

2020

# Annual Report



Port Kennedy Primary School

*Independent Public School*

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# Principal's Message

It is with great pleasure that I present to you the 2019 Annual Report for Port Kennedy Primary School. 2019 was our first year in the Fogarty Edvance School Improvement Program. This program assisted us in analysing current teaching and learning programs, and has provided opportunities to set a clear, evidence based direction for future improvement with a view to begin planning for our next Business Plan.

The 2019 Annual Report reflects on the progress against the priorities and targets set out in the four priority areas of our Business Plan (2017-2019) and will outline some of the key future directions for the school. It is a brief snapshot of the many achievements and opportunities that our students were able to experience throughout the year.

I would like to take this opportunity to acknowledge the dedicated staff of Port Kennedy Primary School who are focussed on making a difference to the students who attend our school. At Port Kennedy Primary School, we are continually 'Striving for Excellence' and **aim to provide opportunities for students to be their best and experience personal excellence.**

We are very fortunate to have an involved and supportive P & C group who supply services such as the Uniform Shop, Canteen and School Banking as well as raising funds for our students. In 2019 the P & C increased the operating days of the canteen and thanks to their volunteers, our students have access to healthy recess and lunch options three days a week. Volunteers continued to assist with the introduction of our new school uniform and raised funds through discos, a school fete and other whole school events which have continued to foster a sense of community.

As an Independent Public School, our School Board plays an important role in the governance of the school. The School Board continues to build its capacity to support the school with dedicated members who actively contribute ideas and input into discussions and decision making. In 2019, Rich Harries, continued in the role as Board Chair and together we attended the board training sessions offered through the Leadership Institute. This has enabled us to refine and improve the operations of our board over the course of the year to further enhance our governance structures.

Phil Springett

# School Profile

In 2019 our student numbers stabilised with 423 primary aged enrolments after recent years of decline due to changes in the age demographic in the area. Our Kindergarten numbers have also stabilised at an intake of 40 students over the past two years.

## Student Transiency

2017	2018	2019
20.0	20.7	14.3

## ICSEA

2017	2018	2019
978	978	960

In 2019, our student centred funding was utilised in a range of ways to deliver targeted programs for identified groups in our school community. In 2019, funding for Indigenous students was utilised to employ an Aboriginal Islander Education Officer for three days a week. This role targeted attendance and literacy support along with continuing to build relationships with our families.

Additional resourcing for students with learning difficulties or disabilities was utilised to employ a Learning Intervention Coordinator for three days a week. This role focussed on implementing a reading intervention program through the use of Multi Lit, Mini Lit and Initi Lit along with identifying students in our early childhood area who needed learning intervention. Further detail on the effectiveness of this program can be seen in the English section of this report. This resourcing also enabled us to update and purchase resources, support students in classrooms and provide additional supervision and support in the playground which were all identified as areas of need for our students.

Classroom teaching is complemented by specialist areas of Science, Music and Physical Education which provides students with a diverse curriculum experience. Indonesian was delivered through the Ketawa online program with our year three and four students in readiness for further education in the Languages learning area.

In consultation with the P and C, a new uniform was designed and created for implementation during the 2019 school year. This included a change to the colour of one of our four factions; Waller from white to purple.

# Student Enrolment and Attendance

## Enrolments

Year	2016	2017	2018	2019
Primary Enrolments (Excluding Kindy)	450	422	438	423

## Attendance

In 2018, our rate of regular attendance was identified as a concern. In 2019, this became a focus. As a school we implemented individual, classroom and whole school initiatives as well as ensuring consistent messaging to our community. Across the year we saw improvements in all areas which resulted in an increased percentage of regular attendance. This also allowed us to increase our overall percentage to above like schools.

### Attendance Overall

Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2017	92.6%	93.1%	93.8%	84.9%	85.9%	81.2%	92.1%	92.6%	92.7%
2018	92.0%	93.3%	93.7%	85.3%	86.1%	80.8%	91.4%	92.8%	92.6%
2019	92.9%	91.7%	92.7%	86.3%	83.1%	79.5%	92.1%	90.8%	91.6%

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	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2017	71.0%	20.4%	7.3%	1.3%
2018	67.9%	22.1%	9.1%	0.9%
2019	70.8%	21.6%	6.4%	1.1%
Like Schools 2019	68.0%	20.7%	8.3%	3.0%
WA Public Schools 2019	73.0%	19.0%	6.0%	2.0%

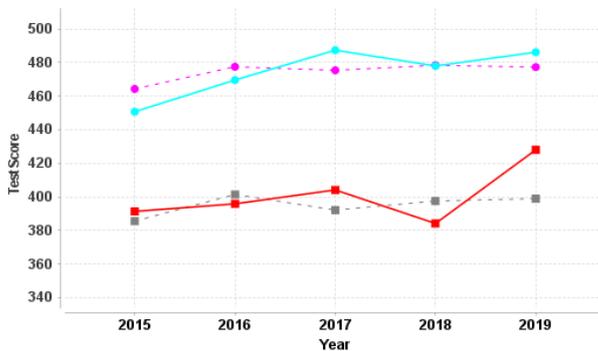
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# English

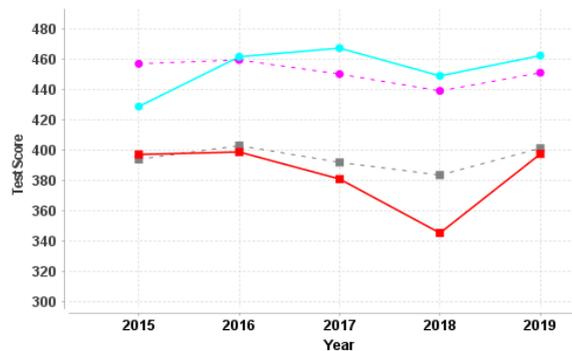
## Business Plan Targets

1. FOR STUDENTS TO REACH OR EXCEED THE LITERACY SCORES OF LIKE SCHOOLS.

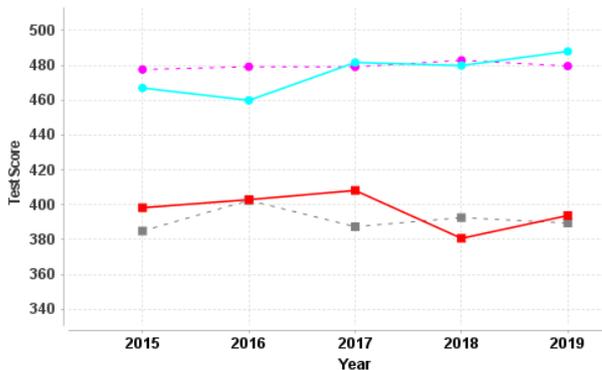
Average Reading Score



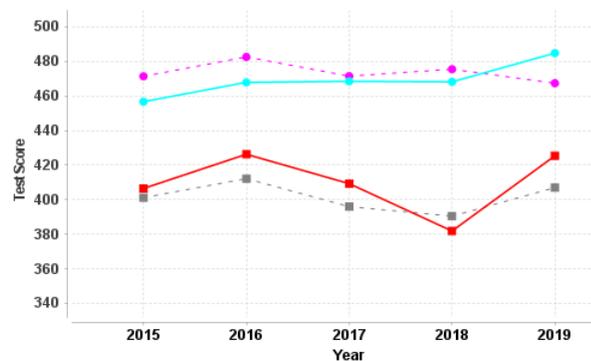
Average Writing Score



Average Spelling Score



Average Grammar & Punctuation Score



We were pleased with our Reading results, which reached all targets in years 3 and 5, with our year 3s out performing WA public schools. In all areas of literacy, we are able to achieve our target of having less students in the bottom 20% compared to like schools. Overall performance compared with like schools was positive with year 3 and 5 students performing at or above like schools in all areas. In 2019, we began a new whole school approach to Writing and have begun investigating our Spelling approaches. Both Spelling and Writing highlighted concerns when looking at students achieving in the top 20 % compared to like schools.



2. TO INCREASE STUDENTS ACHIEVING IN THE TOP 20<sup>TH</sup> PERCENTILE OF LIKE SCHOOLS. TO BE SIMILAR OR HIGHER THAN LIKE SCHOOLS.
3. TO DECREASE STUDENTS ACHIEVING IN THE BOTTOM 20<sup>TH</sup> PERCENTILE. TO BE SIMILAR OR HIGHER THAN LIKE SCHOOLS.

Year 3	Top 20 %		Bottom 20%	
	PKPS	Like Schools	PKPS	Like Schools
Reading	21%	11%	13%	25%
Writing	6%	9%	16%	21%
Spelling	10%	15%	18%	27%
Grammar and Punctuation	12%	11%	20%	24%
Year 5	Top 20 %		Bottom 20%	
	PKPS	Like Schools	PKPS	Like Schools
Reading	19%	10%	21%	26%
Writing	11%	9%	13%	23%
Spelling	12%	13%	13%	25%
Grammar and Punctuation	17%	12%	29%	24%

In 2019, staff researched and developed evidence based literacy blocks across the school based on the 'Effective Reading Instruction in the Early Years' research. This included an audit of current practice and an alignment of planning to research. Big Write was introduced as a whole school approach to Writing. Staff attended introductory professional learning and an implementation plan was developed by the English committee. Literacy Pro continued to support the promotion of reading in the class and at a whole school level. Students identified at risk, were provided support through our reading tutor program and/or reading intervention programs.



## Differentiated Learning: Literacy Intervention

In 2019 we have strengthened the collection of Literacy data by Semester to inform teaching practices across K-6. From this data we have developed Literacy intervention strategies to support Tier 2 and 3 at risk learners. This has included the following implementation:

- Implement PreLit intervention into Pre-primary as the basis for teaching phonics and phonemic awareness.
- Implement MiniLit as the intervention approach to teach Early years' phonics and phonemic awareness in year 1-3.
- Implement the Reading Tutor Program (RTP) as an intervention approach to support students in years 3-6 in an intensive systematic and explicit instruction in phonics, sight words and supported reading.
- Embed the use of the SEN reporting as a means of developing Documented Plans for students deemed at risk" and as a means of reporting on students that receive an "E" grade in Literacy.

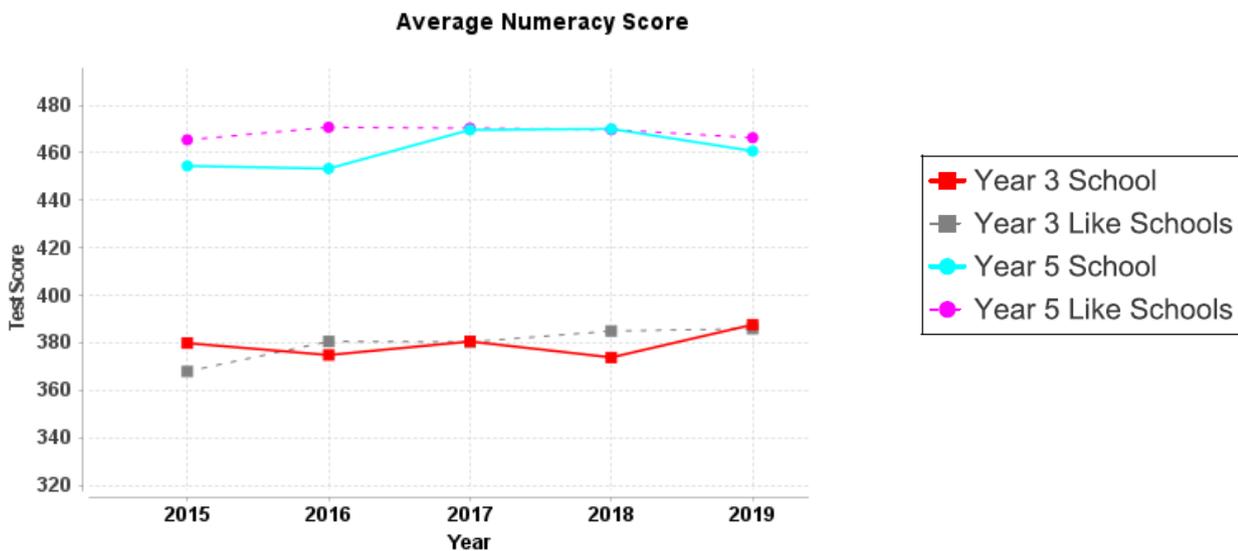
Intervention in 2019 involved 86 students in years 1-6 and 24 pre-primary students. The following data has been collated in regards to intervention:

- PreLit intervention:
  - All 24 students on this program made improvement.
  - 13 students at age appropriate or above for Pre-Primary level (PLD Target 1).
  - 2 students at above age appropriate for Pre-Primary level (PLD Target 1).
- The data from the 86 students who participated in MiniLit intervention and RTP:
  - South Australian Spelling Data:
    - In years 1-6
      - 7% of students did not make progress in spelling.
      - 93% of students made progress in spelling.
      - 31% of students on programs had a spelling age above there calendar age.
  - PM Benchmark Data:
    - In years 1-6
      - 100% of students made progress in reading.
      - 11% of students on programs had a reading age above there calendar age.
  - PLD Data:
    - In years 1-6
      - 100% of students made progress in synthetic phonics.
      - 10% of students made significant progress above their year level.

# Mathematics

## Business Plan Targets

### 4. FOR STUDENTS TO REACH OR EXCEED THE NUMERACY SCORES OF LIKE SCHOOLS



### 5. TO INCREASE STUDENTS ACHIEVING IN THE TOP 20<sup>TH</sup> PERCENTILE OF LIKE SCHOOLS. TO BE SIMILAR OR HIGHER THAN LIKE SCHOOLS.

### 6. TO DECREASE STUDENTS ACHIEVING IN THE BOTTOM 20<sup>TH</sup> PERCENTILE. TO BE SIMILAR OR HIGHER THAN LIKE SCHOOLS.

Year 3	Top 20 %		Bottom 20%	
	PKPS	Like Schools	PKPS	Like Schools
Numeracy	6%	12%	15%	24%
Year 5	Top 20 %		Bottom 20%	
	PKPS	Like Schools	PKPS	Like Schools
Numeracy	10%	11%	27%	27%

In 2019, our Numeracy results indicated a need for future action to address the results. While our year 3 overall performance was above like schools, we did not reach our target of increasing the number of students in the top 20%. In year 5 we were close to both targets, however our overall performance was above like schools. During the second half of 2019, our Numeracy Committee researched and trialled an evidence based whole school Numeracy program which we will begin implementing in 2020. The whole school program and associated mathematics models, once embedded should provide a platform for improved results in the future.

# Health and Wellbeing

In 2019, we began our implementation of the Positive Behaviour Support Program (PBS). Our dedicated PBS team undertook training and over the year developed our behaviour expectations matrix (shown below). The success of this approach was evident in our decrease in behaviour related incidents over the year and the consistent language used in classrooms and the playground. At the end of 2019, we undertook an evaluation with the School of Special Education Needs-Behaviour in which feedback indicated that students and staff were regularly referring to the values and language agreed upon through this process.

## PK VALUES

At Port Kennedy Primary School, we aim to provide a positive environment in which the community 'Strives for Excellence' which is shown in the behaviours that are: Responsible, Respectful, Resilient AND Being Your Best – PK VALUES create CHAMPs.



	BE RESPONSIBLE	BE RESPECTFUL	BE RESILIENT	BE YOUR BEST
All of the time	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Use equipment safely and return it to the correct place</li> <li>Move around the school considerately</li> <li>Stay within school boundaries</li> <li>Play safely</li> <li>Play by the rules of the game</li> <li>Put rubbish in bins</li> <li>Report bullying</li> <li>Attend school at least 95% of the time</li> </ul>	<ul style="list-style-type: none"> <li>Speak to others politely</li> <li>Take turns</li> <li>Include others</li> <li>Take care of my own, others and school equipment</li> <li>Listen respectfully</li> <li>Use good manners when speaking with teachers, parents and members of the wider school community</li> <li>Appreciate the view/s of others</li> </ul>	<ul style="list-style-type: none"> <li>Have a go</li> <li>Persevere with challenges</li> <li>Say sorry and be forgiving</li> <li>Accept differences</li> <li>Display patience and understanding</li> <li>Ask for help when needed</li> <li>Ignore inappropriate comments</li> <li>Use the '5' to solve conflict</li> </ul>	<ul style="list-style-type: none"> <li>Wear our uniform with pride</li> <li>Make good choices</li> <li>Fully participate in all activities</li> <li>Complete tasks to the best of our ability</li> <li>Be kind and considerate</li> <li>Follow instructions</li> <li>Demonstrate appropriate language and behaviour</li> </ul>
Classroom	<ul style="list-style-type: none"> <li>Complete class work by the set date and time</li> <li>Return permission slips on time</li> <li>Work cooperatively</li> <li>Have the necessary equipment ready to start each lesson</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to the speaker</li> <li>Let others learn</li> <li>Follow staff instructions immediately</li> <li>Keep noise to an appropriate level suited to the activity</li> </ul>	<ul style="list-style-type: none"> <li>Ignore distractions</li> <li>Keep having a go when experiencing difficulty</li> <li>Use a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>Keep our work neat and tidy</li> <li>Complete tasks to the best of our ability</li> <li>Manage our learning time effectively</li> </ul>
Before and After School	<ul style="list-style-type: none"> <li>Wait patiently in the correct area</li> <li>Walk our bikes and scooters through the school</li> <li>Leave scooters/bikes in assigned areas</li> <li>Follow road rules</li> <li>Stay within school boundaries</li> <li>Stay in assigned areas before school</li> <li>Arrive at school on time</li> <li>Leave grounds responsibly</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous to other students, staff, parents and community members</li> <li>Wear correct school uniform travelling to and from school</li> </ul>	<ul style="list-style-type: none"> <li>Look out for fellow students on the way to and from school</li> <li>Make positive and sensible choices to remain safe</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at school ready to learn</li> </ul>

We have a range of school based support services to meet the needs of our diverse population in the area of health and wellbeing.

## School Chaplain

In 2019 we employed a school based Chaplain through YouthCare to help support the social and emotional needs of our school community. This service supports whole school programs and offers one on one and group support and interventions for students. Through a partnership with YouthCare and the City of Rockingham we were able to extend our service to three days per week.

### **Aboriginal and Islander Education Officer (AIEO)**

In 2019 we had just over 50 Aboriginal and Torres Strait Islander students. Our AIEO, Lee-Anne Hay was employed for 3 days per week in 2019 and worked closely with individual students, groups of students and families to help support the academic and non-academic outcomes for our indigenous students.

### **Breakfast Club**

Breakfast club continued in 2019 to support students to have a positive beginning to their school day. Working with donations from community members and organisations we were able to provide the service on Mondays, Wednesdays and Fridays. This initiative was well attended and feedback from students indicated a need within the student population.

### **Defence School Mentor**

Our Defence Force Mentor, Gill Lofthouse supports students and families who are members of the Australian Defence Force. This includes weekly catch ups, events and excursions for students and their families to ensure they stay connected to the school community.



### **School Psychologist**

Our newly self-appointed School Psychologist, Kate Hanley joined our SAER Team in 2019 and delivered a high quality service to our school. This service supported us to increase funding for targeted student support for identified students as well as providing professional learning and support for staff across the school.

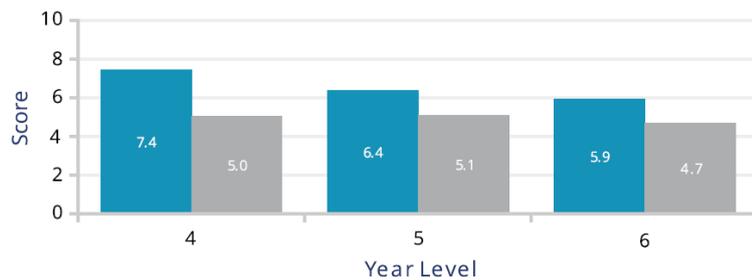
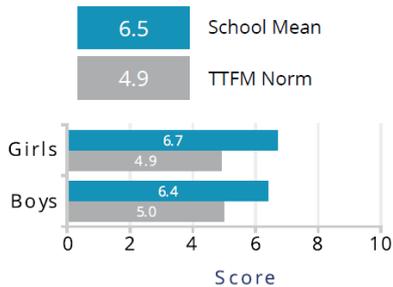
## Student Surveys

In 2019 we used the Tell Them From Me student surveys to increase the opportunities for student voice and identify areas for improvement and intervention in regards to student wellbeing. This data highlighted a number of needs which we were able to proactively address for our students. This information also provided us with an insight into our strengths as a school such as positive teacher-student relationships.

### DRIVERS of Student Outcomes

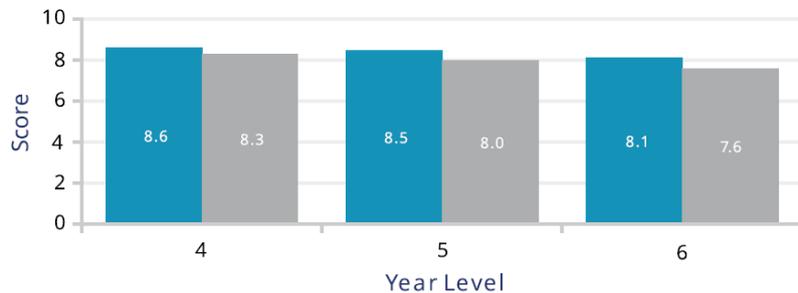
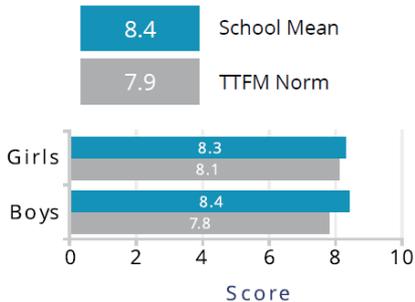
#### Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



#### Positive teacher-student relations

Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

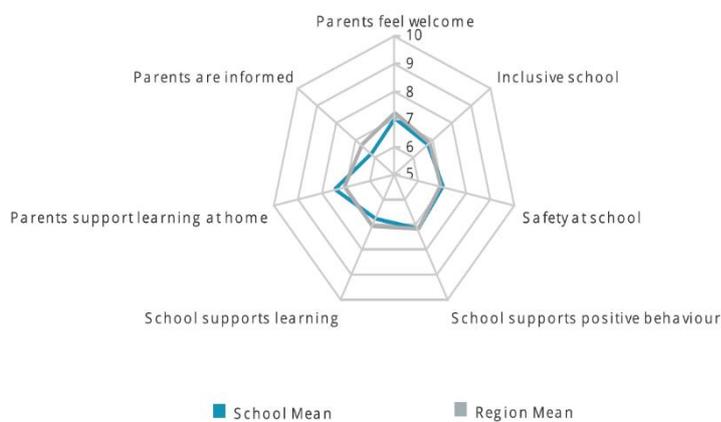


The staff here at Port Kennedy Primary School are passionate about developing Caring, Healthy, Active, Motivated and Positive students (CHAMPS) through a range of initiatives in the classroom and the playground. Students have opportunities to be involved in various extra-curricular clubs or teams through Choir, sporting teams, Gardening Club as well as the many programs run by our school Chaplain.

# Parent Surveys

In 2019, we undertook the Tell Them From Me parent surveys. These survey results highlighted areas of need as well as strengths. We utilised this information to inform planning for 2019. From this information, we undertook an audit of our communication procedures and planned for ways that we could further engage our community. This resulted in a new format for sharing news and event reminders as well as the creation of our Community Hub, which we will be utilising in 2020 to offer parent workshops and support.

This report provides results based on data from 55 respondents in this school who completed the Parent Survey between 01 Mar 2019 and 24 Mar 2019.



# Information Communication Technology

In 2019, our Technologies committee continued to monitor the implementation of Digital Technologies in classrooms. This involved auditing the use of applications and supporting staff to implement our school based Scope and Sequence. NAPLAN online was a success with planning and infrastructure strategically managed to ensure minimal disruptions to testing. At the end of 2019, we entered a lease arrangement to update our devices and enable increased access for students. This equates to a class set between two classes in primary aged classrooms. This allocation enables staff to build in the use of technologies to support and enhance core curriculum learning.



# Reflections and Future Directions

2019 was a very successful year at Port Kennedy Primary School. Student academic and non-academic data indicated that newly implemented programs and approaches had made a positive impact across the year. Following a review of our progress on our Business Plan and student achievement data the following summarises some of the key initiatives that will support improvement at Port Kennedy Primary School in the coming years.

Our focus on Attendance and the implementation of the Positive Behaviour Support Program enabled staff to refine routines and significantly improve the student culture in the school, allowing increased time spent on learning in classrooms. Teaching staff were provided with collaboration time throughout the year as part of the school timetable, which enabled increased communication and feedback to occur. This combined with our School Improvement Team initiative allowed the school to gather momentum around decision making and provided opportunities to improve our change processes such as the development of research based literacy blocks. These initiatives will continue to grow in 2020 as we build on our strengths.

Our next Business Plan will be centred around three focus area;

1. Highly effective teaching and learning implemented in all classrooms to ensure academic achievement.
2. Ensuring optimal conditions for learning and achievement across the school community
3. Building staff capacity in teaching and learning

In 2020 the following initiatives will begin to be implemented;

## **Whole School Approach to Mathematics Teaching**

In 2019, our Maths committee researched, trialled and began to resource for the implementation of Prime Mathematics. With the support of our P and C, we have purchased all resources for students so each child can begin the year with what they need for success. Staff will be upskilled in the theory behind the program and supported as part of the implementation phase. As this is a new initiative, we expect it will take a year or two to see the impact on results.

### **Adopting Explicit Direct Instruction Principles to increase the impact of teaching practice and lesson design**

In 2020, we will be working towards the use of a whole school instructional model based on Explicit Direct Instruction principles. This strategic approach will be based on the Theory-Modelling-Practice-Coaching model of professional development. This approach aligns to the Prime Maths resource which we are implementing as a part of our whole school approach to Mathematics. To support this, we are partnered with Curtin University and the Education Department as part of the Explicit Teaching of Literacy Internship.

### **Community Hub**

In 2019, we renovated and resourced an existing space for the purpose of creating a Community Hub. This initiative gives us the opportunity to provide our local community with access to services available in the wider community. We have begun a partnership with the City of Rockingham that will enable us to provide onsite parent workshops, as well as a meeting place to facilitate the provision of community based services. The Community Hub will also be utilised by our P & C, Breakfast Club and will enable us to strengthen the connection with the families in our community through the ongoing development of community connection projects.

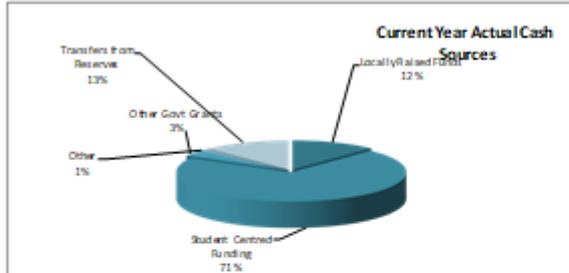
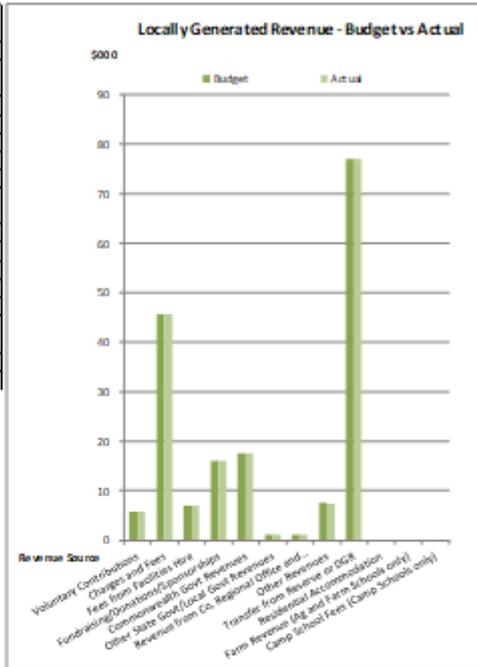
### **Continued Focus on the Conditions for Learning**

Our Positive Behaviour Support Team will continue to implement this program across the school with a classroom focus on the teaching of expected behaviours. Attendance will continue to be a priority with a focussed plan implemented in 2020.

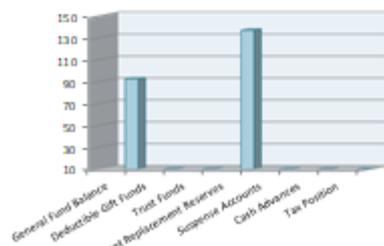
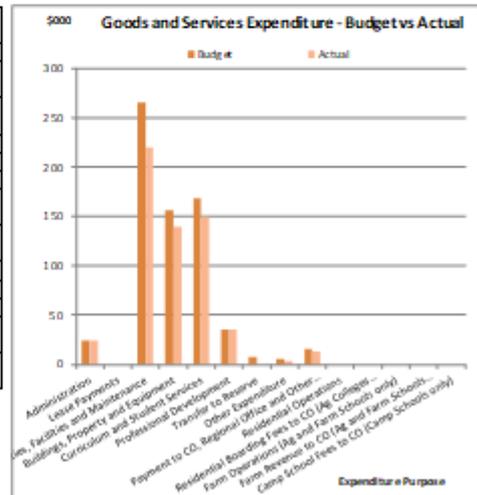
# Finance

## Port Kennedy Primary School Financial Summary as at 31 December 2019

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 5,675.00	\$ 5,675.00
2 Charges and Fees	\$ 45,775.92	\$ 45,775.92
3 Fees from Facilities Hire	\$ 7,046.46	\$ 7,046.46
4 Fundraising/Donations/Sponsorships	\$ 36,046.08	\$ 36,046.08
5 Commonwealth Govt Revenues	\$ 17,500.00	\$ 17,500.00
6 Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,212.00	\$ 1,212.00
8 Other Revenues	\$ 7,569.86	\$ 7,372.60
9 Transfer from Reserve or O&M	\$ 76,062.21	\$ 76,062.21
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 176,604.52</b>	<b>\$ 176,604.26</b>
Opening Balance	\$ 60,266.99	\$ 60,266.99
<b>Student Centred Funding</b>	<b>\$ 438,634.26</b>	<b>\$ 438,634.26</b>
<b>Total Cash Funds Available</b>	<b>\$ 677,792.77</b>	<b>\$ 677,906.51</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 677,792.77</b>	<b>\$ 677,906.51</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 23,074.42	\$ 24,091.84
2 Lease Payments	\$ -	\$ -
3 Utilities, Facilities and Maintenance	\$ 216,106.80	\$ 210,872.05
4 Buildings, Property and Equipment	\$ 156,178.68	\$ 130,436.15
5 Curriculum and Student Services	\$ 168,336.72	\$ 140,427.51
6 Professional Development	\$ 35,400.00	\$ 35,438.73
7 Transfer to Reserve	\$ 7,000.00	\$ -
8 Other Expenditure	\$ 5,400.06	\$ 3,776.68
9 Payment to CO, Regional Office and Other Schools	\$ 15,236.23	\$ 13,275.56
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 676,720.91</b>	<b>\$ 685,247.12</b>
Total Personal Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 676,720.91</b>	<b>\$ 685,247.12</b>
Cash Budget Variance	\$ 1,071.86	



Cash Position as at:	
Bank Balance	\$ 2,22,919.81
Make up of:	\$ -
1 General Fund Balance	\$ 10,348.39
2 Debitable Cash Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 1,36,526.62
5 Suspense Accounts	\$ 846.80
6 Cash Advances	\$ -
7 Tax Position	\$ (7,199.99)
<b>Total Bank Balance</b>	<b>\$ 2,22,919.81</b>