



2017 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 72 students and the school comprised of 4 classes:

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

2 Principal's Review

Four and a half years ago, the potential of our school ignited so many possibilities in me and I wanted to share in that journey. I couldn't know at the time, the sheer magnitude of the work involved. This role has been a steep learning curve and I have had to develop patience and resilience like super powers. Now that we are in the final stages of the building project, I can reflect on this project and it is with great pride that I realise that the harder you work, the greater you will feel when you achieve it!

We are now looking towards the Landscaping project. When the children return to school in 2018, the administration entrance and the backyard will be complete; I am eagerly anticipating this transformation and cannot wait for these areas to provide the beauty that we have longed for.

This year, all staff have had additional responsibilities, commitments and workload associated with working within a building site and moving classrooms. The collegiality shared within the team has been vital to everything that has been achieved this year. It is rare to be surrounded by such supportive, professional, dedicated and dynamic people. I am truly grateful for each and every staff member and their contribution to the team. My most heartfelt thank you to you all.

Developing the classroom landscape was our Whole School Focus this year. The pride that has emerged from the staff and students in designing and resourcing their own classroom environments has been really

exciting to observe. The connection to homely elements has been a big part of the success of this approach which supports our philosophy: creating a safe, warm and loving environment. I have thoroughly enjoyed seeing the students' autonomy developing, where they select the modality and space of learning that suits their purpose.

Another area of significant development within the teaching and learning programs has been the Sporting Schools program. We have been very fortunate to be successful in securing funding for 3 out of 4 terms to deliver facilitated coaching sessions across a range of community based sports. I had the pleasure of attending the Rugby Carnival that our 4/5/6 class competed in and I was delighted to see 100% participation, good sports and red faces! We are seeing significant flow on of the positive attitudes that sport encourages within the classroom environment where students are demonstrating an increased resilience and persistence to approach challenging tasks. Thank you to everyone involved in the facilitation of these programs.

I am so grateful for the contribution of our families. Each family contributes in their own way, in the capacity that works for them, to achieve the plans and programs that are imagined together; this is the difference between a school and a community. I have enjoyed sharing the workload as well as the joy when the new classrooms and administration buildings were occupied. I am very honoured to be surrounded by a community of dynamic individuals who unite to achieve common goals. Thank you to each and every parent, carer, grandparent, aunty, au pair, visitor, sibling, volunteer, student teacher – our community is so rich because you were here.

While I look back over this year with pride and relief, it is with great anticipation that I look forwards to 2018.

Every accomplishment starts with the decision to try

Gail Devers

3 Teacher Qualifications

Staff Member	Role/Qualification	Years of Service
Karen Kennedy	Principal Bachelor of Early Childhood	4.5 years
Melissa Kennedy	Pre-Primary/Year 1 teacher Bachelor of Education (Kindy – 7)	3.5 years
Tanis Sims	Year 2/3 class teacher Graduate Diploma of Education (Primary) Bachelor of Social Science	1 Year
Lucas Black	Year 4-7 class Teacher Master of Teaching (Primary)	3 Years
Thomas Francas	Kindergarten Teacher Bachelor of Arts and ECE	>10 Years
Carolyn McDonald	Education Assistant Cert III	5 years
Shannon Davey	Education Assistant Bachelor of Primary Education	3 years

Specialist	Role
Ariane Roemmele	Visual Art Teacher
Michelle Langley	Drama Teacher
Alex Mancini	Music Teacher
Caroline Colliss	Italian Teacher

4 Attendance

Year Group	PP	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Attendance %	84.5 %	90%	92 %	85 %	92 %	89 %	91 %
Whole school average attendance: 89.20%							

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 4 years.

YEAR 3

4 out of 6 students sat the NAPLAN. 1 withdrawn and 1 absent on holiday. 1 student did not complete writing assessment due to illness.

Most notable result is that the mean for writing was the highest score the school has achieved since 2011 (data collection portal commenced in 2011). Individual results demonstrate that all children exceeded the minimum standard.

The Numeracy and Reading mean exceeds the State, National and statistically similar means.

Grammar and punctuation and spelling are very close to National, State and similar means.

YEAR 5

3 out of 3 students sat the NAPLAN

Reading, Spelling and Grammar and Punctuation result exceeds the State, National and similar means.

All students exceeded the National Minimum Standard for writing, though results in this area are below the State, National and similar means. 2 other students at or above minimum standard for Writing and Numeracy.

1 student has moved 4 bands in 2 years in Numeracy which represents significant progress. They are just under the minimum standard for Numeracy (IEP student).

Where to now?

Strategies	
2017	2018
1. Continue the whole school approach to writing 2. Targeted individual student approach to spelling across the school 3. Apply successful strategies from Literacy interventions to Numeracy including: data collection, diversified groups, parent workshops, visualisation pedagogy.	1. Develop whole school Scope and Sequence for Numeracy 2. Continue data collection in Numeracy 3. Implement Numeracy groups in 2/3 and 4/5/6 4. Continue spelling program, including online program 5. Whole school editing framework

6 School Improvement

Area	Goals Achieved	2018
Area 1: An explicit Improvement Agenda School wide commitment to student success QIP 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation QIP 1.1.5 Every child is supported to participate in the program. 5.2.3 The dignity and the rights of every child are maintained at all times.	<ul style="list-style-type: none"> • Collegial mentoring • Consistent data gathering and review • New report format introduced in 2017 promotes greater analysis of individual skills in literacy and numeracy • Data gathering calendar reviewed and refined • Individual Education Plans + Collaborative Action Plans refined • Number of students approved for Student With Disability funding increased from 3 to 7 in 2017 	<ul style="list-style-type: none"> • Develop targets for School Wide Improvement in Numeracy • PL days at the start of the year will be targeting analysis of MAI data. • Plans will be put in place to address areas of weakness and whole school plans developed. • Communicate success and improvement widely to students and families

<p>Area 2: Analysis and Discussion of Data</p> <p>Data driving improvement agenda and basis of plan and targets</p> <p>QIP 1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation</p>	<ul style="list-style-type: none"> • Staff development focussed on standardising assessment procedures and analysis of data • Data storage in individual student's handover files • Data analysis basis for literacy and numeracy group placement 	<ul style="list-style-type: none"> • Professional Development in the area of data collection, analysis, interpretation and review of classroom data • Significant focus on data driving decisions in 2018
<p>Area 3: A culture that promotes learning</p> <p>QIP 4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships</p> <p>Collegial mentoring</p>	<ul style="list-style-type: none"> • Late attendance communicated on reports • Significant emphasis on Social and Emotional Learning in all classes and Protective behaviours. • Revision of behaviour policy and procedures • Educational Support from Psych. Counsellor • Quiet learning spaces developed • Performance Appraisal distributed across the year • Performance action plans completed for all staff 	<ul style="list-style-type: none"> • Send two staff members to PL for Collegiate discussion and support
<p>Area 8: Effective Pedagogical Practices</p> <p>Clear position statements developed on expected teaching practice and learning space design</p>	<ul style="list-style-type: none"> • Environment as Third Teacher PL • Inquiry Learning PL • Collegial reviews of learning spaces • Staff article reviews • Collegiate walk throughs • Performance action plans 	<ul style="list-style-type: none"> • Co - teaching and modelled teaching by Coordinator • Improve IT infrastructure • Embed Technologies curriculum

7 Parent and Student Satisfaction

Parent survey held in 2017 reflected the following positive feedback:

100% of respondents agreed:

- The school is well managed

- Teachers teach and model appropriate behaviour to children
- The standard of school works is appropriate for child's age
- The school provides a wide variety of subject choices / classwork that suits my child's needs.
- Teachers are positive and enthusiastic about their teaching
- The teachers help my child to be responsible for his/her own learning.
- I feel well-informed about school matters.
- I feel welcome to participate in my child's class and community activities.

The areas highlighted to address in 2018 were as follows:

1. Improving communication about wellbeing initiatives for students and referral pathways for specialists
2. Consistent application of behavior guidance policy and informing parents of incidents
3. Increasing cohorts to ensure diversity of social options
4. Varied leadership opportunities for students
5. Increases to budget for classroom resources and IT infrastructure
6. Support for parents to complete community participation

8 School Income by Funding Source

Income Source 2017 (Excl. Cap Grant)



School Expenses 2017

■ Administration Costs
 ■ Depreciation
 ■ Loan Charges
 ■ Professional Development
 ■ Teaching Resources
 ■ Teaching Expenses
 ■ Student Expenses
■ Reimbursable Expenses
 ■ Occupancy Costs
 ■ Building & Grounds
 ■ Coordinators
 ■ Employment Expenses
 ■ Other Expenses



KERRY STREET COMMUNITY SCHOOL INC.
ABN 25 261 149 634

INCOME STATEMENT
FOR THE YEAR ENDED 31 DECEMBER 2017

	Note	2017 \$	2016 \$
INCOME			
Income			
Term Fees		169,437	138,500
Administration Fees		2,100	2,632
Levies		18,515	13,640
Hall Hire		160	2,582
State Per Capita Grants		185,909	151,903
State Other		8,826	9,663
Federal Grants		654,692	489,436
Other Grants		4,603	5,885
Oncharged Expenses		22,182	10,648
Parent Forum Donations		1,888	318
Ad Hoc Income		4,803	4,685
Building Grants		142,102	-
		<u>1,215,217</u>	<u>829,892</u>
EXPENDITURE			
Administration Costs		33,442	29,334
Depreciation		10,284	9,436
Loan Charges		42,634	-
Professional Development		6,122	11,179
Teaching Resources		4,473	3,356
Teaching Expenses		4,870	4,613
Student Expenses		1,510	782
Reimbursable Expenses (Excursions)		20,780	10,371
18 Forest Road		-	21,164
Occupancy Costs		22,175	19,208
Building & Grounds		44,020	20,364
Coordinators		10,125	9,375
Employment Expenses		770,221	708,243
Other Expenses		15,448	10,198
		<u>986,104</u>	<u>857,623</u>
Profit (Loss) before income tax		<u>229,113</u>	<u>-27,731</u>
Profit (Loss) for the year		<u>229,113</u>	<u>-27,731</u>
Retained earnings at the beginning of the financial year		574,377	602,108
Retained earnings at the end of the financial year		<u>803,490</u>	<u>574,377</u>