



## 2016 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 2017, the student population was 59 students and the school comprised of 4 classes:

- Kindy
- Pre-primary/Yr 1
- Yrs 2/3
- Yrs 4/5/6

### 2 Coordinator's Review

2016 was been rather like climbing a mountain. With so much to complete, at times it felt insurmountable; however, we made it! We crossed the peak of the mountain and everything has started to fall into place.

The biggest achievement of the year was been the commencement of the building project. It was so exciting to see the old walls come down and the new classrooms take shape. The amalgamation of the two blocks is now finalised; this has been an extraordinary journey of paperwork and bureaucracy requiring considerable patience. The only piece left of this enormous jigsaw was to complete the drawdown of the Low Interest Loan, which will provide the funds required to complete the building plans. Re-registration also kept the Staff and School Council busy for most of the year, reviewing policy and procedures to ensure compliance with the 2016 Registration Standards. We were ecstatic to receive notice that we achieved the full 5 year registration period.

I am extremely proud of the mammoth progress the School Council has made towards Re-Registration, Amalgamation, and the Building Program, though nothing compares to the joy I get from seeing children flourish and literally transform each year. These milestones are far more worthy of celebrating.

The first time I saw one of our new students skip across the class, I celebrated; a subtle thing, though I just knew that this child now felt comfortable at school. On another occasion, I was invited to a “show” after about a month of this student commencing here at Kerry Street; again I celebrated because this little one had restored her confidence to be herself. These moments of success, are seemingly small, though huge progress in terms of wellbeing. In one way or another, schools had previously failed these students. Kerry Street has reignited a love of learning and a trust in themselves. This is my most important work: to ensure that every child finds THEIR way.

The staff we have at Kerry Street do amazing work each and every day to create an environment that encourages self expression, creativity and emotional development first and foremost. Programs that have been implemented are Bounce Back and Keeping Safe Child Protection Curriculum. Whole School literacy hours have continued and it was wonderful to see our published authors share their narratives with their audience – the parents. Long Term projects have continued to be a focus and students have produced a fairy garden in PP/Yr 1, the 2/3 class held fundraisers to purchase robotics equipment and the 4/5/6 class participated in intergenerational visits at Silver Chain throughout the year. Sporting Schools was also introduced in 2016 and students have benefited from the exposure to a range of Community Based Sports. I would like to congratulate the teachers for inspiring the students and tailoring experiences to meet the needs of all children. I would like to also take this opportunity to thank families for their continued support. It would not be possible for staff to provide such rich and varied experiences without the commitment of parents.

I look forward to 2017 with excitement. There will be new classrooms and more space for everyone; there will be a new administration office and new students! We will embrace these new spaces and new friends; everything that is great will stay exactly the same.

When I look back on this year, the following quote comes to mind:

*I never said it would be easy, I only said it would be worth it! Mae West*

Karen Kennedy

### 3 Teacher Qualifications

Staff Member	Role/Qualification	Years of Service
Karen Kennedy	Coordinator Bachelor of Early Childhood	3.5 years
Melissa Kennedy	Pre-Primary/Year 1 teacher	2.5 years
Fran Ryce	Pre-Primary/Year 1 Teacher Diploma of Teaching	>10 years

Crystal Wright	Year 2/3 class teacher Bachelor of Arts and Primary	1 Year
Lucas Black	Year 4-7 class Teacher Master of Teaching (Primary)	2 Years
Thomas Francas	Kindergarten Teacher Bachelor of Arts and ECE	>10 Years
Carolyn McDonald	Education Assistant Cert III	4 years
Shannon Davey	Education Assistant Bachelor of Primary Education	2 years

Specialist	Role
Ariane Roemmele	Visual Art Teacher
Michelle Langley	Drama Teacher
Michael Burns	Music Teacher
Marylyn Nankoo	French teacher
Donatella Bono	Italian Teacher

## 4 Attendance

Year Group	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Attendance %	87 %	86 %	90 %	86 %	86 %	95 %	92 %
<b>Whole school average attendance: 88.44%</b>							

## 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.

In 2016, 4 out of 8 year 3's sat the NAPLAN and 4 out of 7 year 5 students participated. As has been consistently the case for our small school, the mean of our results is statistically invalid due to small cohorts.

All students were above the National Minimum Standard in all areas in both year 3 and 5, with the exception of students with learning difficulties or disabilities. Students who are not meeting the achievement standard for their year level are receiving intervention through individual and small group plans. Staff have developed Response to Intervention programs to target specific areas.

What is evident is that the whole school focus on writing genres has impacted on results and a positive trend occurs in terms of improvement for year 3's across 2014, 2015, 2016. This approach to literacy will continue in 2017. In addition, an individual student approach to spelling has been trialled across all classes and visualisation pedagogy will be the focus in Numeracy interventions.

Entire Cohort progress towards National and State Means will continue to be the focus.

## 6 Parent and Student Satisfaction

In 2016, families were surveyed to gain insight into satisfaction with the current Language other than English [LOTE] lessons being implemented. After results were analysed, it was found that language was important to our community, though the specific language was less important. The decision was made to change to Italian for our LOTE program due to the connections we have within our local community.

A Special Whole School meeting was facilitated to address teacher's concerns surrounding the additional workload required to communicate with parents. Parents, together with staff negotiated agreements for what information will be communicated in each forum, for example: email, facebook, EDUCA.

Students are given the opportunity to review programs and set initiatives through class meetings and the Kids Council.

## 7 School Income by Funding Source

