

Kids Matter

The KidsMatter initiative continued throughout 2015. Each Campus has a strong focus on student well-being and continue their work in supporting a positive and supportive culture across KICE. This is done in a number of ways from ensuring Policies and Procedures are in place and are acted on in proactive ways, to school community event participation,

“...strong focus on student well-being....positive and supportive culture across KICE.”

classroom and school activities for children (eg Lunch time activities; Bucket-Filling program etc) and involving families in the school in a variety of ways. During 2015, all staff were trained in Component 3 of KidsMatter at Parndana Campus on a pupil free day. This was “Working with Parents and Carers”. It was great to see some parents able to attend and to have



involvement from Parenting KI. This has continued to help raise staff awareness of being inclusive and supportive of the mental health needs of our school community.

Information, Communication and Technology (ICT) in 2015

- ICT portal continues to be the “one stop shop” for all KICE ICT based guides and support, including all ipad and laptop setup guides for all student and staff devices
- Apple Server and Apple Configurator and Apple Profile manager now in use to streamline ipad and app distribution
- New Curriculum servers at Penneshaw and Parndana
- Online Learning Technologies used to their full potential throughout KICE, including Mathletics, Weebly, Moodle and Reading Eggs
- Ongoing work being done to our online presence, including updating key services such as the main KICE website and our email system
- Rolled out new 65” BENQ touch TV’s as a replacement for the short throw projectors in all Campuses
- New staff laptops at all Campuses
- We now have a Scorelink server for analysing student performance data

Year 12 Destinations

University	35%
Further Education	10%
Apprenticeship	15%
Workforce	30%
Other	10%

Staff Data

Qualification Level	Number of Qualifications
Graduate Degrees or Diplomas	116
Post Graduate Qualifications	33

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.60	57.1	.30	20.66
Persons	1	67	1	31

Junior Primary and Early Years Scheme Funding

Funding Received
Early Years - R-2 \$62,928
Early Years – Year 3 Scheme \$20,938

Implementation

Average class sizes	KICE Average	EY Initiative Target	Enterprise Bargaining Maximum
Yrs R-2	21.6	24	26
Yr 3	22.6	26	30



The suspension and exclusion data in 2015 can be attributed to approximately 6 very high maintenance students.

Behaviour Management	2013	2014	2015
Suspensions	9	36	32
Exclusions	1	4	1
Total Incidents	482	635	1130

Respect
Honesty
Doing your best
Responsibility
Care

Developing and sustaining a COMMUNITY where everyone learns and grows

Kangaroo Island Community Education Annual Report 2015

KICE At A Glance

631.6 students

Enrolment 2013-2015			
Enrolment (FTE)	2013	2014	2015
	631.6	635.9	634.9

The above figures are exclusive of our Flexible Learning Options (FLO students) and Case Management Students (FLO—12, CM - 2)

Above 90%
Attendance rates in 2015 in all Grades except Years 11 & 12.

This is below the State target which is set at 93% or better. KICE will undergo an analysis of all data to set targets and strategies for improvement.

RE	91.8%
Yr 1	93.4%
Yr 2	93.5%
Yr 3	94.9%
Yr 4	93.0%
Yr 5	92.0%
Yr 6	91.9%
Yr 7	90.2%
Yr 8	90.8%
Yr 9	91.6%
Yr 10	90.2%
Yr 11	88.3%
Yr 12	88.3%



Kangaroo Island
COMMUNITY EDUCATION

Year 12 Results Summary

For the second year in a row and the third time in the last four years at KICE there was a 100% South Australian Certificate of Education (SACE) achievement with all Year 12 students achieving their SACE. An impressive 83% of all the Year 12 grades achieved were A or B grades, with 17% C grades and no D or E grades. This is an excellent result and reflects the hard work of the school in recent years on continuous improvement in the SACE.

The compulsory Research Project subject results were again strong and this reflects the Professional Development focus in this area

What is often hidden in the SACE results is the number of students we have transitioning to Apprenticeships from our School Based Apprenticeship programs and Vocational Education and Training (VET) programs. KICE is exceptionally well represented in this area and we continue on this year in offering a wide and deep range of vocational programs as part of the SACE.

Again KICE had a student's (Sallie Buschhueter) art work selected for the SACE Art Show. Sallie's work will be displayed in March along with the best 2015 Year 12 Art work from across the state.



Congratulations and well done Sallie.

We wish the KICE Year 12 cohort of 2015 the very best for the future!

KICE DUX

Congratulations to **Emma Boyle; DUX of Kangaroo Island Community Education for 2015**. Emma achieved an Australian Tertiary Admission Rank (ATAR) of 91.85. Emma has been an excellent student who has embraced and modelled the KICE values (Respect, Honesty, Doing Your Best, Responsibility and Care). Emma plans to do a Bachelor of Health Science / Masters of Occupational Therapy degree at Flinders University. Kiara Hadland was next with an ATAR of 85.60. In 2015 the average ATAR at KICE was a very pleasing 75.



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Leanne Woods
Head of Campus—
Penneshaw, KICE
EY Leader

“..their learning journey
is continuous and with
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ized communication
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“Attendance and
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KICE Curriculum Development

Pedagogical Change at KICE and Implementation of the Australian Curriculum

Early Years—Birth-Year 5

Wellbeing

In 2015 our goals focussed on the transition from Pre-school to school, and on inclusive pedagogy.

Towards the end of 2014 the KICE Early Years team and the Pre-School leaders worked together on the Kangaroo Island Education Partnership Pre-school to Reception Transition Policy. Transition to school from prior-to-school settings is a critical time in the lives of children. It is a complex and long-term process that involves a child's identity, the internalisation of leaving one setting and then developing a sense of

belonging within the new setting. We acknowledge that there are differences in curriculum and environments between school and preschool, however, as a team we continue to discuss the best ways to support our learners and their families so that their learning journey is continuous and with no barriers. A formalised communication plan with timeline was devised, which ensures timely sharing of relevant information to support our students. The information sharing ensured the needs of the children about to start school were discussed, and through an agreement by the KI Ed Partnership we were able to fund support for students needing additional assistance through the transitional stage pre-school and in the first terms of school.

2015 was the first implementation of this new transition policy and was reviewed in March 2015, along with the additional support time. The process was successful for families who felt supported, and for students who were safe. Attendance and behaviour data for this time, and throughout the year, showed the plan had been successful with lower absences and fewer behavioural incidents than predicted.



KICE Teachers have continued to work on the Assessment for Educators through the IEA, through

Staff Training Days; and link this to TfEL pedagogies for inclusive, engaging learning experiences for students.

Curriculum

- All EY staff are implementing relevant areas of the Australian Curriculum, and participated in workshops and other learning with our PACIO and SACIO.
- KICE staff use the TfEL Framework and Learning Design for planning and development of pedagogy.
- All teaching staff are participating in across island Moderation and Professional Learning Teams to develop



consistency of curriculum and pedagogical practice.

- With a whole school agreement that all Early Years teachers use Jolly Phonics, and Jolly Grammar as students progress to develop literacy, consistency in process and language for all students has been improved. Some Pre-School teachers are using aspects of the program also, which has been most supportive of our youngest students as they enter school.
- Staff PD has focussed on ensuring all teaching staff are able to implement these programs in their classes.

Learner Data

In 2015 KICE developed Whole School Data Collection Schedules for Learning Bands. These cover many aspects of student learning from phonics, spelling, reading, language, numeracy and speech. All Year 3 and older students undertake the PAT-R and PAT-M assessments each year as well. Staff training has been provided for all staff requiring it to implement the collection of data. This process has improved the quality of data to be shared with DECD Support personnel, leading to quicker assessments and support provision.



VET

In 2015 we had 30 students enrolled in Certificate 2 and 3 qualification courses. These ranged from Certificate 3 in Aged Care and Certificate 3 in Children's Services to a range of School Based Apprenticeships and School Based Traineeships. KICE delivered the following 8 VET courses in 2015 across years 10, 11 & 12:

- Agriculture
- Automotive
- Business
- Civil Construction
- Engineering

- Food Processing
- Hospitality
- Tourism

VET Training Blocks

In 2015 there were 2 VET training blocks delivered by TAFE to our VET students; a 2 week Retail Bakery block at Parndana Campus and 1 week Hospitality block at Kingscote Campus. These blocks were at Certificate 3 level which gives SACE Stage 2 credits to students. Delivering these courses to Certificate 3 level is

**30 students enrolled
in Certificate II and III
qualification courses
in 2015.**

made possible due to the industry standard of our Trade Training Facilities. These courses will occur again in 2016.

In 2015 the Year 12 Formal was shifted to Term 1 in an effort to ensure students focus on their studies throughout the year more and are not distracted by this event.

KICE continued its links with the Australian Maths and Science

school (ASMS) with our staff working with ASMS staff in Professional Development activities in the Senior Years.

Year 10 Careers Week and Work Experience occurred in Term 2 in Adelaide and again formed an integral part of the Personal Learning Plan (PLP) SACE subject and the school's and DECD career development focus.

The Year 11 cohort achieved strong results across SACE VET subjects and SACE Board subjects and this group looks set to be a strong Year 12 group in 2016.

Vocational Training

School Based Apprenticeships/ Traineeships in 2015

- | | |
|--------------------------|---|
| • Agriculture/Automotive | 5 |
| • Hospitality/Business | 4 |
| • Retail/Tourism | 4 |
| • Beauty | 1 |
| • Vet Nursing | 1 |



KICE VET Enrolments 2015

- | | |
|----------------------|----|
| • Engineering | 13 |
| • Food Processing | 11 |
| • Rural Operations | 12 |
| • Civil Construction | 11 |
| • Virtual Business | 8 |
| • Automotive | 13 |

Progressive Achievement Testing

In 2015, all students in Year 3 to Year 10 took part in the online Progressive Achievement Tests (PAT). The PAT results gave teachers a better understanding of what students were able to do independently. Numeracy and Literacy Results Plus Project Officer, Alison Berden, and Primary Australian Curriculum Coordinator, Crystal Henderson, ran workshops for all teaching staff at each campus on accessing PAT results and using them to inform teaching practice. Teachers were able to use this time to confirm their understanding of the data,

identify trends, utilise the online resource centre and develop literacy and numeracy goals and priorities for 2016. From 2015 onwards, it is expected that PATs will take place in September each year. **Curriculum Mapping** In 2015 KICE staff members began looking at strategies to successfully manage the requirements of the Australian Curriculum. A mapping process was needed to ensure that all students have access to their required curricula. The curriculum mapping exercise will be a long and detailed, but also exciting, process. It will enable all KICE stakeholders to have a clear understanding of expectations, while ensuring our valuable learning areas are

not lost.

KICE Curriculum Mapping Aims:

- To demystify and simplify the Australian Curriculum for all stakeholders
- To identify skills and subject content that are evident in multiple learning areas to ensure the Australian Curriculum is taught in an efficient and effective way
- To ensure that the unique subjects that are taught at KICE, without a distinct curriculum, can be linked to another learning area(s)
- To strategically approach learning areas within 2-3 year learning band periods

In 2015, KICE has maintained a strong focus on assessment and has thus committed to the Assessment for Educators course facilitated by the Institute of Educational Assessors (IEA). The Assessment for Educators course is designed to support a whole-school commitment to reflecting on, evaluating and improving existing assessment practices. KICE was the first school outside the metropolitan area to take up this offer.

*Crystal Henderson –
Coordinator, Primary
Australian Curriculum.*

Middle Years—
Years 6-9

Maxine McSherry
Head of Campus—Kingscote,
KICE MY Leader



2015 saw the beginning of our commitment to ensure all children across the Year 6-9 range at KICE had the chance to experience a camp annually. The Year 7 & 8 camp were off island events with the year 6 & 9 camp being based at the Parndana campsite. This is a wonderful facility we are fortunate to have at KICE. We are committed to continuing and strengthening the MY camps/outdoor education initiative because we believe camps are an important component of learning for this age group as they provide an unique opportunity to develop social skills, build interdependence and

independence and help some children increase their level of resilience (see MDI data). The feedback from students (and parents) showed that the camps were an enjoyable and valued component of the year's learning which many children will remember for a long time. To minimize costs to families we support the KICE camps programme with funds made

“....provide an unique opportunity to develop social skills, build interdependence and independence ...”

from hosting the Kingscote Farmers Market on the 2nd and 4th Sunday of the month.

Wellbeing is everyone's business. Our 2015 DECD student wellbeing data shows that resilience and perseverance are key areas on which we need to continue to up skill our young people on KI. Our data shows on average only 15% of our young people have a high level of perseverance. Pleasingly 2015 data showed a distinct improvement in the number of students eating breakfast, our school based crunch and sip programmes and breakfast clubs have supported this improvement. The data shows a reduction in verbal victimisation but cyber victimisation continues to be an area schools and families need to address. Over 75% of student from Year 6-9 reported high levels of satisfaction with their school friendships. KICE links with Parenting KI, local

medical practitioners, Uniting Communities and FWS (Finding Workable Solutions) to support young people on the island. 2015 saw the trial of a mentoring programme for middle years' students. Mentors (many of which were SY students) can support both children who may be at risk in their learning and students who are excelling and want support to achieve their very best.

Through the literacy and numeracy plus programme we conducted a 2015 audit to help us understand the ways we track and monitor learner achievement. As a result of the audit we have developed a MY data plan in which we are scheduled to gather data seven times throughout the year to ensure informed tracking of every student's progress.

KICE Pre-School



The KICE Preschool has been a busy hub for our Preschool children and the wider community in 2015. Regular Preschool and Playgroup sessions have involved parents, grandparent, community groups and outside agencies. Whilst strengthening our community links we have been able to share the 'magic' and importance of Early Childhood education. We look forward to building upon this in 2016.

	Playgroup	Preschool
2015 (# of Children)	46	14

Running Records Data

YEAR 1
Running Records – at or above Level 15

YEAR 2
Running Records – at or above Level 21 (highest grouping for data)

Year 1	State	KICE	Year 2	State	KICE
	55%	53%		69%	72%

There was an increase in the number of Year 1 students at KICE achieving DECD standard in 2015.

The KICE Year 2 data shows significant improvement, with the percentage of students demonstrating expected achievement increasing by 22% from Year 1 in 2014.

	State	KICE
Year 1	55%	49%
Year 2	69%	85%

Running Records for **2014** Year 1 and 2 students – at or above Level 16 and 21.

This table is to be used to compare actual growth of student reading levels from 2014 and 2015.

Australian Curriculum and Pedagogical Change

Australian Curriculum Implementation

In 2015 KICE teachers used the Australian Curriculum to plan, assess and report on all subject areas in Reception to Year 10. Students developed their knowledge and skills in eight learning areas: English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education (HPE), The Arts, Technologies and Languages. Teachers were provided with opportunities to familiarise themselves with new Australian Curriculum subjects – these included Civics and Citizenship, Economics and Business, Design and Technologies and Digital Technologies. The implementation of the Australian Curriculum has provided KICE staff with the opportunity to think deeply

about not only **what we want our students to learn, but also how we want them to learn.** We have had opportunities to create strategic shifts in the way our students are exposed to engaging, challenging and stimulating learning. We have made a commitment to raising the standards of teaching and learning on Kangaroo Island. **Reporting**
Reporting against the Australian Curriculum led to some complications within our current format. In 2015 the KICE Reporting Group was established in order to develop a new reporting format for use in 2016 onwards. The group initially consulted with all major stakeholders – parents, students and staff, before researching and reviewing best practice from a variety of jurisdictions. In this time, it was

appropriate to also update the KICE Assessment and Reporting Policy to reflect our current practice. By the end of 2015 a draft reporting format was developed and ready for further consultation with staff. It is expected that the new reporting format will be ready for use at the end of Semester 1, 2016. **Moderation**
In 2015 KICE embraced the DECD Collaborative Moderation process across the three campuses. More than twenty-five staff members participated in the DECD Moderation Matters training run by our Australian Curriculum Implementation Officers, Sonia Cooke and Nina Thomas. The training led to a shared understanding of the importance of effective moderation as well as a common approach to

moderating student work. During designated staff meeting times, all teaching staff worked in groups, representative of each campus, to moderate student work samples. In 2016 we will continue to develop our focus on effective moderation using the DECD Collaborative Moderation Protocol. **Professional Learning Teams**
Professional Learning Teams (PLTs) were established early in the school year. KICE PLTs focused more specifically on the teaching goals outlined in the National Professional Standards for Teachers, rather than curriculum content. Regular staff meeting time was allocated for PLTs to meet and work collaboratively to reach their goals. At the end of 2015, staff had the opportunity to share the work they had done in their PLTs during staff meeting time.

KICE Sports

With the generous support of Sealink, students continue to make the most of the opportunities provided off island.



Principal's Report

Principal Ian Kent reflects on 2015

2015 has been another year of positive change, growth and development for us all. There have been huge improvements in the connectedness between all groups associated with the school. Key industry partners Sealink, AgKI, Aurora Ozone Hotel, Tourism KI, DEWNR and many small businesses support our students in education and training as well as government and non-government agencies supporting our students in their social/emotional wellbeing. The Kangaroo Island Partnership has seen a much stronger connection developed between the pre-schools, Parenting KI and the 3 campuses of KICE due to a bigger focus on transition and the needs of families and their children in the early years. Late in 2015 the KI Education Partnership underwent a comprehensive Performance Review. The feedback from this review showed our strengths and areas for improvement.

- The areas we will be continuing to work on are:
- Improve tracking and monitoring by continuing to build teachers' use and confidence with data.
 - Continue work on assessment for learning as a ways to increase numbers of students demonstrating the SEA and retaining higher bands.
 - Monitor and evaluate results from new reading programs and interventions.
 - Investigate ways to engage and extend high performing students in reading and, in

particular, build skills in inferencing.

- Continue work on programs to build parent and community engagement in learning, particularly in Literacy.
- Monitor and evaluate the results of the new preschool to school transition process.
- Continue development of shared language and common understanding between preschool and junior primary.

As well as these areas, we will be looking at further strategies to increase the wellbeing of our students and address issues around non-attendance. The school continues to develop and refine the curriculum with a commitment to personalised learning and creating engaging, student-centred learning experiences for all students regardless of their socio-economic status. The Australian Curriculum has continued to be implemented across the school in line with the requirements of ACARA and DECD, and targeted Literacy and Numeracy strategies have been embedded across all year levels. Student learning data and student engagement have continued to show improvement both through the NAPLAN, PAT-R and PAT-M results, and student well-being surveys. This data shows that most students are learning and developing their skills at the expected rate.

“...develop the capabilities of our current leaders and ensure sustainability in leadership in the years to come.”

“...continues to receive positive media attention, particularly in the local papers...”

At the end of every year the school teaching staff reflects on the targets they set in the Learning Band Improvement Plans (Early Years, Middle Years and Senior Years) to see what we have done well and what we need to do to continue Raising the Standards at KICE to exceed State and National benchmarks. This systemic approach to whole school improvement using data helps us identify areas of priority within each learning band. The operation of the school has again been well supported by an excellent School Council, led by Stephen Morgan. They meet twice per term to contribute to the direction of the school and address the range of issues that inevitably arise; a challenging job which they have responded to with determination and enthusiasm, and I thank them for their continued support. I would like to acknowledge and thank the large number of dedicated and committed teachers across the school who work tirelessly to enrich the lives of young people and engage them in their learning. Thanks and recognition must be given to the large number of non-teaching staff who play a vital role in the efficient running of the school. Special thanks must also be given to the School Leadership Team who strive to implement the school vision, support staff, students and parents and ensure that the school runs smoothly. Our aim is to develop the capabilities of our



current leaders and ensure sustainability in leadership in the years to come. Without their hard work and support I would not be able to do my job. One of the most critical factors of any successful school is the staff. The team at KICE continue to work collaboratively to best meet the needs of our students. I am grateful for the time and energy they put into their positions. They give so much more than what is expected to the school and to your children. State of the art facilities, a dynamic learning community and an educational model that, together with the Trade Training Centres, provides a broad range of learning opportunities and multiple pathways for all students is now the norm at KICE. We have a well-established and successful school culture and community. 'Positive vibe' and 'feel good factor' is very evident in both the physical environment and the relationships both internally and externally. I'm sure you would agree with this observation and we should all feel proud of this achievement. The school has continued to receive positive media attention, particularly in the local papers, and has hosted visits from a large number of educators from local schools, interstate and overseas. The feature on Landline had an unbelievable amount of interest and accolades. KICE also won the Credit Union SA Area Schools Best Practice Award and was a finalist in the Education Section of the SA Regional Awards.

Governing Council Report

Chairperson Steve Morgan reports on the 2015 year at KICE

It has been my pleasure to serve as KICE Chairperson for 2015 and by all almost all accounts the year has been a very successful year.

The highlight from an infrastructure point of view was the opening of the Trade Training Centres. It has been great to watch them being utilised by the students and the community. A big thank you to Ian Kent and Mark Griffith especially, but also to everyone else that was involved in getting those very important buildings up and running.

“...it was especially rewarding to see the school being featured on National Television by way of Landline filming the aquaculture program at the Parndana Campus.”

As well as the TTC's, it was especially rewarding to see the school being featured on National Television by way of Landline filming the aquaculture program at the Parndana Campus. Thank you to Barb Cooper and Peter Philp for the work that went into this. It was a real showcase for the school and the island and we can look forward to great things coming out of it.



It is pleasing to see the schools finances being handled in such a professional and responsible manner. I know we have had some issues over the year with the M&S fees and work has been done without much success in that area, however the school continues to be run efficiently. Thanks to Jenni Harris and Bec Bennett and everyone else involved in the finances.

Whilst infrastructure projects, national recognition and sound financial management are all good things, education is about preparing children for life and to this end I think KICE has had a great year. There has been academic achievements as well as sporting and performing arts



achievements. Towards the latter half of 2015, KICE has done our best to become a 'music focus school' and at the time of writing I am not sure if we have been successful or not in this. It is however my sincere hope that we can achieve this for the sake of the students, teachers and the wider community. With all this in mind, the 'feel' around KICE is a vibrant positive



one, and I think we can look towards 2016 and beyond with confidence.

I will not be standing again for the KICE GC and although my term has been short, I have enjoyed the role. I have certainly gained a greater appreciation of the challenges and complexity of educating our children in the 21st century.

“...infrastructure projects, national recognition and sound financial management are all good things, education is about preparing children for life and to this end I think KICE has had a great year.”

I would like to finish by thanking Ian Kent for his leadership and support throughout the year. Also to the head of Campus's for their respective leadership and cooperation. Thank you to all the teachers who love to be with kids and watch them learn. Thanks to the administration staff and all the volunteers. Finally thank you to the other GC members for your support over this past year. wish you all the best for 2016.

Stephen Morgan
GC Chairperson (outgoing)