



2015 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 2015, the student population was 64 students and the school comprised of 4 classes:

- Kindy
- Pre-primary/Yr 1
- Yrs 2/3
- Yrs 4-6

2 Coordinator's Review

Earlier this year, I had the great pleasure of meeting two of the parents who founded Kerry Street in 1981, then called "Fremantle Alternative School". I was honoured to spend time reminiscing with Pam and Paul Jordan. I was extremely proud to confirm for them that we still cook school lunch, go on whole school camps, that parents are actively involved in all aspects of the school and that our school remains small. I took some time to reflect on why these things are so important to hold on to and I arrived at creating community: the very essence of everything we do and strive to achieve.

Throughout 2015, the School Council has been working towards the vision of extending the facilities within our Kerry Street village. Progress has been made towards amalgamating the existing site with 18 Forrest Road and the change of use has been approved for the house to become Educational use. This paves the way for the Administration to be relocated to the house. We received notification that our application for a capital grant was successful and are now eagerly awaiting notification on the outcome of our Low Interest Loan application. We hope to commence building in 2017.

It has been really exciting to see the variety of authentic learning projects that the students have been engaged with throughout the year and there were several highlights that stood out for me that demonstrate our commitment to deep learning. Inspired by our partnership with Educated by Nature, the Pre-Primary/Year One class engaged in research, design and consultation to complete their permanent water course and we hope to see the full installation complete by the end of 2015. What an achievement for the 2/3 class to design and build a chicken coop for the

chickens who arrived at Kerry Street, in their eggs, and were incubated and hatched in their class. Our year 4/5/6 classes researched animals and habitats at Manning Park; they then role played an Animal Council and explored the interdependence of the animals with each other and the earth in an exploration of the ecosystem.

Substantial preparation, research and collaboration is required in all aspects of these programs and the dedicated teachers who have provided these provocations must be commended. Throughout these authentic projects, learning is caused when a problem needs to be solved; it is especially meaningful when these problems are connected directly to the lives of the students and real issues in their community.

All of the above projects included excursions that were supported by parents and resources supplied by families. When the community collaborates and parents are directly involved in learning experiences, we can achieve so much. We cannot make it work without you, so thank you to each and every family for your continued support.

The integrated curriculum, connection to real issues and problems and social construction of knowledge has been integral to the success of programs this year. I was so impressed by the students' passion and drive to complete the various challenges that they faced and this perseverance is something we will continue to celebrate and foster. I hope you enjoy reading the year book and reflecting on the events that captivated the teachers, students and families at Kerry Street this year.

3 Teacher Qualifications

Staff Member	Role/Qualification	Years of Service
Karen Kennedy	Coordinator Bachelor of Early Childhood	2.5 years
Fran Ryce	Year 4-7 class teacher Diploma of Teaching	>10 years
Andrew Haskell Salazar	Year 4-7 class Teacher Master of Teaching (Primary)	.75 year
Rachael Telford	Year 2/3 class teacher Bachelor of Arts and Primary	2.25 years
Lucas Black	Year 2/3 Class teacher Master of Teaching (Primary)	.75 year
Thomas Francas	Kindergarten Teacher Bachelor of Arts and ECE	>10 Years

Konaquin Bickmore	Education assistant Cert III	5 years
Carolyn McDonald	Education Assistant Cert III	3 years
Shannon Davey	Inclusive Education Assistant Bachelor of Primary Education	1 year

Specialist	Role
Ariane Roemmele	Visual Art Teacher
Daniel Burton	Drama Teacher
Michael Burns	Music Teacher
Marylyn Nankoo	French teacher

4 Attendance

Year Group	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Attendance %	88%	85%	88%	89%	90 %	92 %	98 %
Whole school average attendance: 89%							

Non Attendance is managed by working together with families. In some cases, transition plans are developed or Individual Education Plans documented to overcome barriers to attendance. Allied health professionals may also be consulted in some cases. Late attendance was communicated on school reports in Semester 2, 2015 to improve arrival times over the student population.

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.

The School's results on the MySchool site reflect the issues surrounding small cohorts and statistics. Individual students' results within the same cohort differed significantly which drastically affects the average scores. Due to the lack of students in each cohort (Yr 3: 5 students, Yr 5: 2 students), it is difficult to analyse the data as it is statistically invalid to look at the mean of so few students. All students were above the National Minimum Standard in all areas in both year 3 and 5, with the exception of students with disabilities. Students who are not meeting the achievement standard for their year level are receiving intervention through individual and small group plans.

Progress towards National and State means remains a goal in writing and has been a continued focus within teaching and learning programs. In 2015, we commenced the development and trial of a whole school plan in writing that ensures that all genres of writing are exposed, explicitly taught and consolidated across the 3 Primary phases of learning at Kerry Street: PP/1, 2/3, 4/5/6.

6 Parent and Student Satisfaction

In 2015, as part of our preparation for developing a new strategic plan, we conducted a survey of parents, staff and students in Yrs 4-6. The following information was compiled and each category was benchmarked against Independent Schools in Australia.

Top 10 Strengths

1.	Student Relationships	Bullying is not a problem at my school.	+16.4%
2.	School Environment	My school is kept clean and tidy.	+10.3%
3.	Learning Opportunities	My classes are a good size.	+9.3%
4.	Teacher Quality	I get to make decisions in class using ideas that we have learned.	+8.7%
5.	Personal Development	I am encouraged to take part in community activities.	+7.4%
6.	Teacher Quality	My teachers are positive and enthusiastic about their teaching.	+6.9%
7.	Student Relationships	Students show respect for each other.	+6.7%
8.	School Environment	I feel safe at school.	+6.3%
9.	Guidance and Support	I feel like I belong in this school.	+5.9%
10.	Teacher Quality	My teachers are caring and supportive.	+4.9%

Areas for Improvement

1.	School Curriculum	I am satisfied with the classwork at my school.	-16.4%
2.	Technology and Resources	The computers and other resources are easily accessible.	-13.3%
3.	Guidance and Support	I have felt comfortable when starting a new year at school.	-12.6%
4.	Learning Opportunities	My school provides plenty of opportunities for all students to participate in additional activities such as sports, the arts	-11.1%
5.	Learning Opportunities	My school helps me to develop my interests.	-10.1%
6.	School Environment	I enjoy going to school.	-9.3%
7.	Technology and Resources	The resources in this school are of high quality.	-9.3%
8.	Technology and Resources	The computer resources at this school are up-to-date.	-8.9%
9.	Learning Opportunities	I am happy with the learning opportunities that I have at school.	-8.4%
10.	Overall	I look forward to going to school.	-7.7%

Strategic Directives have been set for 2016 to 2018 to target the above areas as follows:

GOAL: Deliver a well-rounded authentic educational experience that engages students of all ages

1. Curriculum engagement through authentic projects
2. Response to Intervention programs for Individual students
3. Increase to professional learning budget
4. Increase to Information Technology budget
5. Sporting Schools program implementation
6. Keeping Safe Protective Behaviours Curriculum implementation
7. Social and Emotional program implementation

In addition to the survey, families were invited to a facilitated Visioning meeting to set the future direction of the school. Families also contributed to the review of our Behaviour Guidance approach through consultation with Jo Field, NVC facilitator.

7 School Income by Funding Source

