



Kadina Memorial School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Kadina Memorial School Number: 778

Partnership: Northern Yorke

Name of School Principal:

Dean Angus

Name of Governing Council Chair:

Michael Glasson

Date of Endorsement:

MARCH 29TH 2017

School Context and Highlights

Kadina Memorial School has now completed its fourth year since its amalgamation and has taken significant progress to becoming a quality R-12 School servicing the communities in the upper Yorke Peninsula.

In 2016, the school started with 1,172 students and over 140 teaching and support staff, supported by school learning teams: Early Years (169), Primary (298), Middle (324), Senior (324), Flex/Flo (37) our District special class (12) and our Disability Unit (17). Across the student cohort 28% (334) were student card recipients, 6% (51) identified as Aboriginal or Torres Strait Islanders and 12% (118) were students with a Negotiated Education Plan.

KMS was pleased to receive a \$3.5 million South Australian Government STEM (Science, Technology, Engineering and Mathematics) grant in July which will deliver improved, innovative, creative learning environments across all sub schools. Work on our STEM project will begin in 2017.

A big focus of STEM is 'firing' the brains and imaginations of our young people, sparking interest in individual learning, leading to deeper understandings and new ideas. Our children will become complex problem solvers and creative, critical thinkers who learn to collaborate with their peers to achieve a common goal. Their 'technical' skills will be savvy, their enquiring minds will be out of this world, and their skill-set completely different to 'traditional' skills, with 'digital literacy' becoming an essential tool in their toolbox for life.

KMS R-6 Care Groups developed class mantras encompassing optimism and resilience, goals and targets in every aspect of their learning. 'Don't be afraid to have a go', 'it's good to get out of your comfort zone', and my personal favourite 'your brain is a muscle which likes to be stretched and can only grow when challenged'.

Literacy and numeracy continue as core improvement areas, with a greater emphasis and commitment from teaching staff to implement across all subjects in the Australian Curriculum.

It has been a great consolidating year of learning, where students, School Services Officers, teaching staff and families have worked in partnership to improve student learning. Together we can provide an environment to encourage students to achieve their goals, reach for the stars, and grow a positive mindset.

Thank you for your support, good luck to our school leavers and to our returning students, staff and families.

I look forward to seeing you all in 2017!

Governing Council Report

What another successful and productive whole school effort 2016 has been for Kadina Memorial School. Our school has established ourselves throughout the state's schools as a leading learning centre through the hard work of our teachers, students and community and we are well-recognised school for our teacher methods, standards and in turn the learning results of our students.

Thank you to all the volunteers that have helped throughout our school this year and the parents involved in making your child's year successful through governing council, parent club, class assistance, canteen and general volunteering throughout the school. Your time is invaluable in improving our school community.

Kadina Memorial School has once again been on display and prominent in the community both through internal functions and our vast participation in local community activities. All involved should be proud of the way we represented our school and the achievements gained throughout all fields includes arts, sports and community.

2016 has really shown the high standard of teachers we have and the achievements through hard work all students can achieve. With the school looking to further develop both structurally and through teaching and learning methods over the next few years, I can see KMS continuing to improve in all areas of our children's schooling.

Well done to all involved at Kadina Memorial School on a successful 2016, good luck to the year 12 students in your chosen fields, may you succeed in whatever path you choose to follow. Let's all look forward to another successful and improving year in 2017.

Michael Glasson
Governing Council Chairperson

Improvement Planning and Outcomes

R-12 each learning team uses the 100 day planning approach combined with reporting against the 4 levels of outcomes (strategies, changes in what educators do, changes in what student's do/say and noted improvements).

Rigorous self reflection and adjustment and alignment of strategies resulted in the following outcomes in 2017:

Early Years: Targets

- 89% of Reception students will be reading at level 6 or above by the end of week 5 Term 4
- 77% of Year 1 students will be reading at level 15 or above by the end of week 5 Term 4. (achieved)
- 62% of Year 2 students will be reading at level 21 or above by the end of week 5 Term 4. (achieved)
- 83% target students will move 2 or more reading levels by the end of week 5 Term 4 (achieved)
- * 83% of graded Year 1 students will achieve a Maths C grade or better in Semester Two.
- * 70% of graded Year 2 students will achieve a Maths C grade or better for Semester Two. (achieved)

Primary Years: Targets

- 80 % of targeted students will achieve greater than expected growth in PAT Reading and PAT Maths (achieved 61%)
- 61% of targeted students achieved PAT Reading,63% of targeted students achieved PAT Maths (achieved 63%)

Middle Years: Targets (met for both semesters)

- 85% of year 7s will have a GPA average of 2 (C) or better by the end of Sem 2. (Achieved 90%)
- 80% of year 8s will have a GPA of 2 (C) or better by the end of Semester 2. (Achieved 90%)
- 76% of year 9s will have a GPA of 2 (C) or better by the end of Semester 2. (Achieved 83%)

Senior Years:

By the end of year 11/12 students will achieve the following:

- Year 11 will improve from 18 to 20% A grades, 37 to 40 % B Grades, 35 to 33% C Grades (partially achieved)
- Year 12's will achieve the following 24% A's (17%) 38% B's (46%)31% C's (35%)
- 97 % of KMS students will achieve their SACE (achieved 98%)

Disability Unit:

- Achieving greater than 90% attendance rate by the end of Semester 1, in both the Junior and Senior classes (achieved)
- 100% of students showing an improvement in working towards achieving their learning goals (achieved)

Student Pathways:

By 30th September, all Stage 1 & 2 Integrated Learning Plans (FLEX/FLO) were developed for submission to SACE.

By end Week 4, Term 3 - Stage 2 Community Studies B implemented.

Career Development opportunities for students in Years 9-12 planned and implemented.

Life Skills learning for students Years 10-12 planned and implemented.

Although each faculty/sub school uses an individualised and contextual approach to improvement the following key themes emerge as drivers for improvement:

- * ownership of improvement by students, staff, leaders and the community
- * shared, enacted and reviewed teaching and learning agreements
- * rigorous focus on teaching and learning including Principal observations
- * responsive approach to feedback
- * commitment to explore options to improve outcomes

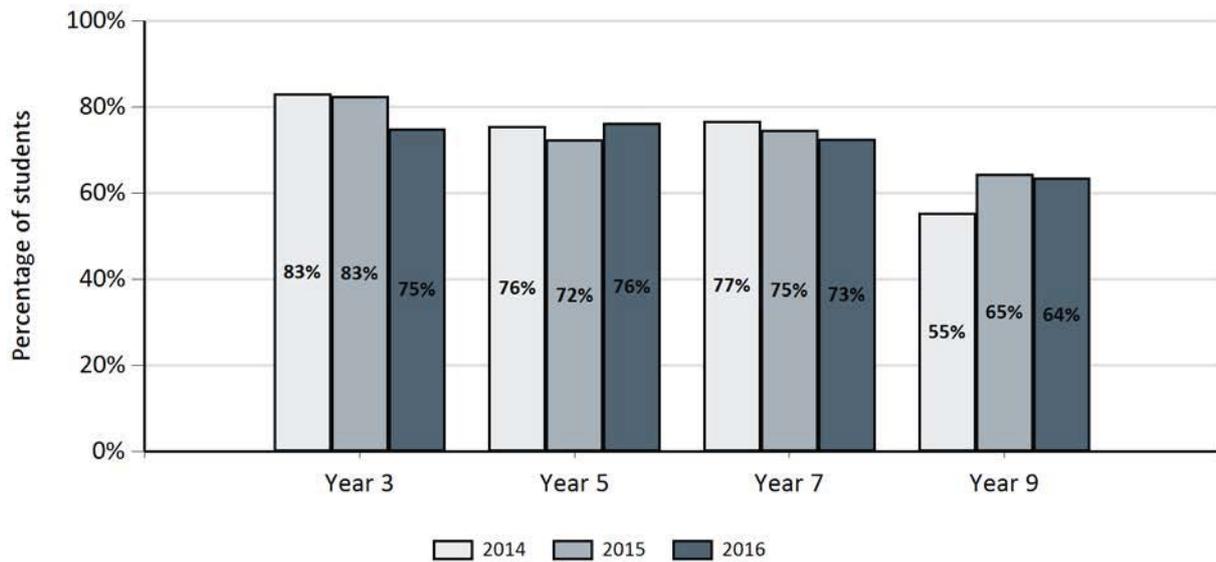


Performance Summary

NAPLAN Proficiency

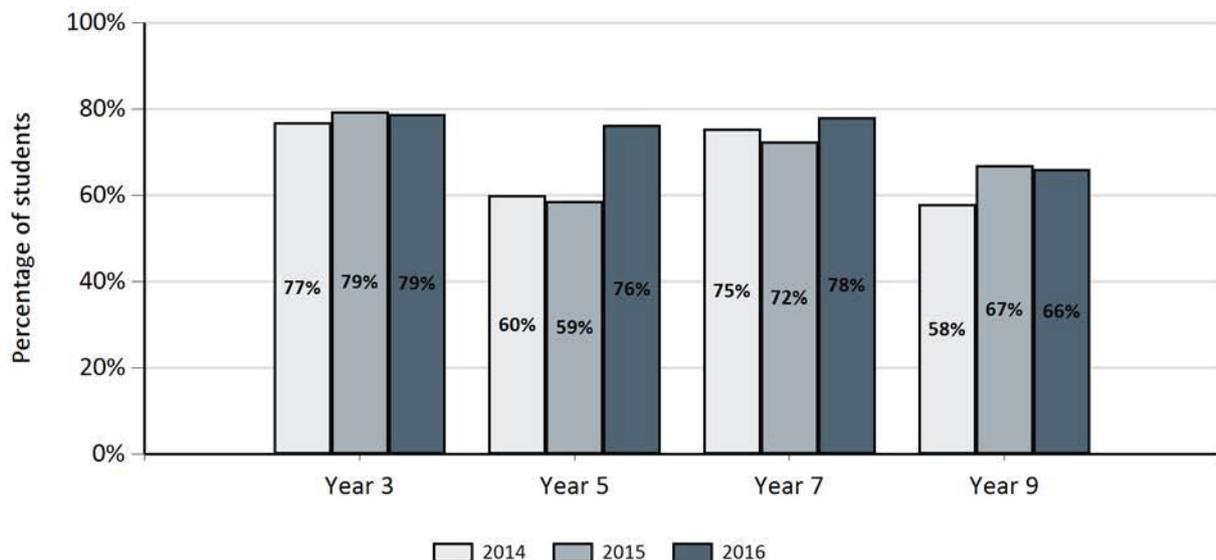
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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)
Lower progress group	25%	38%	21%	25%
Middle progress group	42%	47%	55%	50%
Upper progress group	33%	16%	24%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	20%	28%	20%	25%
Middle progress group	47%	55%	50%	50%
Upper progress group	33%	17%	30%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	52	52	24	15	46%	29%
Year 3 2014-16 Average	60.0	60.0	26.3	15.7	44%	26%
Year 5 2016	76	76	27	16	36%	21%
Year 5 2014-16 Average	59.7	59.7	17.7	11.0	30%	18%
Year 7 2016	73	73	17	15	23%	21%
Year 7 2014-16 Average	76.3	76.3	15.7	13.7	21%	18%
Year 9 2016	118	118	14	12	12%	10%
Year 9 2014-16 Average	121.0	121.0	14.0	11.3	12%	9%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: 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
95%	95%	98%

Data Source: SACE Schools Data reports, extracted January 2016.

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

SACE Stage 2 Grade distribution

Grade	2014	2015	2016
A+	1%	2%	3%
A	10%	4%	9%
A-	13%	11%	13%
B+	18%	14%	15%
B	14%	13%	16%
B-	14%	19%	14%
C+	11%	15%	13%
C	8%	13%	11%
C-	7%	6%	4%
D+	2%	3%	1%
D	1%	1%	1%
D-	0%	1%	0%
E+	1%	0%	0%
E	0%	0%	0%
E-	0%	0%	0%
N	0%	0%	0%

Data Source: SACE Schools Data reports, extracted January 2016.

*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
97%	94%	98%

Data Source: SACE Schools Data reports, extracted January 2016.

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

	2014	2015	2016
Percentage of year 12 students undertaking vocational training or trade training	34%	39%	47%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	98%	95%	98%

School Performance Comment

NAPLAN

The school has recognised as a priority the Year 5 maths outcomes (which were consistent with PATm results) and over a two year period using Australian Curriculum funding resourced a Primary Maths support teacher. Deep analysis of data combined with close collaboration with the Numeracy Improvement Co-ordinator R-12 and through using a coaching model the following improvements in Year 5 Naplan maths were noted:

* % of students making expected achievement in 2016 was 76.3% (in 2015 was 58.6%)

* Mean result in 2016 was 483 (in 2015 was 460.2)

* Progress in 2016 - 80% of students made expected or greater progress

Other highlights include:

* 81% Year 3 numeracy at/above DECD standard

* 76% Year 7 numeracy at/above DECD standard

* Year 9 mean score improvement from 2013-16 for numeracy, reading and writing

* Year 5 mean score improvements from 2013 -16 for reading

Further areas of improvement have been noted for actioning in 2017. The school's Literacy and Numeracy R-12 co-ordinator's lead their improvement team who connects with faculties and sub schools to inform and drive improvement.

Inherent to our next steps to improvement is learners engaging in higher order thinking. Transforming tasks so students do the thinking and capitalising on the Australian Curriculum Critical and Creative thinking continuum will enable truly powerful learners at Kadina Memorial School.

SACE

In 2016 we had an overall SACE completion rate of 98.1%, and an increase of 4% from the 2015 school year. We had 101 SACE completers out of potential 103. This is especially pleasing in that we hadn't a total of 15 more potential completers in the 2016 school year.

Stage II grade results, were also pleasing with increases in the number of A+'s, A's, A-'s from the 2015 school year. B grade numbers were similar as were C grades but there is also significant reduction in the number of D & E grades. Overall 98.1% of grades were C- and above. This year we had for students scoring perfect scores, and five students who achieve a ATAR's above 90 without bonus points.

Stage I results had 90.2% of students recording C and above.

The following info for last year's 11/12 leavers:

30 University

11 Attending TAFE or other Vocational Institute

46 Paid employment

2 Bedford training

23 Seeking employment



Attendance

Year level	2014	2015	2016
Reception	91.0%	91.3%	93.0%
Year 01	92.4%	90.5%	92.8%
Year 02	92.9%	91.6%	91.7%
Year 03	93.6%	92.4%	92.2%
Year 04	93.1%	93.2%	92.0%
Year 05	93.8%	89.5%	90.5%
Year 06	93.6%	93.0%	91.1%
Year 07	92.6%	92.6%	92.0%
Primary Other	85.3%	78.9%	84.5%
Year 08	91.2%	88.8%	89.3%
Year 09	87.5%	90.0%	87.9%
Year 10	88.4%	88.8%	90.4%
Year 11	86.9%	88.6%	88.3%
Year 12	90.8%	91.0%	91.3%
Secondary Other	93.6%	91.9%	88.4%
Total	90.6%	90.4%	90.4%

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

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

Attendance Comment

We use some/all of the following to improve attendance: procedures & follow up, Daymap recording, communication, texts, individual/class and year level analysis, notes home with attendance graphs, referral processes, modified timetables and learning programs and use of case managers for Flex/Flo students. The school continues to work with families, review school procedures and processes to improve our attendance rate. Our numbers are somewhat skewed by a small number of families and students who are refusing to engage with us. Overall and ATSI attendance has improved by 2% from 2016-2017.

Behaviour Management Comment

Behaviour learning is foundational for powerful learning. The school uses a range of proactive and reactive approaches to effect change.

Significant changes in SBM data reflect time and effort in developing different learning plans for individual students, improved teacher/student relationships and curriculum development meeting student interest and needs.

Feedback indicated changes to Australia Post processes resulted in communication delays to families regarding concerns, given this an electronic system now operates to efficiently communicate with families.

Client Opinion Summary

Parent Opinion Survey - 54 families completed survey

Highest responses included: The school is well maintained 90%, I can talk to my child's teacher about my concerns 89%, teachers at the school expect my child to do his or her best 89%, my child feels safe at the school 86%, my child likes being at the school 83%, teachers at the school motivate my child to learn 83%.

Lowest result at 70% was teachers at the school treat students fairly with another 20% neither agreeing nor disagreeing.

Staff opinion Survey 75 respondents

Staff continue to indicate high levels of positive supportive leadership, clear role clarity, participative decision-making, good communication, appraisal and recognition, group morale and staff support

An area of continuous concern to staff is their ability to complete the demands of the job without negative feelings, and increasing level of work demands.

Student survey Using TEFL compass student survey we had 566 responses.

Our highest areas achieved were in creating safe conditions for rigorous learning, these included challenge, negotiation, relationships and developing a community of learners.

In personalise and connect learning, students rated highly building on learners understanding and student connection. In develop expert learners, areas to rate highly include, teaching students how to learn, fostering deep understanding and using dialogue as a means of learning.

Areas of lower achievement were communicate learning in multiple modes, exploring the construction of knowledge and applying and assessing learning in authentic contexts

Intended Destination

Leave Reason	School	
	Number	%
Employment	26	14.9%
Interstate/Overseas	11	6.3%
Other	1	0.6%
Seeking Employment	12	6.9%
Tertiary/TAFE/Training	23	13.2%
Transfer to Non-Govt School	4	2.3%
Transfer to SA Govt School	42	24.1%
Unknown	55	31.6%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

Procedures and process are based on the DECD "Screening and suitability – Child safety" policy and procedure. KMS supports and values volunteers by payment of the cost of the screening. An SSO is employed to support the volunteers and mentoring program. Staff access the KMS data base when required i.e. camps, excursions working in canteen etc.

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	125
Post Graduate Qualifications	41

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	73.3	1.0	37.1
Persons	0	82	1	53

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$13,209,321.56
Grants: Commonwealth	\$37,681.00
Parent Contributions	\$799,625.39
Fund Raising	\$8,990.75
Other	\$116,285.65

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

2016 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 2016 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	Deep analysis of data indicated probable causes with resources allocated to address this. Frequent monitoring and regular involvement of students and families.	Improved student attendance/alternative placements.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	Thorough processes included identification of SMART targets in conjunction with students & families, recording in NEP, ILP and IEP, strategic use of resources (staff training, small group and individual support).	Progress indicated in NEP, ILP and IEP documentation.
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	Targeted support, teacher training and development, involvement of families, students setting and SMART goals feature for all students involved in programs to address learning difficulties. Considerable individualisation (the Flex/Flo centre) exits so students can take alternative pathways to achieve their SACE or pre-requisites for this. Australian Curriculum funding has been used to progress the development and implementation of school agreements. Staff with the support of teaching and learning, co-ordinators, resource teachers and the CPAC have refined these. Identification of ways for learning stretch has featured within this.	SMART goals achieved through Intervention programs SACE achievement Strengthening of agreements
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives	Identified that training a staff member in Narrungga was a priority in 2017.	Successful grant applied for in 2016 will enable implementation in 2017.
Other Discretionary Funding	Better Schools Funding	Community Mentoring Allocated for: Senior School Mentoring, Middle School Mentoring, Primary mentoring, Pathways support, Social Justice funding, Student intervention support & Attendance ⁺	Funding acquitted against key areas with improvements noted through site plan
	Specialist School Reporting (as required)	NA	N/A
	Improved Outcomes for Gifted Students	Extension and stretching of learning occurs within the context of class programs.	Students achieving goals.
	Primary School Counsellor (if applicable)	Implement and review student voice, proactive and reactive strategies to strengthen student behaviour learning.	Significant reduction during 2016 of behaviour concerns.