

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	37	40	41	40
2015	39	39	41	41
2016	36	40	39	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

Preschool Enrolment

Preschool enrolment was 41 students which was in line with staffing policies and capacity determinations

Behaviour Management Comment

Behaviour Management

During 2016 Kilkenny Primary School had positive results regarding behaviour in classrooms and yard play. Strategies that supported a positive culture included:

- engaged learning classrooms
- positive programs eg Site Caring Agreements; Well Being Classroom program; Play programs, follow up with Pastoral Care Worker
- yard activities
- promotion of Natural Play Environments of scrub

Data was regularly collected and investigated by Leadership to monitor class and yard behaviour

Client Opinion Summary

Kilkenny Primary School encourages parents to share their opinion. Parents are asked a series of questions and are asked to rate these items from 1-5, 1 being strongly disagree and 5 being strongly agree. Parents are also offered a choice to neither agree or disagree to each statement.

The survey asks parents their opinion on student learning and engagement, the management of the school and parent satisfaction.

We cater for parents preferred means of communication and provide both electronic and hard copy Parent Opinion Surveys.

Our survey results for 2016 show the average rating out of 5 to the following questions below. These results reflect the opinions of those who completed the survey.

- Teachers at this school expect my child to do their best - 4.3
- Teachers at this school provide my child with useful feedback - 3.9
- Teachers at this school treat students fairly - 4.2
- This school is well maintained - 4.4
- My child feels safe at this school - 4.3
- I can talk to my child's teachers about my concerns - 4.4
- Student behaviour is well managed at this school - 4.0
- My child likes being at this school - 4.6
- This school looks for ways to improve - 4.4
- This school takes parent's opinions seriously - 3.8
- Teachers at this school motivate my child to learn - 4.1
- My child is making good progress at this school - 4.3
- My child's learning needs are being met at this school - 4.1
- This school works with me to support my child's needs - 3.9

At Kilkenny Primary School we believe communication with parents is extremely important and as we upgrade our ICT infrastructure throughout this year our ability to provide parents with a range of communication platforms will allow for a greater number of parents to gain access to our surveys and general school-wide information.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0207 - Kilkenny Primary School	95.0%	95.0%	97.4%
8205 - Blackfriars Priory School	0.0%	2.5%	0.0%
8311 - St Aloysius College	2.5%	0.0%	0.0%
8313 - St Dominic's Priory College	2.5%	0.0%	0.0%
9010 - Immaculate Heart of Mary School	0.0%	0.0%	2.6%
9089 - Whitefriars School	0.0%	2.5%	0.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	19	19.4%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	12	12.2%
Transfer to SA Govt School	63	64.3%
Unknown	4	4.1%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

Destination Comment

Destination

64% of students transferred to SA Government Schools. Year 7 students would have made the largest contingent moving to another site.

Having site diversity we had a number of students (19.4%) move interstate or overseas

DECD Relevant History Screening

To work with children and young people in SA government educational sites and services you must have a current relevant history screening.

- All employees of a part-time, full-time or casual basis employed by the Department for Education and Child Development (DECD). Teachers are screened through the Teachers Registration Board of SA as part of the registration process.
- All volunteers, work experience and pre-service teachers are screened through the Department for Communities and Social Inclusion (DCSI) Screening unit.

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	49
Post Graduate Qualifications	14

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	2.4	29.2	1.0	10.0
Persons	3	32	1	19

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	50 000
Grants: Commonwealth	4665-00
Parent Contributions	137 020-00
Fund Raising	19 180-00
Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	One teacher was released to mentor the graduate teacher - focusing on the implementation of the Numeracy and Literacy Indicators. T & D was explored but not available A numeracy program was implemented in Term 2 in consultation with the Early Years P.L.C.	Reception staff have commented that the 2017 Reception cohort are confident and have a strong numerate foundation Understand and use common language.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	In Term 1 & 2 five children received support for Speech / Language (2) Behaviour (2) Down Syndrome (1) - toileting / mobility This became four children in Term 3 & 4 SSO's trained in implementing speech programs	Outside therapists indicated child with Down Syndrome had made extraordinary progress
Improved outcomes for children with additional language or dialect	Bilingual support was provided for 3 children - Indian background, common language Hindi	Children and families able to engage in preschool. Supported and valued.

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 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	students were supported in the classroom and in the yard. Extra support in class supported students with resources and strategies to achieve behaviour goals.	Students were developing strategies to engage in classroom tasks and to make po
	Improved Outcomes for Students with an Additional Language or Dialect	EALD teacher working collaboratively with teachers in class. EALD teacher working with small groups of students on explicit learning tasks	Increased improvement in student Language Levels
	Improved Outcomes for Students with Disabilities	SSO support in class	Students working toward SEA outcomes and NEP SMART goals
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	AET to support students in class in collaboration with class teacher and ACEO to achieve goals in ILP Students withdrawn for intensive work with SSO's	Students working towards and achieving SMART goals set on ILP Gradual growth in improvement to SEA data
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	N/A	
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	Through Inquiry and extension within classrooms students are developing critical and creative thinking skills.	Students displaying critical and creative thinking skills and applying them to t
	Primary School Counsellor (if applicable)	Funding used to top up PCW hours. Support for students with social and wellbeing needs. Support in class both small group and 1:1.	Increased engagement and use of self-regulation strategies for students identif

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.