

Kingston Community School 2016 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:

27 February 2017

School Context and Highlights

Kingston Community School is a birth - Year 12 school located in the Limestone Coast district. Whilst there have been schools in the area for over 125 years, the current site was opened in 1986 in the grounds of Gall Park; a focus area of recreation for the local community. A unique joint-use agreement between the School and local community has seen expansive recreation facilities established and maintained on the site, including a 25-metre swimming pool, football oval, cricket nets, tennis and netball courts, squash courts and gymnasium.

KINGSTON COMMUNITY SCHOOL DEMOGRAPHICS 2016

Enrolment:	R-7	8-12	ATSI	SWD	GOM	School Card
326	58%	42%	4.9%	3.4%	0.9%	19.9%

HIGHLIGHTS OF THE YEAR

Student Achievement:

Two merit awards Year 12

One Governors award.

Inaugural Science Chemical Murder Mystery workshop

National Science Competition finalists

South East Music Festival - soloist for two nights.

SAPSASA State teams - student representatives in years 5-7 and State Cricket Captain

Indigenous Safe Gambling Project - state recognition

Native Plant garden project-almost completed

Site Improvement:

Draft Numeracy plan documented

Playful pedagogies introduced in junior primary classes

\$3.5 million grant announced for STEM facilities redevelopment

Four school closure days for STEM, Moderation (x2) Curriculum Differentiation

School Facebook page launched

Year 3 teacher participated in state Reggio Emilia exchange to Italy

Individual Student Development Plans introduced for all students

Other highlights:

Principal appointed for five years along with new Governing Council Chairperson

Front of school redeveloped and signs updated

Two long-standing staff members retired

Governing Council Report

Key Actions and Improvement around the school

- New signage and branding of the school-School Administration/Library /Gymnasium areas
- Painting of Gymnasium/Drama Room outside doors
- Redevelopment of the front passage way into the school into an Art Gallery
- \$3.5 Million in STEM (Science, Technology, Engineering and Mathematics) funding granted to the school. Governing Council has been consulted throughout the process and contributed ideas on a school walk. At the end of 2016 the project was at concept drawing stage – this was displayed for all the school community at Presentation Night

Principal Appointment

- Governing Council was represented on the panel that appointed our new Principal - Lucretia Tocaciu.

School Activities supported by Governing Council

- Sports Day, Interschool and Mile End Athletics, Pedal Prix, numerous SAPSASA Events, Knockout Events Sports, Swimming Carnival, Music and Choir and the Agriculture Department involvement at the Adelaide / Mt Gambier Shows. The students involved were great ambassadors for Kingston Community School and we are very lucky to have such a wide range of activities to suit all students' interests and also to have the teachers and parents that can run these events.
- Election Day BBQ and trading table was very well supported; thank you to those organisers, workers and donors. Other fundraisers were held throughout the year
- Teachers and some parents made themselves available to work at the Lucindale field Days.
- The Aboriginal Garden has been completed, incorporating the indigenous culture of our school, working together and making a lovely entrance feature.

Community

Thank you to the staff, parents, students and community on your united effort to continue making our school a better and more successful place of education. Volunteers are a fundamental part of this school and can never be thanked enough, these include the canteen helpers, reading assistants, working bees, uniform shop, event helpers such as fundraising activities and pedal prix /sports day-it all makes a difference so thank you.

Invitation to Governing Council

I invite any parents or carers to consider becoming part of the Governing Council, to help make decisions on the direction of the school, to help construct the learning paths for our students and to be involved and know what is going on in your children's education. Diversity is required and representations from all local communities would be fantastic

Catherine Wright

Improvement Planning and Outcomes

Priorities Identified in the Site Improvement Planning Processes 2016

GOAL 1- To build learner capacity to create responsible, resilient and powerful 21st Century learners

GOAL 2: To engage with families as key partners in learner improvement

GOAL 3: To build and continuously improve teacher pedagogy to develop powerful learners

GOAL 1:

Build a growth mindset as a key to learner improvement and development-Introduction of Individual Student Development Plans with SMARTAR goals across R-12.

Target achieved: 100% of students R-11 created and reflected upon an ISDP plan.

Staff professional development –Growth mindset, SMARTAR goals

Increase strategic and targeted numeracy intervention-Introduction QuickSmart and development Draft Numeracy plan Target achieved: 100% of students (10) in QuickSmart program increased automaticity based on University of New England program

Increase strategic and targeted literacy intervention - Minilit introduced to the school Target achieved: staff trained in delivery of Minilit program and six students started program

GOAL 2:

Governing council endorsed the following strategies: introduction of an Open Night, formation of transition committees, establishment of a Facebook page (550 followers), inclusion of the Quality Teaching Site Agreement in family pack, further information on AC through Acquaintance Nights and collaborative development of Individual Student Development Plans (ISDP) for all students across R-12 which were sent home to parents.

GOAL 3:

Develop teacher understanding of growth mindset and how to foster growth mindset in students across R-12 through professional reading and Differentiation PD day run by DECD staff

Embed triangulated feedback practices outlined in 2015 Quality Teaching Site Agreement

Target achieved: 100% of students R-12 given the opportunity to provide feedback to teachers using the TfEL Compass or negotiated equivalent

Build teacher capacity to interweave outcomes of the Foundation years Australian Curriculum and Early Years Learning Framework through the introduction of collaborative moderation and establish moderation processes across all Australian Curriculum learning areas

Target achieved: 100% of staff collected work samples across R-12 to begin benchmarking of Australian Curriculum learning areas and participated in collaborative formation of moderation protocols at site level.

Build teacher capacity to explicitly teach Australian curriculum general capabilities: literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding Target achieved: 100% of staff attended individual workshops in STEM pedagogies

Based on progress in 2016, the 2017 priorities will be to continue to:

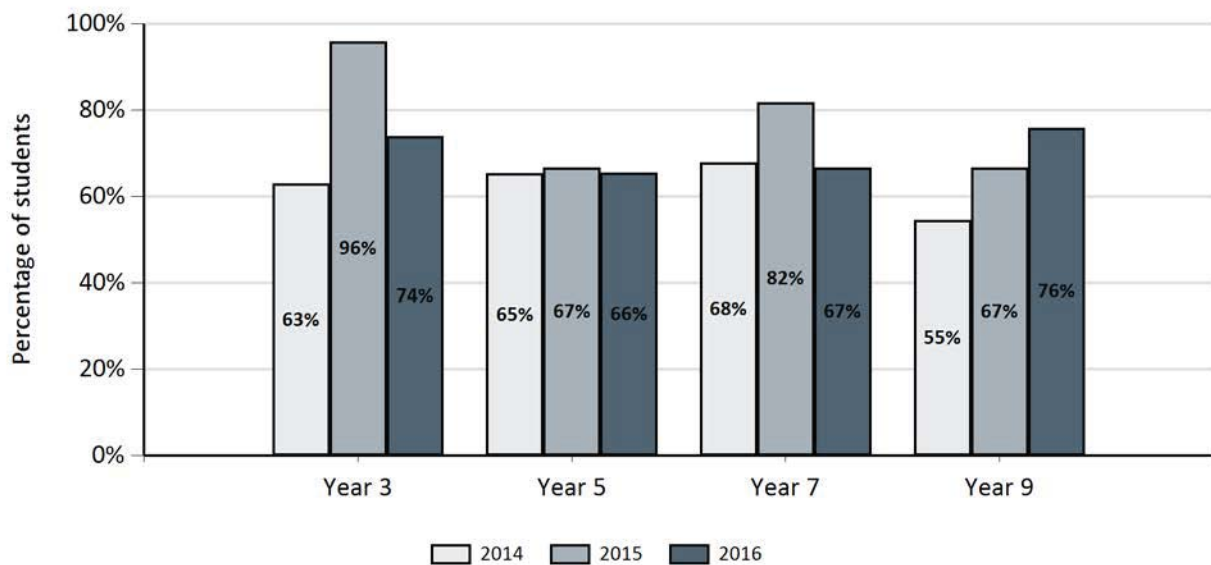
- Address the downward trend in SEA by reviewing intervention strategies and identifying learning needs through refinement of our ISDPs
- Ensure tasks and activities provided to students add value to their learning by working collaboratively to develop deep pedagogical and content understanding of the Australian Curriculum through increased student voice in curriculum planning and further staff professional development in STEM pedagogies
- Refine Formative Assessment processes and provide quality feedback, explicit instruction and exemplars to students on how to improve through embarking on a two-year professional development package for schools in Embedding Formative Assessment and continuing moderation practices established in 2016
- Work with the GC and SRC to provide parents with learning and curriculum information and to establish behavioural norms across R-12 through the commencement of a parent portal on Sentral which highlights curriculum plans aligned to Australian Curriculum and SACE across the school

Performance Summary

NAPLAN Proficiency

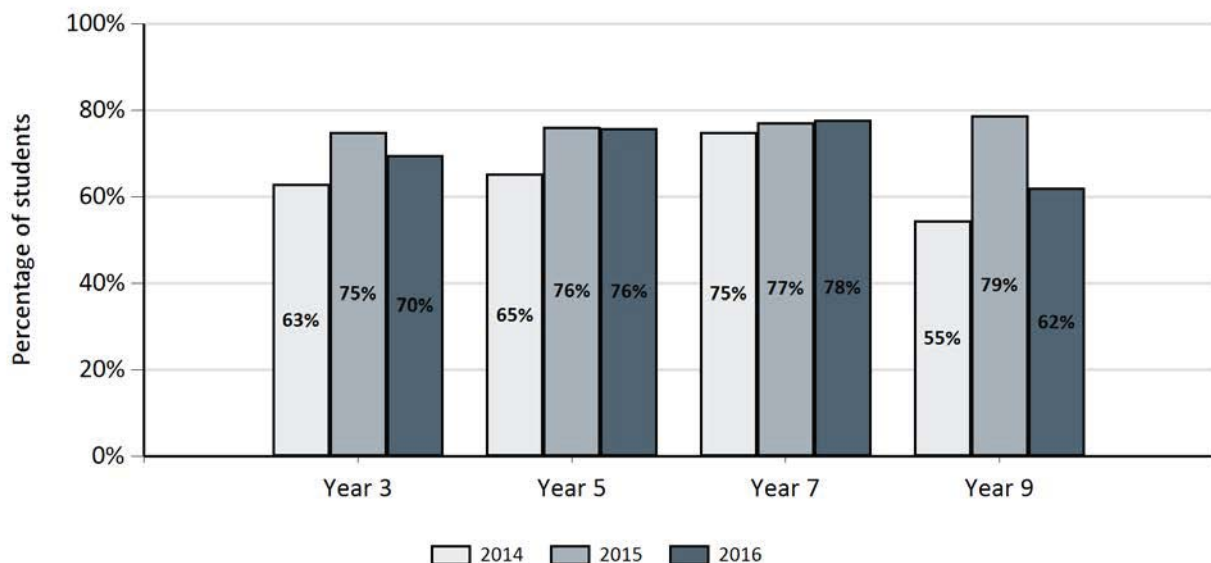
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young 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	22%	32%	12%	25%
Middle progress group	41%	56%	58%	50%
Upper progress group	37%	12%	31%	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	18%	20%	21%	25%
Middle progress group	54%	68%	42%	50%
Upper progress group	29%	12%	38%	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	23	23	5	0	22%	0%
Year 3 2014-16 Average	24.7	24.7	7.0	4.0	28%	16%
Year 5 2016	29	29	6	2	21%	7%
Year 5 2014-16 Average	25.3	25.3	6.0	4.3	24%	17%
Year 7 2016	27	27	6	2	22%	7%
Year 7 2014-16 Average	25.7	25.7	4.3	2.3	17%	9%
Year 9 2016	29	29	4	3	14%	10%
Year 9 2014-16 Average	31.7	31.7	4.7	3.7	15%	12%

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
94%	98%	98.2%

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+	4%	1%	5%
A	5%	13%	12%
A-	7%	12%	12%
B+	14%	16%	17%
B	15%	23%	18%
B-	22%	17%	17%
C+	6%	7%	13%
C	16%	7%	6%
C-	5%	3%	0%
D+	4%	2%	2%
D	1%	0%	0%
D-	0%	0%	0%
E+	0%	0%	0%
E	0%	0%	0%
E-	1%	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
94%	100%	100%

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	0.0%	0.0%	8.7%
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	94.4%	100%	100%

School Performance Comment

NAPLAN

NAPLAN numeracy results reflect a slight improvement trend upwards over the last three years, although not significant, with the exception of 2016 Year 9 results.

NAPLAN reading results at Year 3 and Year 7 were lower than the previous year, however Year 9 showed a pleasing upward trend.

NAPLAN reading progress in the upper band, far greater than the state average was recorded for Year 3-5 and Year 7-9.

NAPLAN reading progress in the middle band, greater than the state average was recorded for Year 7-9.

Students who made low progress in reading from Year 5-7 were higher than the expected number.

NAPLAN numeracy progress in the upper band, greater than the state average was recorded for Year 3-5 and Year 7-9.

NAPLAN numeracy progress in the middle band, was far greater than the state average for Year 5-7.

Students who made low progress in reading from Year 5-7 were higher than the expected number.

Students who made low progress in numeracy were below the state average in all areas.

Numbers of students achieving high achievement in the top two bands of NAPLAN reading increased by 5% in 2016. In all other areas the average number of students (2015-2017) achieving the top two bands will decrease next year due to less students reaching this standard. Students are achieving significantly better in the top bands of reading compared to numeracy

SACE

Four students achieved ATAR scores above 93. The top ATAR score was 97.85.

Five students achieved A+ in Mathematical Application (1), English Communications (2), Research Project (2)

Two merits were received for English Communications and Maths Applications

One student received a Governor's Commendation for academic achievement, community and school involvement and leadership.

The average site ATAR (Australian Tertiary Admission Rank) was 76.75 per cent accompanied with a 100 per cent SACE completion rate – a great achievement.

79.6 per cent of grades were of an 'A' or 'B' standard.

98.2 per cent of the grades were 'C' standard or better.

Students in Year 12 Undertaking Vocational or Trade Training Pathways

One student completed Certificate III in Agriculture.

Of the fifteen students who applied for University ATAR scores, 12 were offered their first preference (80.0%)

Attendance

Year level	2014	2015	2016
Reception	90.1%	88.5%	90.0%
Year 01	93.0%	90.4%	92.3%
Year 02	91.6%	93.2%	87.5%
Year 03	92.2%	93.5%	90.8%
Year 04	95.7%	91.2%	91.9%
Year 05	94.3%	94.9%	90.5%
Year 06	93.3%	94.6%	90.0%
Year 07	94.0%	96.5%	93.7%
Year 08	89.9%	92.2%	93.4%
Year 09	88.9%	89.0%	91.8%
Year 10	88.6%	87.4%	88.9%
Year 11	83.6%	93.0%	89.6%
Year 12	85.9%	84.0%	91.0%
Total	90.7%	91.3%	90.9%

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

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

Attendance Comment

- Case management meetings were held to discuss attendance patterns of individual students
- Wellbeing and engagement strategies were facilitated for targeted students with anxiety around attendance
- Home group teachers phoned home on third day and built positive relationships with students and families
- Exemptions were put into place for family holidays and extended medical leave
- One student was referred to Open Access College with a medical exemption
- Two families were referred to District Office attendance officer
- R-12 School Counsellor 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 3 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.
- Students with recurring poor behaviour or high level incidents were placed on lesson checks until behavior improved.

Client Opinion Summary

Areas where parents had the highest level of confidence included:

- Teachers at this school expect my child to do his or her best
- The school is well maintained
- I can talk to my child's teacher about my concerns
- The school looks for ways to improve

This information was based on 57 responses which is 35% of the parent body

Areas where students had the highest level of confidence included:

- My teachers expect me to do my best
- My school looks for ways to improve
- My teachers motivate me to learn

This information was based on 78 responses which is 25% of students

Areas where teachers had the highest level of confidence included:

- Teachers at this school expect students to do their best
- Students can talk to their teachers about their concerns
- Parents can talk to teachers about their concerns
- The school looks for ways to improve
- Teachers at this school motivate students to learn

It is interesting to note that parents, teachers and students strongly agree that teachers have high expectations and that the school looks for ways to improve. Parents, students and teachers are divided on the question –“Student behaviour management is well managed at my school”. While this question scores a 3.3/5 and is above average it is a concern for the school staff and school community. It was addressed in 2016 as part of the Site Improvement Plan and was linked to SIP Goal 1: building powerful and resilient learners. A curriculum differentiation day addressed ways to approach behaviour in classrooms. Student voice was used to discuss behavioural norms and expectations. Twenty teachers participated in a behaviour management course in Term 1 and 2, 2016 to address this issue yet teachers still believe it is an aspect they need to improve on. However it continues to be a stumbling point thus in 2017 it is an aspect of one of our B1 Leadership positions and by the end of 2017 it is expected an audit of the school's Behaviour Management Policy will occur. It is anticipated an agreement will be reached by students, staff and families on behavioural norms and expectations in the classroom, in the yard and in the community. This will be based on our school values. This will require the support of the whole school and wider community.

Intended Destination

Leave Reason	School	
	Number	%
Employment	10	13.5%
Interstate/Overseas	5	6.8%
Other	0	NA
Seeking Employment	7	9.5%
Tertiary/TAFE/Training	12	16.2%
Transfer to Non-Govt School	15	20.3%
Transfer to SA Govt School	25	33.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

Requests for DCSI checks are lodged by the school and paid by the school if the volunteer works in the school on a regular basis. All clearance checks are entered into EDSAS and alerts appear when the clearance is about to expire. Lanyards or name tags are worn by volunteers, third party providers, vocational trainers, pre-service teachers and music instructors. Governing Council and school committee members are entered into the EDSAS family table.

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	50
Post Graduate Qualifications	16

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	25.6	0.0	8.5
Persons	0	32	0	11

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

Financial Statement

Funding Source	Amount
Grants: State	4,157,232.97
Grants: Commonwealth	21,612.82
Parent Contributions	160,859.06
Fund Raising	6,080.35
Other	100,112.91

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	Social Skills funding from District office was used to have SSO's support students in class and in the yard to appropriately engage and interact with peers.	The high level behaviour incidents involving these students dropped.
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	N/A
	Improved Outcomes for Students with Disabilities	SWD funding was converted to SSO hours to support eligible students to make individual progress in literacy and numeracy. The school used additional RAAP funding for a high needs student during a transition programme.	
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	ATSI students were provided tutoring during their free study lessons. Targeted students involved in Aboriginal Gardening Project. N/A One student was enrolled in Open Access as a medical enrolment. Students with Learning Difficulties grant funded 4 lessons for R-2 speech programmes and 8 lessons of Multi-Lit Intervention for eligible students. Australian Curriculum funding R-7 was used to release staff to attend training and development activities related to Technologies, including 3D Printer project and the cluster Digi-Tech project.	Students successfully completed Research Project and maths. Increased attendance and engagement with community members.
Program Funding for all Students	Australian Curriculum	N/A	N/A
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding Specialist School Reporting (as required)	Wave 3 intervention was funded through Better Schools. Staff were trained in Quicksmart Maths and time allocated in semester 2. Multi-lit was funded all year and one staff member was trained in Mini-lit. N/A	An improvement in reading ages, number fluency and confidence was recorded. N/A
	Improved Outcomes for Gifted Students	N/A	N/A
	Primary School Counsellor (if applicable)	Primary Counsellor appointed to support teachers with classroom behaviour strategies and trauma management. SMARTAR goals developed for students on IEP's and ILP's. Case management and outside service referrals managed.	Strong communication and relationship with students and families developed.