



Keithcot Farm Primary School

2022 annual report to the community

Keithcot Farm Primary School Number: 1847

Partnership: Golden Way

Signature

School principal:

Mrs Carol Farnworth

Governing council chair:

Mr Darren Walker

Date of endorsement:

17 January 2023



Government
of South Australia
Department for Education

Context and highlights

Keithcot Farm Primary School has a vision for quality teaching and learning in a safe and supportive environment in partnership with our school community. This drives our core work. This is a category 6 school located 16kms north-east of the Adelaide CBD. The August census stated 355 students in 13 classes. The student population includes approximately 25% School Card Holders, 14% students with English as an Additional Dialect, 5.3% students with disabilities, and 2.5% Aboriginal students. The school's ICSEA score is 1025. Our school is co-located with Kings Baptist Grammar School and some facilities are shared across the campus. Well-being is a strong focus at our site with our visiting social worker, from Grow Wellbeing, able to offer wellbeing and practical support for our students and their families. Our leadership team consists of a Principal, Assistant Principal of Curriculum and Pedagogy and Assistant Principal of Wellbeing and Inclusion. We farewelled Judy Barlow after 47 years of service and 12 years at Keithcot, as she is retiring. Three teachers gained permanency this year: Alex Brook, Judy Burne and Stephanie Antich. While Covid restrictions were greatly reduced this year, it still impacted on student attendance and volunteering in our site. We had one period of home learning at the start of the year. Despite this, we were still able to host some very successful and well-attended community events including;

- Sports Day
- Year 6 Graduation
- The Festival Choir
- Assemblies
- Mother's and Father's Day stalls
- School disco
- End of Year Concert.

It was also a special year in that we were selected to host the launch of Children's Week in early term 4. This was celebrated with a special ceremony attended by many special guests including the Children's Week Council, the Minister for Education, the shadow Minister for Education and The Children's Commissioner.

Our Outdoor Learning area was completed out the front of our school. This has provided a beautiful space for our students to work and learn outdoors.

Our values of being Respectful, Collaborative and Powerful Learners have continued to become embedded across our school community.

We would like to acknowledge and thank the leadership provided by our Governing Council Chairperson, Darren Walker and Deputy Chairperson, Bernie Toonen. They have led the Governing Council through some important discussions this year, including our On Track Evaluation where we received a very positive report from the External School Review Team. We would also like to acknowledge and thank our school volunteers and especially the recipients of the Volunteer awards; Susan Toonen, Darren Walker and Bernie Toonen. We look forward to 2023, the challenges it may bring and continuing our improvement journey.

Governing council report

The 2022 school year commenced at Keithcot Farm Primary with approximately 354 students, 40 staff, and with Carol Farnworth as the Principal. Like all other public schools in SA, 2022 was the first year of not having the Year 7 level students in a primary school setting.

Our Governing Council, in partnership with the principal and the leadership team, assists in managing the non-teaching areas of the school, including the provision of facilities and overseeing our OSHC program. During the 2022 year, the Governing Council members were involved in various areas of school management and also attended school events as follows:

- Finance Committee
- OSHC Committee
- Fundraising Committee
- Children's Week 2022 launch
- Year 6 Graduation Night
- Volunteer awards

In 2022, our school greatly benefited from the strong connections it has with the wider community. As part of a State Government election promise, Keithcot Farm was awarded a grant to construct an outdoor learning area, this will be a valuable asset we can use well into the future. In addition to this, some well overdue maintenance funding has been approved for the replacement of some ageing retaining walls we have in the school. I would like to extend our greatest thanks to our local member Blair Boyer for his assistance and support.

We should all thank our Principal, Carol Farnworth, the leadership team, our teachers, and support staff for continuing to provide a high standard of teaching and learning. This high standard was formally recognised in 2022 by receiving a positive report from the Department for Education's – External Review Team.

I would also like to take this opportunity to personally thank all of our 2022 Governing Council members for their hard work and support. I must say too, that I have been incredibly fortunate to have had the opportunity of being the Chairperson for the past 5 years. Whilst I may or may not continue to be the Chairperson in 2023, I intend to remain part of the team which is a great group of people that work well together, making effective decisions for the benefit of the whole school community.

Darren Walker
KFPS Governing Council Chairperson 2022

Quality improvement planning

2022 was the first year of our 3 year Site Improvement Plan prioritising achievement and growth in Maths and Writing. We focused specifically on our Maths goal which was to increase the number of students achieving in the high bands of numeracy. Our challenge of practice was that if we develop our expertise in using effective feedback with students to move learning forward, then we will increase the number of students achieving in the high bands of numeracy

Our Challenge of Practice has had an impact

- Students are able to explain Learning Intentions and Success Criteria for each lesson.
- Students can articulate what their next steps are in their learning.
- Many students can articulate what their next steps in learning are. The learning progressions built into the units have supported teachers with knowing the next steps.
- Teachers have shared how they provide feedback for students and developed shared resources to support others.
- Teachers have worked collaboratively to develop student "I can" statements so that students know what they have achieved and what they are working towards.
- School student opinion surveys showed significant improvement in students understanding their learning, knowing their learning goals and how success criteria help them to improve their learning. Knowing their next step in learning still needs to be developed.
- Teachers are confident to identify the next steps to improve numeracy for individual students – challenge support and stretch students in the higher bands, use scope and sequences and learning progressions to identify the next steps for all learners
- Implementing the DfE Maths Units has embedded consistency and supported high impact teaching strategies, including our use of feedback.

Although our NAPLAN and PAT Data did not show an improvement in achievement, pre and post class testing (back to front maths), collaborative year level testing and assessments show that student achievement has improved.

Leadership are seeing the students demonstrating the success criteria on our class visits. Students are explaining the LI and SC and many are able to articulate their next steps in maths.

Student opinion surveys showed significant improvement in students understanding of their learning, knowing their learning goals and how success criteria help them to improve their learning.

Our improvement planning processes are resulting in informed change. Our ESR feedback in October 2022 supports this:

The SIP challenges of practice are aligned to improving teaching and learning.

Teachers were able to articulate the changes they have made to their pedagogy and identify the impact on student learning.

Staff reported that there is greater collaboration, clear directions, high expectations and consistency is developing across year levels

Students have been involved in our improvement planning through Student Voice meetings where they have been asked to discuss what they need to improve in our goals of Maths and Writing.

Their feedback has been shared with staff and helped shape our 2023 SIP plan.

Parents have been surveyed for input into our maths improvement planning and the ESR feedback reflects parent and SSO involvement;

The Governing Council stated that the school was focussed on continuous improvement, instructional leadership and they had a clear understanding of the SIP and stated that progress towards the goals and targets are reported regularly. Our next steps are.

- Being intentional and specific about collecting evidence which clearly shows how we are improving student learning and achieving our student success criteria.
- To work collaboratively to develop a positive maths culture in our school community
- Building student capacity to be persistent through the use of problem solving.
- Targeted, professional learning for teachers to deliver and teach problem solving strategies.
- Improving our students' ability to solve problems.
- Building student and teacher capacity to set maths goals.
- Track and monitor the progress of our high band and just below high band students and identify areas of need and plan intentional teaching to support growth.

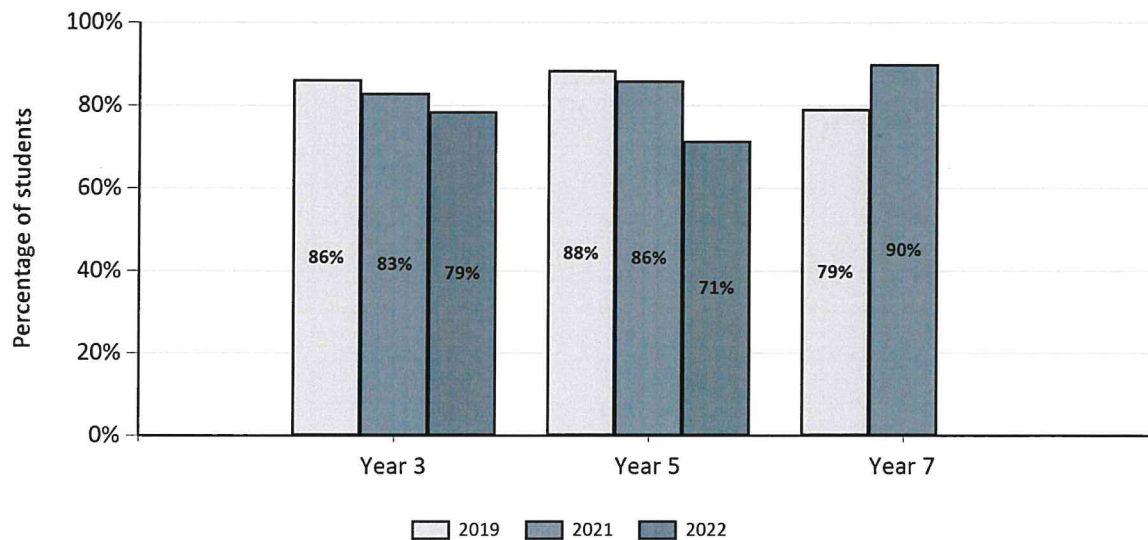
Throughout 2023 we will continue to focus on maths as we develop our positive maths culture and the students' ability to problem solve. However, we will intentionally shift our allocation of time, resources and professional development to achieve our second Site Improvement Plan goal of increasing student achievement in the HB of writing.

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

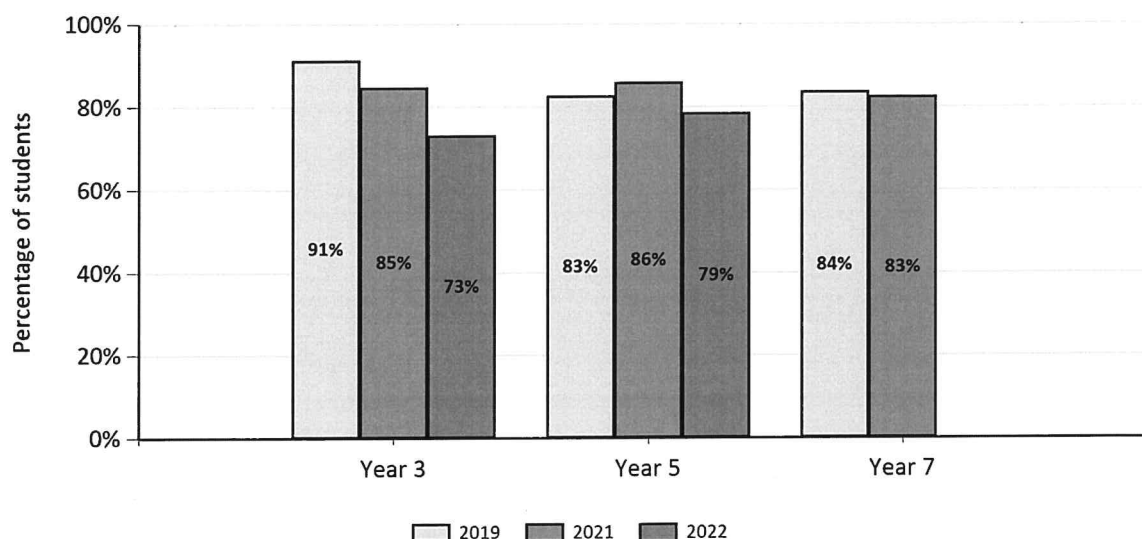


*NOTE: No NAPLAN testing was conducted in 2020.

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	56	56	25	16	45%	29%
Year 03 2021-2022 Average	57.5	57.5	23.0	18.5	40%	32%
Year 05 2022	42	42	16	9	38%	21%
Year 05 2021-2022 Average	49.5	49.5	16.5	11.0	33%	22%
Year 07 2021-2022 Average	40.0	40.0	12.0	10.0	30%	25%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

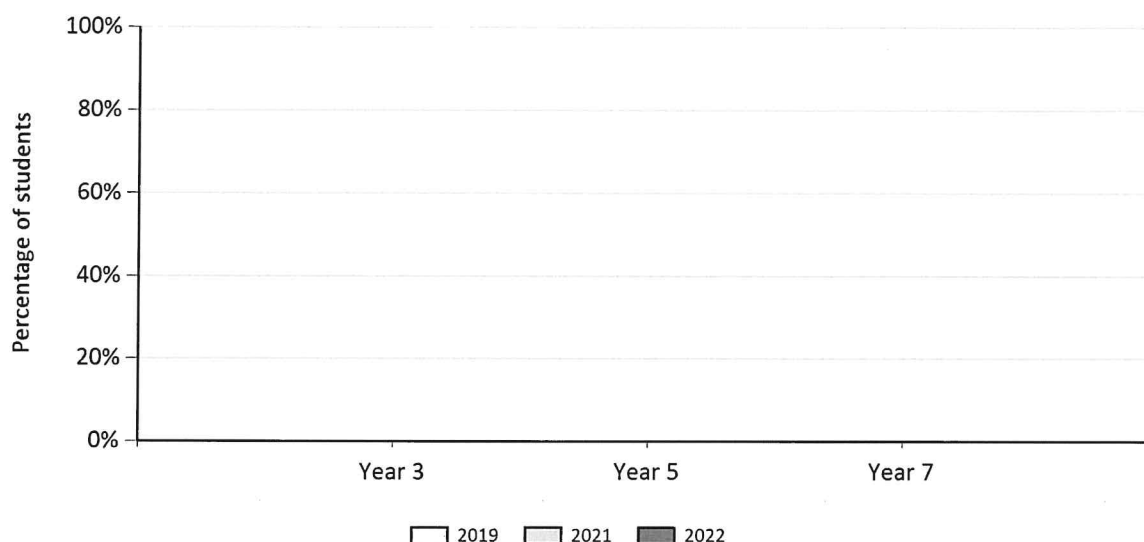
[^]includes absent and withdrawn students.

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

^{**}Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



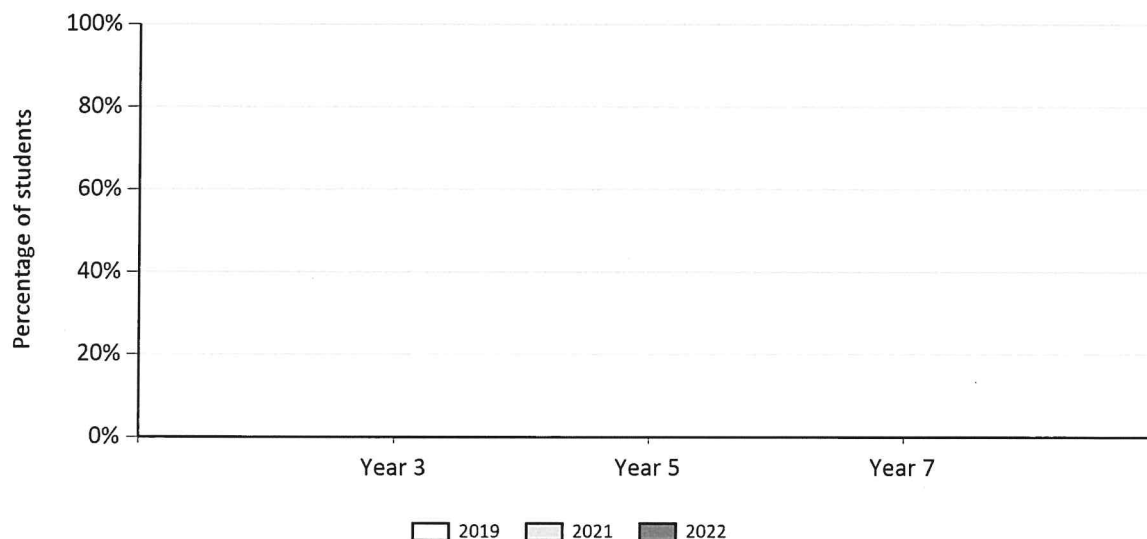
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 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: Quality Teaching

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

We have built teacher capacity to increase Aboriginal perspectives across the curriculum by providing resources and idea sharing at Pupil Free Day. Teachers were supported to plan units of work with a focus on Aboriginal viewpoints. We have a collective 'commitment to action' by staff to focus on the progress of literacy and numeracy achievement for our aboriginal students. Conversations are regularly scheduled between teachers and their line managers to support this process.

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

- Teacher capacity and confidence built in teaching Aboriginal perspectives at Pupil Free day with a focus on Aboriginal cross curriculum priority and training from Aboriginal Elder Uncle Tamaru.
- Aboriginal students learning profile has been raised. We have Achievement profile data for 8 of our 9 Aboriginal students.
- Our data shows mixed achievement by our aboriginal students in Naplan and PAT testing, including students achieving in the high bands in reading and writing.

School performance comment

Our students continued to complete NAPLAN online, with the exception of Year 3 writing.

Our results showed a decrease in achievement in Maths and Writing and an increase in Year 3 and 5 Reading achievement. Student progress between testing showed a decrease in achievement, resulting in regular student achievement checks with revised plans for intentional teaching, being scheduled for 2023.

Specifically relating to our Site Improvement Plan targets for 2022, we were not able to achieve our maths targets of 38% in year 3 and 25% in year 5 achieving in high bands. We did achieve 29% (16 out of 56 students) in year 3 and 21% (9 out of 42 students) in year 5. In PAT Maths, Year 3's achieved 37.2%, year 4's 36%, Year 5 46.3% and Year 6's 28%.

In Writing, we were unable to achieve our targets that we had set with 45% of students (26 out of 57 students) in year 3 and 30% of students (14 out of 47 students) in year 5 achieving in high bands in Naplan writing. Our NAPLAN results showed 41% (23 out of 56 students) in year 3 and 2% (1 out of 42 students) in year 5 achieving in the HB of writing.

Our A-E grades in English and Maths from Year 1-6 are continuing to show a definite bell curve, however from 2021 to 2022 there has been a significant increase in the number of students achieving A's and B's.

As we develop teacher's capacity to moderate and use the Department for Education's A-E rubrics we will continue to monitor this trend.

Attendance

Year level	2019	2020	2021	2022
Reception	93.0%	95.0%	93.5%	89.3%
Year 1	93.0%	90.4%	93.8%	86.8%
Year 2	91.1%	90.3%	90.9%	91.8%
Year 3	94.9%	93.8%	92.4%	86.9%
Year 4	93.0%	93.3%	92.6%	85.9%
Year 5	94.3%	91.4%	93.6%	89.6%
Year 6	92.4%	92.1%	90.9%	86.5%
Year 7	93.1%	90.4%	92.8%	N/A
Total	93.1%	92.1%	92.6%	88.0%

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

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

Attendance comment

Attendance has reduced this year with a significant increase in both habitual non-attenders (5-9 days absent a term for any reason, that is, an average of 1 day a fortnight) with a 13% increase from 2021 from 18%-31% and Chronic non-attenders (10 days plus a term ie average of 1 day a week) increasing from 5-16%. Some factors that have contributed to this include, government policy requiring students with COVID to stay at home for 5 days minimum, parental caution in sending students who have very mild symptoms of illness, international travel returning and several families travelling overseas. Attendance is managed via KFPS Attendance policy in which teachers, office staff and Wellbeing Leader have specific roles. Teachers contact families via phone, class dojo or email when a student has 3 unexplained absences in a row or in a week. Teachers, office staff and leader monitors via mid and end of term attendance reports students approaching 10 days per term. Leaders work with family and outside support agencies, including a Department for Education social worker, to support families who have chronic non-attendance.

Behaviour support comment

By supporting our students to become Respectful, Collaborative, Powerful Learners, the students of KFPS are generally well-behaved and supportive. However, there has been a cohort of students where we have had to resort to take-homes or suspensions due to violent or extremely disrespectful behaviour. These consequences have been used when other strategies have not helped the students to behave in a positive manner. Our Wellbeing and Engagement Collection of Data results show that all forms of bullying are comparable to the previous 2 years and remain at a relatively low level. We collect bullying data every term so that we can immediately support students who express concerns. This data shows that incidences of bullying has a clearly decreasing trend over the past 3 years. We will continue our regular bullying audits and education of students to further support the development of our positive culture.

Parent opinion survey summary

The highly agreed statements in the Parent Satisfaction Survey included;

- People are respectful
- Teachers and students are respectful
- Parents talk with their child about their learning
- Education is important
- Parents receive enough communication

The statements which achieved lower agreement included;

- Parent receives learning tips
- Parent has input into learning
- Parents want more help to support their child's learning

To address the areas of lower agreement, we have implemented a whole school use of the learning platform, Class Dojo, where learning will be regularly shared, and parents are able to communicate with teachers. We will also provide learning tips to support parents throughout the year.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	16.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	83.3%

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

Keithcot Farm Primary School has sound processes in place to ensure that all adults on site within school hours, including; staff, volunteers and third party providers, have complied with relevant history screening requirements. Parents and the community are regularly informed of school requirements and RAN training is provided online with school support. Volunteers attend a training session to provide relevant induction.

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	41
Post Graduate Qualifications	3

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	24.2	1.1	6.7
Persons	0	29	2	10

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

Financial statement

Funding Source	Amount
Grants: State	\$3,729,286
Grants: Commonwealth	\$0
Parent Contributions	\$73,123
Fund Raising	\$13,755
Other	\$277,375

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	Funded Wellbeing leader for case management for Children in Care and students with high wellbeing needs. Whole school wellbeing practices implemented.	Provide educational entitlement and inclusivity for all students.
	Improved outcomes for students with an additional language or dialect	EALD support provided for identified learners in collaboration with class teachers.	Improved student achievement in writing for EALD students.
	Inclusive Education Support Program	Implemented new targeted phonics/decoding intervention program that aligned with current class teaching of phonics instructional routine. Implemented Maths 4 Learning Inclusion intervention program targeting Trust the count and Place Value skills.	Phonics Screen Check results improved from 68% in 2021 to 78%. Progress was made towards One Plan goals.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	ATSI students supported individually through One Plans that are regularly reviewed and discussed with families. SSO targeted support for an identified at-risk Aboriginal learner. APAS funding used to employ our ACEO for literacy support. Three students attracted APAS funding for 2022 and were supported on a weekly basis. Implemented new targeted phonics/decoding intervention program for identified students, Implemented Maths 4 Learning Inclusion maths intervention program for identified students below SEA	ATSI learners connected to school. Increased identity as a cohort due to cultural work with ACEO. ATSI individual learners' achievement highlighted, tracked and monitored. Year 3 student increased Running Record from 15 to 22. Student in year 5 increased Running record from 12 to 30. 78% of Year 1 students achieved above SEA in the Year 1 Phonics check.
Program funding for all students	Australian Curriculum	Australian Curriculum professional learning for staff focused on implementing DfE units of work.	Delivery of Australian Curriculum consistently implemented Foundation to Year 6. Teachers have built their capacity to use the curriculum resources and to successfully teach the Maths and English units.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Building staff capacity through professional learning opportunities and targeting literacy/numeracy intervention for students at risk of not meeting SEA.	Increase in staff and student skills and knowledge.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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