MISSION
At Kidman Park Primary School our purpose is to engage every student so that they achieve at the highest possible level of their learning and wellbeing, through quality care and teaching.

VISION
Our vision is to provide a safe and meaningful learning environment where we embrace new initiatives and methodologies that enable everyone to achieve their full potential.

VALUES
At Kidman Park Primary School...
- We respect and care for ourselves, others, our community and our world
- We are responsible for what we say, what we mean and what we do
- We achieve our personal best for ourselves, for others and for the future.

MOTTO
Aspire and Soar

Principal: John Clarke
Deputy Principal: Karen Duval

0996   Kidman Park Primary School
7747   Disability Unit Kidman Park

Western Adelaide Region
2013 was another busy year for Kidman Park Primary School Governing Council, with many agenda items to discuss at each meeting.

Managing our businesses (Canteen, OSHC and Uniform Shop) was an important part of our role. While it is not the intention for these businesses to make a profit, it is important they are self-sustaining, so as to not draw on the limited school finances for support.

For this reason, a review of the canteen pricing, menu and suppliers was completed in Term 3, as well as the introduction of more 'special days' which helped the canteen to finish the year in a better financial position. Our canteen relies on volunteer help each day to operate. Many thanks to the key volunteers last year including; Sue Prince, Michael Balin, Carol Busolin and Merran Finnis who volunteered many hours of their time. Danielle, our Canteen Manager also put in many volunteer hours to run special days and help with other school events such as the Disco.

OSHC also had a comprehensive review in Term 3 due primarily to a reduction in revenue. While some reworking of the budget was helpful, a fee increase was still required to ensure the business covered its costs, without compromising the care or positive experience of children using OSHC. Thankyou to the OSHC Committee, and staff for all your efforts in 2013.

Our Uniform Shop will soon be relocating to the old sports store area adjacent the canteen once a final refurbishment is completed (thanks going to Brett, Sean, Kylie, Sandy, Carol and others). With some changes in suppliers and new stock items, there have been some shortages which we hope have been resolved for the remainder of 2014. We do ask for patience from parents if things are not available on occasion, as embroidered items require longer lead times and it can be difficult to predict sales. Thanks also to everyone else who has helped in the Uniform Shop.

There are many others that have put in considerable time helping with the many activities Governing Council is involved with including transition visits, fundraising events, lost property management, various facilities projects, the school garden and the Friday evening Flinders Park BBQ to name a few. Thankyou to all that have been involved and helped throughout 2013.

Our 2013 Art Exhibition was a great KPPS community event. Over 1,000 KPPS family members and friends came along to this terrific event to view and purchase the fantastic art works created by our students.
I would like to specifically thank our Governing Council Chairperson up until August – Kylie Smith (who stepped down after taking a job with DECD but continues to be an active member of the committee), Pauline Hall as Secretary, and Sean Connors as Treasurer. Giosi Marshall also deserves a special mention having been Fundraising Coordinator for the past 5 years. Fundraising is an important part of Governing Council given the tight budgets schools work within (and with the disappointing outcome of the long awaited Gonski funding. Fundraising in 2014 will be as important as always).

Last but not least is to thank Sandra Gibbons as the staff representative on Governing Council, and John and Karen as the site leaders who are very tolerant of our sometimes impractical suggestions. We have learnt that often what seems an easy thing to do on the surface is rarely so when dealing with a busy school calendar and DECD policies.

2014 will no doubt be another busy year, so it is great to see a number of new people have nominated for Governing Council.

Kate Denton
Governing Council Chairperson
English comprised 5 main priorities for 2013:

- Embedding and assessing against English from the Australian Curriculum
- Maintaining the standards in reading and comprehension
- Training and development in teaching writing skills
- Raising standards in phonological awareness
- Continuing to embed ICT into literacy

On April 5th, Kerry Gehling, (a Primary Australian Curriculum Implementation Officer from DECD) lead a training and development day on the strands within English from the Australian Curriculum (AC). Teachers’ understanding of the productive and receptive modes was further developed, as Kerry unpacked the curriculum. With the newly gained knowledge of the AC English having specific content about the understanding and use of grammar in context and knowing that in 2014 future NAPLaN would be derived from the AC, the day also set the scene for future training and development. The “Literacy for Learning” course and Literacy and Language Levels assessment tool were strategically initiated. Functional grammar, the need to move our students along the writing continuum register and students being able to identify word usage such as pronouns, adverbs etc had also earlier been identified as areas for development from the 2012 NAPLaN analysis.

Peter Georgeopoulos and David Krieg facilitated the “Literacy for Learning” course over Term 2 and Term 3. The Middle and Primary Years learning teams further deconstructed the definition of literacy in the AC and worked on modules that showed how language works in different social and cultural contexts and how language required different literacy demands in each learning area. Whilst their training was occurring, the Early Years team began training in the Language and Literacy levels (previously known as ESL scales). Guiseppe Mammone (DECD, ESL Consultant) and I worked with the team to understand the demands of early writing. In Term 4 Ginny Pryor (“How language works” tutor) mentored the whole staff on sentence construction and grammar. Early Years team members were released to do a thorough analysis of both oral language and writing skills of their students using the levels. Further supporting the development of writing skills Kay Bosworth (our newly appointed Special Education Teacher in 2013) also ran workshops on explicitly teaching spelling strategies and is in the process of developing a spelling scope and sequence with staff.

With English being assessed for the first time against the achievement standards in the AC in Semester 2, Kidman Park Primary School and other schools in the Kooyonga Cluster were invited to attend writing moderation workshops. The Western Adelaide Region A to E English moderation guide, that I was a writer for, was shared amongst the teams.

$5,000 worth of new take home reading texts were purchased for students to use. These new texts went into the Southern Unit boxes and upstairs in the main building.
The training of most of the Middle Years and Primary Years teachers in the use of the Developmental Reading Assessment (DRA) kit also happened throughout the year. Ways of storing the data collected on student levels and skills when comprehending texts is still being developed. Other training and development, as we move towards multimodal and digital texts, included the use of Bug Club on the class sets of tablets and the Learning Centre staff working with Janelle Sampson on using Ipads during their Literacy block. Some staff members also attended a workshop on handwriting at Henley Beach Primary.

Ebony Strong became our Reading Support Teacher supporting the Early Years Learning team as we maintained our Early Intervention strategies. Ebony mentored staff in explicit teaching of reading skills during Guided Reading and provided release time for teachers to use running records to collect data which was strategically analysed for future reading and comprehension strategies. Assessment to identify students as early as possible was reviewed with newly transitioned students now being tested on Phonological awareness, self-concepts (Boehms) and Concepts about Print. Ebony ran a successful workshop for parents which became the catalyst for a parent reading group that read and listened to students throughout the Early Years unit. For our students to continue to appreciate, enjoy and listen to literature as emphasised in the AC, Ebony started a well patronised lunchtime reading group.

Kay Bosworth has also been instrumental in the successful development of intervention programs throughout the school with literacy support groups and the Multi Lit program being established (refer to Special Education report).

Significant funds in 2013 went towards releasing staff for assessment in DRA, Language and literacy levels and running records as we work towards building accurate data sets for all students. New reading texts for both take home and guided reading groups were purchased for better access for students in the main building. The stocks of texts however still remain low and keeping a substantial quantity of good quality literature is difficult to sustain. Future resourcing will also go into digital literature, site licencing and maintaining electronic literacy learning devices. Human resourcing has also been increased to sustain the much valued intervention programs established in 2013.

Karen Duval
Deputy Principal
21st CENTURY PEDAGOGIES AND SKILLS
We have continued to consolidate and transfer our own professional knowledge about 21st century pedagogies and learning throughout the year. A staff survey allowed us to see the range of 21st century pedagogies employed in our school and define areas for improvement. Staff worked in collaborative groups to explore and develop criteria of 21st century skills, based on the Innovative Teaching and Learning Research and began using this language with students in classrooms. A student survey was conducted to gather baseline data and to focus on areas for growth. We spent some time adapting the Work Habits on our current report and 2014 will see the completion of this work. The next step in our journey will be to revisit the range of pedagogies to determine areas for improvement and to continue to explore ICT as a tool to support these.

SPECIALIST ICT 21st CENTURY SKILL DEVELOPMENT
The advantage of offering ICT as a specialist subject has meant that all students across the school are exposed to a broad range of ICT tools to support learning. Whilst it has been a challenge to be a part of every planning session, I have attempted to make cross-disciplinary links to programs within classrooms to ensure students transfer new skills to their learning. This year the focus has been on using ICT to be a self-regulated and therefore independent learner. Students used One Note as Reflection Journals to monitor and record steps, store their work and work with peers by sharing resources and having input into collaborative final pieces as part of project-based learning opportunities. This became a valuable tool in supporting individual students as teachers could monitor progress and identify areas for support. Students also created “How to…” documentaries to teach others new skills, created simulations, animations, graphs and voice recordings to demonstrate their knowledge. Class Dojo was utilised throughout the school as a tool to monitor behaviour and reward students for success. Using ICT to support 24/7 learning was also a major focus this year. Students used Edmodo to access the steps of a task, a range of relevant resources, submit their work and receive just in time feedback. In 2014 The Computer Room will function as part of the Resource Centre and this will ensure that ICT is more closely linked to classroom programs and we can capitalise on the Teacher-Librarian to create powerful 21st Century Learning opportunities, collaboratively planned and implemented with classroom teachers.
LAPTOPS and TABLETS FOR PERSONALISED LEARNING

Laptops were used extensively throughout the school for small group and whole class teaching. Laptops provided the impetus for creating more flexible learning environments and capitalised on just in time teaching and learning. We are continuing to explore how tablets can be used in the Early Years classrooms. Teachers have used Bug Club and Scootle to support Literacy Blocks. Bug Club allows students to receive just in time feedback, ensuring students receive reinforcement of learned literacy skills. Students used the tablets to take photos and videos to capture learning and created slideshows to share with the class. In 2014 we will complete the tablet image, rectify minor issues and continue to explore the potential of tablets to support personalised learning.

TEACHER USE OF ICT

Digital Agendas, Minutes, Timetables and an ICT Help Desk to log technical issues were all established and utilised to facilitate greater access to resources. On a number of occasions we chose to outsource technical support which proved to be successful in completing major projects, including major Server Upgrade, Win 8.1 deployment, WiMax installation and Laptop and Tablet deployment. A range of Professional Development was offered to develop staff skills. Spotlight sessions at Staff Meeting whet appetites and created links between classroom programs and ICT. Teachers continued to explore the value of Blogs in communicating with parents and caregivers. Some teachers now use this as the main strategy to share learning between school and home. Our school will continue to offer support to teachers to ensure more take advantage of Blogs as a valuable tool.

Karalyn Jones
ICT Coordinator

Students used Inspiration to create a story map.
Clay animation figures were created by students to use for their presentations.
STUDENTS WITH DISABILITIES & LEARNING DIFFICULTIES

Arriving at Kidman Park Primary School in January 2013, I worked with class teachers and SSOs (School Support Officers) to continue the support programs established for the 27 students verified under the Students with Disabilities program.

I then began assessed students nominated by their class teachers who were not eligible for SWD funding but were experiencing varying degrees of learning difficulties with reading, writing and spelling. The collated data was shared with class teachers and literacy support groups were established from each class. Sixty students were initially identified.

Explicit, multi-sensory, cumulative, phonics based activities were organised to provide opportunities to consolidate skills in the areas of - Phonological awareness, letter/sound knowledge, alphabet skills, letter formation, sight word practise, sentence skills & dictation and basic structure and language features of recounts, narratives and procedures. I provided Professional Development training for the Early Years team and SSOs in “Cracking the Alphabetic Code with Jolly Phonics” and “Phonological Awareness”. This facilitated consistency of information, strategies and language used with the students between class and intervention programs.

The MULTILIT (Making Up For Lost Time in Literacy) evidence-based reading intervention program was set up and SSOs trained to work with these students on an individual basis. The 20 minute sessions include practising flashcards (letter/sound correspondence); decoding and blending sounds into words for reading, accurate letter formation, sight (irregular) word practice, this has also been incorporated into many of the Students with Disabilities Negotiated Education Plans.

Students were assessed early term 4 and data was shared with teachers. While the program has only been running for three terms, all students are making progress and 2 have now exited the MULTILIT program. As we move into rigorous learning this year we look forward to increasing number of students successfully completing the MULTILIT program. Others will need longer to consolidate their learning.

A number of teachers and SSOs attended the three day course “Teaching students with Dyslexia, Stage 1”, gaining further skills and knowledge to support all students with their reading.
As a whole school staff we embarked on the process of developing a whole school Spelling Scope and Sequence, Foundation to Year 7 enabling us to map where students are and inform our practice. Using evidence based programs recognised by the International, Australian and British Dyslexia Associations and the Australian Curriculum as the basis we are nearing completion of this part of the journey.

A number of teachers and SSOs have attended the three day course “Teaching Students With Dyslexia, Stage 1”, gaining further skills and knowledge to support all students with their reading, writing and spelling skills. We will continue to share strategies and activities to implement in our spelling programs.

So “The Rainbow Room” is slowly evolving into ‘The Shed” where students gain further explicit knowledge and skills to equip them with “the tools for learning”.

Kay Bosworth  
Special Education and Literacy Intervention Coordinator
In every newsletter I promote our strong school sport program: celebrating our sporting teams, results, individual and team excellence (incl. SAPSASA), in-school activities and clinics. We’ve had a variety of sport clinics for our R-7 classes this year from many community sporting bodies eg. Basketball (Basketball SA), Cricket (SACA), Football (Eagles FC), Badminton (Badminton SA), Lacrosse (Woodville LC) and Soccer Pathways in term 2.

I work with teachers to dovetail my PE program and clinics with their PE programs, so our children get extra practice with game skills. Promotion of more recess/lunchtime activity for students this year eg. extra Padder Tennis court lines marked and nets provided, portable table tennis table for year 6/7s and regular badminton in our hall, has provided more physical play choices for our students.

In 2013 we fielded a record 7 Soccer teams, 5 Netball teams, 3 Basketball team, a Teeball team and a Kanga Cricket team. Also 15-20 of our students played football for combined teams with Lockleys North PS. Special thanks to our excellent long term parent coaches and more than a dozen new coaches or co-managers this year. At games, I’m impressed by our good ’sports’ and supportive parents. I have regular contact with coach/managers of all our 17 sports teams. Coaches are very happy overall with team performances and behaviour.

All KPPS teams are expected to pay their own way. Fees stayed the same this year, and team finances are healthy. I applied for a Discretionary Ward Allowance of $5000 from our Charles Sturt Council to help us build our new sports store. It was granted in term 2. Our sports shed now houses gear for use by all KPPS classes and our expanding sport teams.

Another successful sports day ran Week 10, Term 3. Thanks to all our school staff who worked hard to make it a success. A big turnout of players, parents and family for our annual sports trophy night (Nov 15th) to celebrate another successful year of KPPS sport. Thanks to Freddy and parents of OSHC and GC for a smoothly run BBQ.

It’s been fun working with our enthusiastic staff, students and parents this year. We look forward to a busy, active 2014.

Any queries or suggestions contact me on 0403 180 417 or terry.ahern817@schools.sa.edu.au

Terry Ahern
Sport Coordinator

Kidmanathon was a great success with money raised from the event going towards the development of the southern grounds by creating a hitting wall, paved area and new shooting hoops.
1. Curriculum

- Disability awareness lessons occurred for all mainstream classes in Term 1.
- All students in the Learning Centre completed the Premier’s Reading Challenge and the Premier’s Be Active Challenge.
- 3 students from St Marys College undertook a week long placement in the Learning Centre.
- Students are using the PODD communication system to assist them with their learning.
- All students continue to take part in Circle Time, the Social Skills programme at the Thinkers Keys.
- Students worked with volunteer staff from the Henley Fulham Uniting Church to design and paint a mural to go outside the Learning Centre. This was unveiled at a ceremony attended by Paul Caica and Steve Georgianis on 4th May.
- NEP meetings are held annually and reviewed.

2. Conductive Education

- Conductor time was increased from two half days per week to 2 ½ full days.

3. Yard Play

- Lead by Barbara Bayly, SSO staff continued to develop a yard play programme with a series of activities offered at recess and lunch play times each day. Assisted by the many buddies who gained their Helper Licence, the students in the Learning Centre were engaged and challenged at playtimes.

4. Staff Training

Therapists from Novita Children’s Service continued to support students and staff in 2013. A new service delivery model was introduced in which therapists visited the Unit on a more regular basis.

Other training undertaken by staff:

- iPads for Literacy development
- Conductive Education
- Interactive Whiteboard
- PODD

Enza Maselli
R-7 Learning Centre Coordinator

Many students became buddies to our Learning Centre students and gained their Helper Licence by successfully completing a written and practical test.
NAPLAN results remain relatively consistent over the last three years with minor variations that match the cohort of students in each year level. Our Literacy focus at KPPS over the last 3 years has involved a coordinated series of programs including ‘Literacy for Learning’, ‘Early Intervention Program’, ‘MultiLit’ and use of ‘Language and Literacy Levels’. Literacy remained a priority across the school in 2013. The key success revealed in our NAPLAN data is once again the student growth between biannual performances. Our student progress from Years 3-5 delivered strong improvements in numeracy again with 88% of that cohort achieving higher or middle progress scores with just 12% being in the lower progress grouping and 15% of students for reading. Nationally growth is characteristically at a lower level for students between Years 5-7 testing and our challenge for 2014 is to have even greater growth for our students in the primary and middle years. Staff have met to analyse data, look at individual student needs and to adapt curriculum to support improved learning outcomes. KPPS has achieved a favourable comparison with like schools in the Proficiency Band data in most categories.

Kym Meredith

Progress Year 3 to 5

Progress Year 5 to 7
The Proficiency Bands graphs reveal student performance measured against the National data for each cohort of students. Additional comparisons can be made with like schools (Category 6), our Region (Western Adelaide) and DECD (the overall South Australian results). Each component, i.e., Numeracy, Reading, Writing, Grammar and Spelling, is represented to allow these comparisons.
In most elements Kidman Park Primary School has achieved above the results of each defined grouping. The easiest way to view our performance is to observe that we have achieved high percentages of students in the top 3 bands. This is consistent across Year 3, 5 and 7 results.
Room 8 students made Spinach Rolls using spinach, parsley and spring onions which was grown in the JPC garden area.
Overall our attendance rate improved slightly in 2013 continuing a trend over the last three years. Our results reflect well against national averages. At KPPS we continue to contact parents after unexplained absences and during the year we worked with our attendance officer and other agencies to support students ‘at risk’ due to poor attendance.

Attendance is listed in reports and staff consistently mark the role at a set time each day to ensure consistency in reporting.

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Japanese students visited the retirement village and sang “Tonari no Totoro”. Everyone was most impressed with their Japanese and singing ability.
### DESTINATION

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012 No</th>
<th>School</th>
<th>Region</th>
<th>Index</th>
<th>DECD</th>
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</thead>
<tbody>
<tr>
<td>Employment</td>
<td></td>
<td>1.4%</td>
<td>1.8%</td>
<td>2.9%</td>
<td></td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>9</td>
<td>10.2%</td>
<td>9.3%</td>
<td>10.5%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>1.8%</td>
<td>0.8%</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Seeking Employment</td>
<td></td>
<td>1.8%</td>
<td>1.7%</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td></td>
<td>4.5%</td>
<td>5.3%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>3</td>
<td>3.4%</td>
<td>10.0%</td>
<td>12.0%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>76</td>
<td>86.4%</td>
<td>51.4%</td>
<td>46.2%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td>19.7%</td>
<td>21.6%</td>
<td>20.4%</td>
<td></td>
</tr>
</tbody>
</table>

Transfer data includes Year 7 students transferring to high school. Our school is located in a popular area with students travelling to the school from over 50 different suburbs. We are proud that many students travel long distances to stay at our school. But we equally encourage families to attend their local school.

Students participated in the Bike Ed program, learning about bike safety, helmet use, how to pass parked vehicles, using gears and how to turn safely left and right.
All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
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</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>49</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>6</td>
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Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>26.33</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>30</td>
</tr>
</tbody>
</table>

Thanks to our wonderful Kidman Park Primary School community we had just over 23, 000 points to redeem in the Woolworths Earn to Learn program, which enabled the school to get many exciting new resources to enrich student’s play and learning experiences.
The Treasurer with the finance committee is responsible for reviewing the budget forecast and ongoing financial position of the school and all sub-committees.
I am happy to assure the school community that Kidman Park Primary School met all financial obligations during 2013.

**Financial Summary as at 31st December 2013**

<table>
<thead>
<tr>
<th>Description</th>
<th>SASIF Investment</th>
<th>Cash at Bank</th>
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<tbody>
<tr>
<td>KPPS Consolidated Account</td>
<td>$ 123 187</td>
<td>$ 6 047</td>
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<tr>
<td>Uniform Shop Stock as at 31/12/13</td>
<td>$ 10 451</td>
<td></td>
</tr>
<tr>
<td>KPPS Canteen</td>
<td>$ 105</td>
<td>$ 569</td>
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<tr>
<td>Closing Stock as at 31/12/13</td>
<td>$ 618</td>
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</tr>
<tr>
<td>KPPS Out of School Hours Care</td>
<td>$ 948</td>
<td>$ 3 058</td>
</tr>
<tr>
<td>Receivables as at 31/12/13</td>
<td>$ 14 509</td>
<td></td>
</tr>
<tr>
<td>2013 Fundraising</td>
<td>$ 29 998</td>
<td></td>
</tr>
<tr>
<td>Receivables as at 31st December 2013: 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$3 054</td>
<td></td>
<td></td>
</tr>
<tr>
<td>104 students were approved for School Card assistance</td>
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*Treasurer*