



Kadina Memorial School

2018 annual report to the school community



Government
of South Australia
Department for Education

Kadina Memorial School Number: 778

Partnership: Northern Yorke

Name of school principal:

Alistair Williams

Name of governing council chair:

Michael Glasson

Date of endorsement:

06/03/2019

School context and highlights

Kadina Memorial School caters for children from Reception to Year 12. It is located on Upper Yorke Peninsula, approximately 150 kilometres north of Adelaide. The enrolment in 2018 was 1,167 students. The enrolment trend has been increasing each year from 1,034 in 2013 when Kadina Primary School and Kadina Memorial High School amalgamated. FLO enrolments in 2018 were 34. The school is classified as Category 4 on the Department for Education Index of Educational Disadvantage. The school's ICSEA score is 961, with 42% of students in the bottom quartile. The local EDC Partnership is Northern Yorke Partnership. The school population includes 7.1% of Aboriginal students, 11.57% of students with Disabilities, 40% of families eligible for school card assistance, and 0.94% of students of NESB background. The school leadership team consists of a Principal, Deputy Principal, three Assistant Principals and 12 Coordinators.

Governing council report

2018 at Kadina Memorial School was a year of opportunity and growth with the appointment of Alistair Williams as principal in term 2 and the new STEM Works classrooms completed in term 4.

Alistair Williams joined the school community with ease by meeting with Governing Council, Parent & Friends and the wider school community regularly throughout the year.

In term 3, Kadina Memorial School staff, students, families and Governing Council met with members of an External School Review. This provided an opportunity for the school community to provide valuable feedback and input into the school's future direction.

Throughout the year students excelled in all areas, academically, in sport, the arts, and through community involvement. The values of Opportunity, Respect and Excellence were demonstrated at various events, such as the annual Sports Day, Book Week, the Royal Adelaide Show, and specialised subject excursions, just to name a few.

It is notable the School's 'memorial' legacy to former scholars who served in the armed forces was authentic with students and staff making genuine connections to Australia's defence history. This was evident with students attending ANZAC Day Dawn Services, Vietnam Veteran's Day, a whole-school Remembrance Day Service, the School's Memorial Wall Honour Roll Commemoration, and many class activities.

A National Reconciliation Week project resulting in a stunning 15-metre long mosaic artwork was an outstanding example of inclusiveness, learning, and respect for the region's indigenous custodians.

2018 concluded with an R-6 and 7-12 Prize Presentation Assembly celebrating the achievements and milestones of students. This is a community event and we thank local service clubs and businesses for supporting our students.

The excellent year 12 SACE result is indicative of the hardwork, professionalism and partnerships between staff, students, families and the wider community. Students and their families should feel proud of their achievements.

Finally, I thank deputy principal Debbie Terrett who led the school during 2017 and term 1 2018.

Improvement planning and outcomes

Improvement in the Rec-Year 6 sub-school focused on pedagogy through engaging students in 'who was doing the thinking'. Reception to Year two classes teaching and learning was informed by the introduction of the Department Year one phonics screening which provided valuable confirming data and steps we can take to further strengthen students' abilities to blend and sound words for reading automaticity. Intensive research with students identified that many were not fully engaged in reading as a thinking and planning tool and were not using the full range of comprehension strategies when reading unfamiliar texts. In numeracy Years 3-6 teachers used the LESS (launch, explore, summarise and share) lesson strategy to build students' skills in explaining and sharing their learning as 'if you can't explain it then you don't really understand it'. This in combination with at least three lessons per week focussed on number and weekly problem solving lessons using a common framework enabled deeper understanding of key concepts to develop.

Middle School: Each semester the target was to increase the total number of A/B grades by 5%. This was achieved in Year 7 (26% to 31%), Year 9 (5% to 30%) and narrowly missed in Year 8 (12% to 15%) but pleasingly an increase was recorded. Moderation has continued to be a focus and allowed for ideas to be gathered from the Partnership. Next steps are around improving learning units, task design, assessment and moderation while also incorporating and revisiting professional development around working with a Middle School philosophy to get the best outcomes for all.

Senior school focused heavily on improving exam performance of Stage 2 subjects. Strategies employed were increasing automaticity of oral language around specific adjectives that are asked in various exams, flipped learning, 3-2-1 action, regular one question lesson starters and peer teaching. Senior school also used the "Goal Setting" mindset to increase student connection with their learning journey. These were monitored and published regularly through GPA traffic lights, with successes celebrated through postcards. As a means to decrease apathy we introduced "Fail Grade Catch Up" where students who were not achieving a passing grade joined this learning time to complete work to a passing standard. This had a significant impact on our passing grades at a Year 11 level. The direct impact was 32 failing grades were increased to a passing standard; next step is for the students to know that failing is not an option.

The FLO/Flex team worked to support successful engagement and retention of young people aged 13-21 identified as disengaged from mainstream secondary school based learning.

38 students from years 9-12 were FLO enrolled in 2018, with 85% of these engaged in learning outcomes, either ACARA or SACE. Additionally students obtained vocational certificates, their white card, first aid certificate or their learner's permit. These vulnerable students benefited from the safe, supportive environment of the Flexible Learning Centre (Flex).

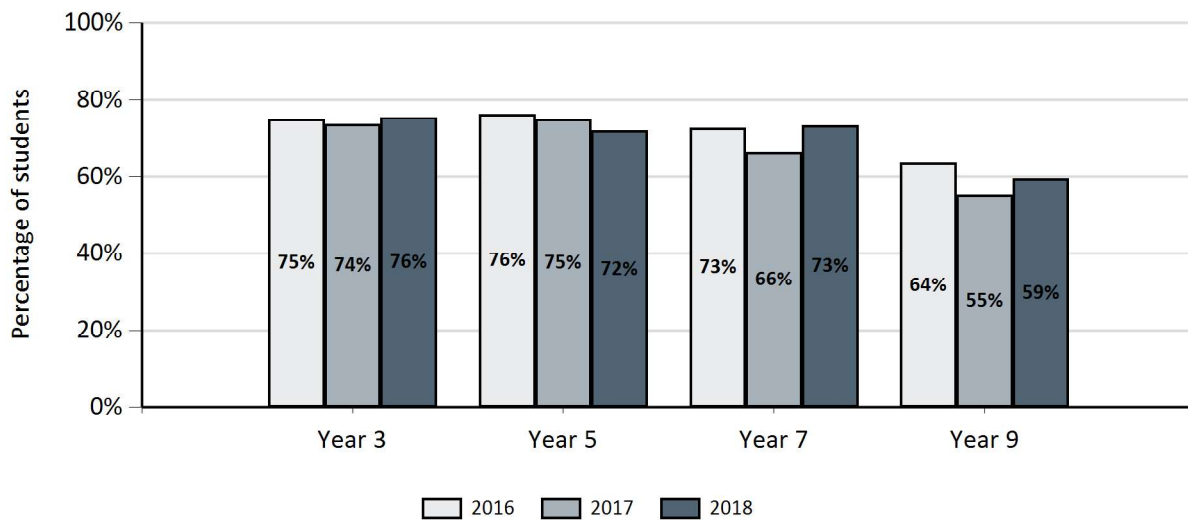
We have learned from every strategy adopted to engage this cohort of students and have the creative licence to provide opportunities for these young people to achieve positive outcomes, such as SACE completion, further study or employment. In 2019 we will focus on successful completion of SACE compulsory subjects whilst establishing, implementing and evaluating programs that foster self-determination, connections and a sense of belonging within the school and wider community, in conjunction with our case management service provider, Yorke Youth Services.

Performance Summary

NAPLAN Proficiency

The Dept. 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.

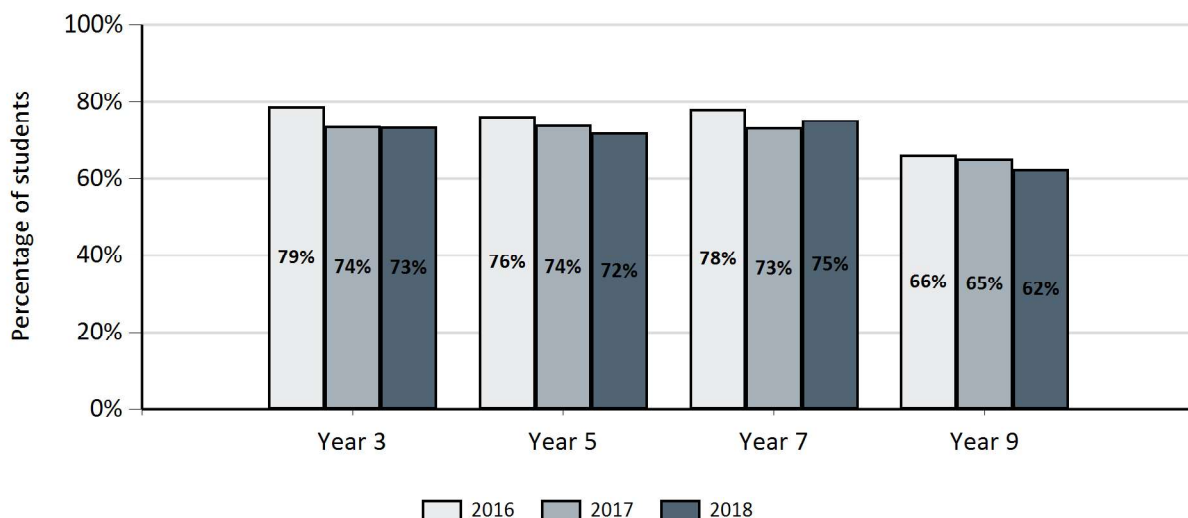
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*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 2016 to 2018 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	31%	19%	20%	25%
Middle progress group	45%	49%	44%	50%
Lower progress group	24%	32%	36%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	24%	20%	18%	25%
Middle progress group	55%	48%	55%	50%
Lower progress group	20%	32%	27%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	49	49	19	10	39%	20%
Year 3 2016-18 average	57.7	57.7	19.7	13.7	34%	24%
Year 5 2018	64	64	17	14	27%	22%
Year 5 2016-18 average	77.3	77.3	23.0	13.7	30%	18%
Year 7 2018	105	105	16	18	15%	17%
Year 7 2016-18 average	88.0	88.0	15.0	14.3	17%	16%
Year 9 2018	101	101	10	11	10%	11%
Year 9 2016-18 average	117.0	117.0	10.7	12.0	9%	10%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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)

2015	2016	2017	2018
95%	98%	99%	100

Data Source: SACE Schools Data reports, extracted February 2018.

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

SACE Stage 2 grade distribution

Grade	2015	2016	2017	2018
A+	2%	2%	1%	1.4%
A	4%	4%	5%	7.7%
A-	11%	11%	11%	10%
B+	14%	13%	11%	10.5%
B	13%	18%	18%	17.7%
B-	19%	15%	17%	16.5%
C+	15%	14%	17%	16.5%
C	13%	17%	14%	14.5%
C-	6%	4%	5%	3.4%
D+	3%	1%	1%	1.1%
D	1%	1%	0%	0.29%
D-	1%	1%	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 2018.

*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

2015	2016	2017	2018
95%	98%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2018.

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

	2015	2016	2017	2018
Percentage of year 12 students undertaking vocational training or trade training	39%	47%	53%	83.70%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	95%	98%	99%	100%

School performance comment

NAPLAN

NAPLAN reading data suggests that there has been growth at most year levels, with only Year 5 falling below the previous year. However our year 3-5 growth was also significant with 31% of the students being placed in the high growth category. Conversely, our year 7-9 growth was poor with 36% of students being in the low growth category. Our site improvement plan for 2019 will seek to address this with a focus on literacy teaching at these year levels. Year 3 literacy data also indicates that many of our students are achieving in the high bands (39%) early but declines throughout the year levels. This will also be a focus of the SIP.

Numeracy data indicates a small decline in all areas, except year 7, although there was a larger percentage of students achieving in the high bands at all year levels, except year 3, when compared with the long term trend. The SIP again will address this issue with a focus on the Big Ideas in Number becoming more embedded across the primary sector.

SACE

For the first time in the history of Kadina Memorial School we can boast 100% SACE completion of potential completers. 14% of the year 12 student cohort that received an Australian Tertiary Admission Rank (ATAR) achieved above 90. The results reflect hard work by students and strong support from skilled and committed teachers working towards the common goal of achieving excellence.

Chloe Martin was the school's Dux and the most outstanding student for 2018 with an Australian Tertiary Admission Rank of 98.25 before bonus points. Eric Metcalf was the second highest achieving students with an ATAR of 96.90

3 students were awarded A+ grades with Merit Certificates whilst 2 other A+ grades were achieved.

Other highlights are;

- 54 students also completed a Certificate III through our Vocational Studies program
- 3 student completed a Certificate II
- 64% of grades were at a B grade band or higher with 1 in 5 being in the A band
- 19 students completed or undertook an Australian School Based Apprenticeship
- less than 2% of grades being unsatisfactory

The Linking Learning Locally (LLL) project which was funded through a grant, aimed to support the social and emotional wellbeing of Middle School students by linking them with mentoring, volunteering and community projects opportunities to enable positive experiences and connections with the wider community. Initially 16 KMS students in years 7-9 were identified but by the end of the project 28 students were involved in different components throughout the year.

Attendance

Year level	2015	2016	2017	2018
Reception	91.7%	92.0%	90.6%	89.8%
Year 1	91.1%	92.5%	90.9%	90.8%
Year 2	92.5%	91.3%	92.3%	90.9%
Year 3	92.9%	92.1%	92.2%	92.3%
Year 4	92.4%	91.5%	92.3%	91.6%
Year 5	89.7%	91.0%	90.3%	92.4%
Year 6	92.3%	90.6%	91.7%	90.1%
Year 7	92.4%	91.3%	90.4%	90.5%
Primary other	80.8%	84.7%	76.7%	75.0%
Year 8	88.4%	88.8%	89.8%	89.5%
Year 9	90.4%	87.1%	88.6%	89.3%
Year 10	88.7%	90.0%	85.0%	86.6%
Year 11	88.5%	87.5%	87.7%	84.6%
Year 12	91.7%	91.4%	93.1%	91.1%
Secondary other	90.4%	85.3%	88.3%	85.2%
Total	90.5%	90.0%	89.8%	89.3%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

Attendance rates continue to be stable with the Year 5 group achieving the highest rate. Attendance is closely monitored by CG teachers with follow up phone calls for unexplained absences. Letters generated and sent home alerting parents of their child/ren's poor attendance and highlighting further action if improvements were not made. Reports supplied to Heads of School and SWBL each term highlight students of concern for follow up. Home visits and meetings lead to actions around how to best support the student.

Behaviour management comment

Kadina Memorial School is positive about ensuring that both staff and students have a safe learning environment to work in. Appropriate policies were implemented and the student behaviour management policy went under review and was ratified. The Linking Learning Locally program was introduced to challenge students who were more disengaged and proved to be successful with attendance improving and behaviour incidents reducing for the students involved. There were also many school and community projects completed through this program. This program has led to the school revisiting how our Flex and FLO program are utilised with specialist SSOs being sought to work as mentor with some of our students.

Client opinion summary

The positive perception of the school internally and throughout the wider community is evidenced through feedback received indicating clients:

- strongly agreed the school takes clients' opinions seriously
- strongly agreed teachers provided clients with useful feedback about their child's learning
- agreed teachers expect students to do their best and provided students with useful feedback on their school work
- reported their child/ren liked being at school, felt treated fairly, with student behaviour managed well
- agreed the school is well maintained with enhancements to the school environment through classroom refurbishment and well maintained school grounds
- a positive and authentic school community identity reflecting the school values of Opportunity, Respect and Excellence by incorporating learning through hosting various events, such as National Reconciliation Week, Remembrance Day and the Memorial Wall Honour Roll.

Intended destination

Leave Reason	School	
	Number	%
Employment	20	8.8%
Interstate/Overseas	28	12.3%
Other	3	1.3%
Seeking Employment	12	5.3%
Tertiary/TAFE/Training	15	6.6%
Transfer to Non-Govt School	21	9.3%
Transfer to SA Govt School	51	22.5%
Unknown	77	33.9%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

Our procedures and processes are based on the Department for Education "Screening and suitability - Child Safety" Policy and procedures with the school supporting volunteers by payment of the cost of the screening.

An SSO is employed to support the volunteers and mentoring program and these are inducted through a session, offered each term.

Staff access the database when volunteers are required (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	136
Post Graduate Qualifications	47

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	78.0	1.0	37.8
Persons	0	85	1	56

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	\$13727921.07
Grants: Commonwealth	\$452544.52
Parent Contributions	\$694105.90
Fund Raising	\$7697.00
Other	\$112760.74

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

2018 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 2018 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 behaviour management and engagement	Year level managers have been supported to ensure another layer of support for students and parents. Their monitoring of data has allowed for a more focussed response.	Throughout the year, there was a drop in the behaviour issues across the school.
	Improved outcomes for students with an additional language or dialect	Our few students with funding have had SSO support to help them with their learning and are under the banner of the literacy leader who monitors their progress.	Students are progressing in their studies including completing elements of SACE.
	Improved outcomes for students with disabilities	SMARTAR goals has been the focus of several T&D sessions Middle School small class has continued to run helping some students achieve better academic and social success.	Attendance and engagement has increased.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Students have well developed NEPIEP/ILPs created in conjunction with the intervention leader. Intervention program reviewed through the use of data to determine its effectiveness and what it might look like in 2019. Targeted work towards completing the AC mapping across the secondary area and developing more within the primary school. The use of partnership agreements around programming and planning and moderation improved the differentiation of student work. VET program, FLEX and FLO programs ensure that a variety of pathways are offered to students at year 8-12.	Review of intervention and reading program created a new process for 2019. FLO students completed their SACE, numerous certificates completed.
Program funding for all students	Australian Curriculum		
	Aboriginal languages programs initiatives	Continued implementation of Narungga language in Reception to Year 2 classes through building of density of resources. Teacher has also undertaken additional training.	All R-2 students immersed and students showcase skills at assemblies
Other discretionary funding	Better schools funding	Focus on literacy improvement through creation of literacy leaders in primary and secondary, SACE achievement and engagement	100% SACE completion, literacy results improved in 3 of 4 year levels.
	Specialist school reporting (as required)	N/A	
	Improved outcomes for gifted students	Extension of students through a differentiated approach within the school. STEM program at primary and middle also allowed targeted improvement.	STEM groups completed projects with improved critical thinking skills.
	Primary school counsellor (if applicable)	Implement and review well being processes/student voice, proactive and reactive strategies to strengthen student behaviour learning	Engagement with well being data and the promotion of better teaching of the CPC