



## 2018 Annual Report

### 1 Contextual Information

Kerry Street is a small, independent family school that provides an alternative educational experience for children and their families. The school was established in 1981.

Low student/teacher ratios, multi-age classes, active parental involvement, and a strong commitment to individual, community and environmental wellbeing provide rich and unique learning opportunities in all aspects of academic, social and personal growth.

In 2018, the student population was 69 students and the school comprised of four classes:

- Kindy
- Pre-Primary/Year 1
- Years 2/3
- Years 4-6

### 2 Principal's Review

When I look back over this last year, the view is quite different to others that have come before. Previously, I have used the metaphor of climbing a mountain; in 2017, we reached the summit and were surveying the view. This year, similar to the triumph of returning from the peaks of Mount Everest, we had the great pleasure of celebrating our momentous achievement with past, present and future Kerry Street families during the opening ceremony celebration we held in June. The event was the culmination of a decade of commitment to our school and its values; an acknowledgement of our determination to succeed and recognition of the extraordinary goodwill shown by the Syndicate families who held 18 Forrest Road until we as a school could take it over. I am incredibly proud of our achievement and deeply appreciative of the meaningful feedback we received that night.

Our school's values intertwine as overarching threads that tie everything that we do at Kerry Street together. Our progress towards attaining our strategic objectives requires reflection, not only on where we want to go, but also on where we have been; on the legacy of those who worked diligently to shape Kerry Street long before we arrived. The interviews that were held whilst conducting research for our publication *Swings and Roundabouts: a history of Kerry Street Community School 1981 to 2018*, confirmed for me that what we are doing today still resonates with the

dreams the founding families held for our school. This affirmation was significant for me and I could not be happier.

The Kerry Street Community School Board is currently working on ways we can make our school values more readily identifiable. We want everyone in our community to know at a glance who we are, what we stand for, and why we do all that we do.

In 2018 alone, we have embodied our values in the following ways:

**We communicate with trust, honesty and consideration**

We have implemented the role of a Feedback Liaison, who offers families the opportunity to provide feedback to the school or Board via our school website. This important link provides a welcoming and neutral person for families to contact for support.

**We act with integrity and courage**

This year, recognising that the cohort required more assistance, we established two smaller year 2/3 classes. Our school's commitment to supporting the needs of all students in our school is evident across all aspects of our programming, and something we continually assess and review.

**We live creatively and joyfully**

From movie nights to Monday markets and whole school gatherings, we foster a sense of community very deliberately at Kerry Street.

Looking inwards, we are supportive of school families experiencing life's ups and downs; and looking outwards, our Cooby Cares donation project has provided a platform for our community to demonstrate its empathy and kindness to others.

In Semester 2, we offered yoga, martial arts, and mindfulness programs, in addition to after school extra-curricular options.

We have also supported two Art Therapy students to complete their practical hours. Our Art Therapy program was extremely successful, and one I wouldn't hesitate to support again in the future.

**We are caring and friendly, we act out of love**

We are blessed with community volunteers who give so incredibly generously of their time and talents. From Fran, who travels to school each week to assist Ariane with art; to Linda and Rambo, who captivate students weekly with the Story Dogs Program; to Ricky and Janine who participated in the year 4/5/6 class' program as work experience volunteers. Our students benefit tremendously from these interactions, and I cannot thank our volunteers enough for all that they bring to our small school.

This year, we were also able to increase the number of parent Coordinator positions available, which has resulted in nine families receiving financial support with their tuition fees. In return, our loving families have honoured our dedicated staff members via staff wellbeing days.

**We are families who contribute to the daily life and future of our school**

The gift of time our families contribute to our school is significant and has been evident in so many ways again this year. From coordinating campfire book launches, to Busy Bees, to supporting our Sharp Reading program, to school camp

coordination, to providing assistance with hospitality as the RSA certified bar manager at the opening event, our families enable us to make the impossible possible.

### **We foster the growth of wisdom and wonder, mindful of our role as caretakers of the Earth and our children**

We have successfully established the role of a Wellbeing Coordinator, and the pastoral care we are achieving is significant.

In addition, the Kids' Council has been active again this year, creatively resolving a number of issues that arose within the student community.

### **We encourage excellence**

Our teaching staff completed a Numeracy Scope and Sequence, to facilitate programming across multi-age groups, with a focus on the development of the individual child.

Our investment in new laptops, iPads and promethean boards has also been significant in 2018, and we are very excited by the potential offered by the access to our new equipment.

If our year this year had a theme, it would undoubtedly be “wellbeing”. Many initiatives were trialed and evaluated to ensure we were maximising the development of the whole child. The research is unequivocal on that point: when children’s wellbeing needs are met, they are available for learning. As such, we will continue to focus on wellbeing in 2019.

Thank you all for yet another incredible year.

**"Happiness is that state of consciousness which proceeds from the achievement of one's values."**

## **3 Attendance Data**

<b>Year Group</b>	<b>PP</b>	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>	<b>Yr 6</b>
<b>Attendance %</b>	81 %	86.%	91 %	89 %	84%	91 %	89 %
<b>Whole school average attendance: 87.20%</b>							

## **4 Parent and Student Satisfaction**

Feedback was sought from families through consultation meetings and surveys to prepare for the strategic planning process. Strategic directives were identified to focus on in the 2019 to 2021 strategic plan and Quality Improvement Plan. The strategic plan will be finalised in 2019 along with revised Value and Philosophy Statements.

## 5 Student Results in NAPLAN

A number of parents withdraw their children from the NAPLAN testing for philosophical reasons or because the test will cause undue stress on their child with learning difficulties. The cohort results are therefore not representative of our entire student population and also in many cases do not reflect the school's knowledge of the child's capabilities. Standardised testing is a snapshot and provides information about cohorts over time; as such, we are able to focus whole school approaches as a result of the analysis of NAPLAN data. Data will not be displayed on MySchool as cohorts are too small. This has been consistently the case for over four years.

Overall, across Year 3 and 5, 6 students out of a possible 18 sat the NAPLAN test in 2018. Most students were withdrawn due to disability, learning difficulties or anxiety; two students withdrawn for philosophical reasons.

### YEAR 3

Four out of 13 students sat the test.

These students found the test format difficult and literacy demand of reading questions difficult.

The school average has declined in all areas in year 3 due to small cohort (no output for one student in 3 out of the four tests). In addition, the writing task was not attempted by all year 3 students participating. This was an anomaly as students were unable to construct a persuasive text from the standardised prompt.

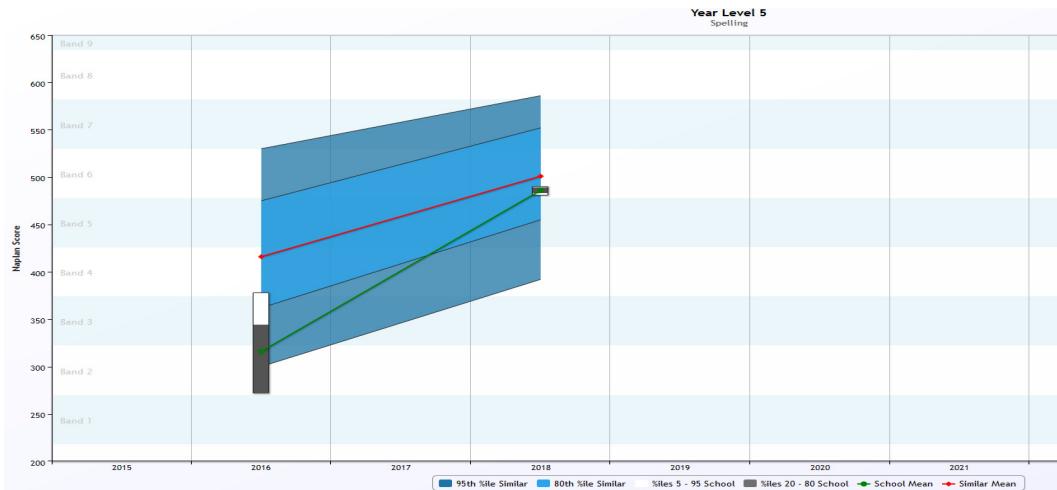
### YEAR 5

Two out of 5 students sat the NAPLAN.

Students at or above the minimum standard in all areas except grammar and punctuation.

One student above the National average in reading, and numeracy and at the average in other areas.

All areas have increased over time. Most notable is the increase in spelling in this cohort over time:



The good news is that between years 3 and 5 we are closing the gap on the National Average. The intervention program, together with explicit teaching and focus on individual goals in the year 4/5/6 class have been significant factors in this success.

### Where to now?

Strategies	
2018	2019
<ol style="list-style-type: none"> <li>1. Develop whole school Scope and Sequence for Numeracy (in progress)</li> <li>2. Continue data collection in Numeracy (completed)</li> <li>3. Implement Numeracy groups in 2/3 and 4/5/6 (in progress)</li> <li>4. Continue spelling program, including online program (In progress)</li> <li>5. Whole school editing framework (postponed due to numeracy focus)</li> </ol>	<ol style="list-style-type: none"> <li>1. Review testing preparation</li> <li>2. Review writing genre timing</li> <li>3. Increase opportunities for comprehension development (oral and written)</li> <li>4. Whole school editing framework</li> <li>5. Increase numeracy resources</li> </ol>

## 6 School Improvement

Key Achievements in 2018 are as follows:

- ✓ Professional development plan 2018/2019 developed. Indigenous curriculum was highlighted across the team as an area of need and will be a major focus in 2019.
- ✓ Professional Development in areas of additional needs: autism, anxiety, speech and language, executive functioning.
- ✓ Principal's as Numeracy Leaders course completed by two staff members.
- ✓ Numeracy Scope and Sequence completed.
- ✓ Wellbeing Coordinator role established.
- ✓ Wellbeing programs including Monday Mindfulness program.
- ✓ Keeping Safe curriculum has been embedded across the school and a protective behaviours parent workshop was facilitated.
- ✓ IT Purchases including laptops and iPads.
- ✓ IT Support contract established.
- ✓ Successful Sporting Schools program, ensuring a greater focus on community-based sport.
- ✓ Whole School Gatherings facilitated fortnightly to target school pride and celebrating success.
- ✓ Development of parent participation coordinator to reduce load on Principal.
- ✓ Maintenance company Protek recruited.
- ✓ Council Induction for new Board Members.
- ✓ Administration role on Council.

Areas not yet achieved that will be addressed in the updated strategic plan:

1. Funds Raising.
2. Teacher Salaries.
3. Planning document consistency across the school.
4. Ongoing Induction of new staff.
5. Risk Management process.
6. Recruitment of new Council members.

## 7 Staff Qualifications

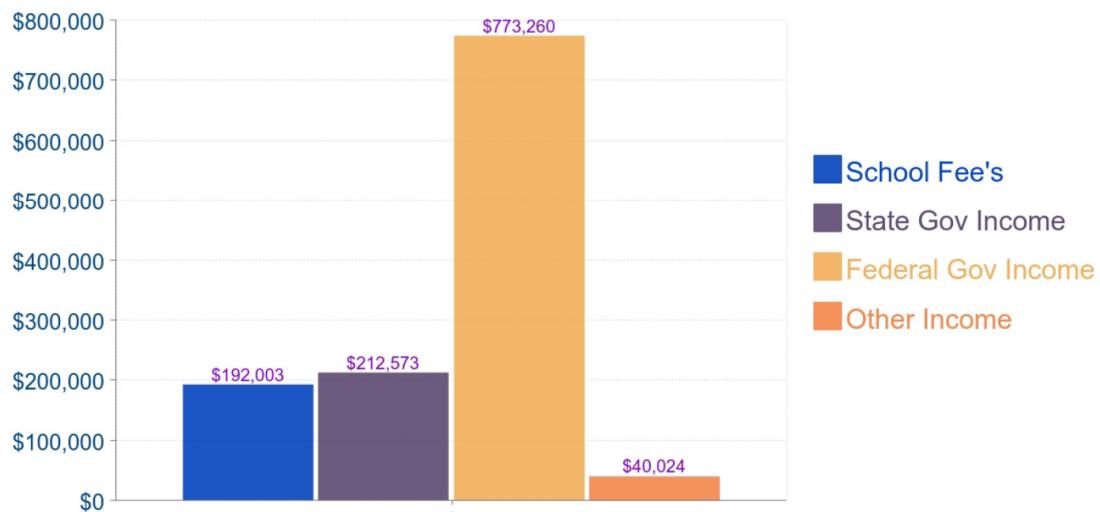
QUALIFICATION	STAFF NUMBER
Master of Teaching	1
Bachelor of Early Childhood	2
Bachelor of Primary Education	5
Graduate Diploma of Teaching	1
Certificate III	2

## 8 Finance

**KERRY STREET COMMUNITY SCHOOL**  
**ABN: 25 261 149 634**  
**INCOME STATEMENT**  
**FOR THE YEAR ENDED 31 DECEMBER 2018**

	2018 \$	2017 \$
<b>INCOME</b>		
Income	1,283,413	1,215,217
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<b>EXPENSES</b>		
Administration Costs	38,248	33,442
Building & Grounds	44,190	44,020
Coordinators	7,680	10,125
Depreciation	61,712	10,284
Employment Expenses	883,835	770,221
Loan Charges	46,951	42,634
Occupancy Costs	23,447	22,175
Other Expenses	32,188	15,447
Professional Development	15,619	6,122
Reimbursable Expenses	20,938	20,780
Student Expenses	2,616	1,510
Teaching Expenses	4,989	4,870
Teaching Resources	9,398	4,473
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	1,191,812	986,104
<b>NET PROFIT</b>	<hr/>	<hr/>
Retained earnings at the beginning of the financial year	91,601	229,113
	<hr/>	<hr/>
<b>RETAINED EARNINGS AT THE END OF THE FINANCIAL YEAR</b>	<hr/>	<hr/>
	895,394	803,490

### School Income by Source



# Expenses (tree map)

■ Administration Costs ■ Building and Grounds ■ Co-ordinators ■ Depreciation ■ Employment Expenses ■ Loan Charges ■ Occupancy Costs  
■ Other Expenses ■ Professional Development ■ Reimbursable Expenses ■ Student Expenses ■ Teaching Expenses ■ Teaching Resources

