



Kingston Community School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Kingston Community School Number: 737

Partnership: South East Coast & Vines

Name of School Principal:

Lucretia Tocaciu

Name of Governing Council Chair:

Catherine Wright

Date of Endorsement:

Monday 26 February 2018

School Context and Highlights

School Context & Highlights

Kingston Community School is a Birth to 12 School situated 300 km south of Adelaide on the Limestone Coast. The school site is called Gall Park and has a unique joint use community agreement. Kingston Community School is one of 18 sites in the South East Coast and Vines Partnership and works in conjunction with these schools for improvement across the Limestone Coast. Work on the \$3.5 million Science, Technologies, Engineering and Mathematics (STEM) redevelopment commenced in December 2017 and once completed will ensure state of the art learning spaces and facilities for our students in these areas.

DEMOGRAPHICS

Enrolments 310 R-7 55% 8-12 45% ATSI 6.1% SWD 4.5 CIC 0.9% School Card 21%

CURRICULUM

State Lions Youth of the Year Winner, Year 4 Class story published authors, Assessment for Learning (AFL), 100% SACE Completion, SACE Merit

STEM

Year 7 SRC Executives second prize in NRM competition, Year 4 Excursion to Reedy Creek Nursery-collaborative enterprise, First Lego League collaboration between Year 5 and 10, Staff ran STEM PD at Murraylands, "Possibilities Expo": Year 7-10 -focus on STEM thinking, careers and transition launched

SPORT

Knock out Cricket Year 8/9 State Regional Winners, State School Boys Cricket Representative, State School Boys U/15 Football Carnival Representative, SAPSASA State Golf Representative at the Pacific Games, Participation in 24 hour Pedal Prix

THE ARTS

Adelaide Festival of Music and South East Festival of Music -student compere and Dance Troupe member, Cross Curriculum and General Capabilities Focus, Aboriginal Community Education Officers (ACEO's) working within the school, Open Night to showcase curriculum opportunities and facilities, Student video created to showcase why students attend Kingston Community School

SITE IMPROVEMENT

Individual School Development Plans embedded across R-12, with Reception students' goal setting an inspiration for older students, Re-design of learning spaces to reflect current learning styles and the introduction of teachers to play-based learning in Playful Pedagogies Results + Cluster, Numeracy Policy completed and published with wide consultation of staff, Junior Primary Minilit Intervention introduced and Professional Development for interested staff conducted by Deputy Principal, Development of Curriculum Overviews (For publication on Parent Portal of SENTRAL in 2018), \$4 million "Building Better Schools Funding" announced in November.

Governing Council Report

Governing Council help to provide the future direction and wellbeing of the school community and we help to make decisions about the best learning environment for the students at KCS. Topics we discuss include financial matters, site improvement, Curriculum, safety, policies, Kingston community involvement, parent issues and student concerns to name a few.

In 2017 we have reviewed and amended Uniform Policy, Sun smart Policy, Terms of Reference for the former Fundraising Committee now the Parents & Friends Group which will enable a much broader focus on Parent/Caregiver engagement. Creating new Nature Play areas was a much discussed and planned topic throughout the year with some exciting spaces proposed.

We have encouraged both Curricular and Extra-Curricular activities to form a balanced learning environment and create well rounded students, resulting from this there have been some exceptional achievements by both teams and individual students. Great ambassadors for our school.

Congratulations to the year 12 Students who have achieved some fantastic results with the majority gaining University/Course entry or employment in their desired areas. We hope that KCS has provided you with some of the successful life skills for your future ahead.

Receiving a welcomed grant to update buildings and spaces within STEM has progressed with the building renovations well under way. Late in the year we were also fortunate to receive a second substantial grant for School improvement, to be determined in 2018.

Thank you to all Governing Council and Committee members, Volunteers, Staff and Parents for working together to provide a positive and successful platform for our children's education.

I invite and encourage all to support your school and our children by volunteering or becoming a committee member at KCS. This will also give you a better understanding of the dynamics of the school community, bring innovative suggestions and enable you to contribute to some of the decisions made.

Catherine Wright

Improvement Planning and Outcomes

Improvement planning and outcomes

As part of Site Improvement work a visual representation of the Site Improvement Plan was created for easier understanding and cohesion of common goals. Underneath the visual is the targeted plan, which contains desired outcomes and targets, which were aligned to the 2015 School Review recommendations. The third layer of our Site Improvement work is the action plan, which contains detailed strategies of how to achieve improvement for all students.

The three goals of the Site Improvement Plan are:

Goal 1: To build learner capacity to create responsible, resilient and powerful 21st Century learners (Learners)

Goal 2: To engage with families as key partners in learner improvement (Community)

Goal 3: To build and continuously improve teacher pedagogy to develop powerful learners (Educators)

Goal 1: Targets

95% of students meet the SEA by the end of 2017, 100% of students complete ISDPs with goals relating to a learning area and Australian Curriculum skill and with input and reflection from each of their teachers and their family.

SACE data confirms that 99% of Year 12 students and 93% of Year 11 students achieved C grades or higher across their subjects in 2017. The target was also reached in Reception. 93% of Year 2 and 3 students reached the target. Classes furthest from the target were Years 6 and 10.

In 2018 we need to drill down further into this data and set targets against literacy rich and numeracy rich learning areas to reflect Results +. This may give a better indication of improvement in locally moderated and validated grades.

In 2017, 100% of students completed ISDPs within their Home Group, however not all secondary teachers had input and reflected with the students on their goals. This was far more successful in R-7 where a smaller number of teachers work with one group of students. In 2018 goals will be more aligned to specific aspects of literacy and numeracy.

Goal 2: Targets

100% of staff share their learning plans in each learning area online, All 8 curriculum areas have completed R-12 curriculum maps online, 100% of staff showcase curriculum of their learning area or year level on KCS Facebook page once per term

100% of staff shared learning plans with line managers, however they are not yet online for public viewing. The refining of the plans to ensure suitability of language and ease of access for parents / caregivers will be an ongoing task in 2018. Curriculum mapping will continue as plans are refined to ensure completed maps can be posted online across all learning areas R-12 in 2018.

While most staff showcase work and classroom activities, work will continue in 2018 to ensure stronger links to AC are made via Facebook posts so that parents have further learning and curriculum information about the school.

GOAL 3: Targets

100% Staff participate in continued STEM professional development, All learning spaces across R-12 reflect individual learning styles and engage students, 100% of staff participate in Assessment for Learning PD, 100% staff collect a portfolio of work from three students in one learning area and participate in collaborative moderation

All staff participated in STEM PD and R-4 STEM surveys indicate that students are engaged. However, student engagement continues to be an issue in some other year levels, as reflected in the client opinion survey.

90% of staff participated in AfL in its entirety. All staff participated in the AfL PD during a pupil free day and have access to all readings and professional work.

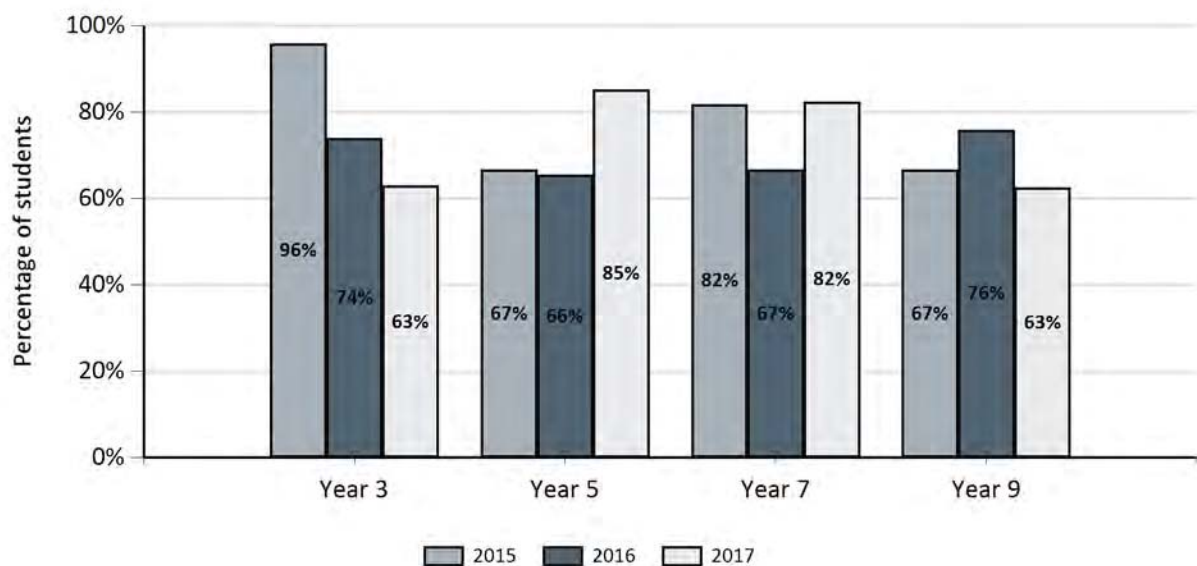
All staff collected samples and participated in an inter-school moderation during Term 4. Based on progress in 2017, the 2018 priorities will be to continue to be based on the school review and will delve deeper into the current three goals.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

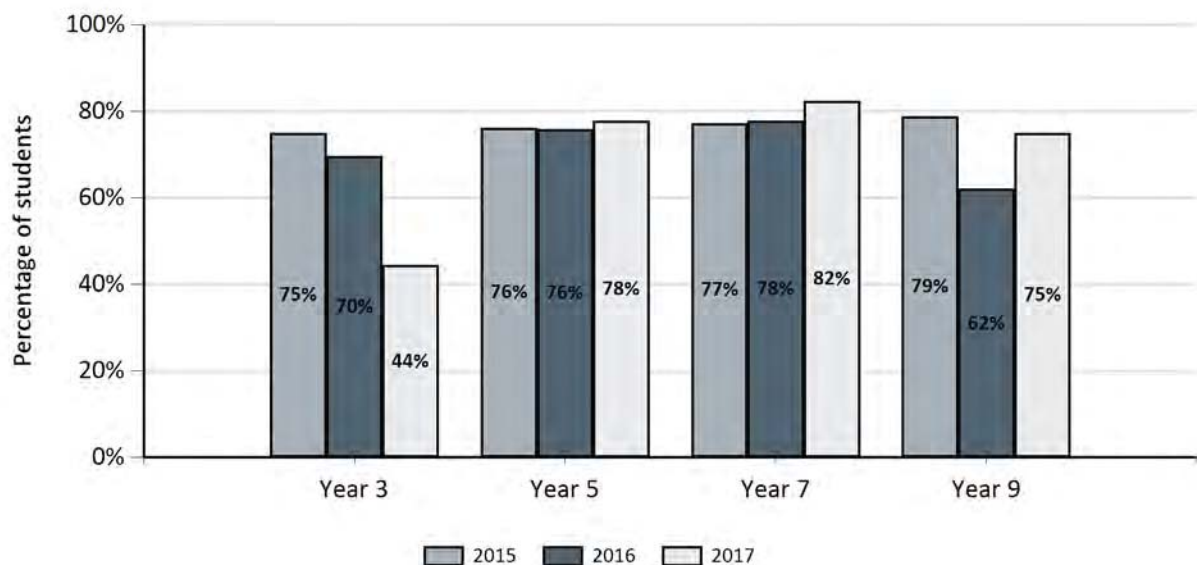
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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 2015 to 2017 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	27%	18%	39%	25%
Middle progress group	50%	76%	46%	50%
Lower progress group	23%	6%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	Year 7-9	State (average)
Upper progress group	20%	24%	37%	25%
Middle progress group	60%	59%	48%	50%
Lower progress group	20%	18%	15%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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%.

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 2017	27	27	6	0	22%	0%
Year 3 2015-17 Average	24.7	24.7	6.7	2.3	27%	9%
Year 5 2017	27	27	7	5	26%	19%
Year 5 2015-17 Average	25.7	25.7	6.0	4.3	23%	17%
Year 7 2017	17	17	1	4	6%	24%
Year 7 2015-17 Average	22.0	22.0	3.0	3.0	14%	14%
Year 9 2017	32	32	5	4	16%	13%
Year 9 2015-17 Average	31.3	31.3	5.0	3.0	16%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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).

2014	2015	2016	2017
94%	98%	98%	99.3%

Data Source: SACE Schools Data reports, extracted February 2017.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016	2017
A+	4%	1%	5%	2.86%
A	5%	13%	12%	4.76%
A-	7%	12%	12%	12.38%
B+	14%	16%	17%	12.38%
B	15%	23%	18%	17.4%
B-	22%	16%	17%	7.62%
C+	6%	7%	13%	23.81%
C	16%	7%	6%	11.43%
C-	5%	3%	0%	6.67%
D+	4%	2%	2%	0.95%
D	1%	0%	0%	0.0%
D-	0%	0%	0%	0.0%
E+	0%	0%	0%	0.0%
E	0%	0%	0%	0.0%
E-	1%	0%	0%	0.0%
N	0%	0%	0%	0.0%

Data Source: SACE Schools Data reports, extracted February 2017.

*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 that year.

2014	2015	2016	2017
94%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2017.

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

	2014	2015	2016	2017
Percentage of year 12 students undertaking vocational training or trade training	0.0%	0.0%	8.75%	40%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94.4%	100%	100%	100%

School Performance Comment

SACE:

Kingston Community School once again had a 100% SACE completion rate with 99.3% of students achieving a C- grade or higher. In the last four years our grades have continued to improve due to the commitment of our teachers and students to achieve excellence, combined with parent partnerships.

Nineteen students achieved an ATAR score of which 15 were offered University entrance. Thirteen achieved A-, A or A+ in one or more subjects (21 in all). Three students received A+ grade in Research Project B. One student, received a Merit and was invited to attend the Merit Ceremony on the beautiful grounds of Government House.

81.25% of the students intending to go to university received their first and second preferences for the first round offers.

NAPLAN READING:

Results show an improvement in reading in Year 5 and Year 7 from previous years, with Year 5 showing significant improvement. When viewed by cohorts, Year 5 students tested in 2015 improved from 67% to 82% in 2017 in Year 7. Lowest numbers of students achieving the SEA standard occurred in Year 3 and Year 9.

In most areas students who made middle and upper progress compared to state average was high, with only 6% achieving low progress from Years 5-7 and 39% achieving high progress in Year 7-9 compared to state average.

The % of students who demonstrated achievement in the upper two bands of NAPLAN reading remained relatively consistent this year compared to the average, except for a significant decline in Year 7 reading. However in Year 7 82% of students achieved the SEA standard. A higher % of students in the top two bands in Reading at all year levels is desired.

NAPLAN NUMERACY

Year 5 results were consistent with previous years and a very slight improvement on previous years' results was noted at Year 7. Year 3 results correlated with PATM and Australian curriculum Mathematics grades. Further testing and intervention strategies will be put into place in 2018 to assist students to achieve a higher standard of numeracy.

Most students made middle to upper progress, with 37% of students making upper progress in Numeracy from Year 7 to Year 9 compared to the state average of 25%. Across the school in all year levels undertaking NAPLAN tests, the site had substantially lower numbers of students making low progress compared to the state average.

An improvement in the number of students who achieved in top two bands of NAPLAN numeracy improved slightly at Year 5, Year 7 and Year 9 but was not evident at Year 3. A significant increase in the numbers of students achieving the top two bands was noted at Year 7 level this year compared to the average.

Our site improvement goal that 95% of students achieve the DECD SEA standard will be reviewed in 2018 as historical data reveals that smaller increments of improvement would be more successful. Improvement goals related to progress and higher band retention will be considered to confirm effective intervention strategies, curriculum differentiation and quality teaching.

Attendance

Year level	2014	2015	2016	2017
Reception	90.1%	88.5%	90.0%	91.0%
Year 1	93.0%	90.4%	92.3%	91.7%
Year 2	91.6%	93.2%	87.5%	91.7%
Year 3	92.2%	93.5%	90.8%	88.4%
Year 4	95.7%	91.2%	91.9%	89.5%
Year 5	94.3%	94.9%	90.5%	93.3%
Year 6	93.3%	94.6%	90.0%	90.5%
Year 7	94.0%	96.5%	93.7%	93.4%
Year 8	89.9%	92.2%	93.4%	92.5%
Year 9	88.9%	89.0%	91.8%	87.6%
Year 10	88.6%	87.4%	88.9%	85.6%
Year 11	83.6%	93.0%	89.6%	84.8%
Year 12	85.9%	84.0%	91.0%	88.8%
Total	90.7%	91.3%	90.9%	89.8%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

- Case management meetings to discuss attendance patterns of individual students and staff made home visits as appropriate
- Wellbeing and engagement strategies facilitated for targeted students with anxiety around attendance
- Home group teachers phoned home on third day building positive relationships with students and families
- Exemptions granted for family holidays and extended medical leave
- One student was referred to District Office attendance officer and ATSI students with poor attendance were supported by the school ACEO
- R-12 Counselor continued leading attendance improvement

Behaviour Management Comment

- Consequences were applied as consistently as possible, relevant for individual students.
- Parents of perpetrators were notified through phone calls or letters, victims offered support in various ways with an emphasis on restorative justice.
- SSO support funding for social skill development was allocated to 2 students.
- Referrals to outside services including: CAMHS and MIND for additional support.
- Class teacher, counsellor and parents monitored the wellbeing of identified students.
- Case management meetings and year level meetings monitored the well being and behaviour of all students.
- Whole staff review of the schools behavior management policy

Client Opinion Summary

Client Opinion Survey 2017 - SCHOOL SURVEY

Areas where parents had the highest level of confidence included:

- The School looks for ways to improve (4.4/5 =88%)
- I can talk to my child's teacher about my concerns (4.3/5 =86%)
- Teachers at this school expect my child to do his or her best (4.2/5 =84%)

Areas where students had the highest level of confidence included:

- My teachers expect me to do my best (4.4/5 = 88%)
- My School looks for ways to improve (3.8/5 =76%)
- My teachers provides me with useful feedback about my school work (3.8/5 =76%)
- My School looks for ways to improve (3.8/5 =76%)

Areas where staff had the highest level of confidence included:

- The School looks for ways to improve (4.6/5 =92%)
- Teachers at this school expect students to do their best (4.5/5 =90%)
- Parents can talk to teachers about their concerns (4.4/5=88%)

Parents, staff and students strongly agree that the School looks for ways to improve and teachers have high expectations that students do their best. It is fantastic that students recognise that teachers give them useful feedback for improvement, as this has been a focus of our Site Improvement work (SIP Goal #3: To build and continuously improve teacher pedagogy to develop powerful learners) over the past three years since our External Review. In 2017, all teaching staff completed the first year of a two-year course on Assessment for Learning in order to foster continued growth in this area.

It is interesting that children rate behaviour management more poorly than the adults and it continues to be a stumbling point, thus it will remain high on our priority list to clarify expectations for all clients in 2018. It is fantastic to see that the majority of our students have high expectations about student behaviour as they want to do the best they can. The School values your opinion and will continue to plan for improvement in this area.

Intended Destination

Leave Reason	School	
	Number	%
Employment	3	6.8%
Interstate/Overseas	3	6.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	8	18.2%
Transfer to Non-Govt School	3	6.8%
Transfer to SA Govt School	17	38.6%
Unknown	10	22.7%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All teaching staff screened through the Teacher Registration Board
 All ancillary staff have relevant screening every three years - updated on Eduportal and EDSAS
 All bus drivers and volunteers to have relevant screening before being allowed to work with children.
 Governing Council members and school committee members have relevant screening.
 All requests for screening are submitted online.
 Regular review of expiry dates.

Teacher Qualifications 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	59
Post Graduate Qualifications	19

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	25.0	0.3	7.9
Persons	0	32	2	11

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$ 4,207,493.90
Grants: Commonwealth	\$ 5,000.00
Parent Contributions	\$ 151,512.87
Fund Raising	\$ 7,761.32
Other	\$ 61,257.56

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

2017 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 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Individual intervention programs implemented. SSO support Primary Counsellor appointed above allocate to support Behaviour Management	Improved behaviours ISDP supported Improved social skills
	Improved Outcomes for Students with an Additional Language or Dialect	Not applicable	
	Improved Outcomes for Students with Disabilities	Support time for SWD to achieve educational goals listed in NEP's. Additional support was acquired though RAAP funding for students with high needs. Intensive SACE support was provided. Speech program implemented.	Students with NEP's achieved individual learning goals and progress in AC & SACE
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Open Access Supporting student travel – excursions, VET, ATSI ACEO x 2 to support ATSI students and families PinS program Teacher release for numeracy development, assessment and moderation T&D provided to establish evidence based intervention programmes in literacy and numeracy in R-7. Mini-Lit, Multi-Lit and Quick-Smart Maths implemented for students at risk. The "Too Smart" programme was purchased for use with students in R-2. AC funds acquitted on TRT's. Staff attended STEM conference and some staff attended Results Plus activities. Individual teachers were released for T&D activities relevant to AC and SACE.	Uni pathways Indigenous program R-12 Numeracy agreement Relevant class sizes Fluency and automaticity in literacy and numeracy. Student skill base increased
Program Funding for all Students	Australian Curriculum		
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	Not applicable	
	Better Schools Funding	Build leadership and SSO capacity, Results Plus and Playful Pedagogies, SACE for ATSI students, PAT teachers identify low SES students and up skill teachers	T & D sessions across SECAV. Improved outcomes to Year 3
	Specialist School Reporting (as required)	Not applicable	
	Improved Outcomes for Gifted Students	Not applicable	
	Primary School Counsellor (if applicable)	Leadership position in Well Being and Counsellor. Counsellor across R-12 above Primary allocation	Student well being team to support R-12