Kilkenny Primary School and Kilkenny Preschool

2020 annual report to the community

Kilkenny Primary School Number: 207
Kilkenny Preschool Number: 1592
Partnership: Inner West

		Signature
School principal:	Mr Peter Dunstan	
Governing council chair:	Trudy Carter	
Date of endorsement:	1 March 2021	

Government
of South Australia

Department for Education

Context and highlights for the combined site

Kilkenny Primary School caters for children from Preschool to year 7. It is situated 6kms from the Adelaide CBD. The enrolment in 2020 is 488. The enrolment the previous year at this time was 470 students.

Given the large disruptions to 'normal' school life Kilkenny School experienced many highlights:
31/1 – Staff and student leaders provided a community fundraising breakfast for the Kangaroo Island bushfires.

24/2 – Our read, Write, Inc. program as part of J.P. Site improvement plans started with ten class groups and was successful all year.

27/2 –Leaders across the site started our Site Improvement Team. The team drove excellent innovation and improvement all year with our professional learning teams.

29/2 – School tours began conducted by student teams and were appreciated by all families.

2/3 – Student Review team committee looked at referrals for support. An intervention team met regularly to oversee student support.

3/3 – Staff introduced to 'Legacy' book outlining aspects of cultural growth for the site. The philosophies of the text was regularly shared across the site.
Our school community was very supportive as Health aspects fluctuated throughout 2020.
K.P.S Well Being Committee involving Brenton, Hayley, Linda and2 social work students provided fantastic support and creative ideas across the site; given the nature of 2020.

10/4 –Staff involved in Well Being session with Madhavi Parker during Week 11 staff online learning programming. Learning Pillars (Lead Teachers) were provided release time to drive S.I. Plans. Their influence was excellent.

30/6 – Site Improvement Teams presented excellent reviews of learning sprints 2020.

2/7 - Students were involved in developing a Butterfly Garden in the school after being involved in a learning program from an insect expert.
3/7 – School was involved in a charity event for MND. Money raised from an "Ice Challenge" went to the Motor Neuron Foundation.
Students participated in many sports events as part of SAPSASA.

27/8 – An excellent turnout for our Carly Ryan Foundation cyber safety forum. This was conducted after Upper Primary students were involve in workshops throughout the day.

11/9 – A drumming group was established in conjunction with many students participating with a 'Just Brass' group orchestra with tuition from the 'Salvation Army'.

19/10 – A successful Book Week culminated in a terrific Friday Parade Celebration with our celebrity author.

30/10 – Staff celebrated 'World Teachers day' with a morning breakfast.

12/11 – KPS finally had a Sports Day which was thoroughly enjoyed by students and staff.

17/11 – Peter presented our site improvement journey at the Partnership Review and Adelaide Oval.

20/11 – Filming occurred directed by School Ministry Group around the sites Well Being work. This will be published during 2021.

10/12 – Year 7 Graduation was enjoyed by staff and students.

Kilkenny Primary School enjoyed great success in Learning Improvement, Well Being and setting up new systems and processes for future growth into 2021.

Governing council report

Governing Council Chairperson Report
Kilkenny Primary School welcomed new staff to the beginning of 2020. Alex Narcys Deputy Principal, Brenton Willson-Wellbeing Leader, Rhiannon Duffield – Yr 6/7 (back from maternity leave), Monica Fazzolari IELC, Alanna Caire- Yr r/1, Tara Clarke Yr ?, Claire Ewens- Red unit, John Ly STEM-support, Donna Seaton- preschool, Christina Lipitkas – preschool, Chris Coxon- Aboriginal Community Education Officer, Lei Wang – I.T; John Ly placed here with upper primary and STEM.

Peter introduced new leadership team to our 2020 meeting. Alex Narcys , Brenton Willson, Fiona ILC position, Sharon-lee staff rep and leadership a day a week in early years to build capacity from preschool, reception, year 1 and 2s. Throughout the year new staff were employed including Tara Clarke covering Cat who is on leave. Claire Ewens from Grange to cover 0.8 FTE people.

Tracey Bald continues to work in the canteen and Governing Council approved a monetary commitment

Grounds/ Facilities: Peter acknowledged new screens in the gym for assemblies and learning. Touch screens in classrooms. There was a fence placed around the boundary of the scrub for younger children's security.

AGM: 24th February. A two-year commitment to sit on committee. Committee members encouraged to invite or promote new membership. With notification of AGM date to school community, also outline commitment required. FAQ about AGM will be distributed at meet the teacher night

To start the year in Week 1 a community breakfast raised $1500 for KI bushfire relief towards school children on the Island going on camp.

Railway line crossing: School to keep representing safety of children crossing by continuing to pursue political avenues for greater safety

School quality improvement planning

School Improvement Planning
The Site Improvement Plan for 2020 had a whole school focus on improving students reading with a specific focus on synthetic phonics in the Early Years (F-2) and reading comprehension in Years 3-7. In 2021, the school will enter its final year of the Site Improvement Cycle with a continued focus on improving students reading achievement across the whole school.
Through the work of Professional Learning Teams (PLTs), Teaching Sprints and a Lesson Study approach, teachers are working towards implementing a shared and consistent approach to the teaching of reading. Explicit daily phonics instruction in our F-2 classes using the Read Write Inc program has had a significant impact on reading achievement in the early years with a high percentage of students at or above state benchmarks for reading.
Across 2020, the school worked towards developing a whole school agreement and instructional framework for teaching and learning - to provide consistency of practice and learning across the whole site. The focus of our work centred on 'Powerful Teaching and Powerful Learning'. This involved teachers reaching agreements on effective pedagogical practices and engaging with evidence and research to support these teaching strategies.
These six high impact evidence based strategies identified by the site and agreed to by staff as KPS have formed our Pedagogical Agreement for powerful teaching and learning at our site.
• Teacher Clarity – Clear Learning Intentions and Success Criteria
• High Expectations and Challenge for every learner with quality differentiation
• Feedback (Including student feedback to teacher)
• All students setting SMART learning goals
• Collaborative Learning
• Explicit teaching and instruction

Our focus for 2021, is on enacting and executing our Pedagogical Agreement in every classroom and learning space and to maintain and elevate students into higher bands and achievement in Reading.

Preschool improvement planning - review and evaluate

Educators will further develop the preschool's repertoire of (evidence and research-based) knowledge about oral language development to build children's identity as communicators to support their sense of belonging.

Educators will develop their skills in pedagogical documentation, focusing on the deeper learning that is happening during children's time at preschool.

Educators will identify emergent and early literacy indicators in children and use this to support children's development of effective communication skills. The indicators of preschool literacy that we will focus on will be:

 I engage with text and make meaning
   - Use a range of symbols to convey meanings
- I use language to connect with my world
   - Maintain a reciprocal shared conversation

In the analysis of pedagogical documentation we will see how most children are progressing as effective communicators for an increased sense of belonging. In the analysis of pedagogical documentation we will see an increase in how educators are able to articulate children's progress against an oral language continuum.

Improvement: Aboriginal learners

The Site utilized the Aboriginal Improvement strategy and for our 24 students investigated ways we could increase outcomes. The matrix was investigated and students mapped against their Literacy and Numeracy scores. Specialized 1:1 and small group sessions were provided as support.

Excursions were utilized to maintain the cultural Awareness aspect of the work

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
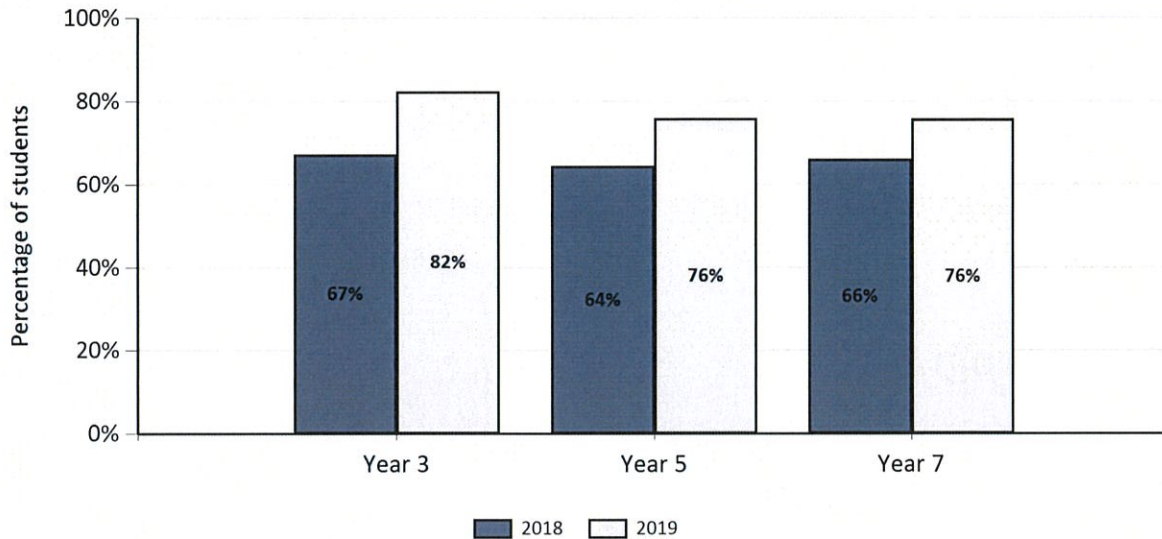
*NOTE: No NAPLAN testing was conducted in 2020.

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 acros all cohorts.
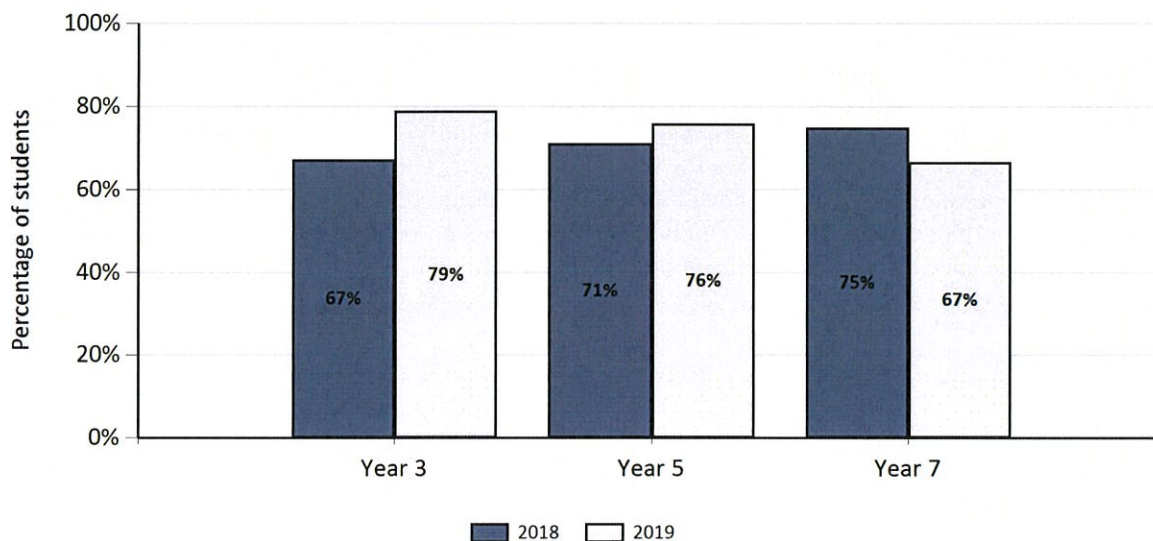
Numeracy

*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	19%	29%	25%
Middle progress group	58%	50%	50%
Lower progress group	22%	*	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

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	42%	*	25%
Middle progress group	50%	67%	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%.

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 2019	57	57	28	21	49%	37%
Year 3 2017-2019 Average	54.0	54.0	21.7	16.7	40%	31%
Year 5 2019	54	54	15	17	28%	31%
Year 5 2017-2019 Average	43.7	43.7	13.0	10.7	30%	24%
Year 7 2019	33	33	10	7	30%	21%
Year 7 2017-2019 Average	41.3	41.3	11.7	8.7	28%	21%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2020.
^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

School Performance

Student Achievement results in PAT Reading and PAT Maths Assessments continue to show a high percentage of students at or above benchmark for their corresponding year level.
High levels of student growth and high achievement was demonstrated in Years 3 and 4 PAT Reading. The Cars and Stars Reading program (Years 3-7) has supported students and staff to target specific areas of reading comprehension for improvement.

% SEA (PAT Reading) % Achieving High Bands Growth (Effect Size)

Year 3 89% 64% 0.82
Year 4 89% 58% 0.67
Year 5 89% 24% 0.45
Year 6 86% 49% 0.29
Year 7 84% 29% 0.3

School Achievement Grades in English and Maths demonstrated improvement across the year with higher numbers of students achieving an A or B grade in Semester 2 than Semester 1. Very few students are achieving below standard in English and Maths, with those individual students supported through the school's intervention programs and learning assistance programs.

Early Years Reading
The Read Write Inc synthetic phonics program in our Early Years (F-2) ensures all students receive explicit instruction and targeted teaching in phonics daily. The program continues to have a significant impact on reading achievement and growth across the school.
A high percentage of students from Foundation to Year 2 are at or above benchmark for their reading level. Students that are below standard are supported with Early Intervention.

	FOUNDATION	YEAR 1	YEAR 2
% of students at BM	88%	86%	88%
No. of students not at Benchmark & Receiving Intervention	7 students	8 students	6 students

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	97.8%	91.4%	91.6%	91.9%
2018 centre	92.0%	83.9%	89.1%	91.6%
2019 centre	89.7%	89.7%	83.0%	88.7%
2020 centre	92.2%	N/A	95.2%	85%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2017	2018	2019	2020
Reception	94.9%	93.8%	90.6%	83.4%
Year 1	92.3%	95.8%	94.2%	85.0%
Year 2	94.7%	93.8%	95.2%	86.7%
Year 3	94.0%	94.8%	92.7%	88.8%
Year 4	93.7%	93.5%	94.7%	87.4%
Year 5	91.1%	94.7%	92.6%	90.0%
Year 6	92.7%	93.4%	92.3%	85.8%
Year 7	94.3%	90.7%	93.0%	84.5%
Primary Other	90.9%	92.0%	91.7%	86.8%
Total	93.1%	93.5%	93.0%	86.5%

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

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

Attendance comment

Kilkenny Primary School shows strong attendance rates from Reception to year 7 considering the complexities of 2020. All age group cohorts averaging a greater than 83% recorded attendance rate. Obviously this is below previous years averaging > 90% across all cohorts.

Our attendance rates throughout 2019 and prior have always shown to be at or above 90%. Kilkenny Primary has comprehensive policies in place to maintain, monitor and if the need arises, report attendance issues to the appropriate agencies.

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	39	40	41	43
2018	40	45	45	46
2019	39	40	39	39
2020	50	N/A	50	50

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Preschool enrolment comment

Preschool enrolments did fluctuate due to the Health risks associated with 2020.
When health conditions were favorable enrolment numbers were stable.
Parents were very aware of those conditions with their families that posed risk and attendance fluctuated accordingly to these conditions.

Behaviour support comment

Behaviour support comment

Time – out admin - 87
Internal suspensions – 5
Take Home – 12
Suspensions – 24
Exclusions – 1

A new student behaviour system was implemented in 2020 with strong positive results. Repeat offending declined significantly - due to a focus on positive behaviours, and a strong restorative justice process being implemented with students and their families.

Client opinion summary

2020 saw the laying of some solid foundations for learning and well-being, with processes and structures set up to seek and act on feedback from students, staff and parents.
This feedback will now inform our 2021 focus on well-being and learning. A summary of the key areas driving this focus has been the following feedback.

• We still have many students that don't feel safe taking risks and voicing their opinions in class. – TfEL Compass student survey
• Over 50% of our students worry about things at home, at school, and about making mistakes. – Wellbeing and Engagement Survey
• 57% of our year 3-7 students couldn't identify whether there are adults at school they see as 'important' in their lives. – Wellbeing and Engagement Survey
• Parents identified that as a school we encour

Client opinion summary

Based on parent data from the 2020 Parent Engagement Survey

At Kilkenny Primary School:
97% of parents believe people respect each other at this school
98% of teachers and students treat each other with respect at the school
93% of parents feel like my child is important to the school
86% of parents receive enough communication from the school
85% of parents feel the school communicates effectively with them
88% of parents know what standard of work the school expects of their child
85% of parents have useful discussions with the school about their child's learning
82% of parents feel the school provides an opportunity for them to have input about their child
100% of parents think that education at school is important to their child's future
93% of parents feel equipped to help their child pan what they will do after they leave school
96% of parents believe the school encourages them to help students to learn
81% of parents believe the school provides them with useful tips on how to help students learn at home

Based on parent data from the 2020 Preschool survey

At Kilkenny preschool:
6% agree, 94% of families believe their child receives high quality teaching
12% agree, 88% of families believe the preschool is well organised
12% agree, 88% of families feel welcome when being at the preschool
12% agree, 88% of families believe there is a high development of children's personal and social skills
18% agree, 82% of families believe their child's teacher provides help and support when it is needed

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
207 - Kilkenny Primary School	92.0%	97.0%	97.4%	98.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.
Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	13	12.6%
Other	9	8.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	4.9%
Transfer to SA Govt School	76	73.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination comment

Kilkenny preschool continues to have a large number of students transition into the school setting.
A great deal of integrated activities occur throughout the year to encourage a close connection between preschool and school. eg buddy classes, attending assemblies and special events eg sports day.
98.0% of preschool children became primary school students in the following year.

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) 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.

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	42
Post Graduate Qualifications	14

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	31.4	0.9	10.8
Persons	0	34	1	18

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

Financial statement

Funding Source	Amount
Grants: State	$644
Grants: Commonwealth	$0
Parent Contributions	$174,306
Fund Raising	$9,108
Other	$112,685

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	Students attended small group sessions with Wellbeing leaders to develop social skills and development of self and others.	Increased engagement and decreased behaviour in yard and class.
	Improved outcomes for students with an additional language or dialect	EALD teachers/SSO's supporting students in RWI/Fresh Start work collaborative with teachers.	Increased data in phonemic awareness of decoding skills leading to increased rea
	Inclusive Education Support Program	Supporting individual learners with targeted intervention programs that support individual needs.	Increased literacy/numeracy levels. Increased engagement.
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	1:1 and small group intervention support in RWI and Maths Intervention. AET 1:1 work on literacy and numeracy providing additional support to classroom teacher differentiation of tasks to support individual learners.	Increased engagement in lessons and development of skills.
Program funding for all students	Australian Curriculum	Providing teachers relevant T&D to develop individual/whole school strategies to support all learners.	Development of rigorous teaching & learning programs ensuring all learners achei
Other discretionary funding	Aboriginal languages programs Initiatives	Aboriginal Education teacher timetabled sessions for 1:1 teaching and learning sessions in line with programs based in the child's class. Our ACEO worked in collaboration with learning goals and student wellbeing.	Positive outcomes achieved in literacy and numeracy.
	Better schools funding	Better schools funding was utilized to help with learning outcomes for a group of UP aboriginal students. This incorporated more hours for our ACEO to work with students; low SES was more pastoral care worker support	Targeted students were able to be more engaged and focused with their learning.
	Specialist school reporting (as required)	-	-
	Improved outcomes for gifted students	As previous site teaching and learning.	PAT data identified students in the Higher Bands were maintained.

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	QIP goal around "supporting children's effective communication" was achieved with resources inc. story table, books, puzzles, garden project and 'Paint the Westside Read' project	Literacy indicators showed engaging with texts, making meanings and representing aspects symbolically
Improved ECD and parenting outcomes (children's centres only)	Paint the Westside Read, swap box, monthly messages, reading packs sent home,	Outcomes achieved against Early Years Learning Framework
Inclusive Education Support Program	Hours allocated toward educators working with identified students. Catering for student health needs. Physical wellbeing eg toilet training, transition to school support	Confidence, increased health, sense of belonging.
Improved outcomes for non-English speaking children who received bilingual support	Access to bilingual support workers Communication with families keywords shared with educators and families Visual aids developed	Safety and security Belonging Communication skills increased

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.