



Keyneton Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Keyneton Primary School Number: 205

Partnership: Barossa Valley

Name of School Principal:

Catherine Hull

Name of Governing Council Chair:

Giles Bartram

Date of Endorsement:

March 6, 2017

School Context and Highlights

Keyneton Primary School is the centre of a very strong, supportive rural community. The 2016 enrolment was 38, with 17 students in the R-3 class and 21 in the Year 4-7 class. We welcomed 7 new Receptions in January; a large group for our school. Only two students have received School Card assistance this year. There is one student with severe, multiple disabilities and there are no Aboriginal students.

On Tuesdays, Wednesdays and Thursdays the students were split into JP, MP and UP groups for English and Mathematics lessons. The parents particularly value this arrangement and view the small class sizes for teaching literacy and numeracy as a real advantage.

The school provides a quality, supportive educational environment in a 'family' atmosphere where students engage in many interesting and varied learning opportunities through excursions, various sporting workshops and SAPSASA, swimming lessons, performances, Premier's Reading and Be Active Challenges, Footsteps Dance program, science workshops, activities with the elderly, a whole school camp and environmental work.

A major highlight for the year was winning the Premier's Schools Community Service Award in October. The school was recognised for its work in caring for the environment, in particular for its participation in National Tree Day when we planted 700 salt bush on a property that had been damaged by the Eden Valley fires. Students also participated in the Young Environmental Leaders program, Clean-up Day and Waterwatch.

A new venture and highlight for Upper Primary students was participation in the Festival of Music Combined Choirs. Our Year 5-7 students joined the Cambrai Area School choir for rehearsals and performed with 400 students at the Festival Theatre in September; it was an amazing night and a wonderful experience for our students, their families and staff.

Everyone enjoyed the school camp - at the beginning of Term 4 we travelled to Monarto Zoo for the day and went on safari and behind-the-scenes tours. Then all but three reception students stayed two nights at Shiloh Hills for an environmental camp organised by Active Ed.

The end of year concert was another high point when the musical "Pirates versus Mermaids" was performed to a packed hall and we celebrated the graduation of seven Year 7 students.

We are grateful to the P&F for their tireless fundraising, to the Governing Council for their support and to everyone who helps us provide the very best for our students.

Governing Council Report

2016 was another very successful year at Keyneton Primary School. There were many highlights this year; the school camp is always a favourite, and we are very lucky to benefit from a much higher degree of funding for school camps than many other schools. Our students receive much more financial support from the school and the P&F than students elsewhere. Combined with the very generous support of parent drivers this makes a wide range of extracurricular activities possible.

Winning the Premier's Community Service Schools Award this year was a great achievement and is a tribute to the quality of our students and staff. We've also seen success in other fields such as the Festival of Music and making the state semi-finals for Knockout Netball. The level of parent support for this competition in particular; as well as other activities throughout the year; is a testimony to the way that school and wider community work together at Keyneton.

The school concert, Pirates vs Mermaids was another outstanding success. It, like many of the other opportunities provided by Keyneton Primary School, would not be possible without the dedication of the staff and the support of our parent community.

On behalf of the Governing Council, I would like to acknowledge the hard work of our wonderful staff and especially Cathy Hull, for her leadership. Together they provide a learning environment that is rich and supportive. I would also like to thank the P&F whose hard work has helped to provide resources which make a real difference to our students. I would like to thank parent volunteers who help to make activities more affordable. Finally I would like to acknowledge the work of the other members of Governing Council, and particularly our outgoing member, Therese Fiebiger, who has been such a valuable member of Council and particularly the P&F over the years.

Improvement Planning and Outcomes

The main priority for 2016 was to "build powerful learners in literacy and numeracy". Teachers focused on developing growth mindsets through challenging, open-ended activities, encouraging students to have a go and guiding them to set personal improvement goals, based on the Powerful Learners survey they completed early in the year. A child psychologist was employed, using counsellor money, to provide age-appropriate workshops about the brain and how it grows and strengthens when difficult skills are practised. It was noticeable that students who had previously been reluctant to try tasks that were challenging were more willing to try. They were able to articulate that "hard is good for the brain" and, when presented with options of basic or more difficult tasks, would often choose the challenging one and be willing to work through it and discuss strategies.

LITERACY GOALS

- * Students will be at Reading Recovery Level:
 - 6 by the end of Reception - achieved or very close
 - 15 by the end of Year 1 - achieved by some but not all
 - 25 by the end of Year 2 - achieved.
- * JP students who did not reach reading targets in 2015 move closer to targets by end of 2016 -
Achieved by most, anyone not achieving this goal will receive MultiLit intervention in 2017.
- * Students with a spelling age 6 months or more below chronological age in November 2015 (SA Spelling) move at least 3 months closer to chronological age by November 2016 -
Target was not achieved - there are a number of students who have not shown the desired growth and will require additional support in 2017, however more than one third of Year 2-7 students scored 1 to 3+ years above their C.A.
- * Students who did not achieve appropriate level in Scope & Sequence Spelling test in November 2015, improve to 85% correct for year level in November 2016 -
Some identified students showed improvement - it is still evident that applying "spelling rules" when adding endings poses the biggest problem for these students and will remain a focus in 2017.
- * Students who scored below DECD Benchmark in PAT-R test in September 2015 move closer to Benchmark according to scale score by Sept 2016 -
Goal achieved, with identified students showing either medium or upper growth.

NUMERACY GOALS

- * All Year 2 students successfully complete Learning Inclusion Number Assessment Folder 3 - Achieved.
- * Students who scored below average in PAT-M test in September 2015 move closer to SEA Benchmark according to scale score by September 2016 -
Half of the identified students achieved this goal with upper growth, additional support will continue.

Whilst there was not one particular strand of maths that students scored lower in, it was evident that, for many students, solving multi-step problems proved difficult. Early in 2017 school-based professional development will include further investigation of the resources on the PAT website to provide teachers with additional teaching tools that enhance their classroom learning programmes.

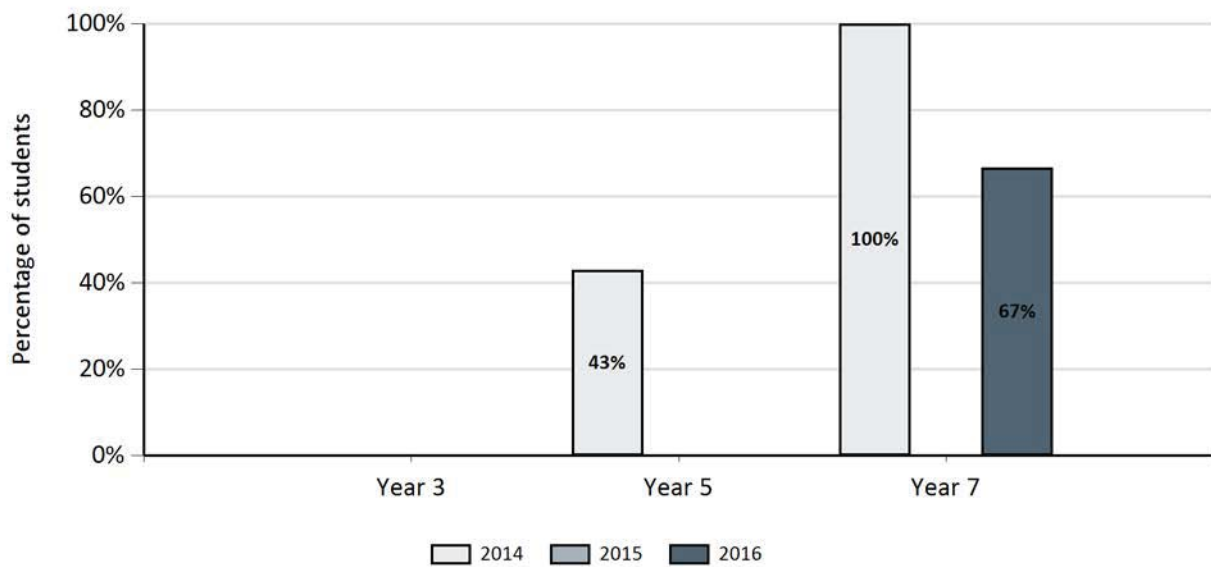
A focus for Keyneton and the Barossa Valley Partnership sites in 2017 will be for teachers to work together to develop questioning techniques that enable students to build thinking skills and problem solving strategies that enhance their learning. 

Performance Summary

NAPLAN Proficiency

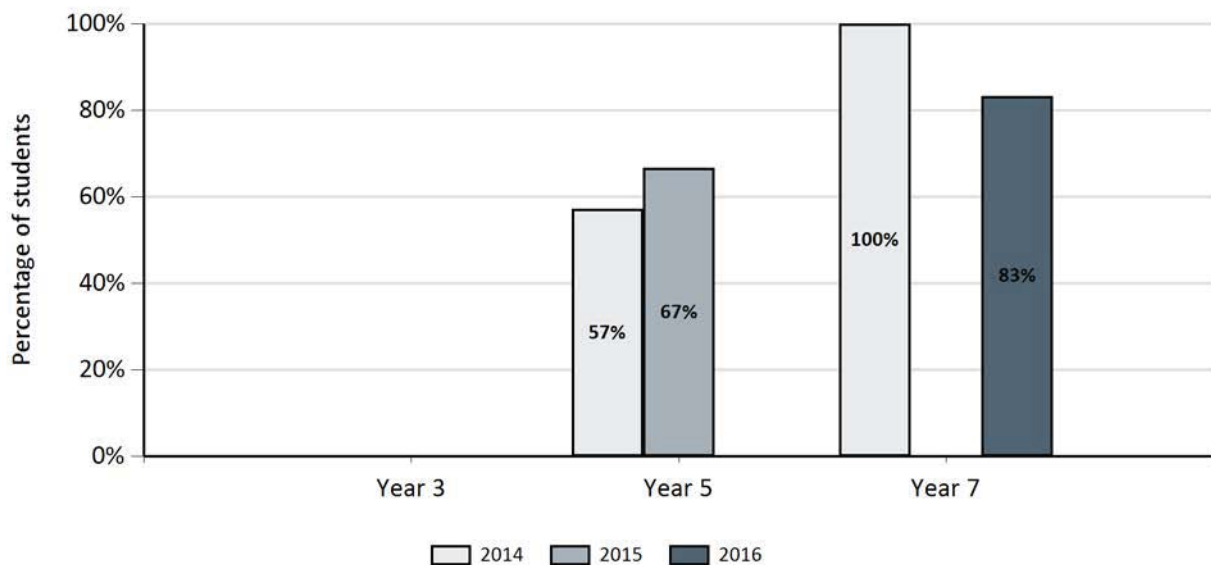
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	*	60%	25%
Middle progress group	*	40%	50%
Upper progress group	*	0%	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	*	20%	25%
Middle progress group	*	40%	50%
Upper progress group	*	40%	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	*	*	*	*	*	*
Year 3 2014-16 Average	*	*	*	*	*	*
Year 5 2016	*	*	*	*	*	*
Year 5 2014-16 Average	*	*	*	*	*	*
Year 7 2016	6	6	1	1	17%	17%
Year 7 2014-16 Average	*	*	*	*	*	*

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

Due to the low numbers of students completing the NAPLAN tests the graphs provided show little information, and percentage amounts are misleading for such small numbers.

It was noted that students had a much more focused and positive approach to the tests this year. We believe this was due to our work on Growth Mindset and students being more willing to attempt challenging questions. No students finished the test quickly and said they were done, they all used the time to check answers and ponder over harder questions.

General information about results for Year 3, 5 and 7 students is provided in relation to three Site Improvement goals -

1. Year 3, 5, 7 students reach National Average in all components of the NAPLAN test
Outcomes:
Year 3s did not achieve this but most were close in all components
Half Yr 5s achieved this, most were close
Only 2 Yr 7s reached National Average for all components
11 out of 14 students scored above National Average in Numeracy
10 out of 14 scored above National Average in Spelling
Most Year 5s were above National Average in Grammar.
2. Year 5 and 7 students show middle to upper progression in NAPLAN Reading and Numeracy tests
Outcomes:
Reading - less than half achieved this goal – this area will be a focus for improvement in 2017
Numeracy - 7 out of 9 students achieved this goal, 2 with Upper progression.
3. Improve the number of students achieving the higher bands in NAPLAN
Outcomes:
Good improvement
4 top band results, with 8 students (more than half) scoring in the top 2 bands in 1 or more components
Half of those students scored in the top bands in 2 or more components.

Attendance

Year level	2014	2015	2016
Reception	94.9%	96.2%	96.9%
Year 01	97.5%	92.9%	95.9%
Year 02	94.0%	98.1%	97.5%
Year 03	94.9%	95.8%	96.5%
Year 04	94.9%	96.3%	93.8%
Year 05	93.6%	98.3%	94.3%
Year 06	98.0%	98.4%	96.4%
Year 07	93.1%	97.0%	97.0%
Total	94.7%	97.0%	96.1%

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

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

Attendance Comment

Keyneton Primary School continues to maintain a high attendance rate. There are no students identified with poor attendance and there are no unexplained absences. Parents formally seek exemption from the Principal for holidays during term time.

The revised Attendance Plan is one of maintenance -

All absences are explained

Parents / care providers inform the school if absences are to be of an extended nature

Parents / care providers seek exemption for family holidays

School community views attendance as a priority and is supporting agreed procedures as per policy.



Behaviour Management Comment

Keyneton Primary School is a safe, happy environment where students actively support each other, and older students look after younger ones.

There were no major behaviour management issues at Keyneton Primary School during 2016. Generally students are responsible and respectful and follow the guidelines. Parents feel confident to speak to teachers or the Principal so any issues can be dealt with before they escalate. Generally incidents are minor and dealt with quickly and effectively at a school level.

The Anti-bullying and Dealing with Concerns policies, and Code of Conduct for Parents brochure were reviewed, updated, endorsed by Governing Council, and distributed to the community in Term 4.

Client Opinion Summary

In mid-November paper versions of the surveys were provided to all families, Year 2-7 students and staff. 13 out of 20 families, all 28 Year 2-7 students and 7 out of 9 staff responded. The questions were all of a similar nature so that we could compare parent, student and staff opinions.

When the average scores for all statements were totalled and averaged, overall satisfaction scores were similar - Students: 4.02, Parents: 4.25, Staff: 4.27.

Scores for similar questions showed only minor variations, with staff scoring generally slightly higher. There was one noticeable discrepancy between student and parent results; parents scored their children feeling safe at school 4.5, while students scored that statement 3.9 - something to investigate in 2017.

Student Results - overall results were positive and most statements scored 4.0 and above. Students believe the school gives them opportunities to do interesting things (4.5), they know teachers expect them to do their best, and believe the school is well-maintained (4.4). Most other statements scored 4.0 - 4.3.

There are 3 lower scores however, the lowest being 3.4. 4 out of 28 students do not believe the school takes students' opinions seriously and 10 neither agreed or disagreed. Student voice is something to work on improving in 2017 through SRC, class decision-making and students making decisions about their learning.

The belief that teachers treat students fairly improved only slightly from last year to 3.7 and is something to still be aware of improving.

Parent Results - were generally very positive with all but one statement having average scores of 4 and above. Students being treated fairly scored the lowest, but was still 3.8, which was the same as last year. Statements about the school being well-maintained, children feeling safe, and being able to talk to teachers about concerns all scored a high 4.5. Parents are happy with behaviour management, their children like being at school, and they know teachers expect their children to do their best (all 4.4).

Comment from one parent: "The school community has been incredibly supportive towards our children, the care and support from the older kids has been instrumental in helping them feel safe and helping them settle into the school routine."

Staff Results - were all very positive with no disagrees at all and only the odd one or two neither agreeing nor disagreeing. Scores varied from one 3.9 to several 4.6.



Intended Destination

Leave Reason	School	
	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	0	NA
Transfer to SA Govt School	3	100.0%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Many of the Keyneton parents have undergone Relevant History Screening. At the beginning of the year information was provided to parents and screening was completed for those requesting it. The school maintains records of screening and ensures that regulations are met - all parents who attended overnight camp had been screened. SSOs reapply for screening as required.

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	7
Post Graduate Qualifications	1

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.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	3.2	0.0	2.4
Persons	0	4	0	5

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

Financial Statement

Funding Source	Amount
Grants: State	\$1000 (PBAC)
Grants: Commonwealth	\$420 (PACER)
Parent Contributions	\$8702
Fund Raising	\$1799.21
Other	-

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

2016 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 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	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
Targeted Funding for Groups of Students	Improved Outcomes for Students with Disabilities	SSOs employed to work with and care for student. Work with teachers and other agencies to provide best learning opportunities.	Huge growth for student - physical, social and learning
	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Rural and Isolated grant money used for whole school camp and excursions.	All students attended high quality environmental camp
	Australian Curriculum	SSOs employed to work individually with identified students in literacy. Resources purchased to support high quality delivery of curriculum.	Individual targets met Australian Curriculum fully implemented, school well-resourced
Other Discretionary Funding	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	SSOs employed for additional hours to support students in numeracy	Identified students - improved confidence in basic number processes
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Counsellor money used to employ a child psychologist to run workshops about the brain and how it works, to support school and Partnership focus on Growth Mindset.	All students attended 5 sessions and understand how their brain works