



Annual Report 2016



**Kelmscott
Primary School**

Annual Report 2016

From the Principal

It is with pleasure that I present the 2016 Annual Report for Kelmscott Primary School.

This report provides an overview, to the school community, of the achievements, progress and developmental intentions of the school as we continue to strive to achieve the best possible, quality educational outcomes for our students.

In 2016 Kelmscott Primary School was in its fourth year of being an Independent Public School after being reviewed by the Department of Education Services in September 2015. The review report can be downloaded from the school website.

I also thank our families, whose commitment to public education helps us to provide a well-supported and resourced learning environment. Our Parents and Citizens Association is a powerful example of the wonderful relationships that have been established and maintained over many years for the important purpose of the provision of the highest quality education possible.

As Principal, I regularly report to the School Board on the school's progress towards the implementation of strategies as well as the achievement of targets, year level results and other relevant data. The former Board Chair, Mrs Yvette Weatherill and current Board Chair, Mr Paddy Strano must be acknowledged for their leadership and commitment to the school in various roles over my years.

Kelmscott Primary School through its motto "Dynamic schooling, Innovative students, Nurturing community" aims to provide the best possible education for each student, ensuring they develop a broad range of skills to enable them to take responsibility for their own direction and to adapt to a changing world.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kelmscott Primary School engages in an ongoing improvement process to ensure that the needs of our students and community are addressed. Our approach to learning and teaching is based on a set of beliefs that have been agreed and articulated by staff and the school community. They also adhere to and embrace the WA Curriculum Outline and make a determined effort to provide both staff and students with support, guidance, flexibility and challenges.

Neil Spence
Principal



School Context

The School Vision

Dynamic schooling. Innovative students. Nurturing community.

Values and Actions

Resilience | Empathy | Equity | Respect | Pride | Excellence & High Expectations | Responsibility / Commitment | Collaboration | Open Mind & Growth Mindset

School Overview

Kelmscott Primary School is the sixth oldest government school in WA established in 1878. The school factions celebrate the pioneer families of the area; Ellis, Buckingham, Dale and Martin. History and community are essential components of school life. A wonderful mosaic mural on the resource centre depicts the strength of the visual arts programme and the history of the school.

At Kelmscott a strong emphasis is placed on pastoral care and while the school provides a safe and supportive environment we believe that the students have a responsibility to contribute to an environment which encourages learning care and respect. A significant focus is applied to the attainment of Literacy and Numeracy across all year levels. The integration of ICT through the use of iPads is enhancing learning opportunities both at school and at home. The Chaplaincy Program has provided students and families with additional pastoral care support for various issues.

Kelmscott Primary School has a performing arts program that has received wide recognition. Students have the opportunity to learn a variety of instruments. Our School Choir performs at a variety of events including the WA Government School Music Society Concert at the Burswood and the local Dale Fest.

Our Environmental Science programme is very popular with Water Wise worm farms and tree planting used to encourage students to value and care for the school environment which borders the Canning River.

Demographics and Student Diversity

Aboriginal	1%
LBOTE	12%
Born outside of Australia	10%
Out of Boundary	36%

School Services

School services included a Curriculum Deputy Principal and Student Services Deputy Principal, a Manager Corporate Services, a Chaplain, Nurse, School Psychologist, Speech Therapist and Students with Disabilities Consultant.

Index of Community Socio Economic Advantage

The average ICSEA across Australia is 1000. Kelmscott Primary School's ICSEA has dropped 990. When 'like school' comparisons are referred to in this document they are made with schools with a similar ICSEA.



Business Plan Focus Area: Teaching

Curriculum

In order to implement the WA Curriculum and Assessment Outline and address students' needs, all teaching staff received and applied professional learning during School Development related to Mathematics, Writing and Spelling. As an added support, staff accessed assistance from Ms Kim Knowles (Dept of Education - Statewide Services) during their collaborative Duties Other Than Teaching (DOTT) time to implement key strategies related to Mathematics.

Assessment

All staff commenced the introduction of Case Management as a process to address the learning needs of students achieving high C or B grade in reading or maths. Case Management will continue to be fully implemented in 2017 through staff working together to target Case Managed students during professional learning community meetings and collaborative DOTT.

Early Childhood

A self-assessment requirement identified Kelmscott PS currently meets all criteria in the National Quality Standard (NQS) dimensions. The advancement of particular NQS dimensions will be the focus for the Leadership Team in 2017 to ensure students meet required academic and social expectations. Click [here](#) for more information about NQS.

Pedagogy

Teaching and support staff continued to implement the Numeracy Block as a prescribed teaching procedure with gradual progress towards a consistent whole school approach. On a needs basis staff accessed different types of professional learning support to ensure consistency is existent across all classrooms. Staff also introduced Literacy Block with a similar teaching structure to the Numeracy Block.

Performance and Development Culture

All teaching staff continued to participate in Professional Learning Community (PLC) meetings as an opportunity to address the needs of all students by collaboratively focusing on common assessment tasks related to identified student needs. For example, PLC's utilised [Brightpath](#) as a monitoring tool by making judgements against student writing samples; eventually assisting as evidence for grading student performance for semester reporting. All staff also participated in the Dept of Ed Performance and Development cycle that included reflection, agreed goals and strategies and a review meeting.

Business Plan Focus Area: Leadership

Governance and Management

In 2016 all governance teams including Admin Team, Curriculum Management Team and Learning Support Team further developed processes to support consultative decision making within the school. The monitoring of the Business Plan was improved through the development of Strategic Overviews used by the Admin Team to plan and implement strategies. In 2017 the Admin Team will operate separate meetings for operational and leadership matters to better manage the implementation of the Business Plan.

Distributed Leadership

Many staff responded encouragingly to opportunities to participate in shared leadership activities. In particular seven teaching staff were involved in the Curriculum Management Team to assist with teaching and learning decisions. Similarly, five teaching and support staff were involved in the KidsMatter Team that successfully developed the foundation of the KidsMatter approach to mental health education for all students and families.

Furthermore, a total of four teaching staff were elected as leaders of each Professional Learning Community. These leaders met with the admin team once per fortnight to organise PLC meetings agendas aligned with the implementation of Operational Plan strategies.

Staff Capacity Building

To distribute and develop the capacity of all staff as leaders the following milestones were achieved:

Jo Easton teacher was appointed the Progressive Achievement Tests Coordinator and planned and organised this testing for Feb/Mar 2017;

Robyn O'Brien and Cathy Maxwell attended a phased 4 day Digital Technologies professional learning course to lead STEM in 2017;

and Sharon Saville as our Corporate Services Manager up skilled the Office staff and support staff to enhance efficiency of all corporate services and support student services.



Business Plan Focus Area: Learning Environment

Values

All staff were reminded of the professional norms at all meetings that support our Staff Values. All staff refer to the Moral Compass when discussing classroom or playground behaviour when conducting whole school assemblies or classroom discussions.

Attendance

The Student Services Deputy Principal supported teachers to closely manage attendance concerns of all students. Parents of students who were absent for long periods were sent letters to explain absences and provide support to improve overall attendance.

Behaviour Management and Student Mental Health

As part of KidsMatter, the identification of 'Bounceback' as a social and emotional program for all students was decided for implementation in 2017. Through the local Armadale/Kelmscott Churches Council funding was provided for the Chaplain to increase her rostered time in term four. In 2017, the Student Services Deputy Principal will review the Behaviour Management Policy.

Learning Support Team

The Learning Support Team successfully managed the special needs of students across the school. Through coordinating the referral process in liaison with all teaching and support staff the needs of individual and groups of students were addressed. This process involved individual education planning, consultation with parents and support staff and applying professional learning.

Classroom Spaces

In liaison with the Manager Corporate Services the gradual improvement of classrooms continued with better storage, replacement of desks and computers and the renovation of rooms 12/13 and the library shelving and tables.

Information and Communication Technology (ICT)

All staff attended professional learning related to digital technologies at School Development days and Cyber Cafes. For example, all teachers learnt how to use and integrate the app *Explain Everything* with literacy and numeracy learning opportunities for students.

In preparation for implementing STEM in 2017, two staff were trained in term 4 in digital technologies and they learnt how to use the new STEM resources provided by the Department of Education.

Business Plan Focus Area: Relationships

School Culture

The large majority of staff have vastly improved mutual communication by replying and sending emails, meeting every Wednesday afternoon at communication meetings and attending professional learning. All staff completed professional learning related to the Department of Education Code of Conduct.

Specific Board members attend the Curriculum Management Team and Kids Matter Team meetings and then report back to the Board. This association is two-fold, providing board members with an insight into school operations and providing staff with a connection to the Board.

School

The Corporate Services Manager led the vast improvement all communication tools including the school website, school app and email system. These tools now provide parents with more options to keep informed about school events, submit child absences and provide feedback on events.

Community

During 2016 the relationship between the school and P&C improved through joint organisation of special days and better communication. Instrumental to this improved partnership is the enhanced communication between the Office and key P&C executive members.

After a lengthy consultation and investigative process, the Board secured the membership of three Community members for the first time to address Business Plan focus areas.

Parents

A high number of parents continue to be very involved in a range of activities including assemblies, class activities and organisation of events across the calendar. Through the P&C, the recruitment of increased classroom parent helpers has been delayed until the establishment of classroom parent representatives in 2017.

Partnerships

Through the recruitment of new Community members to the Board, the school has forged strong links to Cecil Andrews SHS STEM Centre, Institute of Professional Learning and Maths / Literacy Professional Learning Consultancy.

Business Plan Focus Area: Resources

Financial Resources

The Finance Committee has successfully managed the entire financial management cycle through the effective leadership of the Corporate Service Manager.

The Corporate Services Manager has effectively managed all finances according to the Dept of Education policies. The schools finances were aligned with the school's operational plans. The Principal shared all required financial reports with the Board each term.

Human Resources

All staff vacancies in 2016 were filled through implementing a non discriminatory selection process and to address the school's Workforce Plan. All vacancy selection processes adhered to the Public Sector Standards and within the limits of the school budget.

Physical Resources

In 2016 the maintenance of all buildings was carefully identified and budgeted for through well managed cost centres. The Corporate Services Manager liaised with the Principal and Finance Committee to manage the process of improving all school facilities.



NAPLAN Comparative Performance

	Year 3			Year 5		
	2014	2015	2016	2014	2015	2016
Numeracy	-1.1	-1.5	-1.4	-1.4	-0.6	-0.3
Reading	-0.6	-1.4	-1.7	0.8	-0.2	0.2
Writing	-0.0	-0.8	-0.4	0.3	0.1	0.1
Spelling	-0.8	-1.4	-2.0	0.8	0.8	-1.4
Grammar & Punctuation	-0.3	-0.3	-1.0	-0.8	0.1	-0.8

Data Analysis:

Year 3

Year 3 students are generally performing at below expected (as indicated in 'red shaded' areas).

Despite two different cohorts student performance in reading, spelling and grammar and punctuation has worsened.

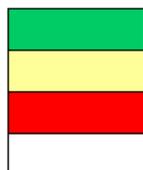
Performance in writing has slightly improved.

Year 5

Year 5 students are generally performed at expected (as indicated in 'yellow shaded' areas).

Despite two different cohorts student performance in spelling and grammar and punctuation has worsened.

Performance in reading, numeracy and writing has slightly improved.



Above Expected - more than one standard deviation above the predicted school

Expected - within one standard deviation of the predicted school mean

Below Expected - more than one standard deviation below the predicted school mean

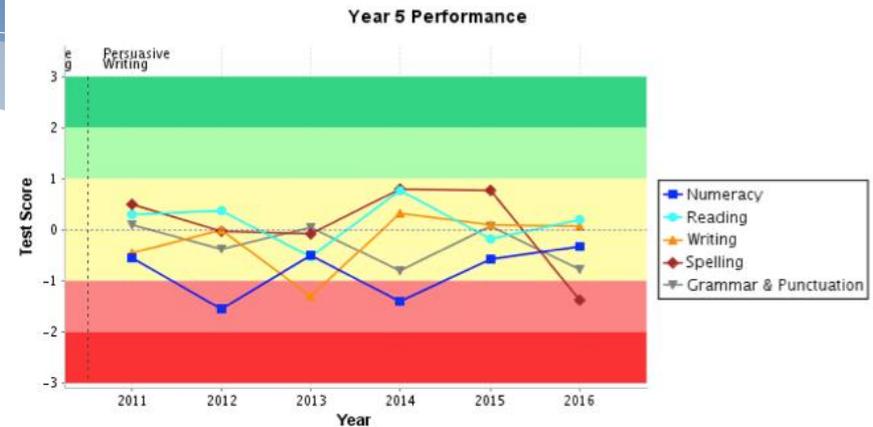
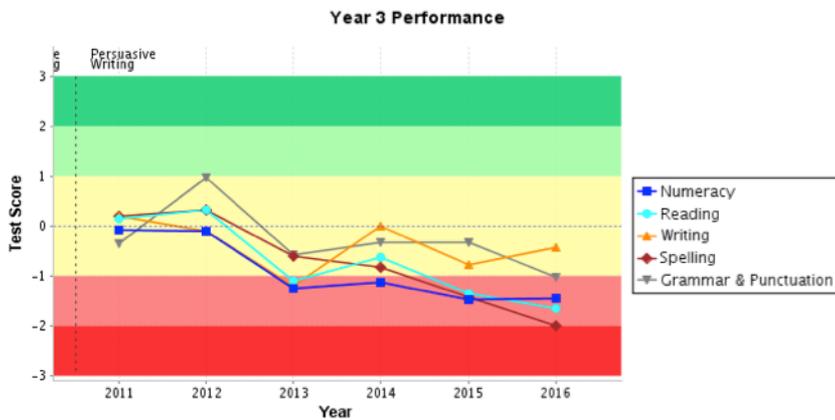
If blank, then no data available or number of students is less than 6

Recommendations:

- Whole school approaches to professional learning, operational planning, resourcing and leadership required.
- Solid consistent leadership with a strategic focus upon improving literacy and numeracy results.
- Continue partnership with Statewide Services to organise and deliver quality professional learning targeted at teachers' needs and students' needs.
- Enable individual staff and professional learning communities to implement case management: identify year group and class trends; target and plan for student needs; deliver differentiated tasks.



NAPLAN Trend Analysis



Specific Data Analysis:

Year 3 and 5 Trend Line data (see above)

This data shows the performance of cohort mean scores each year across all areas of testing. Comparisons can be drawn between the same cohort every two years.

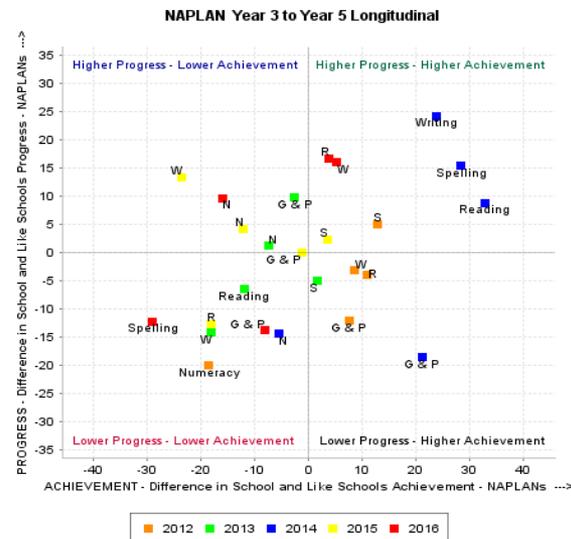
- Year 3's more underperforming than Year 5's.
- Year 3 trend becoming more downward across all areas.
- Year 5's improved in Numeracy and Reading.
- Year 5's performed well below expectations in Spelling.
- Year 3's and 5's performing well below like schools in all areas.

NAPLAN Year 3 to Year 5 Longitudinal

This data shows the performance of cohort mean scores each year across all areas of testing. Progress is measured very two years while achievement is measured in that one year when the test is completed.

- Overall cohort mean performance from year 3 -5 is vastly inconsistent.
- Difficult to predict future performance.

Student Progress and Achievement Compared with Like Schools



Non-Academic Achievement 2016

Attendance Data

Kelmscott Primary School's attendance rate continues to remain in line with the state average, however 16% of our student population (73 students) are indicated as being at risk with attendance rates of between 80 and 90%. 43% of the absences in Semester 2 were 'Unauthorised'.

Year	Attendance Rate
2016	90%
2015	94%
2014	93%
2013	94%
2012	93%

Attitude, Behaviour and Effort

Students have demonstrated an excellent level of commitment to their learning across the school by demonstrating the following attributes 'consistently' or 'often' on average 83% of the time.

The following criteria are judged by teachers in each semester report:

Works to the best of his/her ability

Shows self respect and care

Shows courtesy and respect for the rights of others

Participates responsibly in social and civic activities

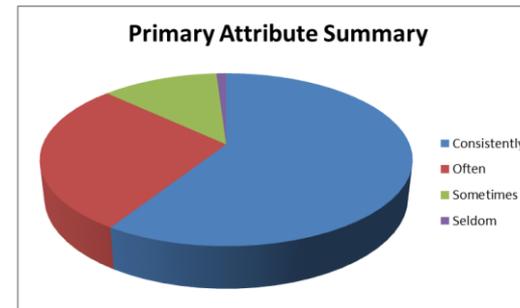
Cooperates productively and builds positive relationships with others

Is enthusiastic about learning

Sets goals and works towards them with perseverance

Shows confidence in making positive choices and decisions

This pie graph demonstrates levels of effort displayed by all students across all criteria:



Behaviour Management Data

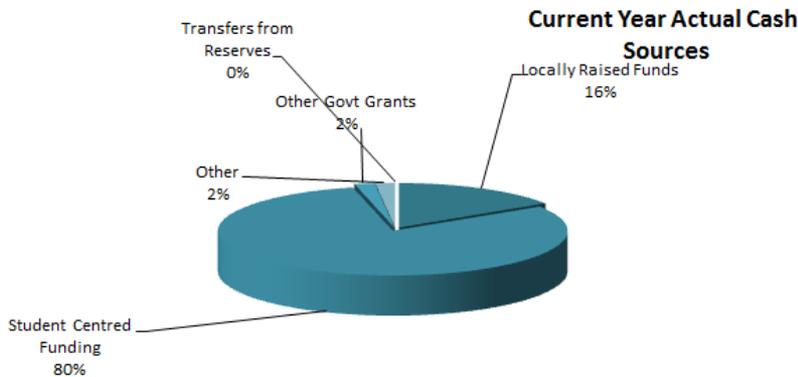
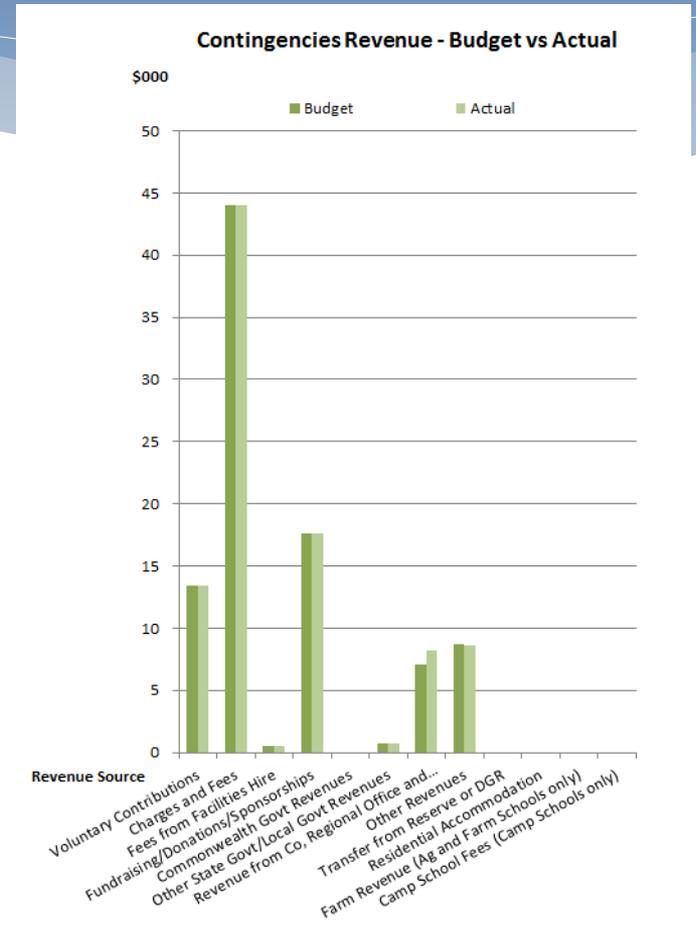
In the 2016 school year no suspensions were given and 76 incidences recorded for minor negative behaviour that led to a reprimand or detention. 20 of these incidents were recorded against 4 students with 35 students making up the remainder, 9% of the student population in total.





Financial Summary

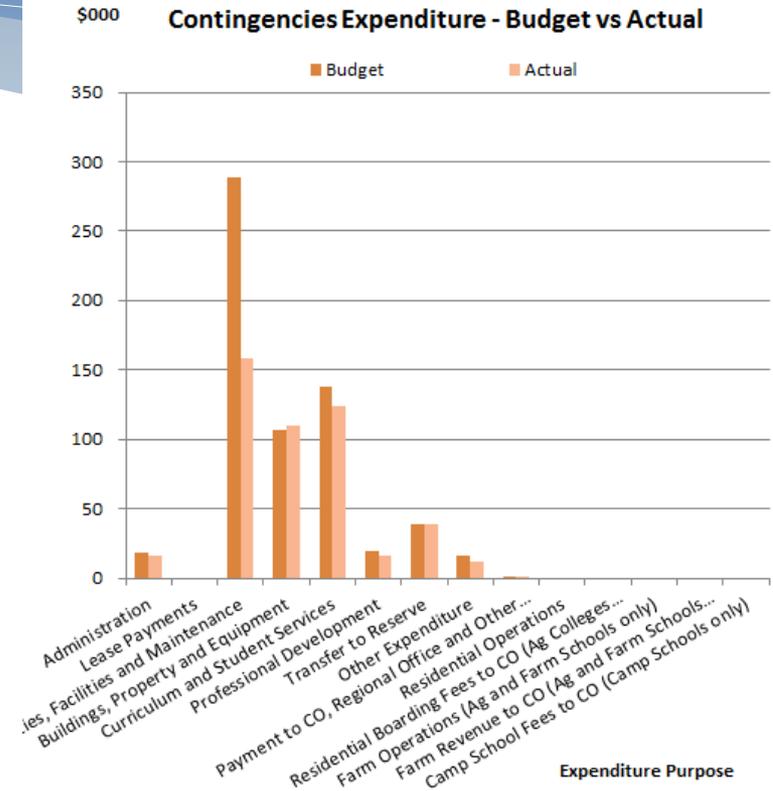
Revenue - Cash	Budget	Actual
Voluntary Contributions	\$ 13,426.00	\$ 13,426.00
Charges and Fees	\$ 44,025.00	\$ 44,024.94
Fees from Facilities Hire	\$ 545.00	\$ 545.44
Fundraising/Donations/Sponsorships	\$ 17,579.00	\$ 17,579.39
Commonwealth Govt Revenues	\$ -	\$ -
Other State Govt/Local Govt Revenues	\$ 750.00	\$ 750.00
Revenue from Co, Regional Office and Other Schools	\$ 7,093.00	\$ 8,159.10
Other Revenues	\$ 8,717.00	\$ 8,574.37
Transfer from Reserve or DGR	\$ -	\$ -
Residential Accommodation	\$ -	\$ -
Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds	\$ 92,135.00	\$ 93,059.24
Opening Balance	\$ 155,745.00	\$ 155,744.96
Student Centred Funding	\$ 380,810.50	\$ 383,510.50
Total Cash Funds Available	\$ 628,690.50	\$ 632,314.70
Total Salary Allocation	\$ 2,977,310.00	\$ 2,977,310.00
Total Funds Available	\$ 3,606,000.50	\$ 3,609,624.70



Financial Summary

Expenditure	Budget	Actual
Administration	\$ 18,390.00	\$ 16,485.22
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 288,890.00	\$ 158,011.37
Buildings, Property and Equipment	\$ 106,352.00	\$ 109,762.41
Curriculum and Student Services	\$ 137,720.00	\$ 123,620.28
Professional Development	\$ 19,110.00	\$ 15,810.24
Transfer to Reserve	\$ 39,000.00	\$ 39,000.00
Other Expenditure	\$ 16,107.00	\$ 11,551.01
Payment to CO, Regional Office and Other Schools	\$ 400.00	\$ 400.00
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 625,969.00	\$ 474,640.53
Total Forecast Salary Expenditure	\$ 2,875,731.00	\$ 2,875,731.00
Total Expenditure	\$ 3,501,700.00	\$ 3,350,371.53
Cash Budget Variance	\$ 2,721.50	

Contingencies Expenditure - Budget vs Actual



Cash Position

