



# Kingston Community School

## 2022 annual report to the community

Kingston Community School Number: 737

Partnership: South East Coast & Vines

Signature

School principal:

Mrs Samantha Murdock

Governing council chair:

Julie Worthley

Date of endorsement:

24 February 2023



Government  
of South Australia  
Department for Education

# Context and highlights

2022 started with the announcement of further school lockdowns and stay at home directives. We jumped straight into online learning. Some teachers worked with students they had never met face to face.

Eventually we welcomed our Year 7 to Year 9 students into their new Middle School Building. Because of our extensive transition program and planning, the inclusion of Year 7 into High School appeared seamless.

We have more recently seen the completion of a large Outdoor Classroom in this area and landscaping is nearly finalised. We hope to continue developing this space, involving them more in the planning and creation of the area.

Throughout the year our new model of SRC representation was carried out well by newly named positions of School Captains. SRC members played a greater role in promoting student voice with representation on many of our school committees and a presence at school assemblies. These changes in roles and the re-development of the groups have seen more students wanting to be involved and take on leadership within the school for the following year.

The school was well represented in the Lion's Youth of the Year, Anzac Spirit and the Eden Prize. Many of our students have shown great pride in representing our school at state level in both public speaking and sporting achievements. We are proud of their efforts and appreciate the support from their families to attend such prestigious events and competitions.

Staff were involved in training and development throughout the year around a trauma informed education practice called the Berry Street model of Education. This training has allowed staff to understand and plan for better engagement of students in their classes, giving teachers the strategies required to support students to be ready to learn and create the right learning environment for this to occur in. All staff will create agreed actions to use within their classes and throughout the school to better support engagement and learning for all students. We look forward to implementing more of this model into the school and informing students and parents about the agreement and strategies along the way.

As a school we have continued to work hard with supporting students to achieve their potential and continually improve, especially in the areas of literacy and numeracy. Our junior primary classes have achieved some outstanding results through the InitialLit program and Phonic Screening test at Year 1. As we enter into our third year of presenting this program we are seeing students transfer the skills they have gained into other areas of schooling. In 2022, Year 3 to Year 6 primary classes trialed a new literacy and spelling program, Promoting Literacy Development (PLD). By using consistent and sequenced routines, teachers have seen improvements in students' ability to decode and spell new words whilst building word knowledge and transferable literacy skills. With the implementation of InitialLit and PLD, there is now consistency in content and pedagogy across Reception to Year 2 and Year 3 to Year 6.

Staff again trained with Professor Margarita Breed to improve their teaching pedagogy in Mathematics. Teachers tracked students' achievements and used consistent visualization strategies across Reception to Year 10. The development of a site Numeracy Agreement will also support our work across year levels, ensuring consistent collection of data. Strategies are being used across the school.

We continue to work at building students' school values, supporting them with resilience and growth in their learning. We cannot achieve this work successfully without support from families and community.

Thank you to the supportive group of parents on Governing Council, teaching and support staff, families and students. Your continued support of the school and input into making each year bigger and better shows the strong connection you have with us. Enjoy viewing the year in review.

# Governing council report

In weeks 1 & 2 of Term 1 we were yet again interrupted with a brief lockdown and return to home schooling. Although at times it proved challenging being the very beginning of a new school year, we thank parents for their efforts with home schooling and congratulate students on their remarkable resilience to bounce back and accept the challenges they were presented with during this time.

Congratulations to our incoming Year 7's who transitioned well and slotted in comfortably and confidently into high school.

Work is still progressing on the Middle School landscaping with lots of meetings and plans going on behind the scenes. It will be fantastic to finally see this space completed for the students and teachers to utilise.

We would like to thank our Canteen Manager for another successful year and now wish her all the best as she leaves KCS after 7 years to embark on her new adventure with her family. Many thanks to all parent volunteers who greatly assist with many hours of help throughout the year. It is greatly appreciated.

Thanks to the GC committee for your commitment and passion you bring to each meeting. We have a real diverse group of members, making a real contribution to the success of our school.

On behalf of all of them, I wish our 2022 Year 12's every success as they navigate the next exciting chapter in their lives. Whether they are moving onto University or TAFE studies or going straight into employment, we wish them well and know they are more than ready for what is next to come. Look to the future and remember your time at KCS with a smile.

Julie Worthley  
Chair  
Kingston Community School  
Governing Council

# Quality improvement planning

The 2022 SIP was built around two goals:

Writing improvement across R-12

Year 6 growth

Spelling 76% improvement from T1-T3

PAT Reading comprehension 94% reached SEA

Brightpath narrative 87.5% achieved growth in results from 2021 to 2022

Year 7 growth

Spelling 44% in Higher Bands in NAPLAN

Year 8 growth

Brightpath Narrative results 69% of students improved from T1 -T3 in 2022

Year 9 growth

Spelling 32% in Higher Bands in NAPLAN

Goal for Year 9: The 32 students in the cohort who achieved at a C or higher will maintain this grade or move up to a higher-grade band in English.

The 32 students in Year 9 did maintain this grade.

Year 11/12 growth

All Year 11 Essential English students achieved a C or better

All Year 12 students achieved a C or better in English

Numeracy improvement across R-12

NAPLAN Maths and PAT-M Data for all years has been collected, analysed and reviewed by all staff.

It was found that in Year 4 16 out of 22 met SEA on PAT-M (73%).

It was found that in Year 5 18 out of 19 met SEA on PAT-M (95%).

It was found that in Year 6 15 out of 17 met SEA on PAT-M (88%).

So, 49 out of 58 met SEA on PAT-M (84%).

REFLECTION AND NEXT STEPS

This SIP data has informed our direction for 2023 SIP.

SPRINTS have assisted teachers in identifying areas for improvement (e.g. vocabulary).

Focus on students using evidence to support their arguments (analysis of information, understanding research that they have read). Need to start this earlier in secondary school.

Need to work on staff setting goals with individual students and class groups.

Whole school focus on algebraic reasoning as identified by PAT-M data

Continue T & D with Professor Margarita Breed

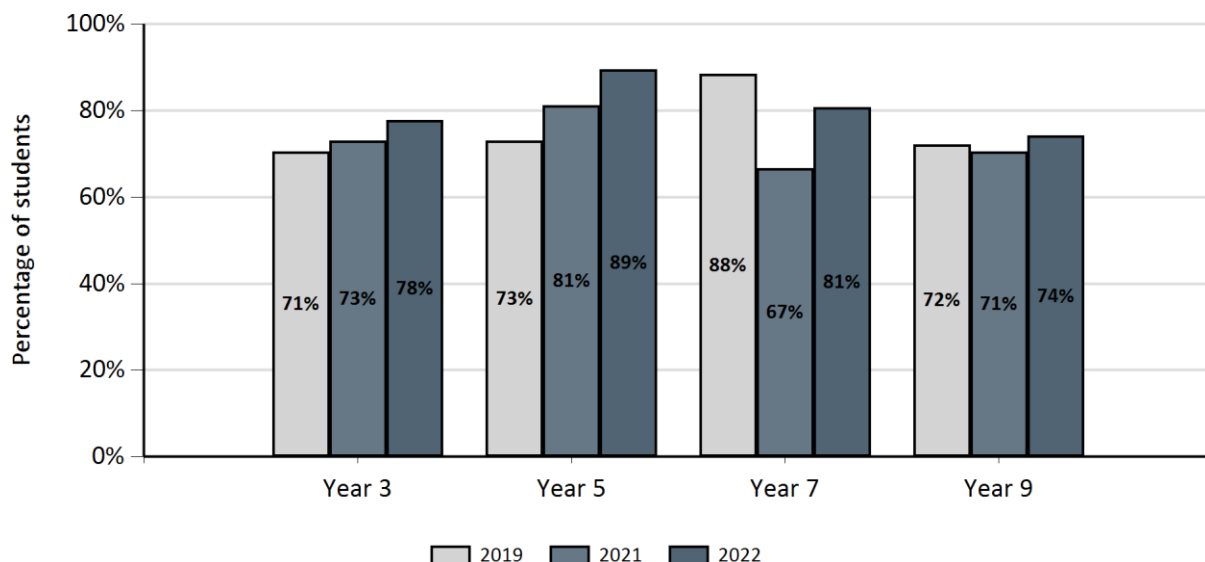
If we implement mastery learning R-12 across all learning areas, then we will increase achievement in writing and numeracy.

# 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

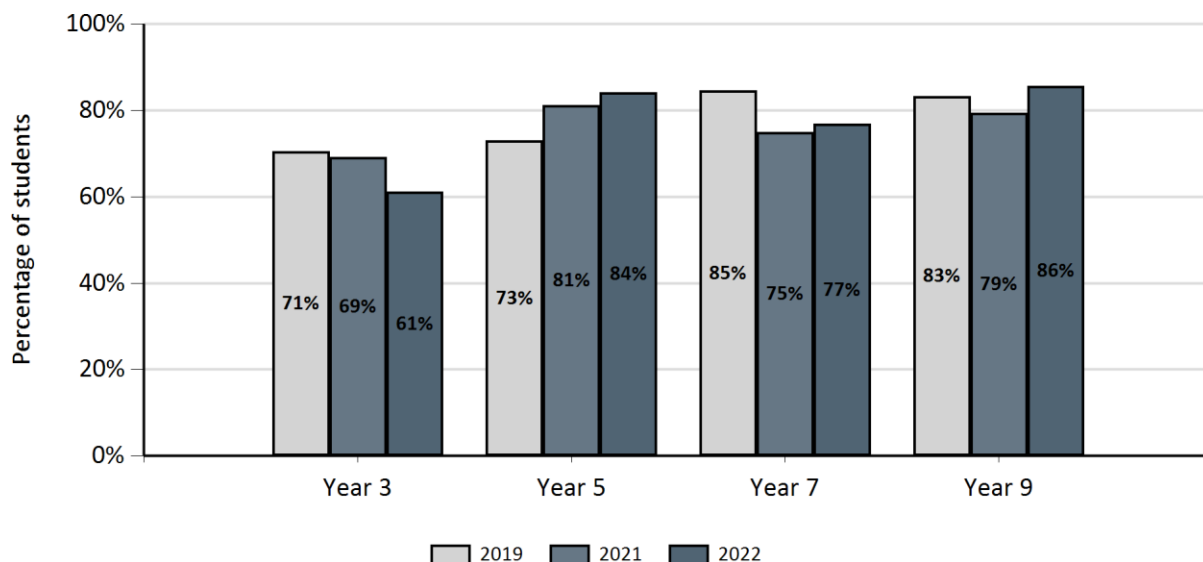


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

\*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 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 03 2022	18	18	5	4	28%	22%
Year 03 2021-2022 Average	22.0	22.0	7.0	5.0	32%	23%
Year 05 2022	19	19	6	5	32%	26%
Year 05 2021-2022 Average	17.5	17.5	5.0	3.0	29%	17%
Year 07 2022	26	26	2	4	8%	15%
Year 07 2021-2022 Average	25.0	25.0	3.0	5.0	12%	20%
Year 09 2022	35	35	7	1	20%	3%
Year 09 2021-2022 Average	34.5	34.5	5.5	3.0	16%	9%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

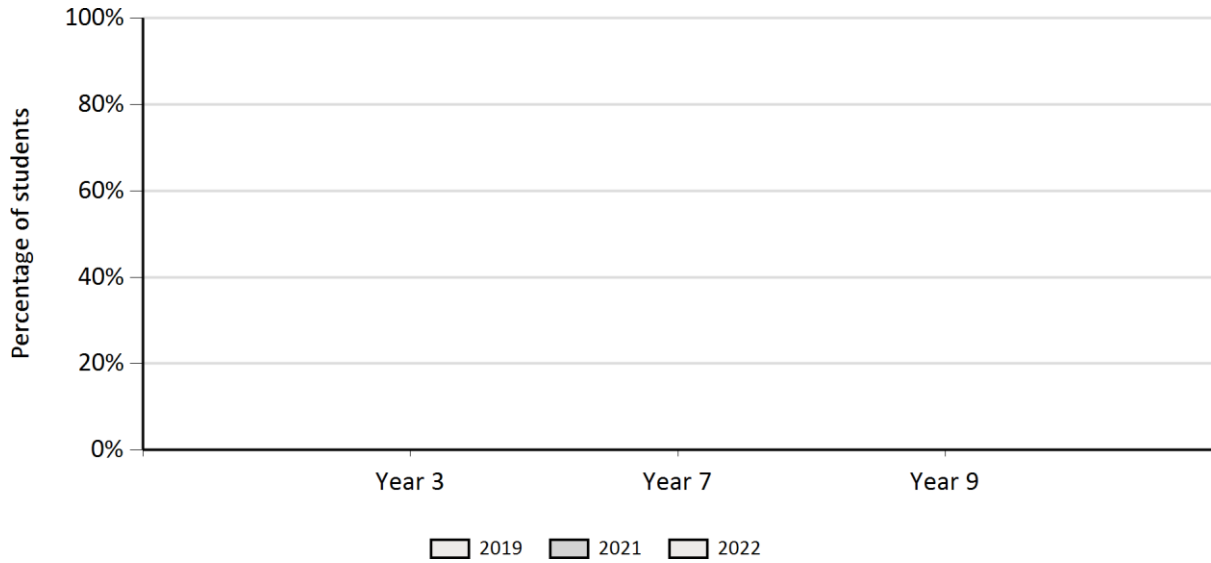
<sup>^</sup>includes absent and withdrawn students.

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

\*\*Percentages have been rounded off to the nearest whole number.

# NAPLAN proficiency - Aboriginal learners

## Reading



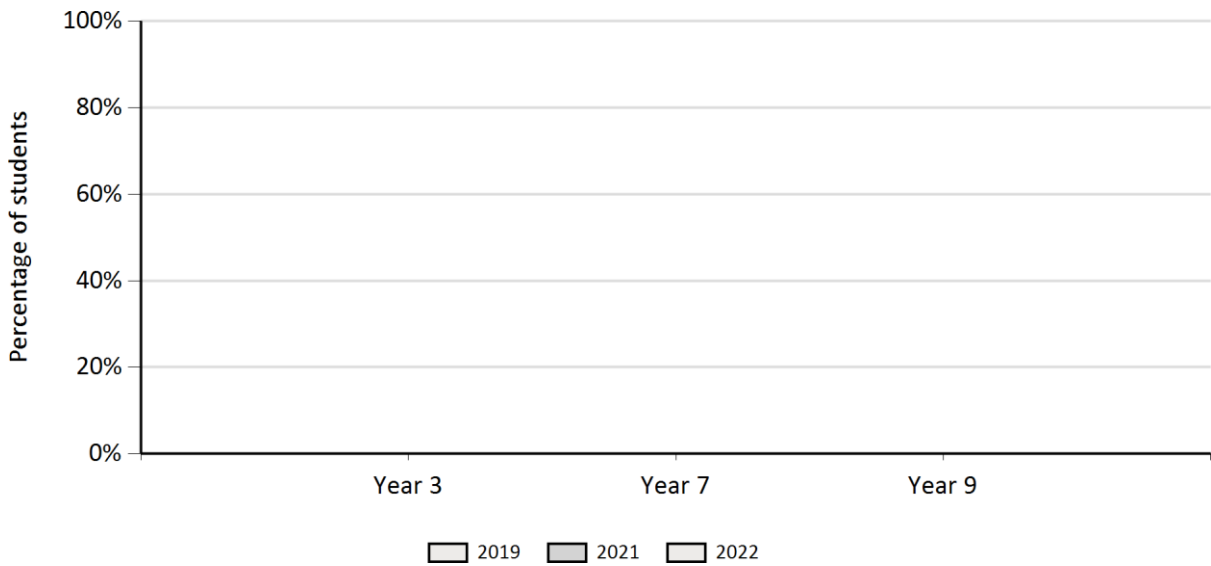
\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

## Numeracy



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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

# NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 03 2021-2022 Average	*	*	*	*	*	*
Year 07 2022	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*
Year 09 2022	*	*	*	*	*	*
Year 09 2021-2022 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<sup>^</sup>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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Data Informed Planning

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

It was the work of the Aboriginal Reference Group to track, monitor and review the progress made by the end of 2022. Specific activities undertaken which reflect Key Element 1 in 2022 include;

- Data informed conversations with Aboriginal families about the growth, achievement and success of their child, and strategies to best support them.
- Parent-teacher interviews, term achievement reporting and one-on-one conversations with families about their child's progress are all ways we have communicated with our Aboriginal families.
- Initiating informal conversations about children's learning during opportunistic moments, both on and off site
- Involving Aboriginal families in the development of their child's One Plan goals
- Creating a digital data wall (a work in progress) to make the progress of our Aboriginal students more visible
- Our Aboriginal attendance rate in 2022 was 82.3% compared to 83.5% non ATSI
- We had 24 Aboriginal students enrolled in 2022
- Running Records, phonics testing, PAT R and PAT M testing, and NAPLAN data indicated achievement and were a determining factor in allocating supports and interventions to deliver growth for each child

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

New improvement actions implemented to raise literacy and numeracy achievement include;

- The appointment of a ACEO – Eleanor Lisk who worked in conjunction with the Deputy Principal and classroom teachers to provide 1:1 classroom support for primary ATSI students, particularly in the Early Years
- The appointment of a new Aboriginal Education Teacher Mrs Susan Coote 1-2 days per week (data focus and 1-1 support)
- SIP focus and professional development with Margarita Breed in Numeracy strategies focussing on arrays and place value/number
- SIP focus on higher achievement in writing
- The development and rollout of the new phonics program Hegarty with further support from literacy expert Kellie Burge and Fiona Sullivan
- The introduction of Initialit literacy intervention program
- Additional SSO intervention support in classrooms or in small groups



# South Australian Certificate of Education - SACE

## SACE Stage 2 Grades – Percentage of grades that are C- or above for attempted SACE subjects (SEA)

2019	2020	2021	2022
95%	100%	100%	100%

Data Source: SACE Schools Data reports, extracted February 2022

\*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	2019	2020	2021	2022
A+	2%	3%	0%	0%
A	2%	11%	11%	7%
A-	14%	17%	6%	7%
B+	14%	17%	16%	7%
B	14%	12%	16%	10%
B-	19%	11%	9%	20%
C+	16%	14%	20%	27%
C	12%	14%	19%	17%
C-	2%	2%	4%	7%
D+	5%	0%	0%	0%

Data Source: SACE Schools Data reports, extracted February 2022

\*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

2019	2020	2021	2022
91%	95%	99%	99%

Data Source: SACE Schools Data reports, extracted February 2022

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

	2019	2020	2021	2022
Percentage of year 12 students attaining a year 12 certificate or equivalent VET qualification	100%	100%	100%	17%
Percentage of year 12 students undertaking vocational training or trade training	0%	18%	47%	0%

# School performance comment

## SACE

Kingston Community school once again had a 100% SACE completion rate with 100% of students achieving a C- grade or higher. (6 students)

5 students achieved an ATAR score of which 3 who wanted to enter University were offered a placement.

14% of grades were in the A band and 86% of all grades were in the B and C band.

Of the students eligible for University entrance 100% received their first or second preference in the first round.

- Bachelor Science (Forensic & Analytical)
- Bachelor Health Science/Occupational Therapy
- Bachelor Nursing (Pre- Reg)

## PHONIC SCREENING YEAR 1

20 students in Year 1 completed the Phonic screening check with 16/20 reaching above the benchmark of 28/40.

The two students who scored well below the benchmark were given extra support through InitialLit lessons and extra SSO support during literacy blocks.

# Attendance

Year level	2019	2020	2021	2022
Reception	86.4%	92.2%	91.6%	84.6%
Year 1	90.0%	92.0%	86.0%	88.1%
Year 2	95.2%	91.2%	89.1%	88.1%
Year 3	90.7%	94.8%	85.1%	83.9%
Year 4	93.7%	90.0%	92.9%	83.9%
Year 5	92.7%	91.3%	92.0%	90.5%
Year 6	92.4%	93.5%	89.1%	88.6%
Year 7	90.5%	90.9%	91.8%	85.5%
Year 8	90.7%	92.5%	89.9%	81.9%
Year 9	87.0%	92.0%	88.1%	82.2%
Year 10	93.1%	86.2%	88.2%	79.4%
Year 11	87.5%	91.5%	81.5%	72.1%
Year 12	83.9%	91.9%	92.4%	70.5%
Total	90.5%	91.7%	89.0%	82.8%

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

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

## Attendance comment

Our overall attendance rate was 83.4%, with some variation between year levels. Illness without Certificate and Family/Social/Cultural remain the predominant reasons families report for non-attendance at school.

Approximately 2.4% of absence was pre-approved using the exemption process. Parents are required to notify the school if their child will be absent and to provide reasoning. Daily SMS communication with parents is used to explain day-to-day attendance. The school contacts families on the third consecutive day of absence in line with departmental attendance requirements.

Chronic and habitual non-attendance is managed via class/home group teacher communication, year level coordinator involvement, and through the Wellbeing Team to manage more complex cases.

Newsletter articles and formal letters to families explaining attendance requirements are also used as appropriate. In some instances, families will be contacted for face-to-face meetings at school and attendance plans are created and actioned.

Where school interventions have not improved attendance, attendance officers are contacted via the Social Work Duty Line and cases are moved to the next level.

## Behaviour support comment

Behaviour Management was implemented using the Behaviour Management Policy, with students signing a School Code of Conduct and School Values were a continued focus. Staff recorded consequences for inappropriate behaviour on the DUX platform. Behaviour incidences were communicated to families via text, email or phone call.

There were 28 internal suspensions, 19 external suspensions and 12 take homes recorded throughout the course of the year. 3 students were supported with the school's complexity funding and 5 received IESP funding for complex behaviour and social skills support.

The school is continuing engagement and is visited fortnightly by the Headspace Reach Out program; a support worker consults with students face to face from the community library, providing and working on strategies to best support them with wellbeing.

Staff have continued to be directed to the Department's new Behaviour Support Toolkit. In addition to this, all KCS staff members engaged in the Berry Street professional development that ran throughout the course of the year. The site will aim to integrate key strategies and learning during the 2023 school year.

## Parent opinion survey summary

Areas where parents who completed the survey had the highest level of confidence included:

- I think that education is important = 95%
- Talk with their children about their learning = 91%
- Have good home learning routines = 69%

72% of families want more help with addressing their child's needs.

51% of families said students and staff are respectful. This is an increase from 24% in 2021.

Email is still the preferred method of communication followed by text messages.

Only 63 parents responded to the survey. Would be good to increase on this in 2023 to give a clearer picture of parent opinion and needs.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	8.7%
PE - PAID EMPLOYMENT IN SA	7	30.4%
SM - SEEKING EMPLOYMENT IN SA	2	8.7%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	39.1%
U - UNKNOWN	1	4.3%
VI - LEFT SA FOR VIC	2	8.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

All relevant and mandatory screening checks kept up to date via a training matrix for teachers, SSO's, University placement students, work experience students, parent volunteers and Governing Council representatives. A dedicated SSO within the school alerts those due for updates prior to expiring. COVID vaccinations continued to be checked and new staff and volunteers on site have certificates sighted by the Principal.

# 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	50
Post Graduate Qualifications	15

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	24.7	0.0	11.0
Persons	0	30	0	16

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$4,783,502
Grants: Commonwealth	\$0
Parent Contributions	\$132,099
Fund Raising	\$7,166
Other	\$108,468

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

## 2022 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 2022 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	Safety and Risk plans Behaviour Plans One Plans Mentoring for at risk students Golden Ticket – Positive School Culture initiative What's the Buzz? Social skills program Year 3	At risk students recorded fewer high level behaviour incidences  More positive engagement at school in class and yard
	Improved outcomes for students with an additional language or dialect	3 EALD students receiving SSO support with language and comprehension	Students demonstrated improvement on LEAP continuum. Improvement in oral language, written tasks and engagement with class activities and peers.
	Inclusive Education Support Program	Program for Category 7 student to build competence and capability in life skills Organised lunch activities/programs for at risk students/complex behaviours Targetted intervention in classroom from SSO	Reduction of Yard issues  Better engagement in classroom activities
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	Literacy Intervention through MiniLit, MultiLit and MaQLit Classroom numeracy support R-6 Consolidation of InitiaLit program R-2 & T&D with Literacy Coach - LGU T & D and introduction of PLD spelling program 3-6 Year 6 Transition to High School Camp and taster days Kindergarten to School transition program Speech Intervention for 5 students Year 8 Reading comprehension support Literacy support and cultural awareness for Aboriginal students from ACEO work	Improvement in Yr 1 PASM  IntiaLit testing demonstrated growth Year 3-6 teachers saw improvement in Spelling skills  Success with MultiLit groups completing program  Positive and successful transitions to Year 7 and Reception
Program funding for all students	Australian Curriculum	Berry Street Education Model T& D for all teaching and SSO staff SIP development and meetings Learning Sprints Brightpath	Teachers utilizing Australian Curriculum Units of Work Beginning to look at implementing BEM strategies across the school
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Support for groups of students through SSO's below SEA	Increase in grades and initial lit levels

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A