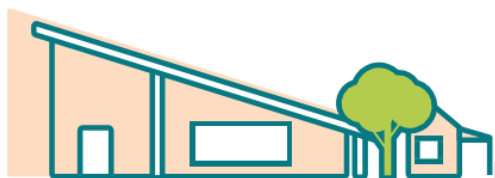


Kangaroo Island

COMMUNITY EDUCATION



2024 annual report to the Community

Kangaroo Island Community Education and KICE - Parndana Campus Preschool

Kangaroo Island Community Education number: 1882

KICE - Parndana Campus Preschool number: 1610

Partnership: Kangaroo Island



School principal:

Peter Philp

Date of endorsement:

17/03/2025



Government
of South Australia
Department for Education

Context Statement

Kangaroo Island Community Education caters for students from R-12. At the time of this report, the enrolment in 2024 is 713. Kangaroo Island Community Education is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 27% students with disabilities, 1% students with English as an additional language or dialect (EALD) funded background, 1% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about KICE - Parndana Campus Preschool is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2024.

Governing Council Report

First and foremost, I would like to extend my sincere gratitude to Will Durack for his dedication and hard work as chairperson during the first half of the year. His efforts were invaluable to the committee. I would also like to thank all the committee members for their commitment, loyalty, and unwavering support—not only to the school and KICE but also to myself.

I would like to extend my gratitude to the teachers, SSOs, and administrative staff for their hard work and dedication throughout 2024. Your commitment to the school community has been invaluable, and I look forward to seeing the continued growth and success you will help achieve in 2025.

This last, I believe we have taken meaningful steps toward making significant and positive changes within KICE. One initiative I am particularly proud for the committee to have been involved in is the development of the bullying policy. I look forward to seeing its full implementation across the entire school community in 2025.

I believe that inspiration and meaningful change begin with strong leadership and extend throughout the school community. As we move into the new school year, I look forward to seeing how our leadership team fosters positive change and enthusiasm across all levels and what positive changes we see throughout our campus's.

Looking ahead, I hope to see the school continue to strengthen its sense of community and establish itself further. It would be wonderful to see the return of exciting events such as the global markets and grandparents' days etc, which bring so much joy and connection to our school and build a community and somewhere our students are proud to be.

Once again, thank you to everyone for your support throughout the year. I wish the 2025 committee all the best for the year ahead.

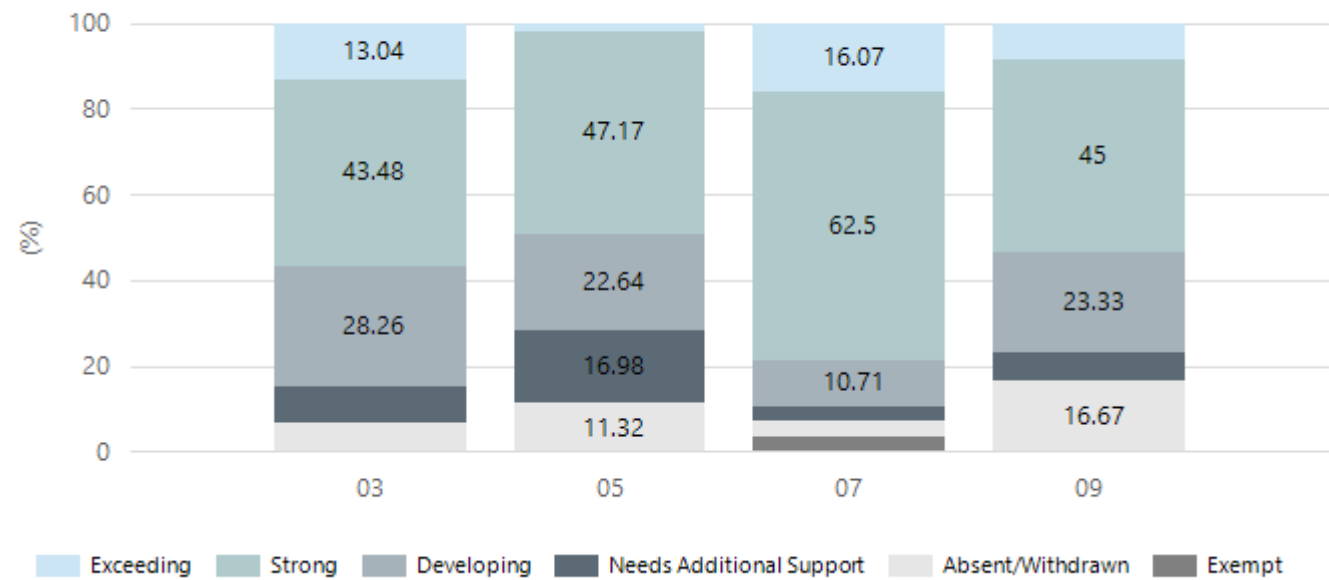
Kind regards,
Nicole Arthur

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

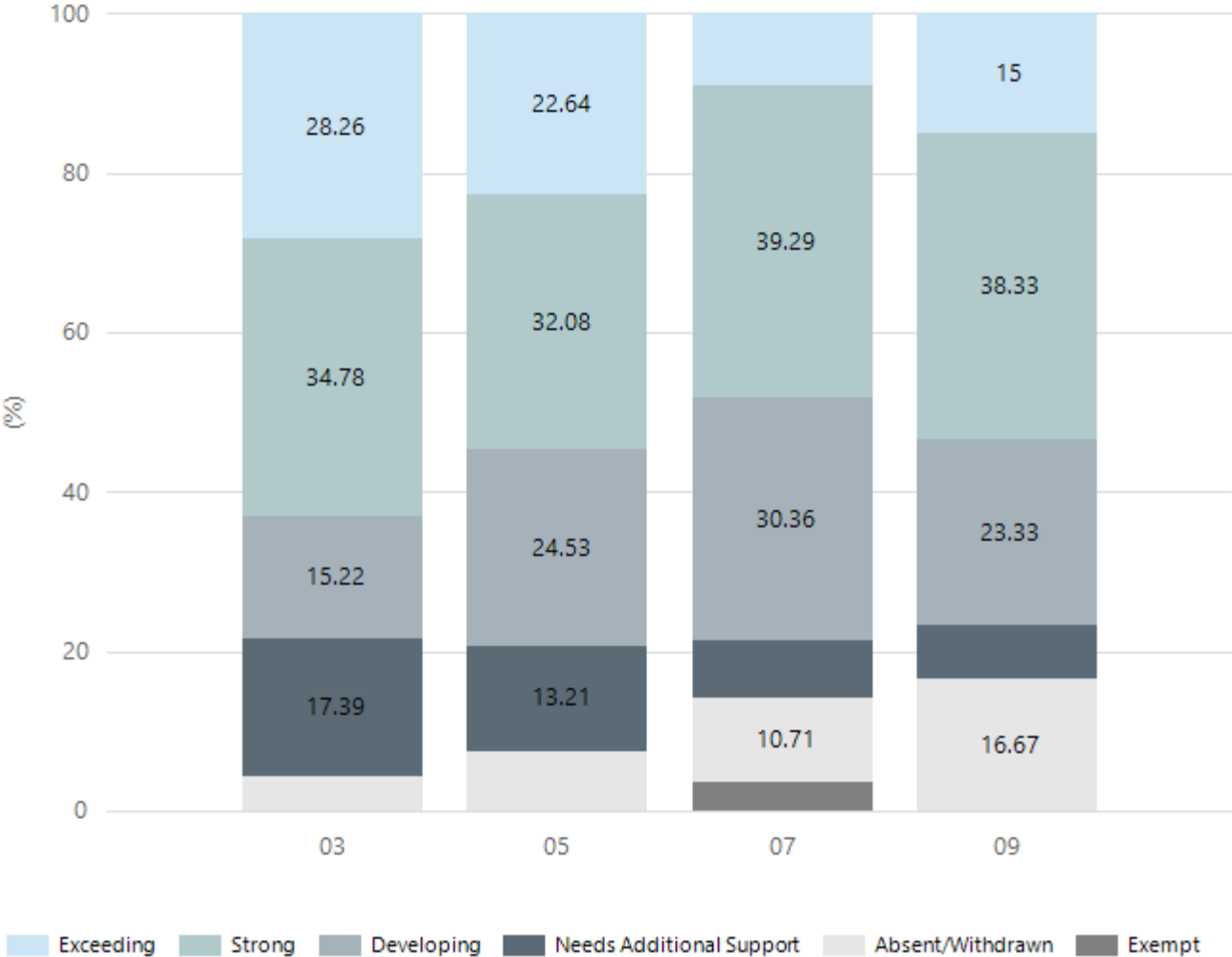
Numeracy



Year Level	03	05	07	09
Exceeding	6	1	9	5
Strong	20	25	35	27
Developing	13	12	6	14
Needs Additional Support	4	9	2	4
Absent/Withdrawn	3	6	2	10
Exempt			2	
Total	46	53	56	60

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

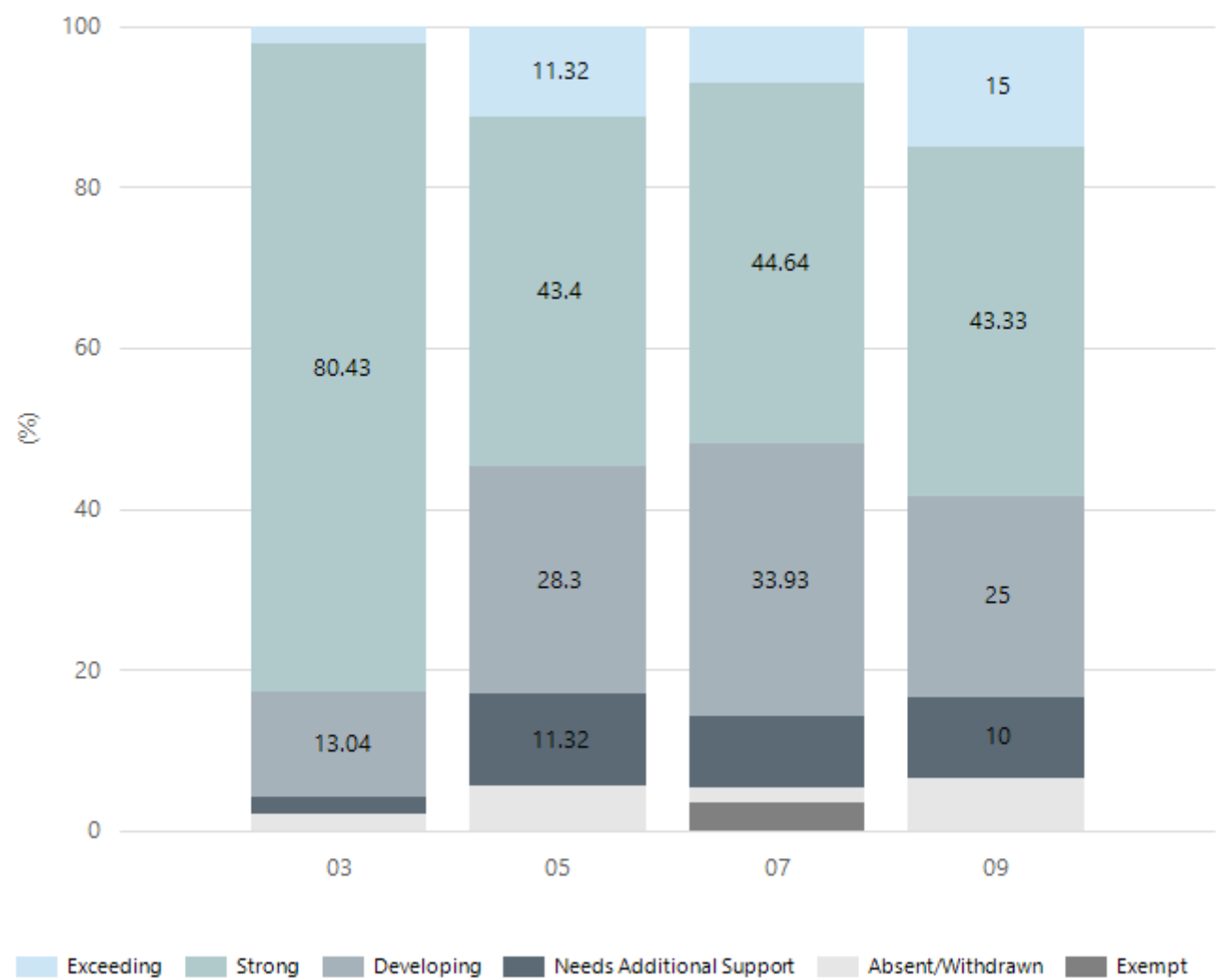
Reading



Year Level	03	05	07	09
Exceeding	13	12	5	9
Strong	16	17	22	23
Developing	7	13	17	14
Needs Additional Support	8	7	4	4
Absent/Withdrawn	2	4	6	10
Exempt			2	
Total	46	53	56	60

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

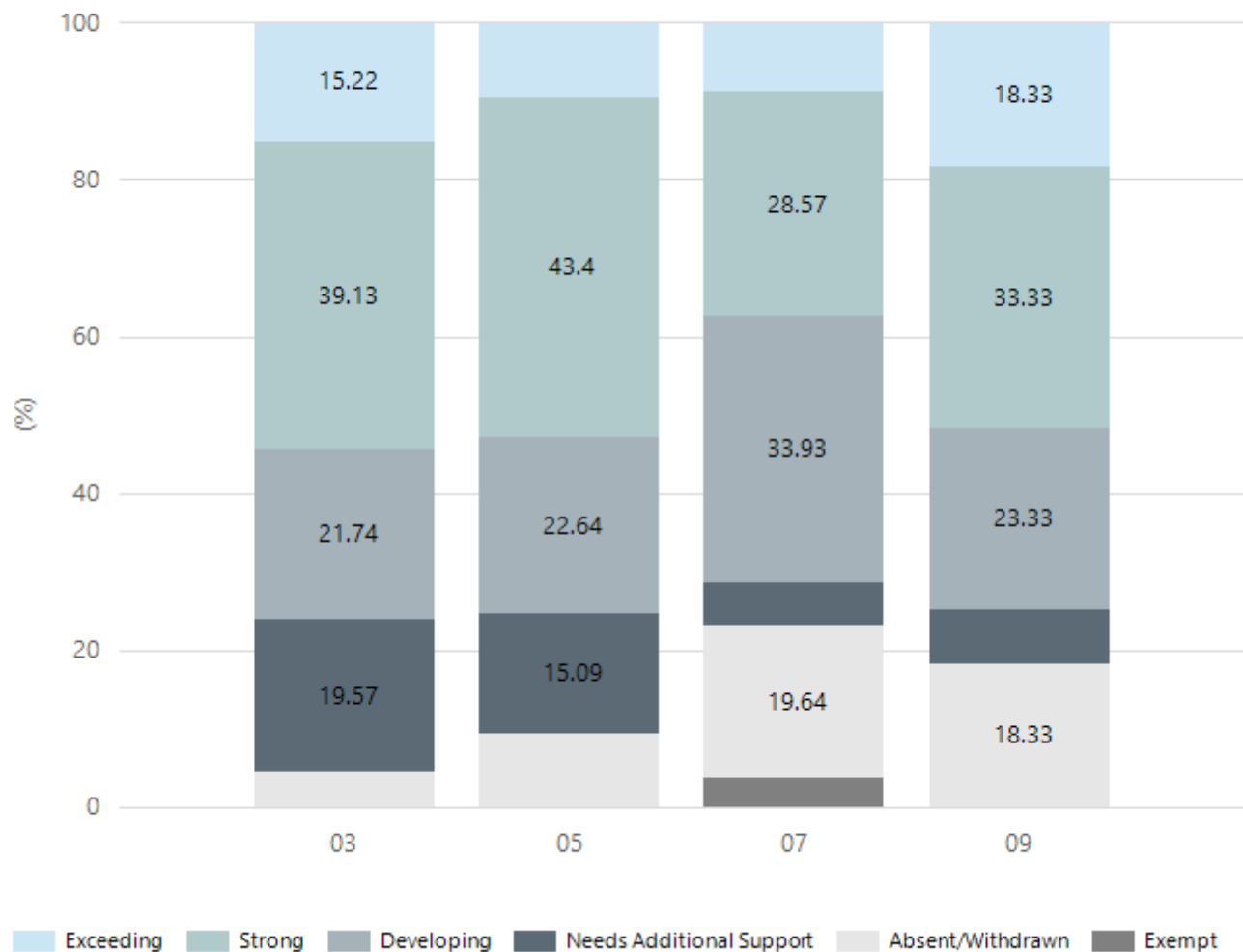
Writing



Year Level	03	05	07	09
Exceeding	1	6	4	9
Strong	37	23	25	26
Developing	6	15	19	15
Needs Additional Support	1	6	5	6
Absent/Withdrawn	1	3	1	4
Exempt			2	
Total	46	53	56	60

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

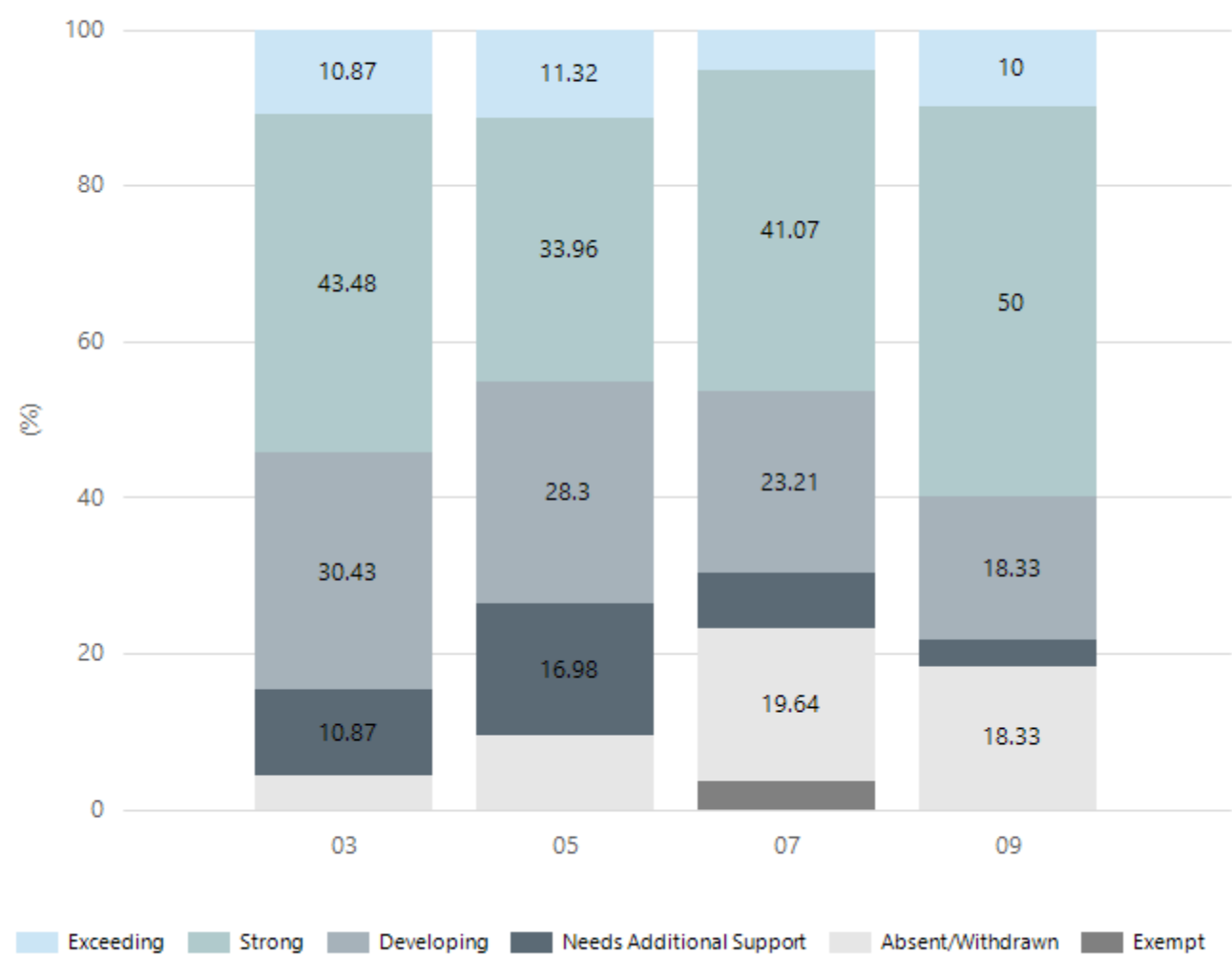
Grammar



Year Level	03	05	07	09
Exceeding	7	5	5	11
Strong	18	23	16	20
Developing	10	12	19	14
Needs Additional Support	9	8	3	4
Absent/Withdrawn	2	5	11	11
Exempt			2	
Total	46	53	56	60

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05	07	09
Exceeding	5	6	3	6
Strong	20	18	23	30
Developing	14	15	13	11
Needs Additional Support	5	9	4	2
Absent/Withdrawn	2	5	11	11
Exempt			2	
Total	46	53	56	60

Data Source: Department for Education Assessment Data Holdings, 2024. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

South Australian Certificate of Education - SACE

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

2021	2022	2023	2024
100%	96%	99%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

SACE Stage 2 Grade Distribution

Grade	2021	2022	2023	2024
A+	3%			3.49%
A	13%	5%	5%	10.47%
A-	19%	15%	10%	15.12%
B+	21%	11%	10%	15.12%
B	16%	15%	12%	11.63%
B-	8%	10%	15%	20.93%
C+	8%	17%	16%	11.63%
C	7%	15%	21%	9.30%
C-	4%	9%	10%	2.33%
D		4%	1%	

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results 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

2021	2022	2023	2024
	100%	100%	100%

Data Source: SACE School Data Reports, as of February 2024 for 2021-2023. 2024 SACE results are School supplied data. When there are less than six students, no data is supplied. Due to rounding of percentages, total results may not add up to 100%.

Year 12 Students undertaking Vocational or Trade Training (VET)

	2022	2023	2024
Percentage of Year 12 students undertaking Vocational Training or Trade Training	24%	20%	17%
Percentage of Year 12 students attaining a Year 12 certificate or equivalent VET qualification	10%	20%	17%

Data Source: School supplied data

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2021 centre	93.6%	80%	78.7%	87.8%
2022 centre	89%	66%	80%	80.3%
2023 centre	95.7%	77.3%	91.5%	84.1%
2024 centre	76%		73.7%	

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled.

School Attendance

Year Level	2022	2023	2024
Reception	84.7%	86.7%	90.6%
Year 01	84.4%	88.1%	90.0%
Year 02	86.8%	84.8%	90.4%
Year 03	83.8%	88.2%	90.9%
Year 04	85.6%	88.8%	89.9%
Year 05	85.1%	88.3%	87.4%
Year 06	85.7%	89.5%	90.7%
Year 07	84.9%	85.7%	87.3%
Year 08	83.0%	85.9%	84.5%
Year 09	83.8%	81.9%	83.1%
Year 10	80.9%	84.9%	80.4%
Year 11	83.7%	88.2%	89.9%
Year 12	87.7%	90.0%	92.4%
Total	84.7%	86.8%	87.9%

Data Source: Department for Education Attendance Data, Semester 1 Report 2024. A blank cell indicates there we no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

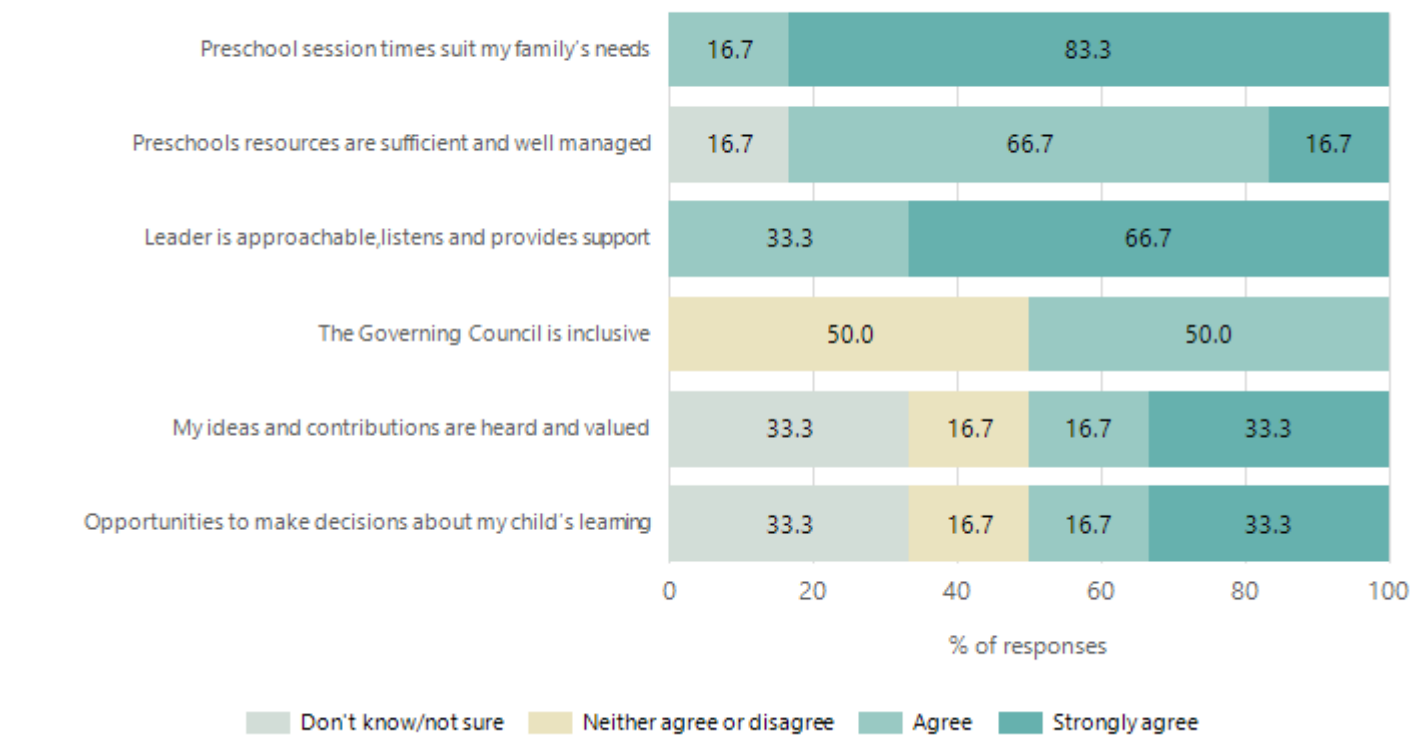
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

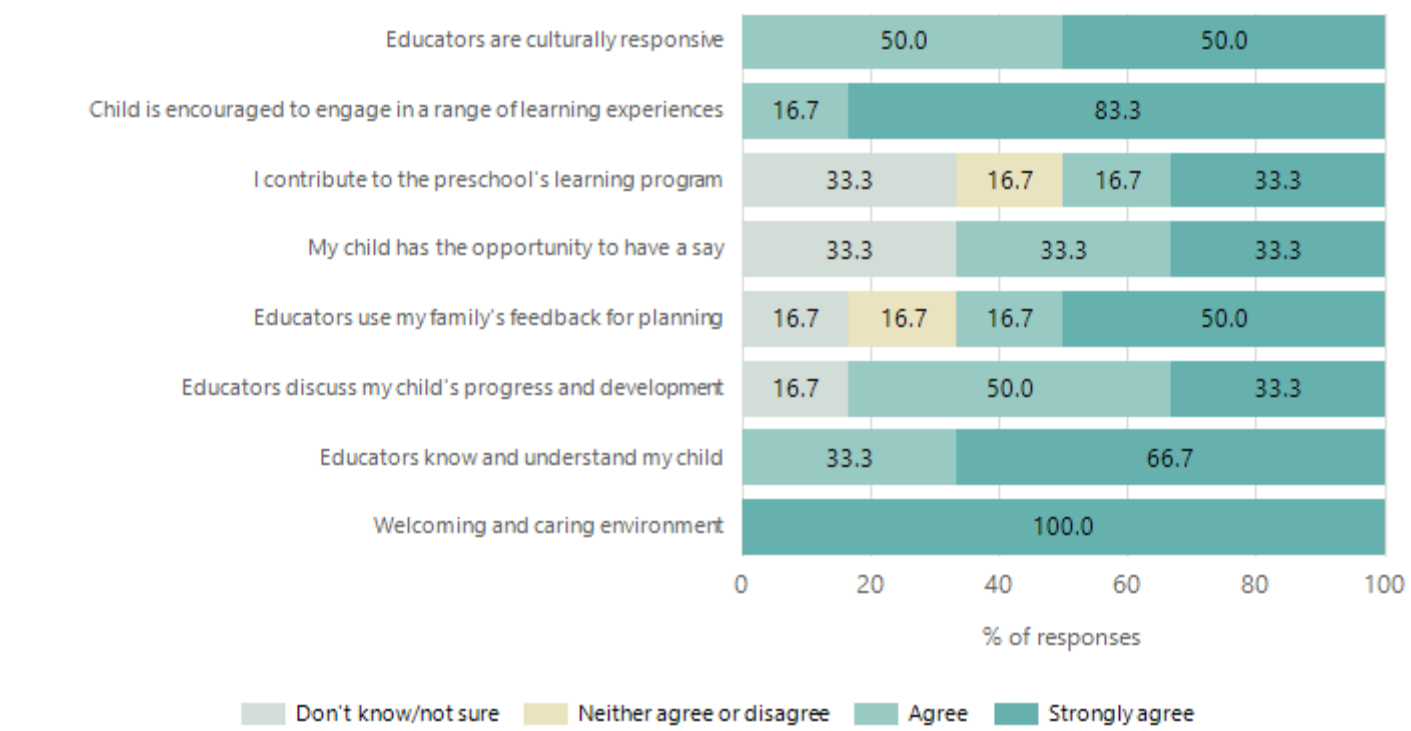
Preschool Family Opinion Survey

Governance, Leadership and Management



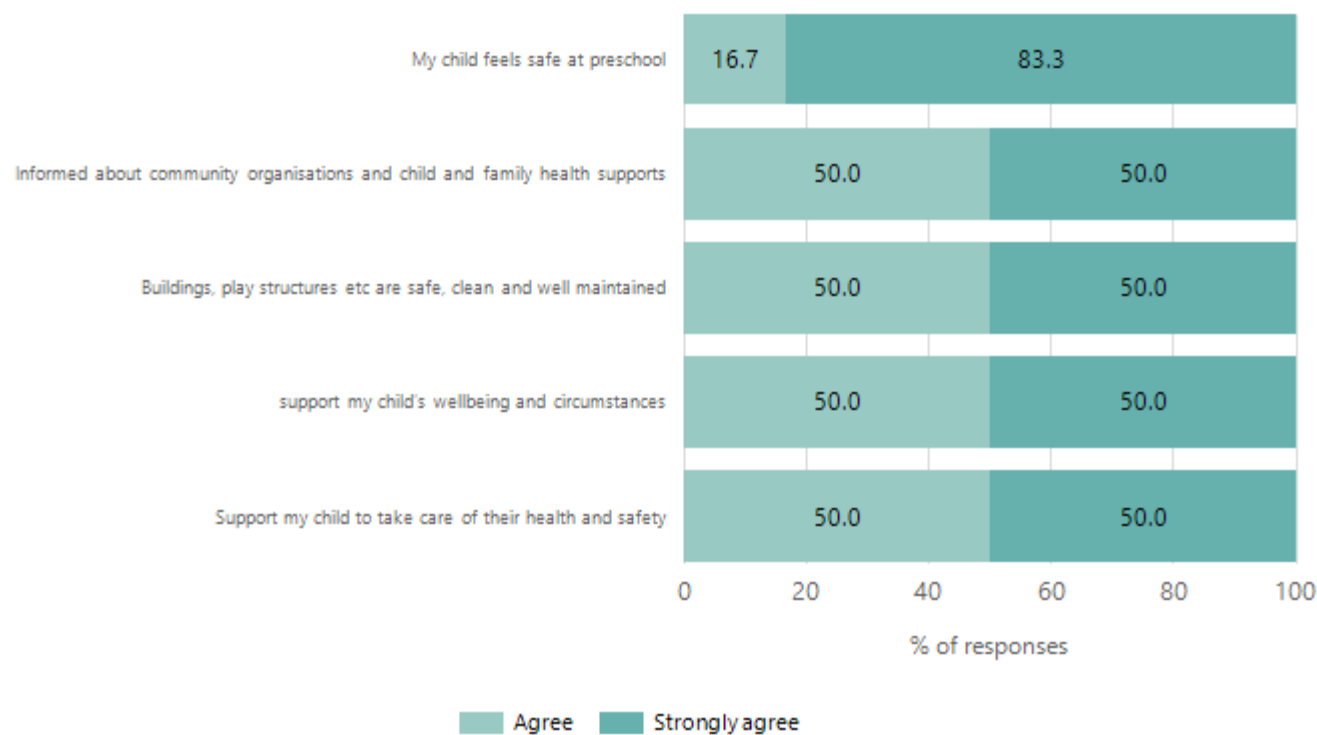
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Quality of Teaching and Learning



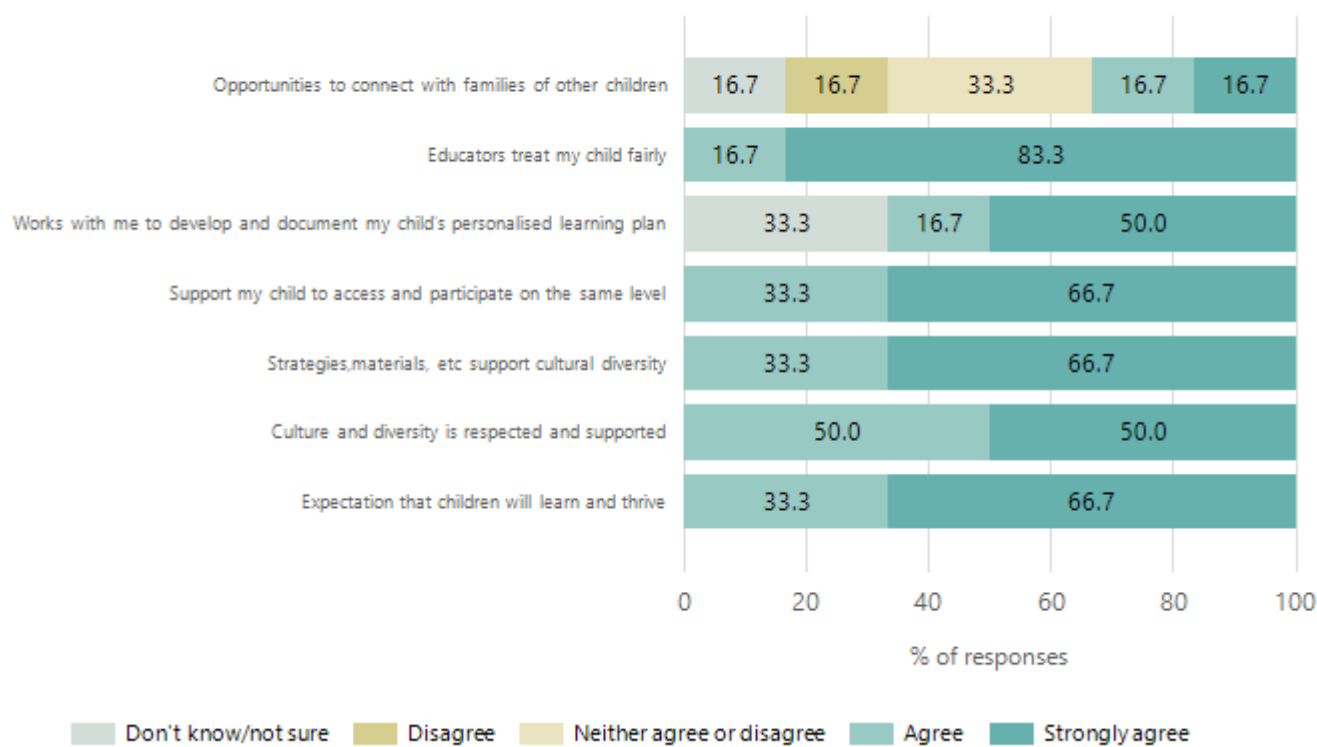
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Safety, Health and Wellbeing



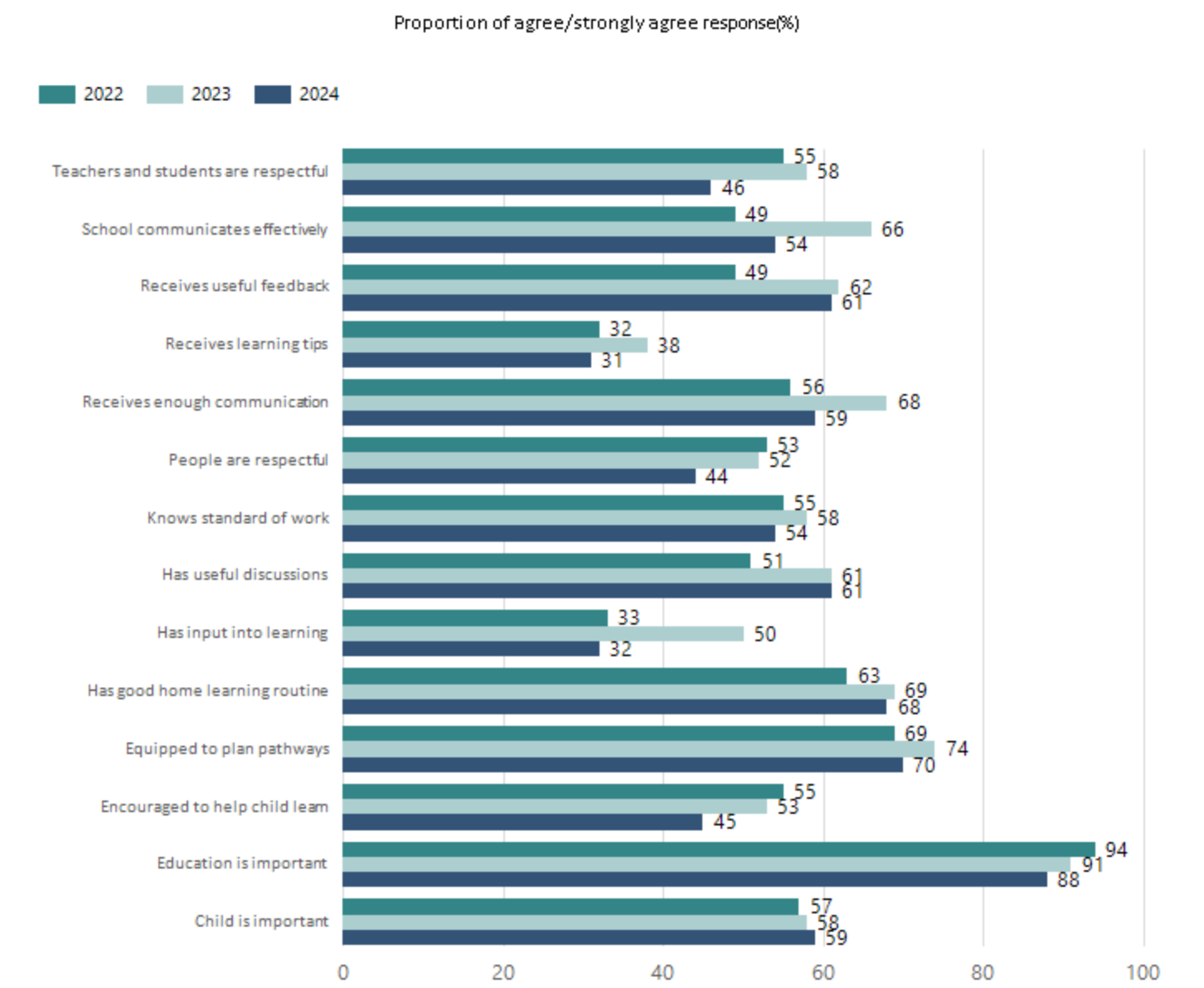
Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

Support and Inclusion



Data Source: 2024 Department for Education Preschool Family Opinions Survey, Term 3 2024.

School Parent Opinion Survey Results



Data Source: 2024 Department for Education Parent Opinions Survey, Term 3 2024.

Destination Schools

Feeder Schools (Site number - Name)	2022	2023	2024
Unknown	95.0%	80.0%	90.9%
9999 - Unknown	5.0%	15.0%	4.6%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2024.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	6	20.0%
NS - LEFT SA FOR NSW	1	3.0%
NT - LEFT SA FOR NT	1	3.0%
OV - LEFT SA FOR OVERSEAS	1	3.0%
TA - LEFT SA FOR TAS	1	3.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	43.0%
U - UNKNOWN	3	10.0%
VI - LEFT SA FOR VIC	2	7.0%
WA - LEFT SA FOR WA	2	7.0%

Data Source: Department for Education Destination Data Report, 2024. Data extract term 3 2024. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest 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's degrees or Diplomas	40
Postgraduate Qualifications	29

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2024. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	57.5	0.5	35.9
Persons	0.0	69.0	1.0	58.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2024.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$11,591,945.50
Grants: Commonwealth	\$13,100
Parent Contributions	\$278,332.15
Fund Raising	\$7,622.65
Other	\$153,230.60

Data Source: School supplied data.