

Kangaroo Island

COMMUNITY EDUCATION

**Kangaroo Island Community Education
and KICE - Parndana Campus
Preschool**

2022 annual report to the community

Kangaroo Island Community Education Number: 1882

KICE - Parndana Campus Preschool Number: 1610

Partnership: Kangaroo Island

Signature

School principal:

Mr Peter Philp

Governing council chair:

Karleah Berris

Date of endorsement:

27 March 2023



**Government
of South Australia**

Department for Education

Context and highlights for the combined site

Kangaroo Island Community Education (KICE) is a preschool to Year 12 multi campus school with approximately 671 students across 3 campuses. It is important to note that the 3 campuses are a part of our one school, with one Principal and one Governing Council.

Kingscote Campus – Reception to Year 12 with approximately 438 students

Parndana Campus – Preschool to Year 10 with 11s and 12s on one day of the week with approximately 176 students

Penneshaw Campus – Reception to Year 9 approximately 77 students

2 children with English as an additional language

63 children with disabilities and

23 Aboriginal children

Our students are drawn from the 4,000 square kilometers of the Island which is approximately 160km long and an average of 40km wide. The Island can be accessed by air from Adelaide to Kingscote, a 30-minute flight or by ferry from Cape Jervis to Penneshaw, approximately an hour.

The distances between the campuses is considerable:

Kingscote to Parndana Campus is approximately 40km

Kingscote to Parndana is approximately 60km

Penneshaw to Parndana is approximately 80km

Despite COVID KICE continued to work very closely with the community, which it has a strong tradition of doing. Kangaroo Island offers a fantastic “classroom” for learning beyond the school gates. There were some excellent highlights in the Arts in 2022. Our choir numbers grew in the Primary Schools Music Festival and the students received a special commendation from the organisers. Students from all campuses worked with the ASO (Adelaide Symphony Orchestra) to create symphonic pieces. These music pieces were performed by the ASO, which the students travelled to see. This event was also live streamed and recorded. An amazing opportunity and experience indeed. KICE students performed exceptionally in the Oliphant Science Awards, with so many awards being won for their outstanding work. Our senior years students were strongly represented in School Based Apprenticeships with many going on to full-time apprenticeships as a career path. In addition to this all students seeking university entry, received their first choice and the KICE Dux achieved the highest Australian Tertiary admission Rank possible of 99.95.

The KICE School Improvement Plan goal was focussed on reading improvement. One of our key measures was to improve our Phonics Screening results and I am very pleased to report that KICE went from 48% achieving the SEA (Standard of Educational Achievement) in 2021 to 70 % in 2022, the staff are to be commended for this significant increase.

I would like to acknowledge the KICE staff who were strongly challenged by staff shortages, where contracts could not be filled in terms 1 and 2. This staff shortage was exacerbated by the very large numbers of staff absences due to COVID and an extreme shortage of relieving teachers. The only way that this was overcome was by staff doing many extra lessons for a very long period. It was very stressful for staff but their collegiate support and care for students shone brightly and was something to be acknowledged, admired and praised.

Governing council report

In 2022 the Governing Council (GC) consisted of the Principal, two staff representatives, one community representative, and seven elected parent members. Two student members were also sought from the hosting campus each meeting. The GC Chairperson and Deputy Chairperson were both new parent members in 2022, however continuity and background on previous year's decisions was provided by four of the other parent members who had been on the Council in previous years. The GC worked well together and worked collaboratively for the benefit of the school community. The student members also provided valuable insight and input at council meetings on issues affecting students. I would like to sincerely thank all GC members that contributed in 2022 for your work on the council. In 2022 the GC proceedings and operations were:

employed canteen staff, reviewed canteen budget. Our Canteen Manager has been doing an excellent job of ensuring the canteen is not overspending, feedback on the canteen service on products they sell has been excellent from both staff and students.

monitored and reviewed school budget. Thank you to the Treasurer for the extra work that was undertaken on behalf of GC in terms of the school budget.

supported the school in their application to take over the Out of School Hours Care Facility in Kingscote (formerly run by Kangaroo Island Children's Services and currently closed). If this facility is opened by the school, GC would be responsible for employing staff (through the site manager, as per the canteen).

supported the 2023 school process and parent voting system, and voted in favour of the fees proposed by the Principal and Business Manager

selected and provided a panel member for the Principal position recruitment. This panel member contributed significant time to the Principal recruitment process.

reviewed the school anti-bullying policy and sought feedback from staff on the policy

voted in support of, and contributed to a letter initiated by KICS about school crossings in the vicinity of Kingscote Campus, and are supportive of upgrades to road crossings for the sake of student safety

monitored the Site Improvement Plan

sought formal / informal feedback from parents throughout the year and represented GC at school events.

The 2022 school year was a difficult year for all. A staggered start to the year, with most year levels commencing the year in an online format, and only some years accessing the school campus in the first two weeks. Significant staff shortages throughout the first half of the year due to the ongoing nation-wide teacher shortage and staff absences due to COVID. This did create periods of unsettled behaviour from students. The middle years area, which experienced the most staff shortages, fared the worst. In the second half of the year the stability in the middle years improved thanks to new staff appointments and fewer COVID related absences. For some staff, this year was one of the most challenging they had experienced. Despite this, staff at all three campuses tried exceptionally hard to reduce the impact of staff shortages on student learning and worked hard to provide additional extra-curricular activities to students throughout the year. In order to highlight the hard work and dedication of KICE staff, the GC sought the Principal and staff's assistance to compile a list of school achievements for 2022. This included impressive academic, sport and music achievements, and highlighted the strong connection KICE has with local community organisations. A letter from GC with the list in its entirety was sent to all parents and staff in our school community on the last day of Term 4. The purpose of this letter was to celebrate the achievements of KICE staff and students in 2022, and to finish the school year focusing on all the positive aspects of our school, which still provided opportunities for children no matter their strengths or interests despite the trying conditions.

School quality improvement planning

In 2022 the KICE SIP (School Improvement Plan) started its first year as a 1-year cycle following the previous 3-year cycles of the Department. It continued to be focused on Reading Improvement. Goals were again broken up in to learning bands: Primary Years (Reception to Year 6); Middle Years (Years 7 to 9) and Senior Years (Years 10 to 12) We reinvigorated our PLCs and increased our focus on them. They were aligned with year levels requests from teacher feedback. They met 3 times per term to monitor and track students and assess data. In Week 0, the whole staff was involved in a deconstruction of the SIP to ensure clarity around expectations.

We had access to a Reception to year 2 Literacy Coach from the Literacy Guarantee Unit. This was extremely valuable and enhanced consistency and quality of practice in all R-2 classes across the 3 campuses of KICE. The improved Year 1 Phonics Screening results were an outcome of this program but this is not to deny the excellent contribution from the calls room teachers, support staff and leadership.

In the Middle Years and Senior Years the use of an (Advanced Skills Teacher 2) to support reading improvement and classroom pedagogy was most valuable and appreciated by staff.

KICE leadership structures were redesigned to have an increased across KICE learning band focus to increase consistency of classroom practice.

Literacy and Learning agreements were enhanced across KICE as were Unit Plan expectations

Senior Years: (10 - 12)

AST2 teacher used to enhance Reading Improvement and classroom pedagogy and especially in line with SACE Thrive focus

Work on breaking down the comprehension of exam questions continued

Genre mapping

Selected Best advice papers

Individual goal setting increase continued

Looking at PAT data continued.

Middle Years: (7 -9)

Year 7 and 8 students all underwent Phonics Screening checks to identify support needs

Increase in SSOs working with classroom teachers

Leaders building observation processes into school year.

Staff meetings continued to have foci on SIP related agenda items.

Teachers were consistent in setting learning intentions.

PLC's continued to focus on sharing, moderation & student goal setting.

Teachers worked collaboratively in planning and implementing comprehension strategies.

Early Years: (Reception – 6)

R – 2 Literacy Guarantee Unit Coach support

All students underwent Phonics screening checks to identify support needs

SSOs a part of intervention support T&D

Increased connections between SSOs and teachers

Some positive outcomes related to the SIP:

Our Year 12 results were again strong with many students accessing the School Based Apprenticeship program to achieve career pathway employment of The Dux achieving the highest ATAR possible: 99.95

Year 7 NAPLAN results were quite pleasing and above the state average.

Much improved Phonics Screening results.

Increased functioning of the PLCs

Increased consistency of classroom practice across KICE

Improved effectiveness of KICE Learning Band Leadership

Looking forward to 2023:

In 2023 KICE will be working with the Noarlunga 1 Portfolio on an intense Reading Program around DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Staff will be trained as Reading Coaches by external Reading Coaches and all students from R – 8 will undergo the suite of DIBELS testing. This will identify where and what type of support students need to support reading improvement. This program will be supported by leaders undertaking a leadership course (Agile Leadership) developed and delivered by Simon Breakspear. There will be an increased focus on classroom observation and feedback discussions. We will also be taking part in a Primary Years Dyslexia trial.

Preschool quality improvement planning

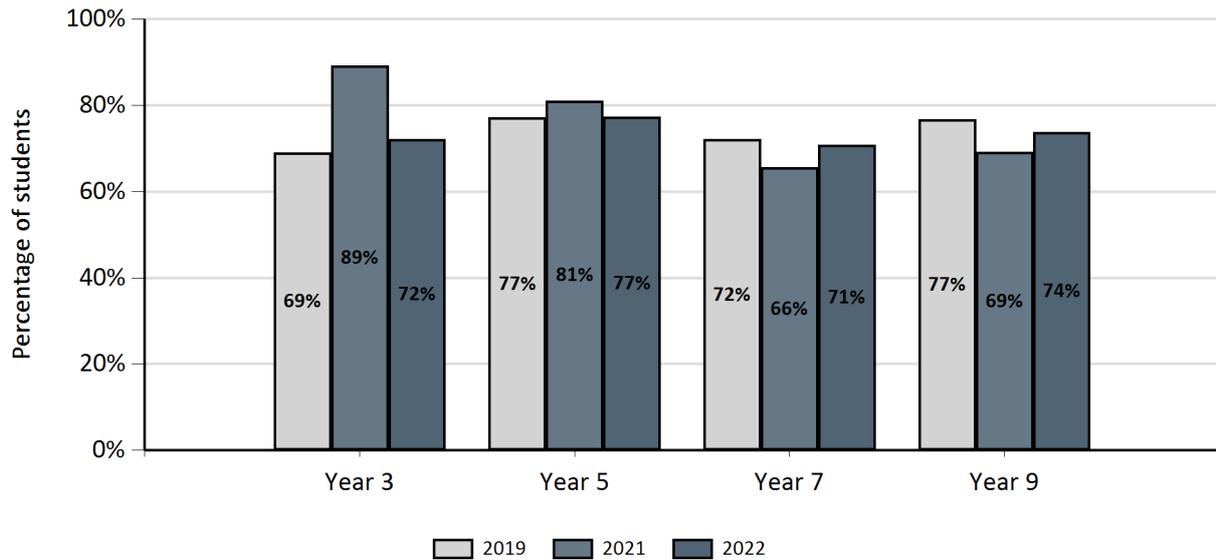
The KICE, Parndana Campus Preschool is a Department for Education site that is located on Kangaroo Island. Our Preschool is a welcoming school-based preschool. We focus on making connections and building strong relationships with our children, families and broader KI community. Every action we undertake in the preschool is centered on fostering individual children's learning journeys in a safe and rich learning environment. There are 7 quality areas in the Quality Improvement Plan, PQIP, which guides our teaching and forms the backbone of each child's learning journey. The 2021/22 PQIP focused on improving children's oral language through drawing and therefore supporting children to become confident writers. Developing children's confidence to become more confident through drawing and storytelling for a range of situations and for different purposes, the preschool's focus was to develop children's use of oral language with mark making and so broaden children's vocabulary. The focus of oral language and vocabulary aligned with the schools SIP. The preschool staff developed a collaborative culture and forged strong partnerships with families and the community through Bush and Beach Kindy sessions and extending invitations to visitors and visiting local places of interest. The Preschool children and parents helped in the redesign of the outdoor play space. A full copy of the PQIP can be found on the KICE website.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

Reading

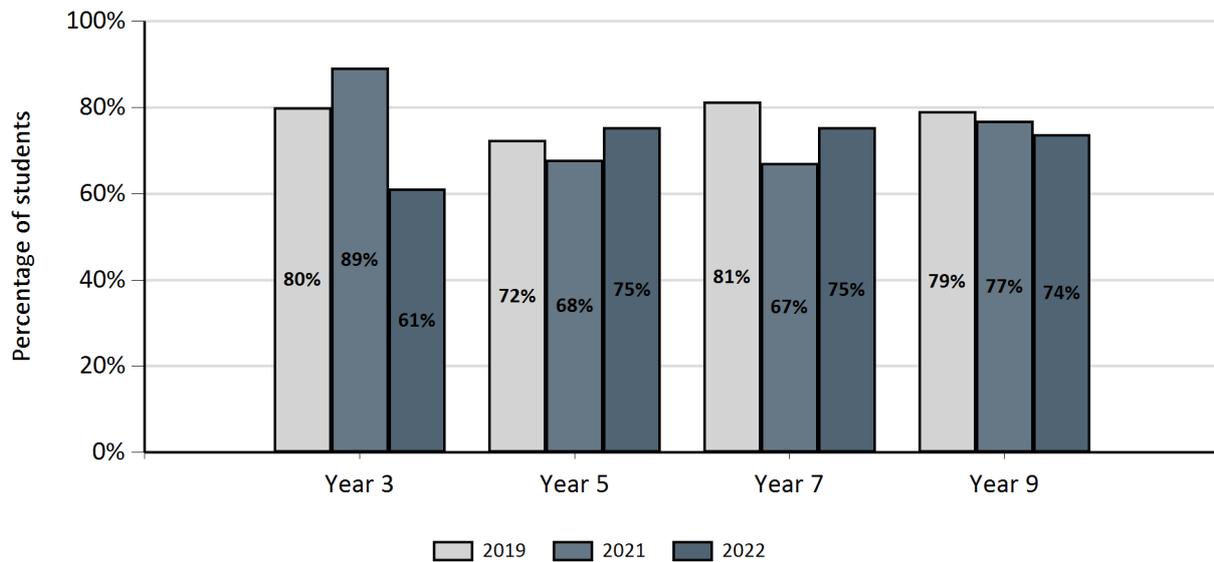


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	54	54	21	10	39%	19%
Year 03 2021-2022 Average	59.5	59.5	28.0	15.5	47%	26%
Year 05 2022	53	53	15	9	28%	17%
Year 05 2021-2022 Average	53.0	53.0	16.5	10.5	31%	20%
Year 07 2022	65	65	18	20	28%	31%
Year 07 2021-2022 Average	64.5	64.5	14.5	20.0	22%	31%
Year 09 2022	42	42	8	8	19%	19%
Year 09 2021-2022 Average	40.5	40.5	8.0	9.0	20%	22%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

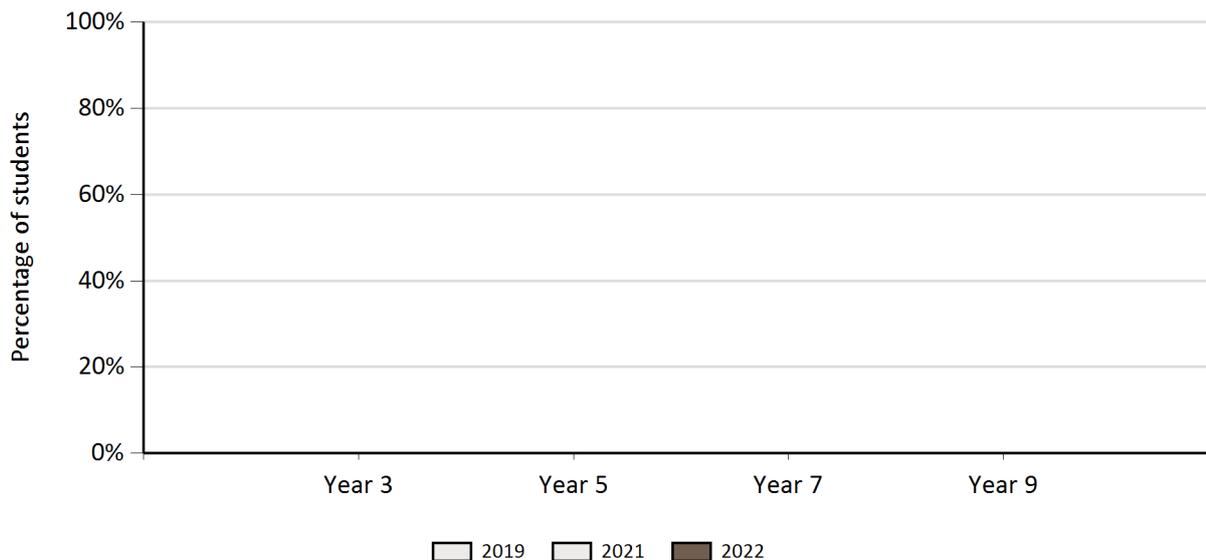
[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading



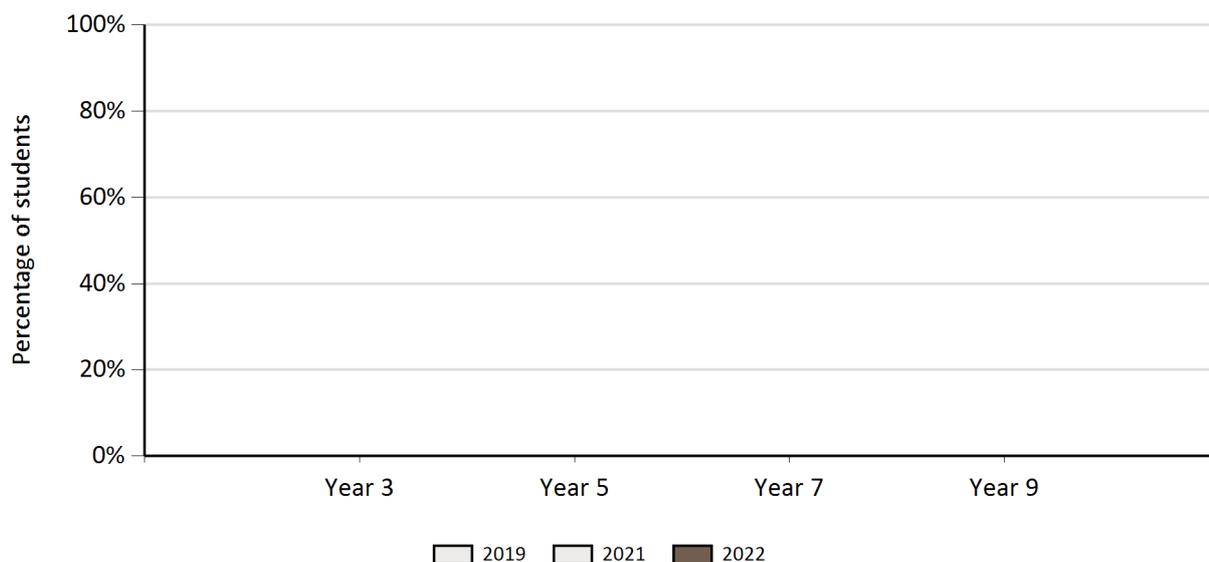
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

[^]Includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Create an ATSI Student Data Collection Schedule: NAPLAN, PAT, attendance, behaviour, wellbeing, A-E achievement (AET with Principal support) □ Increased use of the Data Dashboard (Power BI). (AET / Leaders / Teachers) □ Staff Meeting (in Learning Bands) and EL meetings have Aboriginal learner achievement as a targeted agenda item. Actions to be developed from these meetings. (AET / Leaders) □ Collection markers throughout each term on the ATSI Student Data Collection Survey. (AET) □ Include data-informed growth points for Literacy and Numeracy in each ATSI student's OCOP. Referring to high impact strategies from the Literacy & Numeracy Guide Books. Review at each OCOP meeting with teachers and parents/guardians. (Leaders / Teachers)

The AET and ACEO and Principal worked together to monitor students and take the overall lead for aboriginal education at KICE.

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

The literacy and numeracy areas for our Aboriginal students were still an area needing improvement, but growth has been recorded. Attendance has been a large focus and considerable achievement has been made in attendance. Aboriginal attendance rates have increased significantly. Maintaining this should see an increase in literacy and numeracy in the future. With the data collection schedule, the monitoring of aboriginal students has increased and teachers are more connected to the students' specific needs. Aboriginal students are engaged with SAASTA / SACE program. Aboriginal students, the ACEO and the AET started work on a locally produced "Acknowledgment of Country" video to be played at assemblies and special events etc. This is being continued in English classes. Kangaroo Island is currently recognized as belonging to an identified group of traditional owners, so this will be generic.

South Australian Certificate of Education - SACE

SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

SACE Stage 2 grade distribution

Grade

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

SACE Completion - Percentage of completers out of those students who had the potential to complete their SACE in October that year

Data Source: SACE Schools Data reports, extracted February 2022

*NOTE: Reporting of data not provided when less than six students in the respective cohort.

	2017	2018	2019	2020
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	0%	0%	21%	100%
Percentage of year 12 students undertaking vocational training or trade training	100%	100%	97%	38%

2021	2022
1%	100%
1%	44%

School performance comment

KICE in 2022 continued its trend of excellent Year 12 results. This trend has been for quite some years now it continues to be a credit to the school, parents / caregivers and community. Despite COVID KICE continues to have very strong learning links to parents and the community and this has been mentioned in school reviews and other forums. Our Year 12s achieved over 70% A and B grades; all university applicants receive their first-choice placement. Several students achieved ATARs in the 90s, the Dux with a highest possible score of 99.95. This number in the 90s is a very good effort considering our small cohort. One of the strengths of KICE is that we cater for a wide range of career paths, in addition to our university entry students we have many students opting for an apprenticeship pathway. Our School Based Apprenticeship program has been strong for many years. KICE has been very good at adapting the Departments directions re Vocational Pathways to suit our unique needs. Not all students go to university, indeed the majority do not, so we need to ensure we cater for these students. Our successful School Based Apprenticeship program is testament that we do.

As mentioned previously, in 2022 we arrested the decline in our Phonics Screening data and took that from 64% in 2020, 48% in 2021 but back up to 70% in 2022.very good turn around

Our PAT R results in the Middle Years while sound against the norm, they still showed the need for stretch and challenge at the top end. This is an area we are continually focussing on. Our excellent Oliphant Science Awards' results show our students can do this, but we need to transfer more of this to the daily classrooms. Our focus on differentiation will hopefully help in addressing this.

Our NAPLAN results after coming from some historical highs in 2021 in Year 3 and 5, continued their saw tooth pattern. There has been a slight increase over the years in most parameters but the trajectory needs to be increased.

Comparing 2022 NAPLAN to PAT Data

Y3: did not match at all: PAT scores were well below NAPL&N scores

Y5: about the same

Y7: PAT scores were higher especially those at the higher end

Y9: NAPL&N score were lower than PAT scores

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	89.3%	85.3%	90.0%	85.7%
2020 centre	88.6%	67.5%	92.5%	97.1%
2021 centre	95.5%	80.0%	78.7%	90.3%
2022 centre	89.0%	66.0%	80.0%	99%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	91.0%	89.1%	88.1%	85.1%
Year 1	90.6%	89.2%	92.6%	85.5%
Year 2	91.4%	89.8%	93.1%	86.7%
Year 3	89.0%	89.3%	90.0%	84.4%
Year 4	90.8%	88.0%	92.6%	85.6%
Year 5	91.1%	86.5%	92.3%	86.2%
Year 6	91.4%	87.8%	91.1%	85.8%
Year 7	91.3%	88.2%	89.5%	85.0%
Year 8	92.2%	86.5%	91.0%	83.0%
Year 9	88.1%	87.1%	85.8%	83.5%
Year 10	86.8%	80.9%	89.2%	82.5%
Year 11	86.9%	74.3%	86.6%	85.8%
Year 12	91.4%	88.5%	89.7%	87.7%
Total	90.3%	87.3%	90.6%	85.1%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

After improving greatly in 2021 from 2020, attendance took a drop in 2022. This was largely in semester one and even more so in term one of that semester. While the bushfires impacted on attendance in 2020, COVID impacted strongly on attendance in 2022. There was an increase in habitual non-attenders. There were several Aboriginal student non-attenders and we worked closely with these families to address this. The ACEO (Aboriginal Community Education Officer) plays a very important role with this, building strong connections with the families.

There was a slight difference in female attendance to male attendance, with female attendance slightly better.

One of the KICE issues is that parents often take their children to town for appointments and where this would be a half a day in the metropolitan area it can be 1.5 - 2 days from Kangaroo Island. There is also the temptation for parents to stay an extra day in the city to save time and money re having to come back for another trip to town. While it is not supportive for student attendance, we understand the reasons for the time and financial efficiencies for this being done.

After 2 days of non-explained student absence, t

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	15	15	14	14
2020	7	8	8	7
2022	20	20	20	29
2021	14	14	15	21

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Behaviour support comment

KICE developed our current Behavior Support Policy with the involvement of Governing Council. In 2020 all KICE staff took part in the first 2 modules Berry Street Education Model. Each of the 3 campuses have Wellbeing Leaders, Kingscote Campus having two, Reception to Year 6 and Years 7 to 12.

Following the bushfires of 2019 / 2020 there was still extra support provided in the school and community. This extra support has now all been removed but issues from the bushfires remain.

We have moved to a stronger focus on Positive Behaviour for Learning and blending this with our BSEM focus.

Our violence and bullying recorded incidents increased slightly from 2021 to 2022. In the first semester of 2022, SBM was very challenging due to COVID and extreme staff shortages. This created inconsistency and instability for our students and where these staff shortages were felt the most was where the majority of our SBM incidents occurred. In the second semester incidents decreased.

We are just finishing a process of reviewing our Anti-Bullying Policy.

We have a very strong and positive working relationship with our Behavior Support Coach, which leads to great outcomes for students.

Parent opinion survey summary

Kangaroo Island Community Education has moved from a very stable, experienced staff in 2020 to a much less stable staff of 2023. This is especially so in the leadership group, where we have found it hard to attract experienced leaders. There has been a large turnover of staff in this time, caused by many retirements and staff moving back to the metropolitan area. COVID and COVID absences has added to the staff instability and 2022 by many was labelled the hardest teaching year in memory. Parents have felt this lack of stability as it has had negative consequences, especially so in student behaviour.

It is an unfair comparison to compare data to 2020, as this was following the bushfires and KICE had license to just look after our staff and parent community as a priority over Department matters and expectations. This licensed focus on support and wellbeing united the parent community and staff incredibly.

Communication is an ongoing issue in any school but the multi campus nature of KICE makes this even more of a challenge. It is an area we are addressing to continually improve and are expanding our Daymap functionalities to improve this. We have adjusted communication methods from parent feedback. We are trying to increase parent involvement in their students learning. Parents In Education sessions are being conducted, Daymap functionality increasing, a close working relationship with Parenting Kangaroo Island and the use of our Behaviour Support Coach with parents.

It is interesting that the parent survey doesn't indicate students feeling strongly supported at school but the Student Wellbeing Survey does. In fact, KICE student data is stronger in a positive way in nearly all parameters measured, except for two.

The closing of the OSHC facility managed by Kangaroo Island Children Services has been a loss to the community and the school is attempting to re-establish this service. Our increased closer connections with The Preschools of our Partnership on Kangaroo Island will also increase / value add to parent engagement.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
651 - Parndana Campus	184.6%	200.0%	171.4%	200.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
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Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

KICE students have previously moved into post school training, employment few without clear post school opportunities.

The 2022 Year 12 cohort moved to

56% University

13% App/Traineeship

26% employment

5% other

Relevant history screening

Kangaroo Island Community Education is compliant with Department regulations on ensuring all staff, contractors and volunteers are compliant with Department regulations on history screening checks. Records are stored in relevant files and centrally. The school assist staff, volunteers and bus drivers with the cost of the clearance and is managed at site level to ensure compliance.

Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	112
Post Graduate Qualifications	36

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	55.2	0.6	28.4
Persons	0	70	1	46

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$107,437
Grants: Commonwealth	\$27,200
Parent Contributions	\$279,366
Fund Raising	\$9,824
Other	\$4,500

Data Source: Education Department School Administration System (EDSAS).

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

2022 Preschool annual report: Improved outcomes funding

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	0.7 \$101777.90 - wellbeing leader	Improvements in student behaviour, especially in the second semester.
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	0.163 \$19641.83 - EALD Teacher Professional development for the team. The funding was utilised for: Bookmaking pedagogy Professional development at a partnership level: developing a phonological awareness tracking tool Substantial purchases of Resources:	Bookmaking as an approach to reading and writing at the preschool level is embedded in daily practice and children have loved and grown with their confidence to engage with text and make meaning, represent their world symbolically and understand and use language. EALD supported students, staff and families. EALD students' English language improved, especially new arrivals. PA – explicit teaching and improvement in educator practice has improved phonological awareness for preschool
Improved outcomes for numeracy and literacy	Inclusive Education Literacy (big books, four trolleys)	N/A books, alphabet discs, mark making materials, bookmaking station	Children's opportunity to explore numeracy through play-based experiences has been strengthened by using additional resources and adjunct to play by exploring and understanding their place and space in the world and numerical learning processes including patterning, no
	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support	\$1,004,351.65 Teacher time, SSO support for identified students with disabilities and students at risk .2 AET	Program seen in data sets, including by attending additional resources and adjunct to play by exploring and understanding their place and space in the world and numerical learning processes including patterning, no
Targeted funding for groups of students	First language development Students taking IESP support	\$582 Inclusive education support program grant – SSO support hours ACEO (9.8 hours topped up to 11.5) (\$500) so an application for IESP grant review was put in and successful to provide approx. 8 hours per week to support a number of children who required adjustment for speech and language, special education, sensory integration. The whole cohort was mapped using the IESP mapping tool and personalised learning plans were developed along with one plans where appropriate	Through the IESP funding children's individual needs could be supported, adjustments made in wave 1, 2,3 and their personal goals for learning achieved.
Program funding for improved outcomes for non-English speaking children who received bilingual support	Australian Curriculum	N/A: none accessing funding level. \$167 313.61 Rural and Isolated Index	N/A Providing training for teachers.
	Aboriginal languages programs Initiatives	N/A	N/A
* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.	Better schools funding	\$37682 Better schools funding	Increased targeted support; monitoring and tracking
Other discretionary funding	Specialist school reporting (as required)	Specialist School – RAAP Funding Agricultural program \$4903.08	N/A

Improved outcomes for gifted students

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Outstanding Oliphant Science results.

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