

Form summary

Report type

Please indicate your report type. This will determine the questions you need to complete in this form.

Combined school and preschool (this will display all questions)

Include SACEDetails

Include SACE details

Site details

Site name Kangaroo Island Community Education

Site ID 1882

Name of school principal Mr Peter Philp

Name of preschool director Mr Peter Philp

Name of governing council chairperson Mr Scott Ellson

Overview

Site context and highlights

KICE (Kangaroo Island Community Education) is a preschool to Year 12 multi campus (3) school with approximately 670 students. 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: approximately 420 students
- Parndana Campus: Preschool to Year 10 with 11s and 12s on one day of the week, approximately 175 students
- Penneshaw Campus: Reception to Year 9, approximately 75 students.

Our students are drawn from the 4,000 square kilometers of the Island which is approximately 160km long and an average of 40 km 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 Campus to Penneshaw Campus = approximately 60 km
- Kingscote to Parndana Campus = approximately 40km
- Penneshaw to Parndana Campus = approximately 80km

KICE is the only school on Kangaroo Island. With the Penneshaw and Kingscote Kindergartens the school forms the Department's Local Partnership, Kangaroo Island Education Partnership.

In 2021 for the fourth year in a row and after winning the 3

previous years, KICE made the finals and received an excellence award at the Australian Regional School of the Year Awards.

KICE has a strong tradition of working very closely with the community. Kangaroo Island offers a fantastic “classroom” for learning beyond the school gates. We strongly use this and work closely with various business and community groups from and off the island. Working with one of these groups our students named a new species of spider on the island. These connections range from the Preschool to Year 12, the Preschool has been involved in conservation projects, while the Year 12 classes have worked with University groups in conservation and regeneration projects as the island recovers from the recent bushfires. Our Year 12 results were again outstanding and these have again been acknowledged by various in the Department for Education outside of the school.

Following the bushfires we have continued our strong focus on wellbeing. After all our students and staff have been through it is a credit to the school that on the annual student wellbeing survey our students scored so positively. KICE was better than the state average in a positive way in all but 2 key of the wellbeing metrics. This has also been achieved under very significant leadership change, in the second half of 2021 there were only 2 of the 14 KICE Leaders in the same position they were in the previous year.

I am proud of KICE and the whole school community and was happy to step up from Deputy Chair to Acting Chair of Governing Council upon the Chair and his family leaving KI. I would like to thank the small but dedicated Governing Council team for once again giving their time this year. I am very fortunate to have a weekly connection with each campus and see firsthand the dedication, compassion and resilience both students and staff have displayed during a difficult 2021. The Covid pandemic has been a constant strain on everyone and has certainly increased the workload for many. It came during a time of bushfire fatigue and trauma for the Island, and I would like to sincerely thank all staff but particularly the teachers for going above and beyond to deliver a quality education and keep the school environment as normal as possible during this time of uncertainty. Despite the challenges faced, the outstanding year 12 results attained in 2021 - well above state average once again - is perhaps KICE's greatest achievement.

I would like to thank Peter, the executive leadership team and assistant principals for their efforts in navigating KICE

Governing council
report

through the challenges faced this year particularly given that 11 of the 14 positions have been filled by different staff. It has been great to see some facility upgrades this year with Penneshaw campus now having a new playground designed by the students and Parndana campus having a new entrance space, Art and Technologies space and extended Civil construction shed.

The pandemic didn't stop students proudly representing KICE at off Island sporting events from swimming, athletics, tennis and cross country running to a variety of team sports.

Another event KICE participated in this year was the Festival of Music Choir program. This non-competitive music festival was enjoyed by students in year 5, 6 and 7 from all 3 campuses. I would like to thank the parents and teachers for supporting all these opportunities.

KICE was once again well represented in the Oliphant science awards with 14 projects entered by 17 students and some outstanding results were achieved including the most outstanding entry from a student in a regional area. KICE's continued involvement in the Children's University program also provided great outcomes for participants.

Looking to 2022, I wish the entire KICE community a healthy and successful learning environment.

Preschool quality
improvement planning

Our school 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 2020/21 PQIP focused on the development of children's vocabulary and oral language; in our review we decided to remain with our focus on the development of student vocabulary and their use of tier 2 and tier 3 language. Our goal this year is to support the growth of children's oral language to develop their capacity to connect and communicate within the Preschool and broader community. The focus on oral language aligns with the school SIP. To build on the growth in student achievement, and gather stronger evidence, the 2021/22 PQIP will be driven by the collation and analysis of pedagogical documentation. To support this staff and leadership will explore new technologies through PUP that support students in their learning and the use of tools for documentation. The 21/22 Preschool Team will develop a collaborative culture and forge strong partnerships with families and the community. Bush

and Beach Kindy will continue to be an integral part of children's learning. In addition, the playground will be redesigned, and a new nature play space will be created vastly upgrading the outdoor environment. A full copy of the PQIP can be found on the KICE website.

In 2021 the KICE School Improvement Plan was in its third and final year of the first 3 year round of school improvement plans and planning. It continued to be focused on Reading Comprehension. Goals were broken up into the Early Years (Reception to Year 5); Middle Years (Years 6 to 9) and Senior Years (Years 10 -12)

With so much leadership change at the beginning of 2021, in week zero we undertook reviews / reengagement activities for the Literacy and Numeracy Guide Books, our External School Review Directives and our School Improvement Plan. This was with the entire staff.

Hours were assigned to an instructional coach to develop classroom teaching skills and pedagogy. This coach worked with teachers and leaders across all campuses and across all learning bands. Feedback re her work was excellent and something we will look at again doing in the future / 2022.

Improvement planning -
review and evaluate
(school)

Senior Years: (10 -12)

Looking at PAT data

The work on task design continued.

Work on breaking down the comprehension of exam questions continued

Genre mapping

Selected Best advice papers

Learning sprints were introduced

Individual goal setting

Middle Years: (6 -9)

Teacher and SSO PDP goals were aligned with SIP.

Leaders built observation processes into school year

Teachers worked with students to set individual learning goals and built learning portfolios.

Leaders ensured staff meeting foci is SIP related.

Teachers were consistent in setting learning intentions.

PLC's focussed on sharing, moderation & student goal setting.

Teachers worked collaboratively in planning and implementing comprehension strategies.

Early Years: (Reception – 5)

Sheena Cameron PD attended by all teachers.

Early intervention support identification increased

SSOs a part of intervention support T&D

Berry Street education Model embedded into classroom practice/ work ready etc.
Increased connections between SSOs and teachers

Some positive outcomes:

Our Year 12 results were excellent across the board. 2 Merits achieved in English subjects

Year 11 English grades were strong

Year 3 and Year 5 NAPLAN reading data had historical highs since 2013: Year 3 and Year 5 SEA and Higher Band achievement were all historical highs

Overall our NAPLAN Performance Score increased marginally from 2019. Considering what our students have been through in the last 2 years this is a credit to the school.

A reflection and evaluation process at the end of 2021 involving all staff indicated that we needed a greater focus on KICE as one school of 3 campuses and not the 3 campuses as separate entities. This was not in all areas and with a realignment of our structures and processes, especially in our leadership structures and roles this will be rectified in 2022. Separated by large distances it requires a constant effort and focus to ensure we work as one school. This is important as being one school will assist in all our students receiving the best outcomes in their education in a consistent fashion.

ALALR

Please indicate which one of the six key elements was focused on as part of school improvement this year?

Tracking & Monitoring

What NEW improvement actions were implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement of 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.

The ACEO who had set up improved connections with the community continued to do this but was hampered by Covid-19 restrictions at times.

Continued work with Moorundi.

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.

Our AET stepped down from their role during term 2 and this affected continuity of programmers and monitoring. There was no replacement found until term 4.

With the data collection schedule the monitoring of aboriginal students has increased and teachers are more connected to the students' specific needs.

2 Aboriginal students started the SAASTA / SACE program.

2 Aboriginal students attended the Aboriginal STEM conference with the AET and ACEO

2 Aboriginal students attended the Power Cup. One of these students submitted the successful design for the guernsey.

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. Kangaroo Island is currently recognized as belonging to an identified group of traditional owners, so this will be generic.

What improvements in literacy and numeracy outcomes for Aboriginal learners have been achieved? (Including individual student successes)

SACE

Include SACE Grade Tables

Include SACE Grade Tables

Grades C- or Above Percentage

100

SACE Stage 2 Grade Distribution

A = 3, A = 13, A- = 19, B = 21, B = 16, B- = 8, C = 7, C = 4, C- = 0, D = 0, D = 0, D- = 0, E = 0, E = 0, E- = 0, N = 0

SACE Stage 2 Completion

99

SACE Stage 2 Vocational Training Or Trade Percentage

2018 = 63, 2019 = 22, 2020 = 36, 2021 = 1

SACE Stage 2 Cert Or
VET

2018 = 63, 2019 = 22, 2020 = 36, 2021 = 1

Preschool enrolment

Number of children
enrolled at the
preschool for term 4
2021: 13

Performance and attendance

Please enter the % of
children that attended
your preschool in Term
4 99

KICE in 2021 has continued its trend of excellent Year 12 results. This trend has been for quite some years now. This trend is a credit to the school, parents / caregivers and community. KICE has very strong learning links to parents and the community and this was noticed and mentioned in the recent school review.

The word "Community" in KICE has real meaning and is not just there for show. The strong learning links are also shown in the high number of our students who have gone on to apprenticeships by being supported by the community and businesses in their training pathways. This will become even more evident as the new VET (Vocational Education and Training) for School Students policy starts in 2022. KICE is well positioned for this and has already been working closely with the community in relation to this policy.

School performance
comment

In our SIP for 2019-2021 KICE identified the need to improve reading comprehension across all year levels and in all subjects taught. This goal for improvement came from the analysis of the NAPLAN and PAT data in both literacy and numeracy. Professional Learning Communities were formed across the campuses to support this goal and training and development was targeted to assessing, understanding, and effectively using strategies that improve reading comprehension, such as the Sheena Cameron strategies. The NAPLAN data for 2021 saw growth across KICE particularly in the year 3 and 5 bands of reading where KICE experienced the highest growth, historically. Our PAT data also showed steady growth and KICE is working towards improving this growth in 2022 onwards.

Our Running Record data for years 1-2 has maintained its levels over 2020-21. KICE has adopted strategies in the Early Years to increase this level across the year bands. Teachers are being trained in the new Oral Reading Fluency program

aimed at the prevention and early intervention of reading difficulties.

All teachers at KICE are improving their knowledge and pedagogy in reading comprehension in an aim to improve the students' skills in successfully achieving higher results in NAPLAN, PAT and Running Records assessments as well as school-based assessments.

2021 RESULTS:

Over 80% of KICE students' grades were As or Bs. This is well above the state average.

100% C grades and above No D or E grades

3 students received the highest possible ATAR of 99.95

9 students of 18 wanting an ATAR scored above 90

2 students received Subject Merits:

Attendance improved greatly in 2021 from 2020 following the bushfires although we still believe the bushfires impacted on attendance in 2021. Many families were still in temporary accommodation which did not help attendance. Then there was the impact of Covid which also affected attendance. An important factor was that our chronic attendance fell by 6% and overall attendance increased as compared to 2020.

Attendance comment

There was very little difference between male and female attendance.

Most pleasingly Aboriginal attendance increased significantly as compared to 2020, including chronic no attendance decreasing.

Approximately 60% of our exiting students are pursuing university pathways, approximately 20% vocational / apprenticeship pathways and approximately 20% pursuing other including gap years and work, mainly local on Kangaroo Island. One student is continuing their SACE course and should complete their SACE in term 1 2022. All our university applying students received their first preference bar one. KICE takes pride in supporting students with career pathways post year 12 and we maintain contact with exiting students and their families to support them in their career destinations.

Destination comment

Behaviour and parent opinion

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 and in 2021 this formed a key part of our student behavior support process. Each of the 3 campus sites have wellbeing

leaders with Kingscote Campus have two, one for Reception to Year 5 and one for Years 6 to 12.

Following the bushfires of 2019 / 2020 there was still extra support provided in the school and community re behavior and wellbeing. This extra support has now nearly all been removed but issues from the bushfires remain. This will be of concern for the future.

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

Data is reviewed in an ongoing manner to direct focus and resources.

In 2021 there was a Preschool parent survey which provided very positive feedback re the Preschool curriculum delivery and parent and community connection. Parents have been involved in the physical upgrade of the Preschool outside learning space.

Parent surveys and feedback re our online curriculum delivery due to Covid-19 was most favourable and especially regards our communication to parents in this process.

Parents have reported that teachers and students treat each other with respect and they feel their children are valued in the school.

Following feedback from parents re communication with have moved to an online format for our twice a term KICE newsletters. Parents have reported that they like the embedded photos and videos in these. Parent feedback has also indicated that prefer receiving these notifications via text with newsletters embedded in Microsoft office Sway. The Seesaw app is a common form of communication between class teachers and parents in the primary and middle years. We are working on increasing our communication to parents via Daymap which has been a request from parents, especially senior year parents.

Parent opinion summary

Screening history

Relevant history screening

KICE 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.

Financial statement

Grants: State	10678051
Grants: Commonwealth	25700
Parent contributions	275009

Fundraising	15019
Other	180093

Tier 2 Funding (part 1)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	0.7 Wellbeing Leader \$99,452.50
Outcomes achieved or progress made towards these outcomes	N/A
Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	.242 EALD Teacher \$28,453.45
Outcomes achieved or progress made towards these outcomes	Providing training and support for students and teachers
Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	\$921,977.72 Teacher time, SSO Support for identified students with disabilities and students at risk
Outcomes achieved or progress made towards these outcomes	Progress seen in data sets

Tier 2 Funding (part 2)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Rural & Isolated Students \$489,153.15 Aboriginal Students – 0.2 AET \$23,550.80, ACEO 11.9hpw \$24,820.07, Better Schools Aboriginal Funding \$2,870.00 Outcomes for numeracy & Literacy \$230,689.00
Outcomes achieved or progress made towards these outcomes	Progress seen in data sets Aboriginal attendance increased significantly Strong Year 3 and Year 5 NAPLAN Reading results

Tier 2 Funding (part 3)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	\$99,955.00 – Primary Learning Improvement, Primary Learning Improvement Portfolio Allocation and STEM Aboriginal Students Congress TRT Support
Outcomes achieved or progress made towards these outcomes	Providing training opportunities for teachers Strong Year 3 and Year 5 NAPLAN Re

Tier 2 Funding (part 4)

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	N/A
Outcomes achieved or progress made towards these outcomes	N/A
Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	\$34,896.00 supporting smaller class sizes and strategies to support students at risk
Outcomes achieved or progress made towards these outcomes	See achievement and behavior data
Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	\$4,903.08 – Agriculture Program
Outcomes achieved or progress made towards these outcomes	N/A
Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Programs such as ThinkTank and Oliphant Science Awards

Outcomes achieved or progress made towards these outcomes N/A

Improved outcomes funding

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes \$1,604.42

Outcomes achieved or progress made towards these outcomes Numeracy: Quicksmart support

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes \$569 – SSO Support Hours

Outcomes achieved or progress made towards these outcomes N/A

Briefly describe how the funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes N/A

Outcomes achieved or progress made towards these outcomes N/A