



# Kadina Memorial School

## 2020 annual report to the community

Kadina Memorial School Number: 778

Partnership: Northern Yorke

Signature

School principal:

Mr Alistair Williams

Governing council chair:

Mrs Lynne-Marie Power

Date of endorsement:

12 March 2021



Government  
of South Australia

Department for Education

## 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 2020 was 1,180 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 at the Term 3 2020 Census were 39. The school is classified as Category 4 on the Department for Education Index of Education Disadvantage with an ICSEA score of 961. The school population includes 7.54% of Aboriginal students, 13.17% of students with Disabilities, 42% of families eligible for school card assistance, and 0.86% of students of NESB background. The school leadership team consists of a Principal, Deputy Principal, three Assistant Principals and 13 Coordinators.

The No Mobile Phone and Device Guideline was introduced in 2020 and accepted by the school community resulting in less online bullying. The Year 7 I-Pad program was also implemented as a social equity measure with devices provided at school for specific learning tasks. School community events provided R-12 students with an opportunity to demonstrate and showcase their authentic learning across the school curriculum, with highlights including Sports Day, Book Week and student council led initiatives. COVID-19 presented opportunities to 'rethink' learning and traditional events, with students and families adapting to online learning. A successful regional school led steer and goat competition, in lieu of the Royal Adelaide Show, was held onsite, while the annual Performing Arts showcases were presented online. A Community Poppy Project, initiated by Parents and Friends, saw more than 3,000 crocheted and knitted poppies made and donated for impressive displays to acknowledge the school's memorial heritage to past scholars who served in the armed forces. Facilities and the grounds continue to evolve with major planning and approval given for two Special Options classrooms and a Performing Arts Centre to be completed in 2021, as well as a community garden established thanks to a \$50,000 SA Healthy Towns Challenge grant. While some school sport carnivals were postponed due to COVID-19, several sports proceeded with extra safety measures in place, with Kadina Memorial winning state titles in their division in the Boys' Open Cricket and Year 10 Boys' Basketball.

## Governing council report

Governing Council met consistently throughout 2020 with remote options provided to ensure safe social distancing guidelines, with only a brief break due to COVID-19. We welcomed new members Anthony Bates, Scott Heitmann, Julia Williams, and Kate Monger. An annual school audit indicated outstanding financial management practices. While the Canteen was initially impacted by COVID-19 it continued to be viable with the Federal Government's JobKeeper program utilised. Other 2020 key points include: keeping informed about the latest COVID-19 protocols and the effect on events, reviewing the school sport and recreation guideline to maximise learning and minimise impact on teaching, advocating for local businesses to have the opportunity to continue services at the school under new DPTI changes (now DIT), and implementing the SunSmart Guideline extending the number of weeks R-12 students wear a hat while in the sun. After the successful implementation of the Year 7 I-Pad program, Governing Council approved Year 8 to use the same format, with Year 9 moving to BYOD laptops in 2022 as well as removing the \$70 levy for year 7 I-Pads. Congratulations to R-12 staff for their resilience and commitment offering quality teaching and programs during a challenging year of constant change, which was reflected in a high standard of innovative events and outstanding year 12 results, including a 100 percent SACE completion rate. I am humbled and proud to retire from Governing Council in 2021 knowing the school is in a strong position moving forward, having been a member since the KPS and KMHS amalgamation in 2013 and chairperson for the latter two years.

## Quality improvement planning

The school entered into its second year of improvement planning with a continual focus on literacy and numeracy as well as looking to improve the outcomes for students who need the greatest support.

Term one saw the primary and secondary, Maths, English and HASS teachers undertake training in the Agile Approach with a focus on the Teaching Sprint process. Due to the impact of COVID, this plan was not put into place until late term 2 and therefore it will still be in its infancy in 2021.

Primary teachers undertook sprints, using the process designed but, in general, 2020 was about increasing staff knowledge of the process, as initially many teachers were seeking large changes to practice, rather than the small but effective ones required. Teachers worked in small teams, supporting each other and giving each feedback about their approach, with time being given during staff meetings for teachers to collaborate, share evidence and give feedback to one another on their approach. Teachers completed an online timetable so that Leadership could conduct walk throughs during Sprint activities and thereby give feedback about the process.

For the second year, Primary teachers were given an extra NIT so that they could plan more effectively and engage with the Australian Curriculum, ensuring what they were teaching met the requirements of it.

In the Middle School, English and HASS had a Focus on Close Reading with the year 7 teachers initially using the sprint process to integrate it into their teaching. Due to its success and simplicity, other teachers of higher year levels also began to use the technique. The results of this showed that students were able to use this process to better comprehend what they were reading and therefore understand the purpose of the material. This was reinforced by the PAT data where there was an increase in the relevant data attached to this. The only negative being that close reading, in its current iteration, did not have any positive affects for students who needed more support and this is something that has been planned to be addressed in 2021.

The Senior Secondary has continued to have a strong focus on Goal Setting for students with teachers discussing their processes and philosophy around their approach at regular team meetings; this approach was further refined in 2020 to help improve results. Exam techniques were also a focus, particularly with a move to more being online. There was a change to when trial exams were held and this was seen as effective by teachers, allowing them to undertake an exam that covered more of the end of year concepts. Year 12s also had several key get togethers to focus on their ability to learn at the SACE level, including having a specific focus on exam preparation and organisational techniques.

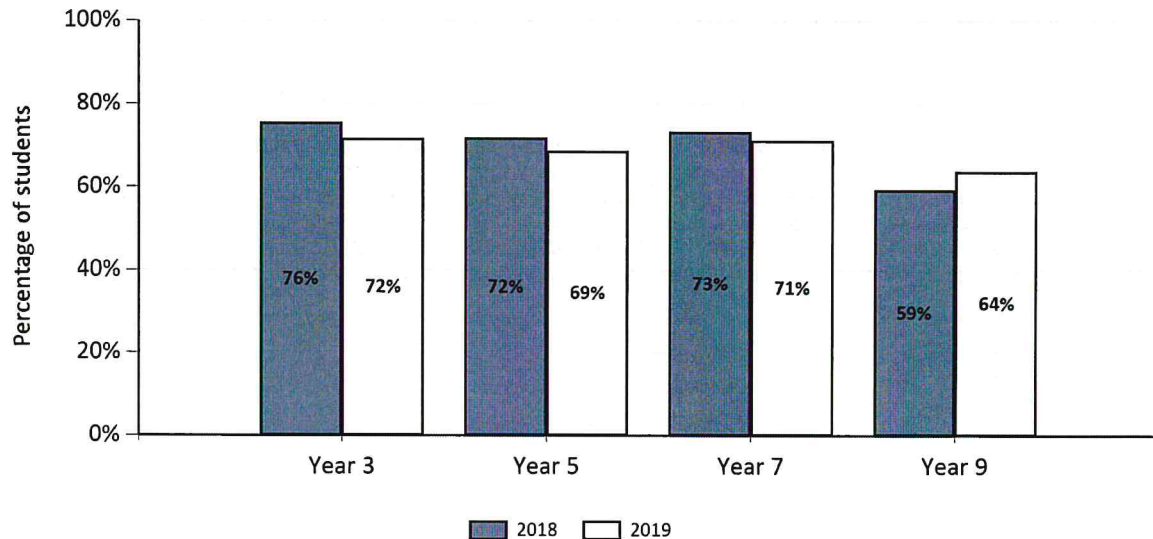


# Performance Summary

## NAPLAN Proficiency

The Department 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

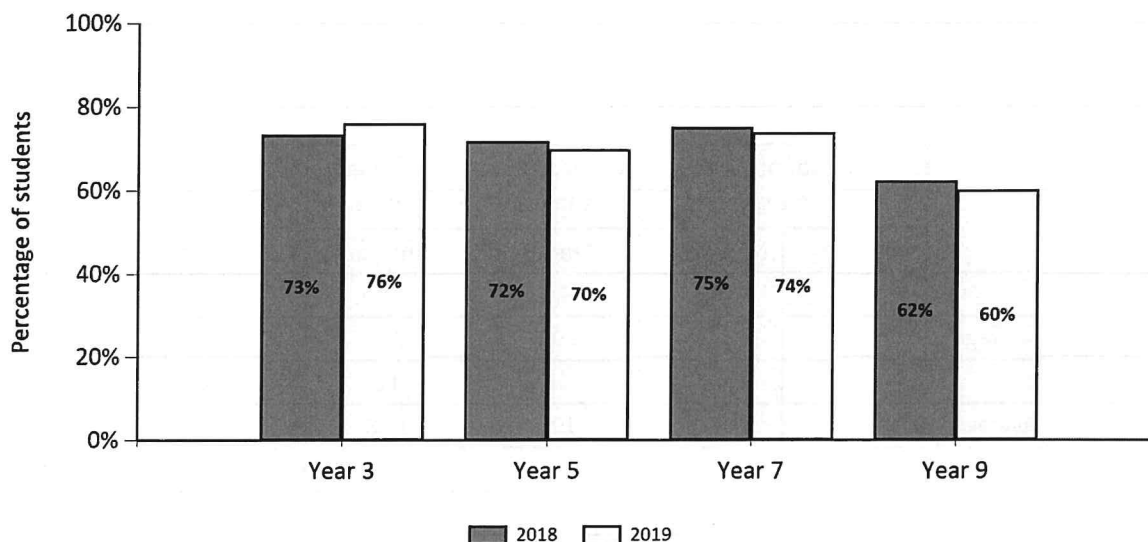


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

\*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 2017 to 2020 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	28%	17%	29%	25%
Middle progress group	54%	54%	54%	50%
Lower progress group	18%	29%	17%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	26%	32%	24%	25%
Middle progress group	50%	49%	58%	50%
Lower progress group	24%	19%	18%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	67	67	27	10	40%	15%
Year 3 2017-2019 Average	62.7	62.7	20.7	12.0	33%	19%
Year 5 2019	80	80	17	11	21%	14%
Year 5 2017-2019 Average	78.7	78.7	19.7	12.0	25%	15%
Year 7 2019	115	115	24	21	21%	18%
Year 7 2017-2019 Average	102.0	102.0	17.3	16.3	17%	16%
Year 9 2019	108	108	10	6	9%	6%
Year 9 2017-2019 Average	113.7	113.7	9.3	10.0	8%	9%

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>includes absent and withdrawn students.

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

<sup>\*\*</sup>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)

2017	2018	2019	2020
99%	99%	99%	100%

Data Source: SACE Schools Data reports, extracted February 2020

\*NOTE: Reporting of data not provided when less than six students in the respective cohort Data excludes non-A to E and Withdrawn Not Graded subject results.

## SACE Stage 2 grade distribution

Grade	2017	2018	2019	2020
A+	1%	1%	4%	0%
A	5%	8%	7%	0%
A-	11%	10%	11%	0%
B+	11%	11%	14%	0%
B	18%	18%	17%	0%
B-	17%	17%	14%	0%
C+	17%	17%	15%	0%
C	14%	15%	15%	0%
C-	5%	3%	2%	0%
D+	1%	1%	1%	0%
D	0%	0%	0%	0%
D-	0%	0%	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 2020

\*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

2017	2018	2019	2020
99%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2020

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

## School performance comment

In 2020, we had twelve Kadina Memorial School year 12 students achieve an Australian Tertiary Admissions Ranking (ATAR) of over 90, a record number of high achievers for the school in one year. The highest score was 97.60, with the runner-up being 97.45. Will Hunter was also awarded a Governor Commendation, one of only 26 within the state. For the third year in a row 100% of potential completers, completed their SACE. In addition, there were four Merits and five other grades that were in the A grade band. Nearly 60% of the results were in the A or B grade band, with 100% of grades being at C- or above.

Furthermore, 19 students completed a certificate II or higher, on top of their SACE, with 7 of these involved in a school based apprenticeship.

Due to COVID, there was no NAPLAN in 2020. Our PAT-R and PAT-M results showed similar percentages meeting the Standard of Educational Achievement as set out by the department. There was, however, a small shift in most year levels with more students achieving in the higher bands when compared to the 2019 cohort. Significantly, the PAT-R results showed an increase in the percentage of students answering questions from the strands Interpreting Explicit Information and Reflecting on Text, both areas in which the school had been focussing through their improvement work. The recent work done in the Early years around phonics and improvement in this area came to fruition with an increase in students meeting the required 28 words – 2019 38%, 2020 75%. Importantly, the average number of words pronounced correctly increased from 60% to nearly 80%.

The Close Reading Strategy in the middle years also showed an increase in comprehension with more students successfully completing the post-test and showing positive results in the survey.

## Attendance

Year level	2017	2018	2019	2020
Reception	91.3%	89.6%	91.2%	85.2%
Year 1	91.0%	90.6%	91.3%	86.3%
Year 2	93.0%	90.8%	91.6%	84.2%
Year 3	92.1%	92.1%	93.4%	86.6%
Year 4	92.3%	91.4%	92.0%	87.3%
Year 5	91.1%	92.2%	91.8%	87.7%
Year 6	92.1%	89.9%	91.4%	86.5%
Year 7	91.1%	90.3%	90.1%	88.9%
Primary Other	78.7%	74.8%	84.0%	74.0%
Year 8	90.1%	89.3%	86.9%	83.1%
Year 9	89.3%	89.1%	87.1%	82.3%
Year 10	84.9%	86.3%	87.6%	80.9%
Year 11	88.3%	84.5%	84.2%	82.6%
Year 12	92.1%	90.9%	90.1%	84.2%
Secondary Other	88.6%	85.0%	81.6%	77.7%
Total	90.1%	89.1%	89.0%	84.4%

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

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

## Attendance comment

Despite the impact of COVID, the school's overall attendance remained high, with the average attendance rate being 86%. This was the result of attendance being closely monitored by Care Group teachers with follow up phone calls for unexplained absences. Our Administration SSOs also played a critical role in monitoring and enacting the attendance processes, following department process in completing attendance reports by the end of each day and alerting relevant staff to issues. Our School Attendance Officer met regularly with the local Department Officer to plan strategies for those with low attendance. Letters generated and sent home alerted parents of their child/ren's poor attendance and highlighted further action if improvements were not made. Reports supplied to Heads of School and SW



## Behaviour support comment

Several new programs developed within the school were created so as to meet the needs of students who needed extra support. A girls group targeted 13 girls and worked with them on both self-esteem and self-regulation. It also targeted their social and emotional needs, looking to reinforce positive behaviour between individuals so as to minimise behavioural incidents. It was found that most of this group lowered the number of negative incidents in which they were involved. A group of 10 boys were also targeted in a one day a week program for half the year where they focussed on project based learning but also had their social skills challenged and developed through their group work. In general, whilst there were some significant incidents, there were less suspensions and exclusions in 2020.

## Client opinion summary

Staff feedback through the Perspectives Survey was similar to that of the state where teachers indicated that they were expert educators, 78% and that they knew what was expected of them in their role and had what they need to undertake it, 92% and 89% respectively.

As with the rest of the state, the lowest Dimension was staff voice, with a positive perception of 74%. The lowest item was, "At our site, we challenge the practice of colleagues in a robust way", an area that we will work on in 2021. Kincentric, who put together the survey and evaluated that data, gave the school 10 priorities on which the school could focus, suggesting that it is best to address no more than two. Data analysis by leadership at the end of 2020 suggested that a continual focus on leadership and teaching improvement would be the most effective. The school are already working with the department to develop a leadership program for its key leaders and will use student free days to focus on teacher development.

Over 230 parents completed the online survey with a significant recognition of the importance of schooling with 95% of parents responding positively to; I think that education at school is important to my child's future. The other highest positive results were; I receive enough communication from the school 74%, Teachers at this school provide my child with useful feedback about their schoolwork 73%, I feel equipped to help my child plan what they will do after they leave school 71%, Overall, my child has a good routine around reading, studying and learning at home 70%, People respect each other at this school 70%, Teachers and students treat each other with respect at the school 70% and I feel like my child is important to the school 70%.

The lowest result came from the question that "The school provides me with useful tips on how to help students learn at home" at 44%, something that the school will need to work on.

## Intended destination

Leave Reason	Number	%
Employment	32	14.9%
Interstate/Overseas	26	12.1%
Other	1	0.5%
Seeking Employment	29	13.5%
Tertiary/TAFE/Training	45	20.9%
Transfer to Non-Govt School	14	6.5%
Transfer to SA Govt School	52	24.2%
Unknown	16	7.4%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

All staff have undertaken the Responding to Abuse and Neglect and the Child Protection Curriculum training. All teaching staff produced their Teachers Registration Certificate prior to commencement of teaching. All voluntary staff undertook training prior to working at the school. Documentation is sighted and copies are stored both physically at school and with DfE. All Flexible Learning Options Caseworkers provided documentation prior to commencing their work and this was also documented with DfE.

# Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	129
Post Graduate Qualifications	42

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	79.9	1.5	40.1
Persons	0	87	2	61

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

Funding Source	Amount
Grants: State	\$14,541,834
Grants: Commonwealth	\$5,650
Parent Contributions	\$485,677
Fund Raising	\$4,228
Other	\$173,924

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

## 2020 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 2020 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 wellbeing 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 focused 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.
	Inclusive Education Support Program	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.
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students have well developed NEP/IEP/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 2021. 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 2020. FLO students completed their SACE, numerous certificates completed.
Program funding for all students	Australian Curriculum	Teachers were inducted into formative assessment and sprint techniques so as to improve pedagogy and thereby results.	Assigning of grades also supported evidence of improving.
Other discretionary funding	Aboriginal languages programs Initiatives	Continued implementation of Nharungga 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.
	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 all levels according to PAT.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	A more differentiated approach in the classroom means that more students were being challenged. The school also promoted many external extra-curricular events so that gifted students had the opportunity for stretch	Students participated with some success in external activities.

