Kangaroo Island Community Education and KICE - Parndana Campus Preschool

2020 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:	Mr Bradley Henley	
Date of endorsement:	31 March 2021	

Government
of South Australia

Department for Education

Context and highlights for the combined site

Kangaroo Island Community Education (KICE) is a Pre-school to Year 12 multi-campus school with 680 students. We are one school, with three unique campuses guided by one set of policies and one strategic plan. We have a campus situated at each of the townships of Kingscote, Parndana and Penneshaw; they are geographically 40-70kms apart.

KICE draws students from an island area of over 4,000 square kilometres. Our island is made up of National and Conservation Parks, farmland, pristine beaches, and remarkable biodiversity. Kangaroo Island can be accessed from the mainland by a 30 minute flight from Adelaide or a 1 hour ferry ride from Cape Jervis.

Each campus is at the heart of the local community and being one school we bring our island together.

This year was one of response and recovery as our community emerged from the 2019/2020 Kangaroo Island Bushfire Disaster. There were over 89 homes lost in the fires with more than 80% of the students at the Parndana campus impacted by the fires. Children from across Penneshaw and Kingscote were also impacted to a lesser degree. The resilience and commitment shown by staff and students is embedded within authentic, responsive 2020 learning programs. Trauma informed practice was integral in helping students move forward in 2020. We have continued to show academic growth, high quality student outcomes, resilience and an absolute commitment to sustainable, collaborative recovery for our island home.

In 2020 KICE won the Australian Regional School of the Year for the third consecutive year in a row.

Additional highlights for the year included:
• Governor's Civics Award went to our Year 5 class at the Kingscote Campus for their outstanding work as class parliament throughout 2020.
• Thirteen student entering the Primary Maths Association Challenge with three students receiving a highly commended award.
• Over 100 students entering the Children's University program in its inaugural year, with 63 of those students graduating with a bronze or silver award.
• 35 project entries in the Oliphant Science Awards (three times the amount of entries in 2020 compared to 2019), there were three individual winners, as well as   a winner of the Country School Prize.
• Be Active Challenge High Achieving School.

We are not limited by the unique challenges of island living, instead we respond to those challenges as learning opportunities for both staff and students. We have a strong commitment to achieving high academic outcomes and responding to and enhancing the wellbeing needs of our children and young people in a context that actively contributes to the unique, pristine environment in which we live.

Governing council report

Our students have shown amazing elasticity as they've bounced back from various trials and hurdles this year. They have been guided, mentored, and encouraged by our incredible staff - from the bus drivers, cleaners and volunteers through to the teaching staff, admin and senior leadership. I want to recognise the mammoth effort that the teachers put in to suddenly and swiftly prepare and run with multiple streams of teaching (in class, at home and online). They've put in a superhuman effort and deserve a round of applause, and a restful, relaxing break to recharge.
Once again this year we have had excellent successes in various fields. Among the significant honours this year was the 2020 regional school of the year award. Three years on the run! Congratulations to the whole of KICE, and especially to Mrs McSherry leading us to this amazing milestone. And, double honours to Mrs McSherry being awarded excellence in the principal of the year as well! Congratulations!
The year started with an incredible effort, the school staff and community going above and beyond the call of duty, to deal with the bushfire situation during the schools holidays. When school returned the staff and leadership worked very hard to support, counsel, and rebuild confidence in our students. The quick training and uptake of the Berry Street Model shows great commitment to the very important wellbeing of our students. This complements the work of our Christian Pastoral Support Worker which has been of great value this year in the midst of the extra stresses upon students and staff.
Our partnerships with local and more distant community groups are a great blessing to the school and wider community. Some of these highlights were visits from Guy Sebastian, the Army Band and his Excellency the Honourable Hieu Van Le, The Crows Footy Team, St Kilda Footy Team, Women's T20 Cricket and others.
It was so positive to see many children engaging with the new Children's University endeavour, and engaging with many other life-enriching activities too. For a world in the midst of the pandemic, our school did an excellent job at keeping a broad range of activities, camps, excursions, caring for the environment and fun days that staff worked so hard on. Book Week was a highlight for many. There were excellent costumes and characters represented.

School quality improvement planning

The KICE School Improvement Plan was based on Early Years, Middle Years and Senior Years goals with a focus on Reading Comprehension.
Early Years.
- Students are independently applying their questioning skills throughout the day.
- Higher student engagement
- Increased student talk
- Students increasingly have a voice
- Students are more competent in constructing and asking question
- Students independently analysing questions
- Students developing greater self-efficacy and positive disposition.
These outcomes are evidenced by;
• NAPLAN reading resources - 70% increased based on pre-test.
• Observational data
• Photos and videos (see saw)
• Student work samples.
Middle Years.
- Increase reading comprehension strategies used in the classroom
- Middle Years task design completed – aimed to support the transition from MY to SY. Building consistency
- Restructure of task sheets to make it student friendly for all types of learners
These outcomes are evidenced by;
• Evident in visuals and classroom displays
• PLC minutes
• MY task design template
• Tactical Teaching Reading strategies folder
• Student work samples
Senior Years.
- Focus on task design and the language used in tasks.
- Individual goal setting using PAT data analysis with students.
- Dialogic culture further developed in SY classrooms.
- Teaching subject specific genres and vocabulary.
These outcomes are evidenced by;
• Student Glossaries.
• Classroom displays.
• Observational data.
• Individual subject assessment tasks.
• Professional Learning Teams Unit Planning.
• SACE data.

More detailed reviews are available for each learning band.

Preschool improvement planning - review and evaluate

Our Preschool is a welcoming school-based preschool where there is a focus on the connections we can make with the children, our families, the community, and wider KI environment. Building these relationships are at the core of our practice. Every action we take in our planning cycle and our interactions with community are centered around fostering individual children's learning journeys in a safe and rich learning environment. There are 7 quality areas on our Quality Improvement Plan (PQIP) that form the backbone of our continuous learning journey. Throughout the year we use the PQIP to guide our choices. The full report can be found on the KICE website.

Improvement: Aboriginal learners

A highlight for KICE this year was Bailey Gaskin being awarded the SAASTA (South Australian Aboriginal Sports Training Academy) student of the year from over 350 students across SA. Bailey achieved this award as a result of his completion of his Certificate III, his commitment to community through volunteering with the CFS and for his mentoring of the younger children at KICE.

This year KICE established links with Moorundi, to further support Aboriginal Students. They worked alongside teachers in classrooms to support early childhood education programs and the preservation of Language through storytelling and singing.
Another highlight was the Parndana students working closely with Cedric Varcoe to create a large mural depicting the links between KI and the mainland through the dreamtime. The mural was unveiling at a community gathering and is proudly being displayed at the Parndana Campus.

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
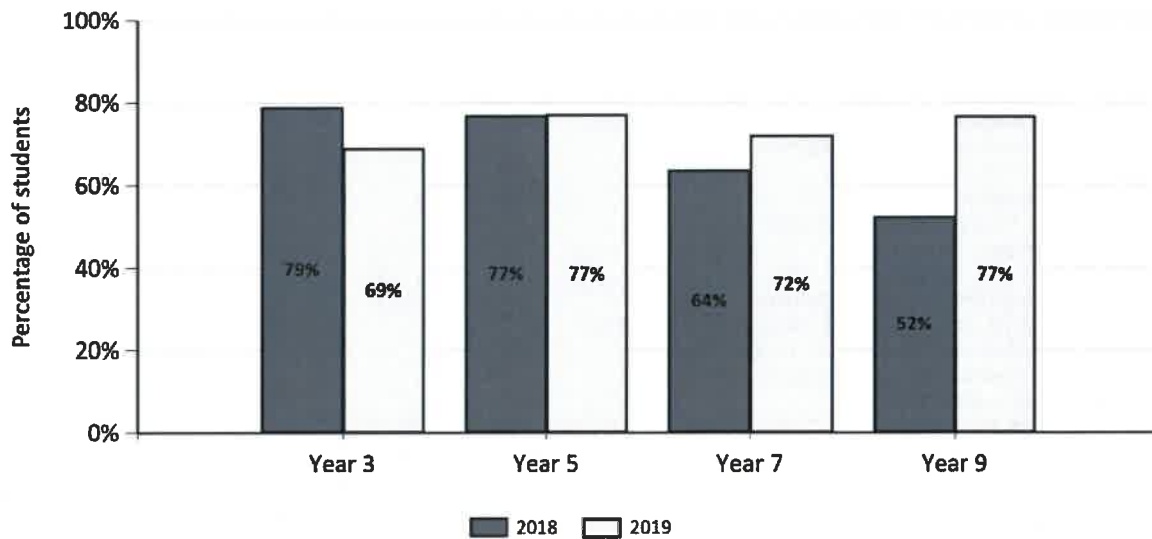
*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.
Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.
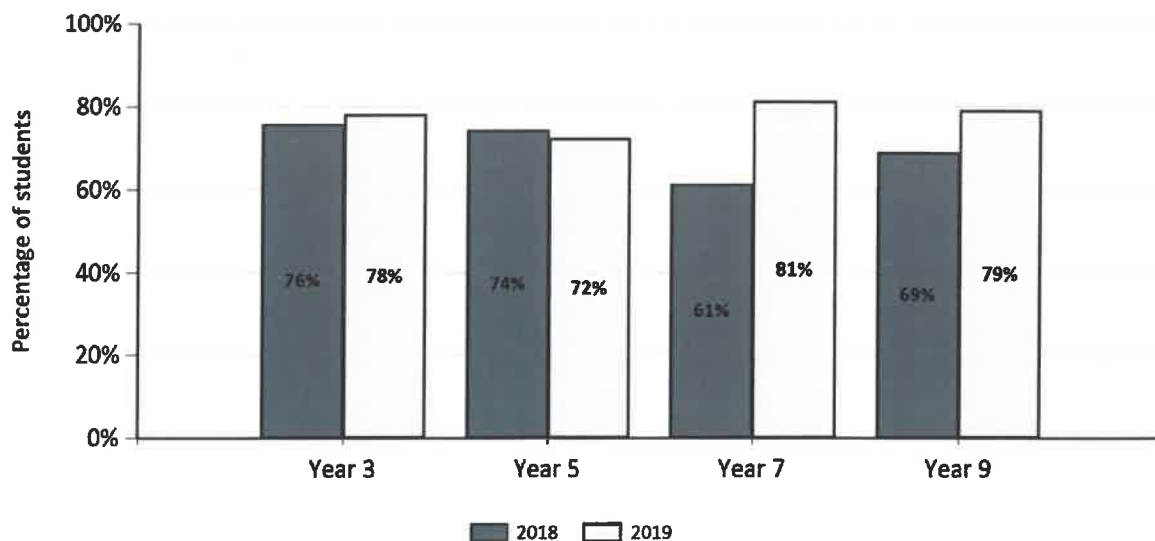
Numeracy

*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 2020.
*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 progress

The data below represents the growth of students from 2017 to 2020 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	28%	*	37%	25%
Middle progress group	51%	62%	50%	50%
Lower progress group	21%	26%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	25%	26%	38%	25%
Middle progress group	53%	53%	56%	50%
Lower progress group	22%	21%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2019	55	55	24	16	44%	29%
Year 3 2017-2019 Average	62.0	62.0	26.3	19.0	42%	31%
Year 5 2019	70	69	21	12	30%	17%
Year 5 2017-2019 Average	50.3	50.0	14.7	7.7	29%	15%
Year 7 2019	43	43	11	18	26%	42%
Year 7 2017-2019 Average	43.7	43.7	11.3	10.0	26%	23%
Year 9 2019	43	43	11	11	26%	26%
Year 9 2017-2019 Average	45.7	45.7	8.3	9.0	18%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.
^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.

South Australian Certificate of Education - SACE

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

2017	2018	2019	2020
100%	100%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2020
*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	2017	2018	2019	2020
A+	1%	7%	4%	8%
A	6%	11%	13%	11%
A-	16%	16%	16%	17%
B+	25%	19%	16%	17%
B	20%	18%	15%	15%
B-	17%	13%	16%	7%
C+	9%	6%	11%	11%
C	3%	9%	4%	7%
C-	3%	2%	3%	3%
D+	0%	0%	1%	0%
D	0%	0%	0%	0%
D-	0%	0%	0%	0%
E+	0%	0%	0%	0%
E	0%	0%	0%	0%
E-	0%	0%	0%	0%
N	0%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2020
*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

2017	2018	2019	2020
100%	100%	97%	100%

Data Source: SACE Schools Data reports, extracted February 2020
*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	32%	63%	22%	36%
Percentage of year 12 students undertaking vocational training or trade training	32%	63%	22%	36%

School performance comment

A KICE student learning survey was undertaken by students in term 3. The survey was in response to our most recent External School review where it was identified that some students had difficulty clearly articulating the learning intention or success criteria of their lessons. Since the review this has been a focus for teachers across KICE. In total, 255 students across KICE completed the survey.

Approximately 75% of students who completed the survey indicated that their teachers make them aware of the learning intentions/goals a success criteria of each lesson. Of those students, most felt that their teachers made them aware of their learning progress and what was needed to further improve. Senior students commented that assessment task sheets and rubrics clearly show what tis expected of them and how they can be successful. Younger students commented that their teachers usually wrote the learning intention on the whiteboard and it was shared with all students at the beginning of the lesson.

In summary
• 188 students agreed or strongly agreed that Teachers made them aware of the learning intention or goal of each lesson, 29 students were unsure.
• 179 students agreed or strongly agreed that it was clear what they needed to do in order to meet the learning intention or goal of each lesson(success criteria), 36 students were unsure.
• 182 students agreed or strongly agreed that their teacher made them aware of the progress they were making in their learning and what they could do to further improve, 35 students were unsure.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	92.0%	95.0%	77.5%	82.5%
2018 centre	95.0%	82.5%	97.5%	97.1%
2019 centre	89.3%	85.3%	90.0%	85.7%
2020 centre	88.6%	67.5%	92.5%	97%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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	2017	2018	2019	2020
Reception	90.9%	90.1%	91.0%	89.1%
Year 1	92.7%	91.1%	90.6%	89.6%
Year 2	91.0%	90.2%	91.4%	89.8%
Year 3	92.8%	90.5%	89.0%	89.3%
Year 4	92.9%	90.7%	90.8%	88.0%
Year 5	92.3%	91.3%	91.1%	86.5%
Year 6	94.5%	92.7%	91.4%	87.8%
Year 7	91.5%	94.0%	91.3%	88.2%
Year 8	91.9%	88.8%	92.2%	86.5%
Year 9	92.4%	92.2%	88.1%	87.1%
Year 10	90.7%	90.2%	86.8%	80.9%
Year 11	85.9%	90.4%	86.9%	74.3%
Year 12	88.6%	92.9%	91.4%	88.5%
Total	91.7%	91.0%	90.2%	87.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

Kangaroo Island Attendance Policy was developed in consultation with Governing Council and is now available on the KICE website.
The policy forms our response to attendance.
KICE has worked closely with our Student Attendance Officer to address issues of chronic non-attendance for individual students.
A school attendance survey was conducted with all families in April based on Covid and Home Schooling in preparation for term 2 planning.

Preschool enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2017	15	16	16	16
2018	8	8	8	7
2019	15	15	14	14
2020	7	8	8	7

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.

Preschool enrolment comment

There were a total number of 7 students enrolled in preschool at the end of Term 4.

Behaviour support comment

Kangaroo Island Community Education Behavior Support Policy was developed in consultation with Governing Council and is now available on the KICE website.
All KICE staff undertook the first two modules of the Berry Street Training program (Body and Relationships) to further support our recovery, as a result of this training a Berry Street Champions group was established. In 2020 we have updated our Wellbeing Statement (see KICE website) to be in line with the new training completed.

Teachers and leaders use learning intentions and positive education practices as informed by the Berry Street Education Model, to support students to be partners in their learning, feel connected and build on their strengths. Teachers, in conjunction with leaders, will use data to set wellbeing focus areas that build emotional intelligence, resilience, self-regulation and persistence. Teachers will explicitly teach wellbeing focus areas and embed Berry Street practices as per the KICE Berry Street Agreement.

KICE Programs include;   KICE events include;
Berry Street Education Model   Special Days to celebrate diversity, positive
Student Voice and Student Leadership   emotions and body image
Wh

Client opinion summary

In total 99 parents completed the Department for Education- School Parent Engagement Survey.
Areas of strength where over 70 parents agreed or strongly agreed included -
• Teachers and students treat each other with respect at the school.
• Education at school is important to my child's future.
• Parents talking with their children about what happens at school.
• I receive enough communication from the school
• I feel my child is important to the school.
• People respect each other at this school.
Parents indicated their preferred method of communication with school staff was through emails.

In addition to this survey we also conducted our own mid-year survey with a specific focus on communication.
In total 77 parents responded to the survey. The four forms of communication most valued by parents were personal phone calls, SMS texts, See Saw App and Emails, with emails being the most popular. The majority of parents felt that one campus and one KICE newsletter a term was preferred, this is less than we currently provide. Thirty four parents of the 77 had never visited the KICE website, of those who did visit the website most found the information useful and the site easy to navigate.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2017	2018	2019	2020
651 - Parndana Campus	100.0%	100.0%	92.3%	100.0%

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 2020 collection.

Intended destination from School

Leave Reason	Number	%
Employment	19	21.1%
Interstate/Overseas	10	11.1%
Other	2	2.2%
Seeking Employment	2	2.2%
Tertiary/TAFE/Training	21	23.3%
Transfer to Non-Govt School	10	11.1%
Transfer to SA Govt School	14	15.6%
Unknown	12	13.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Destination comment

Some students will be attending Kingscote Campus and the others will be attending Parndana campus.

Relevant history screening

KICE is compliant, all staff and relevant volunteers have current clearances. These records are stored at each site and centrally. The school pays for the cost of the clearances for volunteers. This 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	110
Post Graduate Qualifications	43

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Please note: 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	57.7	0.6	26.6
Persons	0	69	1	41

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	$10,239,647
Grants: Commonwealth	$14,850
Parent Contributions	$25,482
Fund Raising	$39,028
Other	$325,154

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

2020 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.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	0.7 Students Wellbeing Leader $93856.70	Improvements in seen student behavior
	Improved outcomes for students with an additional language or dialect	.240 EALD Teacher $26942.16	Providing training and support for students and teachers
	Inclusive Education Support Program	$900821.58 Teacher time, SSO support for identified students with disabilities and students at risk	Progress seen in data sets
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Rural & Isolated Students $388,535 Aboriginal students – 0.2 AET $22451.80, ACEO 11.76 hpw $20,437, APAS tutor $6,800 Better Schools Aboriginal $3018 Outcomes for Numeracy & Literacy $232,753.94 – Class sizes (Early years and yr 3 scheme) – PD, Mentoring	Progress seen in data sets
Program funding for all students	Australian Curriculum	$108461.50 SSLIP, PD	Providing training for teachers
	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	$33308 supporting smaller class sizes and strategies to support students at risk	see achievement and behaviour data
Other discretionary funding	Specialist school reporting (as required)	$4903 Ag program at Parndana - SSO hours	na
	Improved outcomes for gifted students	Programs such as ThinkTank and Oliphant Science Awards	na

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	We have had a change in Leadership roles, new leader was unable to access information.	na
Improved ECD and parenting outcomes (children's centres only)	We have had a change in Leadership roles, new leader was unable to access information.	na
Inclusive Education Support Program	We have had a change in Leadership roles, new leader was unable to access information.	na
Improved outcomes for non-English speaking children who received bilingual support	na	na

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.