



2019 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

I find myself in the unusual position of writing a Principal review for 2019 when I wasn't the Principal during this period. In 2019 I filled the role of Deputy of Teaching and Learning (0.2) and PP/1 Classroom Teacher (0.8). I have stepped into the Acting Principal role in term 2 of 2020.

Despite this, there were several achievements I wish to share for Kerry Street Community School in 2019. The standout of these was securing the Main Roads Lease and the fencing of additional land beyond the Year 4/5/6 classroom. The completion of this project followed months of hard work and commitment from our previous Principal, Karen Kennedy. In November of 2019 we held *Kerry Street Community School's Big Day Out*. We opened our whole school, including our nature space to families and the wider community. We ran a number of workshops and activities including facilitated sessions by Educated by Nature, Yogazet and Pierre Elkington. This event gave us the opportunity to celebrate classrooms, learning, pedagogy, connection and relationships and share our values and philosophy.

Another focus for 2019 was marketing. A marketing committee was established and a range of projects were initiated. These include the production of the KSCS prospectus and a focus on promotion of school values through our public Facebook page. It has been exciting to highlight and share our love of Kerry Street and what our school means with both our school and wider community.

2019 saw Kerry Street continue to achieve a number of goals that are embedded within our school Values and Philosophy. Some of these include:

We act with trust, honesty, integrity and courage

- The KSCS Values and Philosophy were reviewed and a graphic representation was created. This was communicated to the school and wider community.
- 2019 – 2022 KSCS Strategic Plan was developed. A summary document was created and shared with the school community.

- A Student Code of Conduct was created. We were able to base this on our reviewed KSCS Values statements.
- A Child Friendly Complaints Procedure was developed through consultation with students, teaching staff and the Wellbeing Coordinator.
- KSCS adopted the 'National Principles for Child Safe Organisations – Child Safe Audit' and has begun to embed these principles across all levels of documentation.

We are a community that contributes to the daily life and future of our school

- Establishment of a Marketing committee and Marketing Plan.
- Development of KSCS prospectus in time to be shared at *Kerry Street Community School's Big Day Out*
- Staff attendance at network meetings hosted by AISWA including Small School's Collegiate Group and Early Childhood Coordinator network meetings.
- Development of a regular relief pool. This included organisation of bi-annual relief teacher induction sessions to introduce prospective relief teachers to our school and values and to share important information including timetables, strategies for supporting students with additional needs and our *Behaviour Guidance Policy & Procedures*.
- Continuation of regular Community Gatherings with a focus on students taking on leadership roles and taking ownership for their learning and sharing their learning.
- Community events- Busy bees, Harmony Day, Rolloways fundraiser, Freo Art Walk fundraiser, School Camp, Italian Day and whole school lunch, community picnics and Graduation.

We act with care and love, mindful of our place in the wider world

- *Kerry Street Community School's Big Day Out* – a celebration of the school and wider community.
- Initial steps were taken towards the development of a KSCS Reconciliation Action Plan, this included staff and community consultation.
- The Wellbeing Coordinator role embedded in staffing structure.
- Budget developed to ensure continuation of Monday mindfulness activities.
- Whole school celebrations including: Neurodiversity week, Harmony week, Outdoor classroom day, Science week,

We encourage excellence and foster the growth of wonder and wisdom

- Whole school staff professional learning opportunities – a focus on Indigenous culture and Curriculum links
- Caroline Colliss completed the AISWA *Many Languages* PL which supported her teaching of Italian across the school. Specifically, she took a range of strategies that she has been able to incorporate into LOTE teaching.
- In 2019 I wrote an article for an AISWA publications – *Further Journeys of Inquiry*. The article focused on Inquiry pedagogy, in particular 3 case studies of my time at Kerry Street: The water course, a gardening project and stick insects.
- Renovations of the 'old' school building were completed. These included replacement of carpet, installation of laminate flooring, removal of library shelving and installation of sky lights to increase natural lighting.
- Creation of a dedicated library space.
- Confirmation of Main Roads lease and installation of fencing. This has made the space much more accessible to students and classes and allowed for the space to be utilised during break periods.
- Karen and myself attended an AISWA study tour to Finland. This allowed us to see Finnish schools and the Finnish system in action. We brought back a range of strategies that we have initiated at Kerry Street. These include a focus on shared leadership, networking across schools and a focus on celebrations and sharing of learning.

We achieved a lot in 2019! I am really looking forward to the opportunity of leading the school to new successes in 2020!

3 Attendance Data

Year Group	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Attendance %	85 %	81%	86 %	89 %	89%	83 %	83 %
Whole school average attendance: 85.46%							

Whole school attendance dropped by almost 2% from 2018 to 2019. This will be addressed in 2020, strategies include:

- Individual parent meetings to address attendance
- Promotion of attendance at a class level – surveys, analysis of statistics and data, class communication
- Whole school focus on improving attendance – newsletter articles, focus on learning stories and promotion of long term projects and inquiry, whole school communication

4 Parent and Student Satisfaction

Parent opinion survey was completed in 2019. Questions are answered using a 6 point rating scale: strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree.

Questions / areas that received the highest ratings were:

- Kerry Street provides an inviting atmosphere to family members.
- Teachers are accessible and communicate with me regularly about my child's progress.
- Teachers and staff are caring and supportive.
- The staff who work in the front office are friendly and helpful towards parents.
- Kerry Street Community School offers me opportunities to get involved in my child's education.
- I feel well-informed about school matters.
- The Principal actively and effectively reinforces moral, ethical, and civic values.
- The Principal is an effective leader of the school.
- Kerry Street is a safe place for my child, and they enjoy going to school each day.
- Kerry Street prepares my child well for the transition to a new class each year.
- Allied health professionals such as speech therapists and educational psychologists are accessed for my child if required.
- Teachers are positive and enthusiastic about their teaching.
- Teachers and staff model and teach positive behaviour to my child.
- I have seen positive changes in my child as a result of Kerry Street Community School's emphasis on the development of the whole child.
- Kerry Street Community School encourages my child to participate in community activities.
- Kerry Street Community School offers opportunities for me to become involved in the decision-making.
- Kerry Street Community School keeps me well-informed of my child's academic progress.
- I am supported to complete my participation commitments such as busy bees, community jobs, kitchen and cleaning rosters.
- The Board provides effective direction to the school through Strategic Planning and policy development.
- My concerns are taken seriously by the Principal and Board.
- I am satisfied with the quality of education that my child is receiving.

Questions / areas that received the lowest ratings:

- Kerry Street is kept clean and tidy – most agree, but a number only slightly agree

- There are sufficient resources to meet the students' learning needs – most agree, but a number only slightly agree
- Kerry Street Community School provides plenty of opportunities for all students to participate in additional activities such as sports, arts, and music – most agree, but a number only slightly agree
- Students have opportunities to hold leadership positions – same number agree and only slightly agree
- Bullying is dealt with in an effective manner – most agree, but a number only slightly agree

Areas that received the lowest ratings will be a focus for 2020.

5 Student Results in NAPLAN

All students in Year 3 and 5 that were enrolled at Kerry Street, during the assessment period, participated in 2019. One student completed only the numeracy assessment, at parent request.

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, seven Year 3 and seven Year 5, students sat the NAPLAN test in 2019.

YEAR 3

7 students sat the test, of these, 2 students were on Individual Education Plans which included academic learning goals. The small group size emphasizes the impacts of students who have additional needs.

Majority of students at or above the minimum standard in all areas. 2 students were working at or below the minimum standard across most areas. These students are identified as needing additional support.

One student is at or above the National average in all areas. An additional 2 students are at or above the National average for some areas.

Cohort is below the State mean in all areas. However, the school average, in all areas, has vastly improved from 2018.

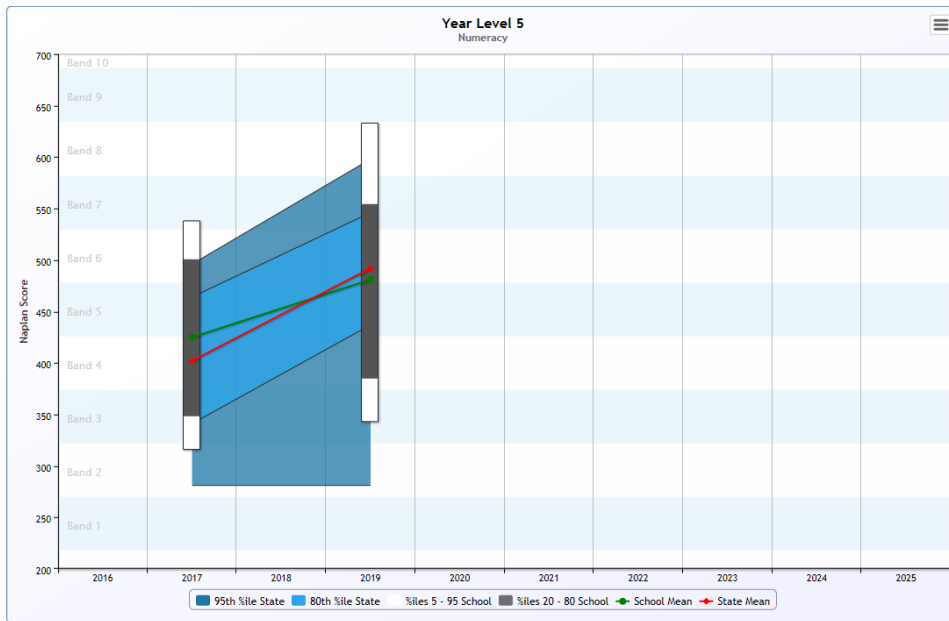
YEAR 5

7 students sat NAPLAN assessment, of these, 2 students were on Individual Education Plans which included academic learning goals. The small group size emphasizes the impacts of students who have additional needs.

Majority of students at or above the minimum standard in all areas. 2 students were working at or below the minimum standard across most areas. These students are identified as needing additional support.

Three students are at or above the National average in all areas, with the exception of Grammar and Punctuation.

Achievement in all areas have increased over time. Most notable is the increase in numeracy in this cohort over time:



Little progress was made over time in the area of Grammar and Punctuation.

It is really positive to see students who have attended Kerry Street for their entire school life are achieving at or above the minimum standard in all areas. Many of these students are close to or above the National average in most areas.

Where to now?

Strategies	
2019	2020
1. Review testing preparation (completed)	1. Upskill parents to encourage support of reading skills at home
2. Review writing genre timing (completed)	2. Focus on enjoyment of reading – library visits, author incursions, Arts centre visits, etc
3. Increase opportunities for comprehension development (oral and written) (in progress)	3. Whole school focus on data gathering and analysis
4. Whole school editing framework (in progress)	4. Increase opportunities for comprehension development (oral and written)
5. Increase numeracy resources (completed)	5. Whole school editing framework

6 School Improvement

Key Achievements in 2019 are as follows:

- ✓ Brightpath writing moderation tool purchased. Staff PL completed
- ✓ Development of Natureplay space and garden area
- ✓ Student code of conduct developed
- ✓ Child Friendly Complaints procedure developed

- ✓ Parent communication survey completed and Communication flowchart created and shared with community
- ✓ Review of school values and philosophy
- ✓ 63% reduction in incident reports from 2018 to 2019
- ✓ Renovation of 'old' school building and library
- ✓ Bushtucker garden completed
- ✓ Maintenance audit completed
- ✓ Relief induction process streamlined, and relief pool increased
- ✓ Focus on whole school celebrations and ceremonies

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

1. Teacher Salaries
2. Reconciliation Action Plan
3. Ongoing Induction of new staff
4. Marketing
5. HASS and Science Scope and Sequence

7 Teaching Staff Qualifications

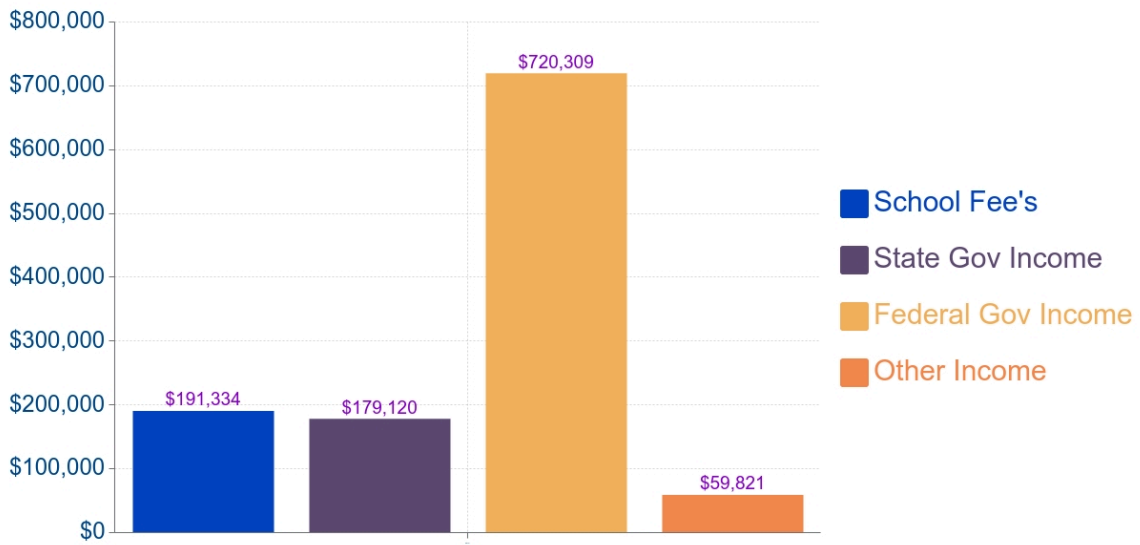
QUALIFICATION	STAFF NUMBER
Master of Teaching	1
Bachelor of Early Childhood	2
Bachelor of Early Childhood & Primary	3
Bachelor of Primary Education	2
Graduate Diploma of Teaching	2
Certificate III	2

8 Finance

KERRY STREET COMMUNITY SCHOOL
ABN: 25 261 149 634
INCOME STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2019

	2019 \$	2018 \$
INCOME		
Term Fees	191,334	192,003
Administration Fees	905	2,000
Levies	20,331	21,875
Hall Hire	613	1,555
State Per Capita Grants	179,120	203,303
Building Grants	-	10,863
State Other	9,321	9,271
Federal Grants	720,309	773,236
Other Grants	27,898	40,024
Oncharged Expenses	17,758	21,791
Parent Forum Donations	1,583	2,898
Ad Hoc Income	1,743	4,595
	<hr/> 1,170,914	<hr/> 1,283,413
EXPENSES		
Administration Costs	45,346	38,248
Occupancy Costs	29,571	23,447
Building & Grounds	57,275	44,190
Employment Expenses	859,330	883,835
Coordinateurs	7,230	7,680
Professional Development	7,078	15,619
Teaching Resources	8,574	9,398
Teaching Expenses	5,850	4,989
Student Expenses	1,305	2,616
Loan Charges	35,022	46,951
Reimbursable Expenses	18,040	20,938
Depreciation	42,208	61,712
Other Expenses	14,487	32,188
	<hr/> 1,131,315	<hr/> 1,191,812
NET PROFIT	<hr/> 39,599	<hr/> 91,601
Retained earnings at the beginning of the financial year	895,394	803,793
RETAINED EARNINGS AT THE END OF THE FINANCIAL YEAR	<hr/> <u>934,993</u>	<hr/> <u>895,394</u>

School Income by Source



Expenses (tree map)

