



ANNUAL REPORT 2021

Kinross Primary School

INTRODUCTION

The annual report for Kinross Primary School provides parents and the wider community with information about our school, including special highlights and achievements throughout the year. The report identifies our many successes and areas where we hope to improve. At Kinross PS, our motto is 'Growing Together' where as a community we strive for improvement and growth and challenge ourselves to achieve one of our key values, excellence.

2021 continued to prove to be a challenging and unprecedented year for many around the world with the COVID-19 Pandemic impacting our lives as we knew it. We are extremely lucky that in Western Australia the impact was less than in other states in Australia and the rest of the world throughout 2021. School commenced one week later at the beginning of the year due to a Lockdown occurring due to a small outbreak of the Delta variant. However, for the majority of the year, life continued as normal.

The 2021 Annual Report will aim to capture our successes from 2021 and identify areas for improvement or action in 2022. Numeracy and Differentiation were priorities throughout the year. Staff participated in professional learning in these two areas and trialled new strategies to improve teaching practice. The Sounds Write program was further consolidated throughout the year extending into Year Two. Staff also commenced developing and trialling a new format for Daily Reviews in Literacy under the leadership of Associate Principal, Mrs Brioney Smith. All staff will implement newly refined literacy blocks in 2022. We are looking forward to observing the improvements students will make as a result.

A new outdoor area was developed for our senior students. Shade was erected and new picnic tables and artificial turf was laid to provide an attractive, shaded area for lunch and outdoor activities. A quality table tennis table was also installed. Work was commenced on the Bush Tucker garden in Term 4 and a beautiful new mural was created on the back of the PEAC building as a background for the garden. Students in Year 5 contributed to this design by visiting Lake Joondalup to sketch and look for features to be included in the mural. I would like to thank Mr Paul Donnachie, parent and artist, for his valuable work in creating the mural. A concrete meeting circle has been constructed. An Aboriginal artist has been commissioned to create artwork to be painted on this surface to provide a lovely meeting place for groups of students to meet and share and create stories. The Bush Tucker garden will be planted this year.

The Kinross School Board and the Kinross P&C continued to work hard for our school community and I would like to thank all members for their continued and valuable support. I hope you enjoy reading this report to reflect on and remember another terrific year in 2021.

Therese Gorton, Principal

***'Growing Together' is not only the motto for KPS –
it embraces everything we value as a school.***

SCHOOL OVERVIEW

Kinross Primary School is located approximately 31 km from the Perth central business district within the North Metropolitan Education Region. Opened in 1995, the school offers modern facilities within established grounds. Kinross Primary School became an Independent Public School in 2013.

Kinross Primary School (KPS) prides itself on nurturing the educational, physical, social and emotional well-being of all its students ensuring they are well equipped for the essential skills required to become lifelong learners. By providing a safe and supportive environment we are committed to enabling our students to discover more about themselves and their world, growing into responsible citizens well-equipped to embrace the demands of 21st-century global society.

High trust and caring relationships underpin the extensive commitment of staff and the community to each other and the students. Feedback from students, parents and staff indicates that the learning environment is safe, caring and inclusive. The school prides itself on its high level of student engagement predicated on providing a wide range of learning opportunities based on students' interests. Staff and parents at Kinross Primary School have high expectations of student achievement, share a growth mindset approach and a school-wide belief that all students can be successful.

Effective leadership for the present and the future ensures growth is sustained, maintained and evolving. The leadership team supports current practices, keeps abreast of future directions in education and provides the catalyst for ensuring the school adapts to meet the ever-changing needs of today's education priorities. Our leadership structure also supports the growth of future leaders through employing a distributed leadership model that recognises teachers as instructional leaders in their classrooms and future instructional leaders in schools.

KPS has sound review planning structures resulting in excellent outcomes as validated by ongoing school improvement processes and distributed leadership approaches. Kinross is widely acknowledged as an effective, progressive and community-minded school.

Our Mission

To ensure all students have the support and opportunities to develop the skills, knowledge and confidence they need to achieve their individual potential.

Our Vision

At Kinross Primary School we provide an innovative, engaging and inclusive learning environment where we strive for our personal best and excellence in everything we do. We aspire to create collaborative partnerships across the whole school community. The school is committed to providing a safe and supportive learning environment to nurture our students and enable them to build their emotional, social and physical well-being. We aim to inspire a love of learning and provide a quality education that provides a strong foundation for students to adapt continuously in an ever-changing world.

Our Values

At Kinross Primary School we show **CARE** as we grow together. Our core values include:

- Compassion
- Acceptance
- Respect and Resilience
- Excellence



Whole-School Approaches and Practices

Kinross Primary School prides itself on its whole-school approaches to Literacy and Numeracy. The staff is committed to following these approaches and is accountable for ensuring they develop collaborative plans that reflect the whole school philosophy. Collaborative planning is an embedded practice within the school and timetables are structured to ensure these collaborative practices are adequately resourced. The staff is committed to using school data to inform both whole school and year level planning and is developing sound assessment practices including moderating of work samples to provide accurate reporting to parents.

Partnerships and Leadership

Kinross PS actively promotes the ideals of leadership for both the students and staff of the school. There is a strong belief throughout the school that enabling people to take on positions of responsibility provides avenues for greater commitment, purpose and expectation. All staff members are encouraged to partake in leadership opportunities both within the school and other areas. Leadership opportunities presented to staff include those of Team Leader for each year level, Curriculum Leaders, Cost Centre Managers and acting positions that may occur during the year. Succession planning is an important cornerstone of leadership opportunities presented to staff and all staff members are encouraged to seek opportunities for further development. Teachers are assisted in applications for Senior Teacher and Level Three Classroom Teacher and encouraged to take on extra responsibilities within the school.

- All Year 6 students are supported in applying for Student Council positions with two groups of student councillors elected throughout the year; in Semester One and Semester Two. Faction Captains are voted in by their peers. Faction Captains work closely with the PE teacher throughout the year, assisting with sporting events and the setting up of equipment. These positions of responsibility are held in high esteem. In addition, a Peer Mediation Program is implemented where students are trained in peer mediation and then work in the playground to help younger students solve any issues they may be having. They also organise activities and take extra equipment into the playground.
- Kinross Primary School has developed close links with Kinross College and there is a sharing of both ideas and resources.



HIGHLIGHTS SUMMARY 2021

Numeracy

Professional Learning

In 2021, staff continued their professional learning in Paul Swan: Developing a Whole School Approach to Problem Solving. A focus was placed on the rollout of further Vocabulary Menu activities to support teaching and learning in classrooms. Members of the Mathematics committee conducted a PD session in Math Rotations, based on their professional learning from a recently attended MAWA conference. Towards the end of the year, a focus on building fluency and number sense was introduced with emphasis on using Number Talks in the classroom.

Assessment

The Progressive Achievement Tests (PAT) were completed across Years 2-6 in both Term 1 and Term 4. In 2021, year level goals were devised following analysis of Term 1 PAT data and displayed on data walls in the school staff room. In the early years, Pre-Primary and Year One conducted On Entry Testing in Numeracy in Term 1 to gather data and inform teaching and learning practice.

Staff continued to build on their banks of Rich Tasks to support consistent judgements in Mathematics assessment and reporting. The use of diagnostic tasks also continued to be a focus in 2021, with emphasis on using these tasks, and the Response to Intervention Model, to ensure that all students of varying ability levels were appropriately catered for in learning programs.

Resources

In 2021, staff were regularly consulted in regards to their resource needs, resulting in the Mathematics Leader purchasing additional items to the existing 'Classroom Mathematics Essentials' boxes.

In addition, Top Ten resources related to Literature in Mathematics were purchased and stored in the Library for access by staff. The resources include a range of quality literature books with a bank of linked lesson plans for each year level.

Technology Integration

Mathletics was continued as the online learning program to support Mathematical learning at school and at home. A trial of 'lifetime' achievements took place in which students were able to build upon their Mathletics points from the previous year. Badges and certificates were awarded to students upon their achievement of these levels. In Term 4 a classroom survey was conducted and the majority of staff and students voted for a return to the original reward system involving a complete reset of points at the start of each school year. This reward system is planned for 2022.

In 2021, multiple teams of students from Year 5 and Year 6 were selected to participate in the Have Sum Fun Online (HSFO) competition, conducted by the Mathematical Association of Western Australian (MAWA). The competition related to fostering problem-solving skills received positive feedback from staff and students involved and will be planned again in 2022.

Special Events

In 2021, Maths Week was split across multiple weeks, due to COVID and the need to postpone large gatherings at the end of Term 2. In Term 2, the Mathematics committee staff planned for fun and engaging activities over a week such as a Maths Scavenger hunt which encouraged students to find the answers to maths questions related to different areas in the school. Math jokes were also played over the PA system for students. In Term 3, students participated in both Professor Maths and StartSmart incursions with both given great reviews by staff and students. Our main event to celebrate Mathematics in 2021 was the first Kinross Primary School Maths Olympics which was held on Outdoor Classroom Day in Term 4. The day consisted of both a junior and senior school Olympics with all students split into different countries to compete in rotational activities to earn points. At the end of the day the

whole school came together for a 'Closing Ceremony' and the announcement of Gold, Silver and Bronze medal winning countries.



Mrs Jill Dodge & Mrs Melissa Hills (Numeracy Leaders)

Literacy

Professional Learning

At the beginning of Term 3, the whole staff began a series of professional learning relating to the development of our new Literacy Block template. This began with a session about KPS literacy data and a review of Explicit Direct Instruction (EDI). Staff were shown Scarborough's Reading Rope and discussed the difference between the previously used 'Balanced Literacy' approach and the 'Structured Literacy' approach (the Science of Reading). In Term 4, Jared Bussell from Shaping Minds introduced the concept Daily Reviews to the staff and demonstrated how they could reduce cognitive overload. Two teacher leaders in this area volunteered to film a Daily Review in their class and share it during a follow up staff meeting. It was expected that all teachers practice the use of Daily Reviews leading up to the end of the year with them becoming compulsory in 2022.

Assessment

The Progressive Achievement Tests (PAT) were administered in years 2-6. These were completed in Term 1 and again in Term 4 so growth could be tracked. Phase of learning teams created their own goals for PAT achievement and data was collated at the end of the year and recorded in the Annual Report.

As we became more aligned with the Science of Reading philosophy, PM Benchmarking became redundant. We reached out to the West Coast Language Development Centre for a suitable alternative assessment that focused on decoding skills and trialled Sparkle Kit for years 1 and 2. This will become a standard form of assessment from 2022.

At a request from the Year 4 team, the Literacy Committee looked into assessments for fluency to assist with grading at the end of each semester. We investigated the DIBELS collection of assessments and trialled the Oral Reading Fluency (ORF) assessment. The trial was a success and this will begin for years 3-6 in 2022.

Several year groups also trialled E-Write as part of the PAT suite of testing. The feedback was overwhelmingly positive and this will be added to the assessment schedule also for 2022.

Resources

A significant money was spent on ensuring pre-primary had access to a full suite of Dandelion decodable readers for use in the classroom. This funding came both from the literacy budget and the P&C.

We also finished purchasing sets of decodable home readers for Years 1 and 2 thus making sure all classes in PP-2 has access to texts that align with the Sounds Write reading program.

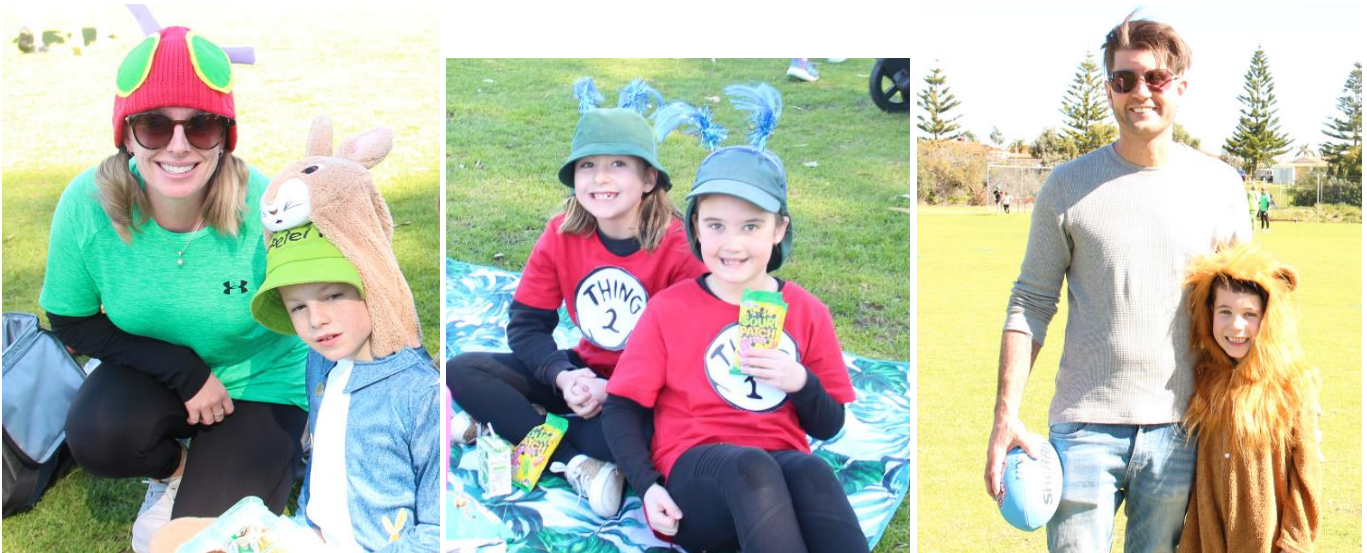
To support the use of Literature Based Units in upper primary, we began purchasing class sets of novels. This will be built upon in 2022.

Technology Integration

Reading Eggs continued to be used as a learning tool in years 1-3 and the Lexile Literacy Program for years 4-6. These programs support the daily teaching of Reading and can be accessed from home. Lexile certificates and badges were given to those who earned them but not at assemblies. Early childhood utilised the free access to decodable readers on the Little Learners Love Literacy app that was installed on iPads. Book Creator was used by various teachers within the school.

Special Events

KPS celebrated Book Week in Term 3 with the theme *Old Worlds, New Worlds, Other Worlds*. Students participated in several activities such as design a book cover which focused on the class text they were already engaged in within their class. The students thoroughly enjoyed our version of 'Masked Reader' where teachers read a book to the school with a funny filter attached. We had an egg, a French fry and a frog! The week ended with an assembly where the school was able to attend in fancy dress. Families were then invited back to the school for a community picnic at lunch time.



Mrs Brioney Smith and Mrs Elizabeth Armitage (Literacy Leaders)

Science

In 2021, teachers continued to implement the Western Australian Curriculum: Science using the Primary Connections program as a basis for teaching and learning. Students participated in a range of learning activities including investigations, hands-on activities and research-based units of work. Teaching and learning followed the five phases of the 5Es instructional model: Engage, Explore, Explain, Elaborate and Evaluate.

Once again, the Science Committee ensured that teachers were well-resourced to deliver engaging science lessons. The Committee audited and restocked science consumables across all year levels.

The theme for National Science Week 2021 was *Food: different by design*. Students completed an activity in their year level focused on the importance and role of food in society. As part of the school's National Science Week celebration, all students from Pre-Primary to Year 6 participated in an incursion delivered by the Water Corporation. Students learned about the importance of conserving water, which ties in well with the school's focus on sustainability.



Here are some photos of Pre-Primary students enjoying home-grown carrots from our school vegetable garden.

In 2022, there will be a strong focus on Science, Technology, Engineering, Arts and Mathematics (STEAM). The school has received a science resource grant of \$40,000 as part of the state government's latest science funding initiative. Teachers will receive further professional learning and guidance in STEAM to enhance teaching and learning in this area. Science will also be taught as a specialist subject by a junior science teacher for Pre-Primary to year two and years three to six by a senior science teacher. This teacher will teach science explicitly in a specialist science classroom. Classroom teachers will then facilitate a further STEAM lesson with a focus on integration between subjects. To facilitate this a STEAM storage area will be created for all teachers and students to access to help the planning and delivery of integrated STEAM lessons.

Humanities

In Humanities and Social Sciences (HaSS) at Kinross Primary School, we employ inquiry-based learning. This is an education approach that focuses on investigation and problem-solving to develop students' abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings. HaSS content knowledge is derived from an initial inquiry question which ignites students' interest to explore a range of text types, as well as online platforms, and conduct research. Cross-curricular links are firmly embedded, with HaSS content driving topic selection in Literacy lessons across the school. Research skills are taught and applied during these lessons and graphic organisers are explored. A two-year cycle of integrated Literacy and HaSS content ensures students in split year-level classes are exposed to new learning material each year.

Throughout 2021, KPS continued to use Inquisitive as an online resource for teaching inquiry skills. Students were presented with stimulus resources to spark interest, and then guided with the skills and concepts needed for their inquiry. In addition, Breakout EDU became a favourite with students. Through a collaborative effort, students applied their understanding, thought critically, and problem-solved to complete games based on curriculum content. By integrating HaSS understanding with Information Technology, select students were given the opportunity to develop their own escape rooms based on historical concepts. This proved highly engaging for students and will continue to be explored across the school and used as a tool to assess student learning outcomes.

Mrs Jessica Locke (HaSS Leader)



Digital Technologies

Students engaged in a range of learning activities this year in the Digital Technologies learning area. Kinross PS continues to develop its capability to deliver Digital Technologies. Teachers develop teaching and learning programs based on a whole school and year level scope and sequence documents to ensure consistency. Kinross continues to add to its bank of ICT resources. As ICT leases expire, the school continues to invest money in the latest equipment. The music room and library both received upgraded interactive displays to enhance student learning. Year 4 students received a new lease of iPads and students in Years 4 to 6 received a new lease of laptops. The upgrades to ICT resources ensure that students are keeping up to date with the latest technology and can access content more efficiently.

The ICT General Capabilities continue to be taught across the school. Students across the school learn about being safe and responsible users of ICT and students from Years 3 to 6 participated in an incursion from eSafe Kids in Term 4 to highlight the importance of staying safe online. To support this safe and responsible use of ICT, all students sign and return a Responsible Usage Agreement at the start of each academic year to review the rules associated with using technology at Kinross PS.

The ICT Peer Coaching @ KPS program was established to support teachers in the use and integration of ICT in the classroom and their day-to-day work. This program will continue next year.

Once again, students in Years 3 to 6 participated in the Bebras Australia Computational Thinking Challenge in Terms 1 and 3. The Bebras Challenge is an international initiative that aims to promote computational thinking among students. The Digital Technologies Committee will review the Bebras Challenge data from this year to inform planning for next year.

Looking ahead to 2022, there will be a strong focus on robotics. Mr Nicholas Hood will assist teachers with teaching robotics on Wednesdays in the library.

Mr Alastair Kirkby and Mrs Amie Hedges, Associate Principals



Music

Music at Kinross Primary School is a Specialist Program, delivered to Year One through to Year Six. In 2021, we continued to embrace our State's drive to 'Act, Belong and Commit' by involving as many children as possible in a variety of musical experiences.

As part of the Music Program, all students learn to play an instrument during their classroom music lessons: Years One to Three play tuned and untuned percussion, including the newly purchased Boomwhackers; Year Fours play the recorder; Year Fives learn the Ukulele and Year Sixes play Keyboard and Samba.

Students are encouraged to join the choir from Year Four onwards. We do not audition students to be in the choir at Kinross Primary School. We believe that music should be accessible to all and that everyone should have the right to act, belong and commit in this setting. As a result, the Kinross Primary School Choir has grown each year. We had 92 Choir members in 2021. Our Choir performed at the 2021 One Big Voice festival in the RAC Arena. Four of our

students were auditioned and selected to perform as soloists and comperes during this concert. Our students really benefit from the mental positivity that singing together can bring!

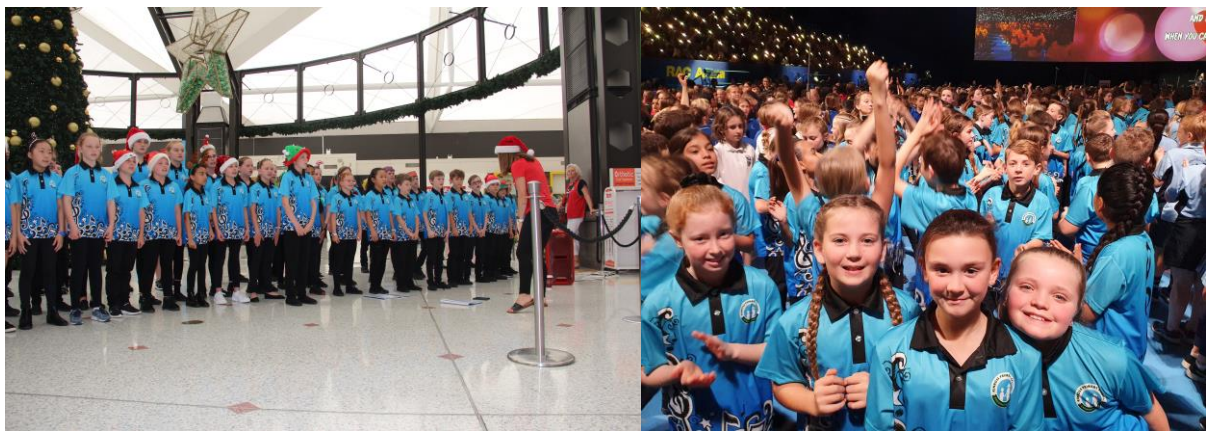
The DRUMBEAT program continued to run on a weekly basis with small groups of students, from Year 4 to Year 6, in order to support their social, mental and emotional wellbeing in this current climate of uncertainty. The DRUMBEAT Program builds positive relationships and resilience and develops social skills and self-esteem through playing the Djembe drum in a small, friendly group setting. Each group has the opportunity to perform their work to a large or small audience at the end of the program.

We maintained our close relationship with the Instrumental Music Schools Services (IMSS). During 2021, our Year Five and Six students received weekly lessons from a specialist Brass tutor. We also offered out IMSS Guitar lessons to Year Five and Six students. These students were selected at the end of their Year Four, using a Music Aptitude Assessment Test.

Much of this work was presented during our annual Christmas Carol Night, at the end of the year, for our Kinross community. The Choir performed many songs, the Brass and Guitar ensembles played, the Year Fours played their recorders, and every student in every year group was invited on stage to perform a Christmas song. This concert helped to develop the confidence of many students and facilitated in bringing our community together in these difficult times.

In 2022, we hope to further expand the Music Program by introducing new online Programs to lessons, such as the Blackbelt Recorder app for our Year Fours, and The Fun Music Company Curriculum Program for all years. This will assist in the development of students' understanding of all the elements of music.

Mrs Emma Brierley, Music Teacher



EARLY CHILDHOOD EDUCATION

Our ECE staff continued working in strong partnership with the West Coast Language Development Centre (WCLDC) throughout 2021. A Kindergarten teacher was selected to participate in a Language Leadership series over 6 full days across the year. As a result, this teacher was able to lead significant change in Kindergarten programming via the development of a Scope and Sequence document to ensure consistent and effective curriculum coverage and the introduction of Literature-Based Units. These newly created support documents and planning processes will be used in all Kindergarten classrooms in 2022.

The Walker Learning Approach was a focus across Pre-Primary in 2021, with all Pre-Primary teachers attending a study tour at a Walker accredited school. An aspirant leader, appointed as Play-Based Learning Coordinator, led change within the Early Childhood year levels through meeting with staff, modelling lessons, developing an implementation roadmap

and creating an Early Childhood Philosophy Statement. By the end of 2021, all Pre-Primary classrooms were transformed to contain key elements of a Walker Learning environment and students experimented with play investigation times several days per week. Following success in Walker Learning implementation in Kindergarten and all Pre-Primary classrooms in 2021, this play based learning program has been planned for extension into Year 1 in 2022.



In 2021, improvements to the outdoor early childhood environment continued with the completion of an outdoor classroom. The outdoor classroom is a flexible space that can be used during play times and for formal lessons conducted by classroom teachers during learning time.

The addition of several new Walker Learning outdoor play stations were added providing students with multi-sensory and purposeful play opportunities to engage in during recess and lunchtime. With the support of the P&C, a music wall was installed with a range of objects attached to encourage student exploration of sound and music play. Further works are planned in the future, including a new nature playground at the top of the playground.



Mrs Jill Dodge, Associate Principal K-1



ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE

In 2021, the RAP team submitted the first Reconciliation Action Plan for Kinross Primary school. It was accepted and published. The team guided staff through the goals and deliverables of the RAP throughout the year. Teaching and learning platforms are collated on the school's Connect staff page for ease of access to all.

The whole staff were provided with PL on the Aboriginal Cultural Standards Framework. The framework was presented as a document developed by a staff member to enable ease of use within an integrated curriculum. The success of this was evident when two classes presented an assembly item about a local Dreamtime story –The Charnok Woman.

Two staff attended an online Art Summit for over a week gaining a greater understanding of art in Aboriginal Education. One staff member attended a PL on Cross Curricular Priorities. Feedback was given to other staff members at a staff meeting. Staff members participated in The Blanket Activity. This activity is aimed at raising awareness and understanding of the history of the relationship between Aboriginal and Non-Aboriginal Australians, it was a very powerful experience. All staff were involved in auditing our school against the Aboriginal Cultural Standards Framework. After analysing the results, we have found areas to add to the RAP for 2022.

Artworks and the story of our school designed by a local artist was projected onto durable signs for the school and one was installed at the entrance of the Administration building. Additional artworks designed and created during 2020 NAIDOC week were mounted on canvases and are displayed in the administration building.

Torres Strait Islander, Aboriginal and Australian flags and a portable flagpole were purchased for the undercover area and for other events where flags are appropriate. Teachers were given guidance on how to teach their class about the importance and meaning of what Acknowledgment of Country is and why we do it.

During Reconciliation week the whole school had a STEAM exhibit that was open to the public. The theme was Technology in Aboriginal Culture. Year levels chose an area to research and then display how the technology was and is used in Aboriginal Culture.

Mrs Emma Mather, Aboriginal Education Leader



HEALTH AND WELL-BEING

Building upon the success achieved at the conclusion of 2020 as a finalist in the Mentally Healthy Education Awards, Kinross Primary School has continued to place a strong focus on promoting the positive health and wellbeing of everyone in our school community in 2021.

This year Kinross Primary School commenced involvement in a program devised by the West Australian Government and Starick, a charity supporting women and children escaping domestic violence. The Respectful Relationships program has been developed in response to the alarming statistics of gendered violence against women in Western Australia. In the school context, the focus is on strengthening a culture of respect in our community. Staff have received professional learning opportunities to help analyse how educators can advocate against stereotypes and promote

gender equality. In Term 3, thirty teachers from regional schools in Western Australia visited the school to learn about the planning and initiatives we have undertaken to implement this program.

Kinross Primary School annually acknowledges several important days throughout the school year to promote respect, good health, and inclusivity. These include: The National Day of Action Against Bullying, Harmony Day, R U OK Day, Day for Daniel, Outdoor Classroom Day and NAIDOC week. This year we included White Ribbon Day in connection with the Respectful Relationships Program. On this day, each class joined with their Buddy class and participated in a lesson examining traditional ideas about gender bias concerning occupations. Thereby, encouraging students to aspire for occupations of their choosing without the barrier of gender prejudice. The school also promoted the 16 Days in WA campaign to stop violence against women. Campaign messages were posted for each of the 16 days to the school community via social media.

This year several classes trialled some interesting resources and programs to help students develop a positive outlook and respectful relationships. The “Strong and Connected” program was introduced to the Year 6 students to help students to manage peer pressure and foster positive connections with their friends. Year 4 trialled a resource called “Grow your mind” which includes podcasts and strategies to help the students identify their strengths and develop a growth mindset.

In Term 4, the entire school from Kindy to Year 6 participated in tailored resilience incursions that promote a growth mindset during our annual Wellbeing Week. Fiona Perella from “Strength Heroes” was engaged to conduct interactive “art and play” based incursions. Students from Kindy to Year 2 completed a workshop called “I’m a Mistake maker”. The junior students engaged in a range of art and construction tasks designed to help them explore how we can better respond to and learn from our mistakes. Years 3, 4 and 6 participated in the “Brain House” workshop. The students thoroughly enjoyed participating in loose parts construction tasks to further develop the concept of having a growth mindset to help them achieve goals. The Year 5 cohort participated in the “Everyone is a Leader” workshop. The learning in this workshop was utilised by the teachers as a springboard for preparing students to undertake the application process for leadership positions in Year 6. The students engaged in team activities and a task to construct a leadership animal, providing them with a tangible understanding of leadership principles such as collaboration.

Continuing our agreement with the “Act Belong Commit” initiative we encourage positive Mental Well-being with the simple message to ACT BELONG COMMIT. Students are reminded of this message by signage around the school and in every classroom. Activities and clubs are promoted at each assembly and include Jump Jam, Jogging Club, Resource Rescuers (recycling initiative) Garden Gurus and Lego Club. The school aims to provide as many ways as possible to encourage our students to keep fit, develop interests and skills or help our environment.



DATA ANALYSIS SUMMARY 2021

At Kinross PS, data collection and analysis are important aspects of our work. Datasets direct our decision-making and ensure our practice is evidence-based. Should the data reveal that students do not seem to know what they are expected to know, we must examine our teaching strategies, curriculum design, and possibly our expectations of students. At Kinross PS, teachers draw on data to guide student learning, find answers to important questions and reflect together on teaching practice.

Data is one of the most powerful tools to inform, engage, and create opportunities for students along their education journey. Data helps us make connections that lead to insights and improvements. Therefore, Kinross PS collects a range of data to support our decision-making to strive for school improvement

General Information

Kinross PS has an ICSEA Score of 1045 (released March 2020) and a transiency rate of 9.5% in 2020. In Semester 2, 2021, 682 students were enrolled full time at Kinross PS. 67 students were recognised as having a learning disability (9.8%). 16 students (2.3 %) were identified as Aboriginal. General behaviour is good with a low suspension rate of 2% in 2020.

Enrolment Trends

Numbers are generally stable over recent years. With Burns Beach PS being opened in 2021, we are expecting a slight decrease in numbers, as the catchment area changes.

Semester 2

	2017	2018	2019	2020	2021
Primary (Excluding Kin)	617	605	605	593	597
Total	617	605	605	593	597

Destination

Schools for 2021

83% of the Year 6 cohort for 2020 enrolled in the local high school, Kinross College.

2021 school destinations of the 2020 student cohort

Year Level : Male: 40 Female: 47 Total: 87

Destination Schools	Male	Female	Total
4172 Kinross College	33	39	72
1428 Peter Moyes Anglican Com School	1	3	4
1404 Quinns Baptist College	3	1	4
4211 Alkimos College	1	1	2
4125 Wanneroo Secondary College	2		2
1519 Atlantis Beach Baptist College		1	1
4129 Duncraig Senior High School		1	1
4192 Joseph Banks Secondary College	1		1
1383 Mater Dei College	1		1
4042 Perth Modern School		1	1

Attendance Data

Kinross PS continues to achieve above the average rate for overall attendance against the state and like schools.

Attendance Overall Primary

	Non-Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2018	94.4%	93.9%	93.7%	94.2%	88.3%	80.8%	94.4%	93.8%	92.6%
2019	93.2%	93%	92.7%	93%	85.5%	79.5%	93.2%	92.9%	91.6%
2020	94.2%	94.2%	93.2%	93.3%	89.5%	77.6%	94.1%	94.1%	91.9%

DOMAIN AREA ONE: STUDENT ACHIEVEMENT AND PROGRESS

ACHIEVEMENT: NUMERACY

2021 Business Plan Targets:

Target 1: In Year 3 and Year 5, the mean to be at or above that of WA and Australian schools in Numeracy.

Year 3 Numeracy	2021
All Aust Mean	403
All WA Mean	395
Like Schools Mean	402
School Mean	391

Year 3: **Not achieved**

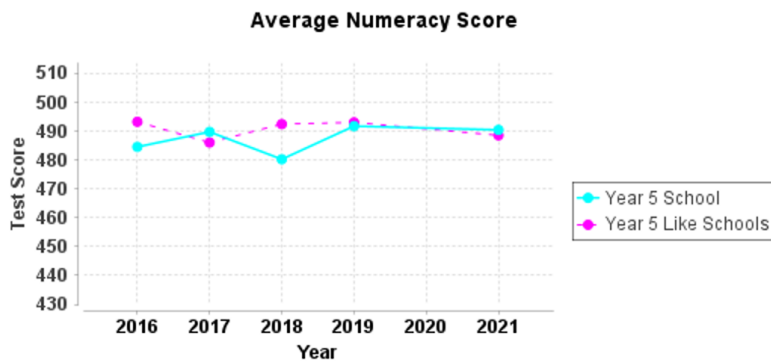
School mean was below like schools mean by 11 points, and below the Australian mean by 12 points. The school was 4 points below the WA mean.

Year 5 Numeracy	2021
All Aust Mean	495
All WA Mean	389
Like Schools Mean	488
School Mean	491

Year 5: **Achieved for WA Mean Not achieved for Australian Mean**

While the Year 5 mean was above the like schools mean by 3 points and above the WA Mean by 2 points, the school mean was below the national mean by 4 points.

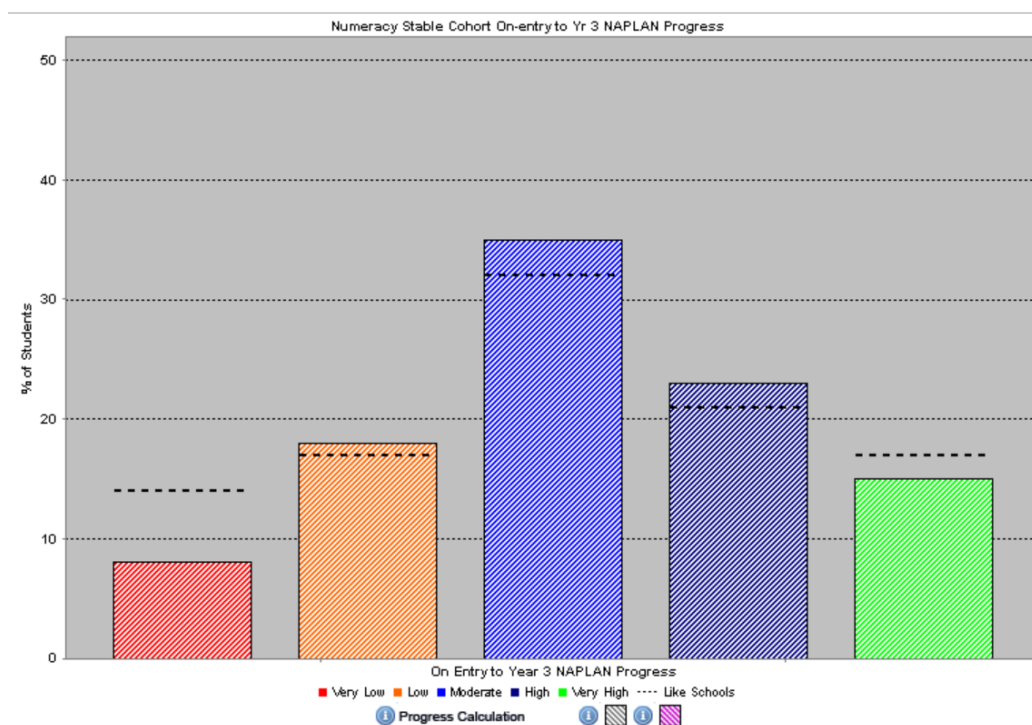
Target 2 : To arrest the downward trend in Year 5 Numeracy.



Target achieved-there has been an upward trend and no further decline compared to 2018

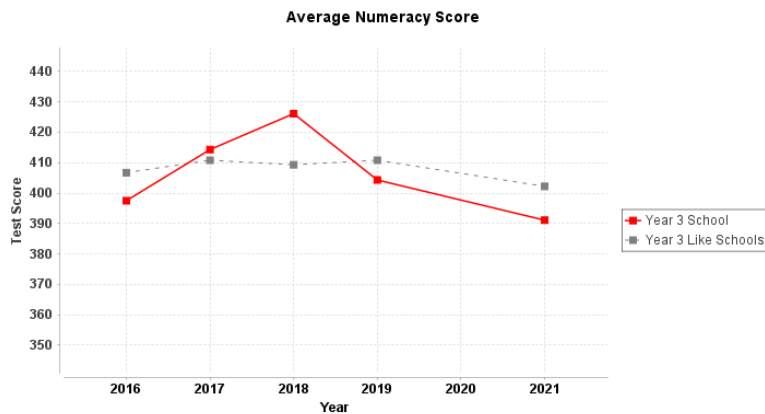
Target 3: To reduce the percentage of students achieving very low or low progress in Numeracy and increase the percentage of students making high and very high progress aiming to match or exceed like schools in Years 3 and 5.

Year 3 Progress Against Like Schools



Kinross PS had less students achieve very low progress compared to like schools, with more students in the low progress category. More students were in the moderate and high categories than like schools, with less achieving in the very high progress compared to like schools.

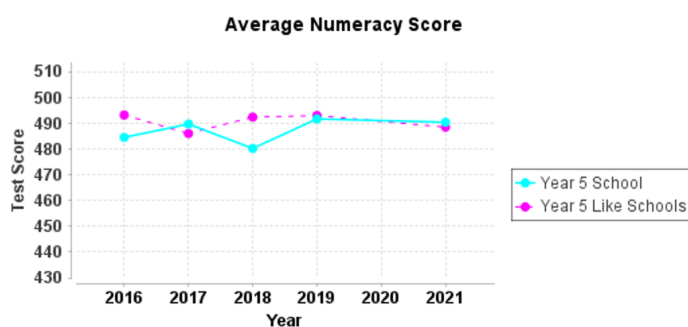
Analysis of Numeracy NAPLAN Data: Year 3



- 76 students sat the test
- School Mean (391) < Australian Mean (403)
- Kinross PS below 'like schools'.

At or above National Mean	34 students – 44%
Bottom 20% of all Australian Students	18 students – 24%
Top 20% of All Australian Students	13 students - 17%
Students with moderate or higher progress since On Entry	Out of 63 students with OE and NAPLAN data recorded, 42 made moderate or higher progress. 66%

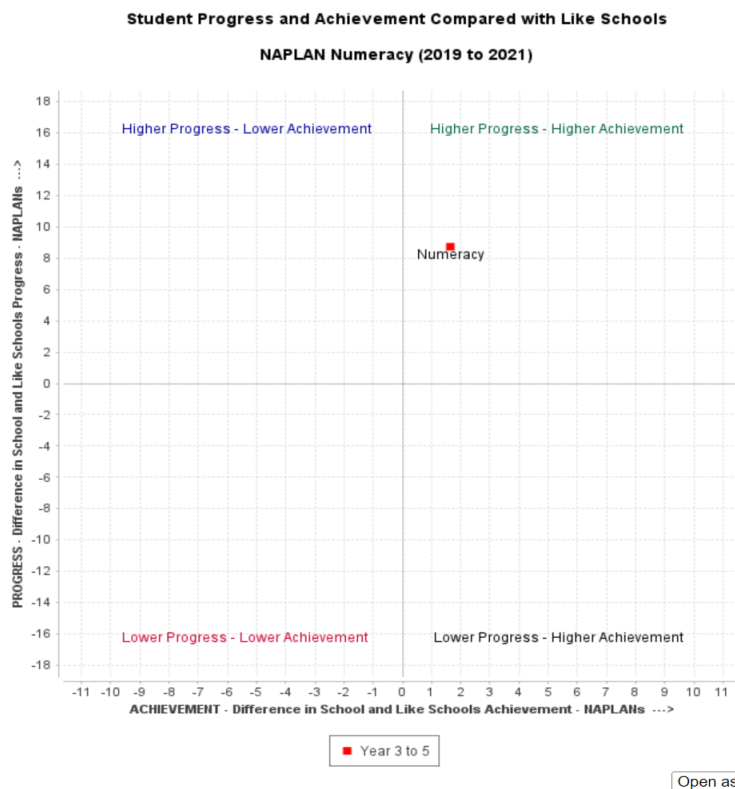
Analysis of Numeracy NAPLAN Data: Year 5



- 90 students sat the test
- School Mean (491) < Australian Mean (495) by 4 points
- Kinross achievement almost exactly the same as like schools.

At or above National Mean	40 students – 44%
Bottom 20% of all Australian Students	16 students – 18%
Top 20% of All Australian Students	13 students – 14%
Students with moderate or higher progress since Year 3	76 students had progress reported. Of this, 51 students achieved moderate or higher progress since Year 3 NAPLAN. 67%

Student Progress and Achievement Compared to Like Schools 2019-2021 (Year 3-Year 5)



- Student progress and achievement was higher for our Year 5 cohort than like schools in Numeracy

SAIS Maths Data Semester 2 2021

Numeracy SAIS Reflection on 2021 Targets:

Target: *Increase the percentage of students achieving a B grade in Year 1-6, to 30% in each year group.*

Reflection: Five out of seven year levels achieved this target with 30% or more of students achieving a B grade. The remaining two year levels were close to the target at 29.6% and 27.2% of students achieved a B grade.

Target: *Increase the percentage of students achieving an A grade in Years PP & 1 to 5% in each year group.*

Reflection: Five out of seven year levels achieved this target, with highest achievement of A grades noted in senior year levels (4-6). The two lowest year levels (PP and Year 1) did not achieve the target with A-grade percentages at 2.1% and 4.0% respectively. Both grade levels fall significantly below the awarded level of A grades when compared with like and state schools. Improved moderation practices for junior year levels in Mathematics is recommended for 2022.



Percentage of Grades Achieved

	Blue= School (%) Red= Like Schools (%) Green= State Schools (%)					
	A	B	C	D	E	NA
PP (Y1 2022)	2.1	30.9	64.9	2.1	0.0	0.0
	10.2	39.6	43.8	5.0	0.3	1.0
	10.7	32.6	46.0	7.3	1.2	2.2
Year 1 (Y2 2022)	4.0	33.3	60.0	2.7	0.0	0.0
	15.6	32.2	41.6	8.2	1.2	1.2
	10.5	30.3	44.9	10.1	1.9	2.3
Year 2 (Y3 2022)	8.6	41.4	45.7	2.9	0.0	1.4
	12.9	30.5	41.8	10.7	1.5	2.6
	11.7	29.2	43.1	11.5	2.4	2.2
Year 3 (Y4 2022)	15.5	29.6	39.4	14.1	0.0	1.4
	13.5	30.8	43.1	9.9	1.3	1.3
	13.4	28.1	41.3	12.5	2.2	2.5
Year 4 (Y5 2022)	10.6	30.9	51.1	6.4	1.1	0.0
	13.3	28.2	42.2	13.2	1.5	1.5
	12.8	27.9	41.1	13.4	2.4	2.3
Year 5 (Y6 2022)	8.7	31.5	52.2	7.6	0.0	0.0
	15.2	35.1	35.2	10.8	0.6	3.1
	14.2	27.2	39.4	14.2	2.3	2.6
Year 6	15.2	27.2	48.9	7.6	0.0	1.1
	18.8	28.3	38.7	11.6	1.5	1.2
	17.6	26.4	38.2	13.3	2.0	2.5

Review of Strategies: Numeracy

ASPIRATIONS/STRATEGIES	MONITORING
Continued commitment to, and use of, whole school approaches & Kinross PS Scope and Sequence documents in Numeracy.	<p>In 2021, staff continued to collaboratively plan Mathematics programs using whole school documents such as planners and scope and sequence documents. The Mathematics Vocabulary Menu Board continued to be added to and previously examined strategies from this board were encouraged to be used in team and classroom planning processes.</p> <p>Staff moved towards the end of a three-year process to roll out Paul Swan Problem Solving Professional Learning.</p>

<p>A strong focus on improving the teaching of Numeracy through collaboration, professional learning and developing teacher understanding of numeracy development in children eg First Steps, current research</p>	<p>Paul Swan Problem Solving PD continued in 2021, with the addition of minor PL in minor areas such as Numeracy Rotations presented by teachers sharing their professional knowledge gained from attending the MAWA conference in late 2020.</p> <p>In Semester 2, PL was provided to teaching staff in the area of Number Sense and Fluency, with Number Talks being introduced for trial in classrooms. Number Talks will continue to be a focus area in Mathematics lessons in 2022.</p>
<p>Maintain and continue to improve the explicit teaching of Numeracy, with a focus on problem solving and real-world application</p>	<p>Staff moved towards the end of a three-year process to roll out PL in 'Paul Swan- Whole School Approach to Problem Solving'. Concepts and strategies covered in this area will continue to be revised over the coming years with an expectation for staff to continue their use of Vocabulary Menus and Problem Solving Scope and Sequence documents.</p>
<p>Implement strategies to cater for the differentiated needs of academically capable students.</p>	<p>Emphasis was placed on differentiation and the extension of able students via professional learning in 2021. Using familiar practice of diagnostic assessment and the Response to Intervention Diamond, teachers were encouraged to focus on a key method of catering for more-able students, eg a Menu Board, QR Codes etc.</p> <p>PAT Maths target setting across year levels was introduced in 2021, with data walls displayed in school staff room.</p>

RECOMMENDATIONS

As a result of our self-assessment, the following recommendations/questions were set:

- Introduce a focus on Daily Reviews in Mathematics to ensure explicit instruction and the development of fluency.
- An emphasis is to be placed on using Number Talks across Kindy-Year 6 to develop number sense and fluency development.
- Review the KPS lesson design documentation in Mathematics to ensure a balanced approach to explicit instruction, fluency development, problem-solving and hands-on learning.
- Investigate PL for staff in the areas of Daily Reviews in Mathematics, Bond Blocks and HITS (High Impact Teaching Strategies).
- Transition Paul Swan Problem Solving PL into a 'maintenance mode' in 2021, in which strategies will be re-shared as a refresher to staff and the continued use of the Vocabulary Menu Boards and Scope and Sequence documents as an expectation of teaching staff.
- The use of newly available SCSA WA Curriculum Support Documents to be trialled in Mathematics in 2022.
- Diagnostic assessments, Rich Tasks, RTI model, differentiation and extension to move to a 'Maintenance Mode' in 2022.
- Staff to complete First Steps in Maths training in Understand Operations and Calculate

ACHIEVEMENT: LITERACY

2021 Business Plan Targets:

Target 1: In Year 3 and Year 5, mean to be at or above that of WA and Australian schools in Reading, Writing, Spelling, Grammar and Punctuation.

Year 3 Reading	2021
All Aust Mean	437
All WA Mean	426
Like Schools Mean	438
School Mean	426

Year 3 Reading- **Achieved for WA Mean** **Not achieved for Australian Mean**

School mean was below like schools mean by 1 point, and below the Australian mean by 11 points. The school matched the WA mean.

Year 3 Writing	2021
All Aust Mean	425
All WA Mean	426
Like Schools Mean	439
School Mean	443

Year 3 Writing- **Achieved for WA and Australian Means**

School mean was above the Australian mean by Australian mean by 18 points and above the WA mean by 17 points.

Year 3 Spelling	2021
All Aust Mean	421
All WA Mean	410
Like Schools Mean	426
School Mean	415

Year 3 Spelling- **Achieved for WA Mean** **Not achieved for Australian Mean**

School mean was below the Australian mean by 6 points and above the WA mean by 5 points.

Year 3 Grammar	2021
All Aust Mean	433
All WA Mean	421
Like Schools Mean	436
School Mean	421

Year 3 Grammar- **Achieved for WA Mean** **Not achieved for Australian Mean**

School mean was below the Australian mean by 12 points and matched the WA Mean.

Year 5 Reading	2021
All Aust Mean	512
All WA Mean	505
Like Schools Mean	506
School Mean	511

Year 5 Reading- **Achieved for WA Mean** **Not achieved for Australian Mean**

School mean was below the Australian mean by 1 point. The school was above the WA mean by 6 points.

Year 5 Writing	2021
All Aust Mean	480
All WA Mean	481
Like Schools Mean	483
School Mean	482

Year 5 Writing- **Achieved for WA and Australian Means**

School mean was above the Australian mean by 2 points and above the WA mean by 1 point.

Year 5 Spelling	2021
All Aust Mean	505
All WA Mean	503
Like Schools Mean	508
School Mean	512

Year 5 Spelling- **Achieved for WA and Australian Means**

School mean was above the Australian mean by 7 points and above the WA mean by 9 points.

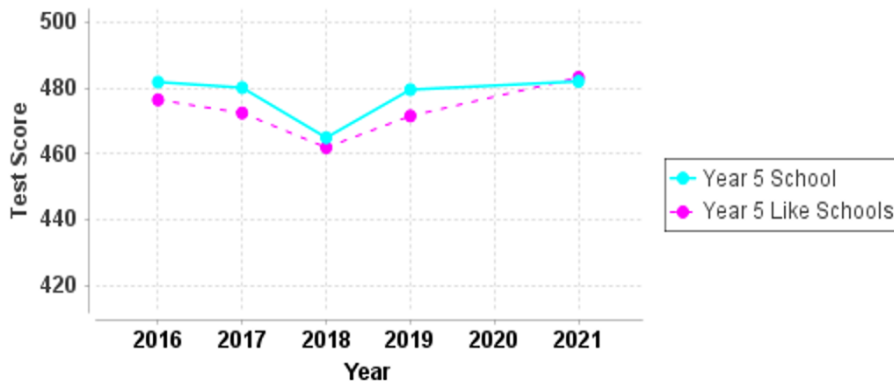
Year 5 Grammar	2021
All Aust Mean	503
All WA Mean	497
Like Schools Mean	499
School Mean	498

Year 5 Grammar- **Achieved for WA Mean** **Not achieved for Australian Mean**

School mean was below the Australian mean by 5 points and was 1 above the WA Mean.

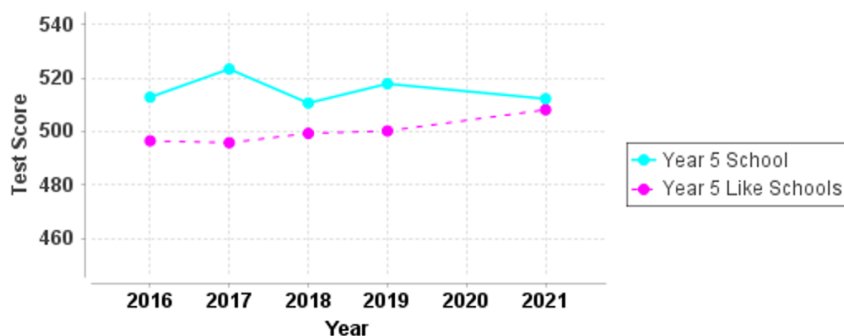
Target 2: To arrest the downward trend in Year 5 NAPLAN in Writing, Spelling and Grammar.

Average Writing Score



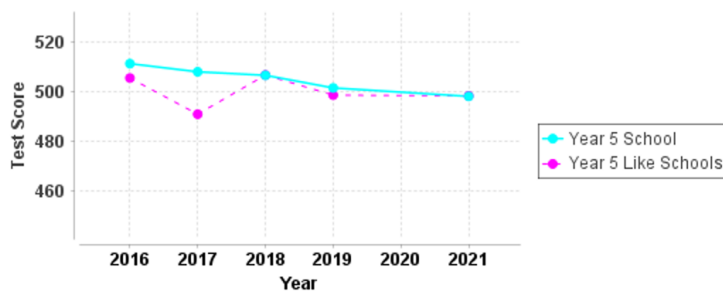
Target achieved-downward trend has been arrested

Average Spelling Score



Target not achieved-downward trend improved in 2019; however, has declined in 2021.

Average Grammar & Punctuation Score

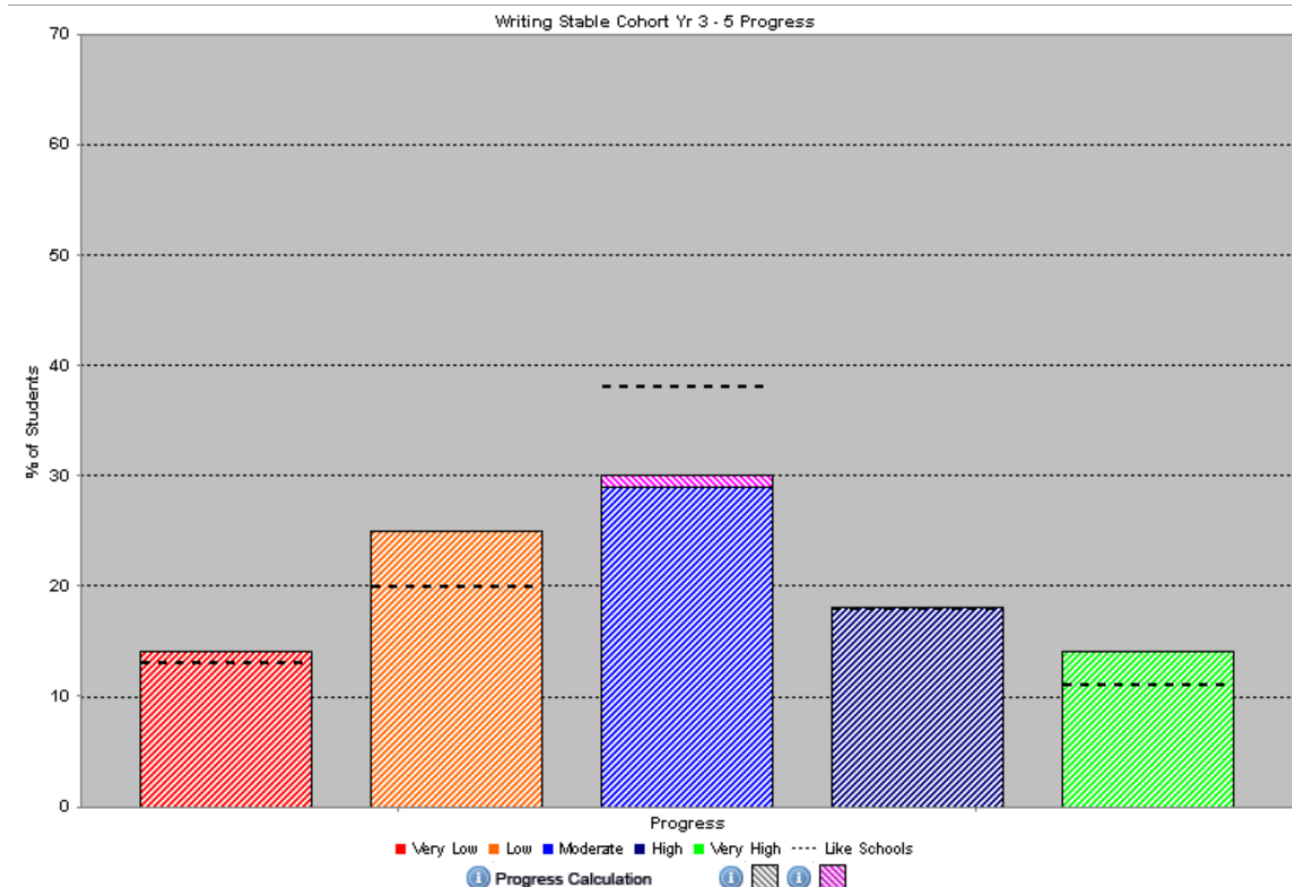


Target not achieved- continued to decline

Target 3: To reduce the percentage of students achieving very low or low progress in Writing in Year 5 and increase the percentage of students making high and very high progress aiming to match or exceed like schools.

NAPLAN was not conducted in 2020 so comparisons were made between 2021 and 2019.

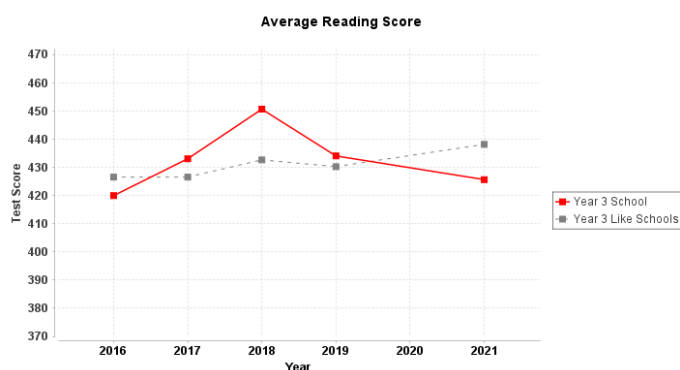
ACHIEVED	2019 – 36% low/very low	2021 – 32% low/very low
NOT ACHIEVED	2019 – 29% high/very high	2021 – 26% high/very high
ACHIEVED	2019 – Matched like schools in high/very high progress.	
ACHIEVED	2021 – Exceeded like schools in high/very high progress.	



Kinross PS had more students achieve very low progress compared to like schools, with more students in the low progress category. More students were in the very high category than like schools and we matched like schools in the high category.

Analysis of Year 3 NAPLAN Data

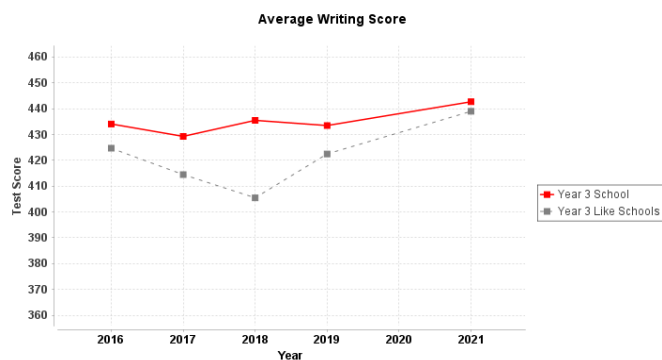
Reading



- 76 students sat the test
- School Mean (426) < Australian Mean (437)
- Kinross PS below 'like schools'. 'Like schools' were actually above Australian Mean.

At or above National Mean	36 students – 47%
Bottom 20% of all Australian Students	18 students – 24%
Top 20% of All Australian Students	11 students – 14%
Students with moderate or higher progress since On Entry	Out of 66 students with On Entry and NAPLAN data, 44 students showed moderate or higher progress. 66%

Writing

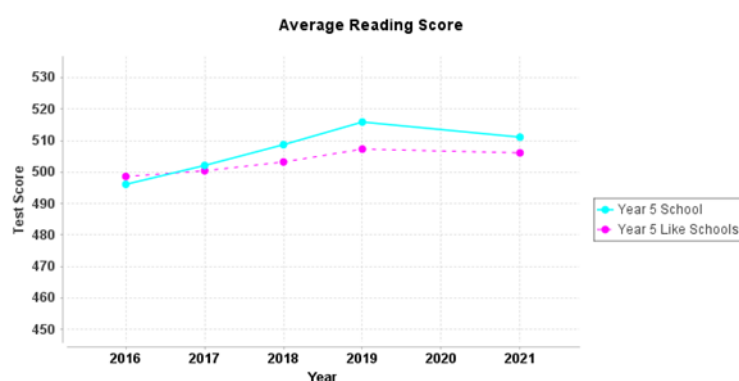


- 76 students sat the test
- School Mean (443) > Australian Mean (425) by 18 points.
- Kinross above 'like school' and Australian mean.

At or above National Mean	53 students – 69%
Bottom 20% of all Australian Students	7 students – 9%
Top 20% of All Australian Students	14 students – 18%
Students with moderate or higher progress since On Entry	NA – not recorded for Writing

Analysis of Year 5 NAPLAN Data

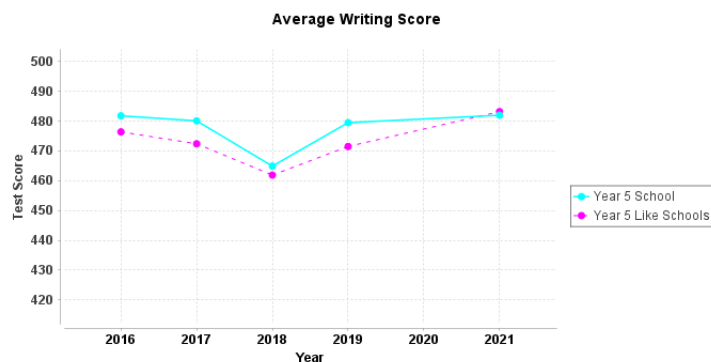
Reading



- 91 students sat the test
- School Mean (511) < Australian Mean (512) by only 1 point
- Kinross PS performed higher than 'like schools' by approximately 5 points.

At or above National Mean	45 students – 49%
Bottom 20% of all Australian Students	18 students – 20%
Top 20% of All Australian Students	15 students – 16%
Students with moderate or higher progress since Year 3 NAPLAN	79 students had progress recorded. Of these, 53 recorded moderate or higher progress since Year 3 NAPLAN. 67%.

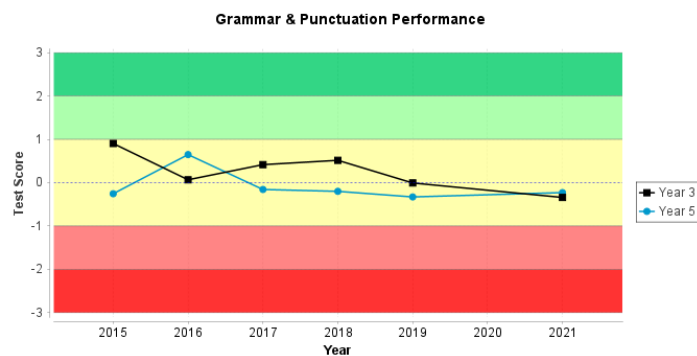
Writing



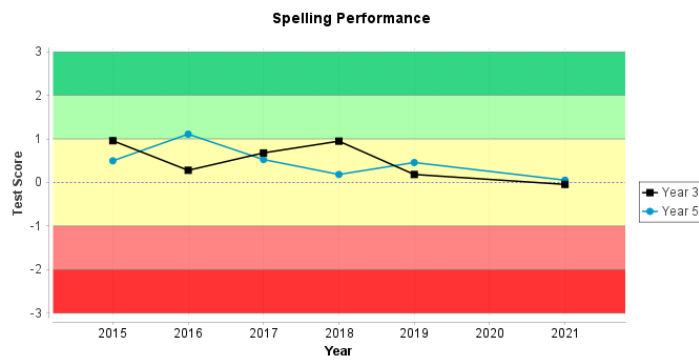
- 91 students sat the test
- School Mean (482) > Australian Mean (480) by 2 points.
- Kinross PS was only 1 point behind 'like schools'.

At or above National Mean	53 students – 58%
Bottom 20% of all Australian Students	15 students – 16%
Top 20% of All Australian Students	15 students – 16%
Students with moderate or higher progress since On Entry	No On Entry data recorded for Writing.

Year 3 and 5 Language Conventions Performance



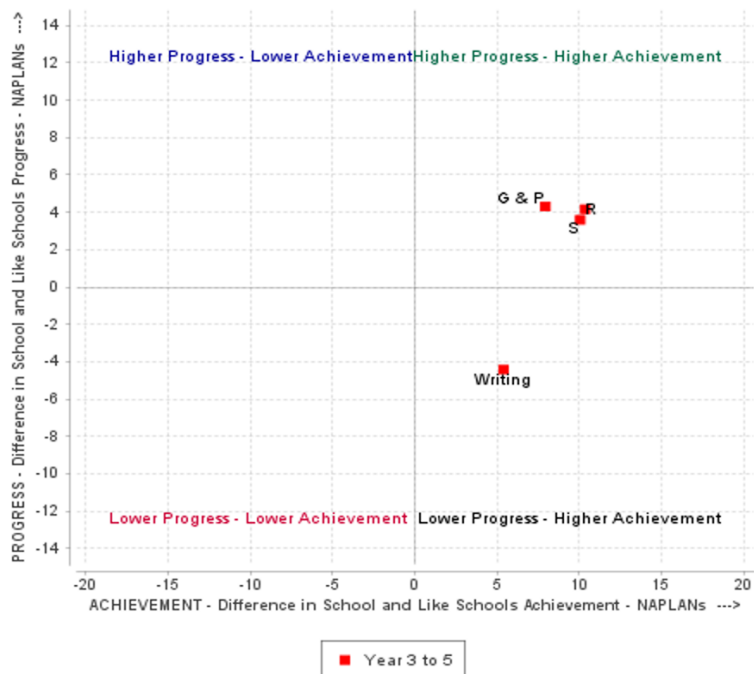
- Year 3 performed significantly below like schools (421<436)
- Year 5 performed almost identical to like schools (498<499)



- Year 3 performed significantly below like schools ($415 < 426$)
- Year 5 performed above like schools ($512 > 508$)

Student Progress and Achievement Compared to Like Schools 2019-2021 (Year 3-Year 5)

Student Progress and Achievement Compared with Like Schools
NAPLAN Reading, Writing, Spelling and Grammar & Punctuation (2019 to 2021)



- Student progress and achievement was higher for our Year 5 cohort than like schools in Grammar and Punctuation, Reading and Spelling
- Student achievement was higher but lower progress achieved compared to like schools



SAIS ENGLISH DATA 2021

Blue= School (%)

Red= Like Schools (%)

Green= State Schools (%)

	A	B	C	D	E	NA
PP (Y1 2022)	1.1	35.1	59.6	3.2	1.1	0
	9.6	29.6	46.9	10.6	0.7	2.6
	9.1	27.8	44.6	13.4	2.2	3.0
Year 1 (Y2 2022)	4.0	25.3	68	2.7	0	0
	6.2	30.7	57.2	4.3	0.2	1.3
	4.6	25.1	60.6	6.8	0.7	2.2
Year 2 (Y3 2022)	4.3	48.6	42.9	4.3	0	0
	7.9	29.3	56.3	5.7	0	0.8
	5.8	26.4	58	7.0	0.7	2.1
Year 3 (Y4 2022)	9.9	28.2	53.5	8.5	0	0
	6.1	31.1	55.3	6.2	0.3	1.0
	6.4	26.7	55.8	8.3	0.7	2.1
Year 4 (Y5 2022)	1.1	35.1	61.7	2.1	0	0
	5.9	24.4	60	7.8	0.6	1.3
	6.2	25.2	56.3	8.8	0.9	2.6
Year 5 (Y6 2022)	5.4	23.9	65.2	5.4	0	0
	8.3	32.6	50.1	6.9	0.4	1.7
	7.4	26.2	54.2	8.9	0.8	2.6

Analysis: As the year levels progress, less A grades are awarded to students in comparison to like schools and the state. However, our school awarded fewer D grades.

Targets for 2022

ASPIRATIONS/STRATEGIES	MONITORING
Maintain and strengthen the explicit teaching of literacy.	<p>During Semester Two, there was a reinvigoration of the explicit teaching method within literacy.</p> <p>Staff received PL in Daily Reviews to reduce cognitive load and promote the growth of long term memory, particularly in vocabulary instruction. They have revisited the Dataworks Explicit Teaching strategies such as TAPPLE and Student Engagement Norms and committed to using these within their daily literacy lessons.</p> <p>A formal Literacy Block format was devised for K-2 and 3-6 and will be rolled out officially in the beginning of 2022. This will cover the following:</p> <ul style="list-style-type: none"> • Daily Reviews • Whole class phonics/spelling instruction • Fluency Pairs • Reading • Writing • Handwriting

	<p>The Sounds Write synthetic phonics program is now embedded into all classes from PP-2 with Sound Waves still the predominant focus of 3-6. New staff will be trained in Sounds Write as required.</p> <p>As of Semester 1 2022, leveled readers will only be used during fluency pairs in Years 3-6. Guided reading will be a whole class-text focus, as recommended by the researchers behind the Science of Reading and follow an LBU (Literature Based Unit) approach. A large amount of money was committed to purchasing decodable books for PP-2 and these will continue to be used during reading lessons. During 2022, resources will be directed into purchasing whole class sets of age appropriate texts, linking to a Literature Spine which will be developed throughout the year.</p> <p>New staff will be trained in Talk 4 Writing and this will continue to be the writing program within the school. The Literacy Committee will work closely with the HaSS Committee to find cross-curricular links and integrate the areas into reading and writing. There will continue to be a focus on anchor charts, toolkits and magpie walls across the school.</p> <p>During 2021, two new assessments were trialed with success – SparkleKit for Years 1-2 (SAER Year 3) and DIBELS – Oral Reading Fluency for Years 3-6. This will be added to the assessment schedule for 2022.</p>
<p>Differentiation of curriculum, through group and/or one-on-one learning, to support the individual needs of students. A continued focus on the Response to Intervention Model, with professional learning provided in teaching the gifted and talented.</p>	<p>Reading intervention groups were run from Year 1 upwards throughout 2021, utilizing Sounds Write, Toe-By-Toe and CARS and STARS in a 1:1 or small group capacity. These groups were run by Sounds Write trained education assistants. Students were nominated by teachers and tested by EAs in order to be included in this group.</p> <p>These groups will run again in 2022 but will be more flexible, with students being able to move in and out of the group based on their level of progress. Students will be selected based on numerous assessments, not just Sounds Write.</p> <p>In order to promote inquiry based learning and extension, 'Big Questions' were added to units of work on planning documents. PL was delivered to staff on Inquiry Based Learning and the use of Breakout Kits was introduced to promote deeper thinking.</p> <p>In line with the use of the Response to Intervention approach, Performance and Development had a focus of differentiation. Line managers observed lessons focusing in this area and gave feedback to teacher in line with this. For 2022, this will be a focus, particularly in the Reading component of the Literacy Block.</p> <p>In Term 4 2021, the Year 4 cohort tested the E-Write assessment from ACER with great success. The team enjoyed the evidence the individualised reports provided them with and this will be added to the assessment schedule in 2022.</p> <p>There was significantly more data collected and used to inform planning throughout 2021 and this will continue to be a focus next year.</p>

A strong focus on oral and vocabulary development in K/P.	We maintained our strong ties with the West Coast Language Development Centre and liaised with them regarding best practice in early childhood. Mrs Zara Borrell completed the Language Leadership Course in 2021 and this has given her the skills to successfully redesign literacy in K and PP. Mrs Liz Armitage will complete the course in 2022.
-and-	Stacey Keyser (speech pathologist) filmed a Colourful Semantics lesson to be reviewed by teachers and implemented in their Literacy Blocks and Mrs Lynette Muller continued to lead Sounds Write, filming a lesson of hers to support new teachers.
Emphasise the role of play-based learning in a balanced curriculum for Kindergarten and Pre-Primary students.	Walker Learning (play based learning) is now being fully implemented in kindergarten and is continuing to be developed in pre-primary. The roles of Photographer, Reporter and Focus Child will be introduced in pre-primary next year. These roles promote the use of oral language and listening skills. These children also choose a book a day that is shared with the whole class (fostering a love of reading). In early 2022, the Support-a-Reader program will begin whereby older, stronger readers will volunteer to buddy up with a struggling reader and either read to them or assist them to read. This program will be run by Ms Nicki Nelson.

As a result of our self-assessment, the following recommendations will be in place from 2022:

- A complete restructure of Literacy Block with a prescribed flow of events.
- Daily Reviews to be included a minimum of four times per week with a focus on explicit direct instruction.
- Inclusion of Modelled (Shared) Reading component in Reading section of Literacy Block.
- Appointment of two teacher leaders with fortnightly release time to model EDI in classrooms.
- Coaching from Shaping Minds for teacher leaders to be had at the beginning of 2022.
- Teachers to trial new, engaging activities during reading rotations such as Close Reading as modelled on Teacher Development Day.
- Strengthen ties with WCLDC and Shaping Minds throughout the year to ensure our approach aligns with the Science of Reading.
- Trial a phase out approach to Sounds Write intervention where groups are fluid and students can 'graduate' from their course instead of being locked in all year.
- Ensure we begin the Support a Reader program early in 2022 with a Senior Teacher in charge.

ACHIEVEMENT: SCIENCE

Students in Years 3-6 complete Science PAT testing in November each year. Student performance can be identified through stanines. In 2020, we have commenced collecting longitudinal data in Science using the PAT Science Assessment carried out in Term 4.

Science year level performance-November 2020

	Total No of Students 2020	Total no of students 2021	Low Stanine 1-3 2020	Low Stanine 1-3 2021	Average Stanine 4-6 2020	Average Stanine 4-6 2021	Above Average Stanine 7-9 2020	Above Average Stanine 7-9 2021
Year 3	101	76	24 (24%)	21 (28%)	66 (65%)	39 (51%)	11(11%)	16 (21%)
Year 4	89	101	23(26%)	27(27%)	49(55%)	61 (60%)	17(19%)	13(13%)
Year 5	91	92	20(22%)	16(17%)	60(66%)	62(67%)	11(12%)	14(15%)
Year 6	87	91	12(14%)	20(22%)	61(70%)	60(66%)	14 (16%)	11(12%)

Target for 2021

Each team to review the data for 2020. Set targets for improvement increasing the number of students achieving in the average or above-average stanine categories. A quarter of students achieved in the low stanine category for Years 3, 4 and 5.

ACHIEVEMENT: HUMANITIES

The only source of longitudinal data collected for Humanities is SAIS. The following table shows Semester Two reporting grades in comparison to like schools and state school.

SAIS HUMANITIES DATA

Blue= School (%)

Red= Like Schools (%)

Green= State Schools (%)

	A	B	C	D	E	NA
PP (Y1 2022)	5.3	14.9	79.8	0.0	0.0	0.0
	2.5	26.1	66.1	3.4	0.0	2.0
	3.6	23.9	59.2	5.9	0.7	6.7
Year 1 (Y2 2022)	1.3	28.0	69.3	1.3	0.0	0.0
	7.3	35.4	46.8	5.6	0.2	4.7
	5.0	26.9	56.2	7.9	0.8	3.2
Year 2 (Y3 2022)	4.3	48.6	42.9	4.3	0.0	0.0
	5.5	46.6	39.7	8.2	0.0	0.0
	5.7	26.2	57.4	7.0	0.7	3.1
Year 3 (Y4 2022)	14.1	28.2	46.5	7.0	1.4	2.8
	8.1	26.1	56.8	6.7	0.5	1.8
	7.3	26.8	53.2	8.6	1.1	3.0
Year 4 (Y5 2022)	5.3	12.8	78.7	3.2	0.0	0.0
	7.9	27.6	51.2	9.6	0.6	3.1
	7.3	26.8	52.2	9.4	1.2	3.2
Year 5 (Y6 2022)	1.1	28.3	67.4	3.3	0.0	0.0
	6.4	27.1	52.4	11.5	0.2	2.4
	7.0	26.0	53.0	9.4	1.0	3.5

Analysis: Generally, less D and E grades are awarded compared to like and WA Schools.

ACHIEVEMENT: EARLY CHILDHOOD

Targets:

Target 1 By the end of Pre-Primary, 95% of students to recognise the first 25 out of 50 sounds (via oral response) on the SW Alphabet Code Knowledge Test.

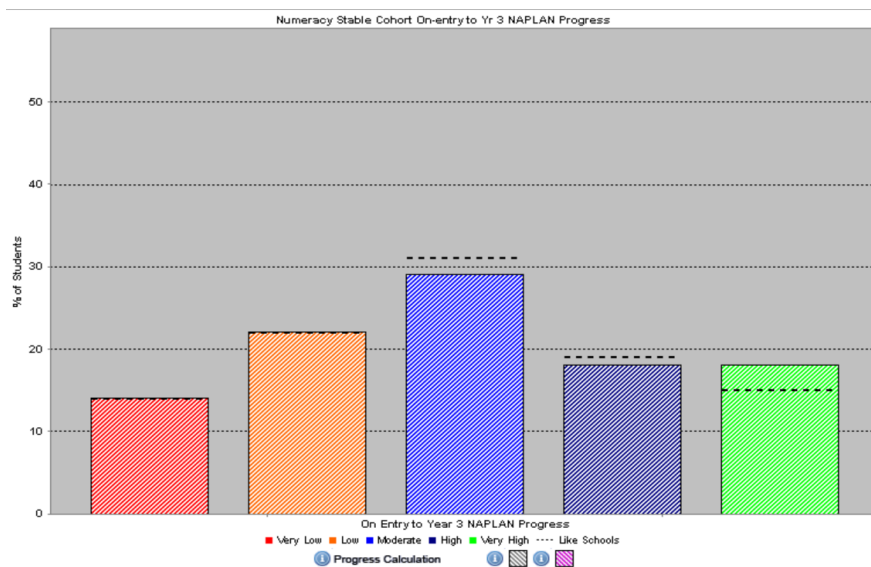
This target was not achieved. 57% of students could recognise the first 25 sounds of SW Initial Code Assessment with 100% accuracy. 72% of students could recognise 24/25 of the initial code sounds (error margin of 1 sound). 90% of students could recognise 23/25 of the initial code sounds (error margin of 2 sounds). 94% of students could recognise 22/25 of the initial code sounds (error margin of 3 sounds).

Target 2 By the end of Pre-Primary 95% of students to be in the Quantifying stage in First Steps in Mathematics.

This target was achieved in 2021 with 97% of all Pre-Primary students working in Quantifying stage by the end of Term 4.

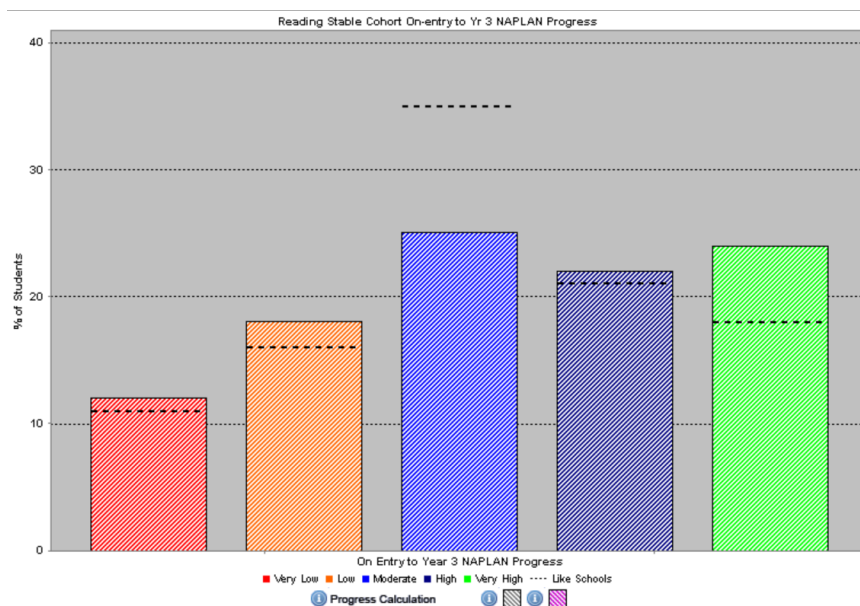
Target 3 Students make or exceed expected progress in literacy and numeracy between Pre-Primary Online Entry Assessments and Year 3 NAPLAN aiming to match or exceed like schools.

Numeracy



Achieved for Numeracy with more children achieving in the very high category than like schools.

Literacy: Reading



Achieved for Reading with more children achieving in the very high and high category than like schools. However, there were also children in the very low and low categories than like schools.

Wellbeing and Engagement Census Data Analysis

Wellbeing and engagement results for Kinross Primary School over time. The figure below shows the wellbeing and engagement results for Kinross Primary School over time. The figure shows the number and proportion of students in Kinross Primary School who reported high, medium and low levels of wellbeing across a range of indicators.

Part 2: Wellbeing and engagement: Kinross Primary School, time series

Wellbeing and engagement results for Kinross Primary School over time

The figure below shows the wellbeing and engagement results for Kinross Primary School over time.

The figure shows the number and proportion of students in Kinross Primary School who reported high, medium and low levels of wellbeing across a range of indicators.

	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
Emotional wellbeing							Year
Happiness	148	91	33	54%	33%	12%	2021
	144	74	36	57%	29%	14%	2020
	132	73	22	58%	32%	10%	2019
Optimism	123	95	55	45%	35%	20%	2021
	125	88	44	49%	34%	17%	2020
	128	64	34	57%	28%	15%	2019
Satisfaction with life	134	86	54	49%	31%	20%	2021
	120	78	56	47%	31%	22%	2020
	99	88	39	44%	39%	17%	2019
Emotion regulation	101	93	78	37%	34%	29%	2021
	96	93	67	38%	36%	26%	2020
	97	86	44	43%	38%	19%	2019
Absence of sadness^	117	107	49	43%	39%	18%	2021
	106	93	58	41%	36%	23%	2020
	116	80	36	50%	34%	16%	2019
Absence of worries^	94	93	86	34%	34%	32%	2021
	87	89	81	34%	35%	32%	2020
	87	89	55	38%	39%	24%	2019
Engagement with school							Year
Important adults at school	200	68	8	72%	25%	3%	2021
	165	89	5	64%	34%	2%	2020
	139	81	25	57%	33%	10%	2019
Connectedness to adults at school	186	64	20	69%	24%	7%	2021
	168	64	24	66%	25%	9%	2020
	134	69	22	60%	31%	10%	2019
Emotional engagement with teachers	205	60	8	75%	22%	3%	2021
	180	68	8	70%	27%	3%	2020
	155	64	5	69%	29%	2%	2019
School climate	151	88	32	56%	32%	12%	2021
	141	92	24	55%	36%	9%	2020
	105	96	23	47%	43%	10%	2019
School belonging	134	81	56	49%	30%	21%	2021
	119	80	52	47%	32%	21%	2020
	116	62	43	52%	28%	19%	2019
Peer belonging	143	77	48	53%	29%	18%	2021
	127	78	52	49%	30%	20%	2020
	124	73	32	54%	32%	14%	2019
Friendship intimacy	198	41	29	74%	15%	11%	2021
	186	36	35	72%	14%	14%	2020

Friendship intimacy	151	58	20	66%	25%	9%	2019
Engagement (flow)	82	101	87	30%	37%	32%	2021
	61	97	97	24%	38%	38%	2020
	66	78	83	29%	34%	37%	2019
Absence of physical bullying^	168	90	11	62%	33%	4%	2021
	136	100	17	54%	40%	7%	2020
	124	92	17	53%	39%	7%	2019
Absence of verbal bullying^	122	108	37	46%	40%	14%	2021
	98	115	36	39%	46%	14%	2020
	98	108	27	42%	46%	12%	2019
Absence of social bullying^	119	117	32	44%	44%	12%	2021
	114	111	26	45%	44%	10%	2020
	106	101	26	45%	43%	11%	2019
Absence of cyberbullying^	178	64	24	67%	24%	9%	2021
	170	67	13	68%	27%	5%	2020
	163	58	12	70%	25%	5%	2019
Learning readiness							Year
Perseverance	121	115	33	45%	43%	12%	2021
	119	108	24	47%	43%	10%	2020
	112	100	16	49%	44%	7%	2019
Cognitive engagement	150	90	30	56%	33%	11%	2021
	140	83	33	55%	32%	13%	2020
	132	77	22	57%	33%	10%	2019
Academic self concept	179	70	22	66%	26%	8%	2021
	170	66	20	66%	26%	8%	2020
	156	52	16	70%	23%	7%	2019
Health and wellbeing out of school							Year
Overall health	88	128	54	33%	47%	20%	2021
	78	136	44	30%	53%	17%	2020
	59	143	33	25%	61%	14%	2019
Body image	167	69	26	64%	26%	10%	2021
	134	84	32	54%	34%	13%	2020
	147	68	21	62%	29%	9%	2019
Nutrition - breakfast	220	20	31	81%	7%	11%	2021
	209	15	30	82%	6%	12%	2020
	193	23	20	82%	10%	8%	2019
Sleep	148	63	59	55%	23%	22%	2021
	140	46	65	56%	18%	26%	2020
	132	45	59	56%	19%	25%	2019
Music and arts	151	37	74	58%	14%	28%	2021
	164	37	52	65%	15%	21%	2020
	135	44	46	60%	20%	20%	2019
Sports	142	59	56	55%	23%	22%	2021
	146	41	66	58%	16%	26%	2020
	144	37	43	64%	17%	19%	2019
Organised activities	223	16	27	84%	6%	10%	2021
	224	16	18	87%	6%	7%	2020
	208	18	16	86%	7%	7%	2019

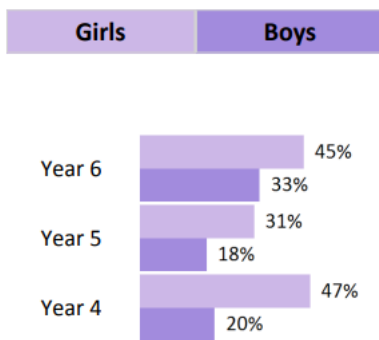
This information allows you to compare the strengths and challenges among Kinross Primary School students and consider to what extent these may have changed over time.

Emotional Well-being

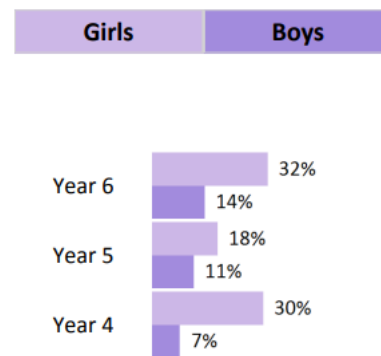
Absence of worries was identified as an area of concern for our students in Years 4-6 with 32% of students being in the low well-being for this category. This was not surprising with the COVID pandemic emerging in 2020. Emotion regulation also is an area that needs continued attention for some students. The Zones of Regulation program has been very effective at teaching our students how to regulate their emotions. However, some children feel this is still an area of concern for them.

It is concerning to note that girls' emotional well-being was lower than boys consistently from Years 4-6.

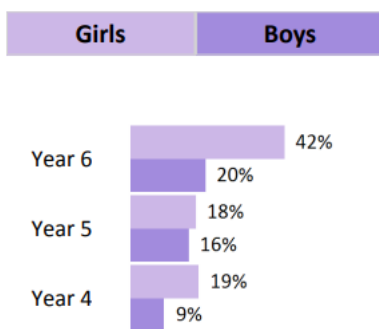
Students with Low Absence of Worries



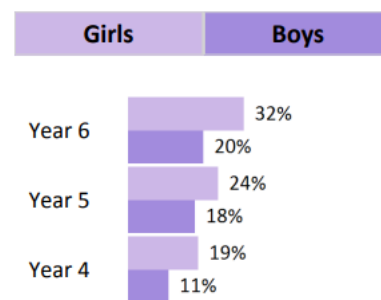
Students with Low Absence of Sadness



Students with Low Satisfaction with Life



Students with Low Optimism



Engagement with School

Engagement (flow) was identified as an area of concern by students. The statements rated were:

When I do an activity, I enjoy it so much that I lose track of time.

I get completely absorbed in what I am doing.

I get so involved in activities that I forget about everything else.

When I am learning something new, I lose track of how much time has passed.

This may indicate concentration and interest in remaining on task may be an issue for some students.

Data also indicates we need to do more work in creating a deeper sense of belonging for all students in their senior years.

Learning Readiness

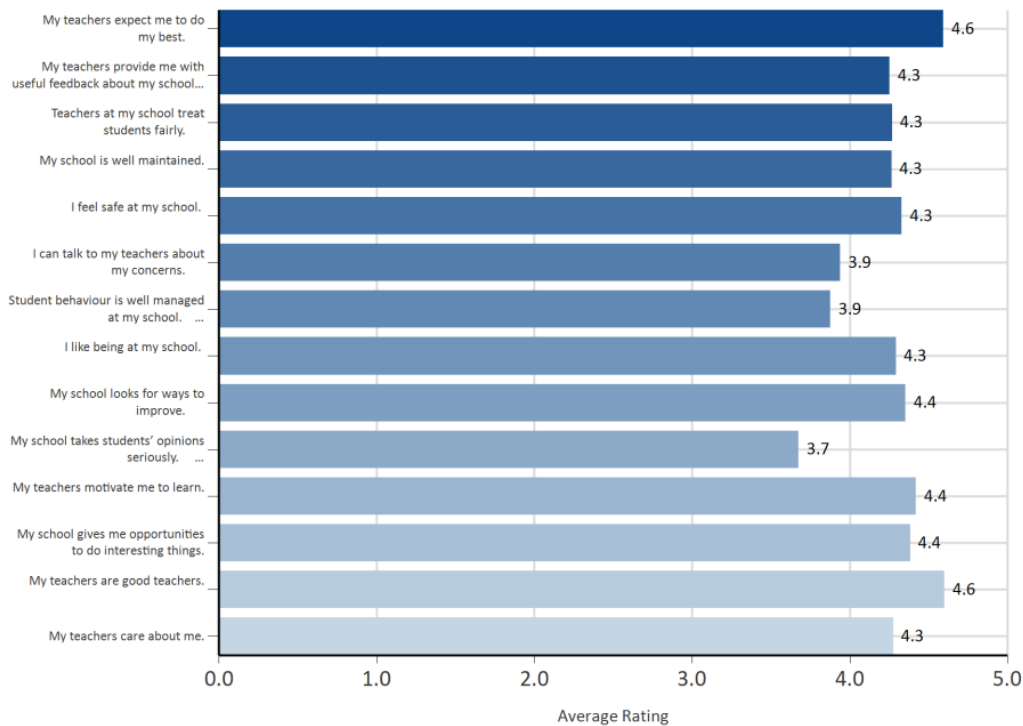
It was pleasing to see that a high percentage of students have a positive sense of academic self-concept. However, there is a 5% decrease in the number of children identifying perseverance as low compared to 2019.

Health and Wellbeing Out of School

The percentage of children indicating sleep as a concern has reduced. This is pleasing as the health teacher had made this a focus for 2021. There is still more work to do in this area, as 22% of students indicated low wellbeing in this area. The number of children participating in sports was higher in 2021 compared to 2020 and involvement with music and arts remains stable.

SCHOOL OPINION SURVEY

Student Survey Results December 2021

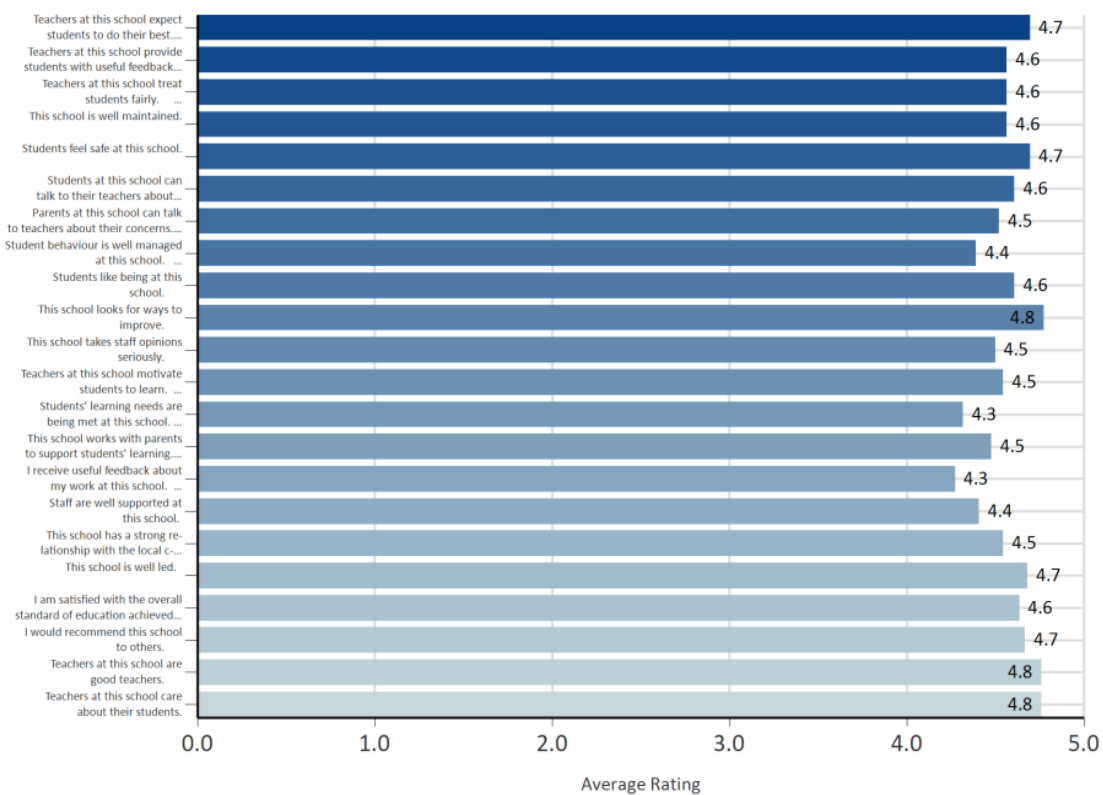


Comments

It was pleasing to see that the average rating given on the Student School Opinion survey was 4.3. Students' highest averages were for 'My teachers are good teachers' and 'My teachers expect me to do their best.' It was interesting that the lowest ratings were 'My school takes students' opinions seriously'. The average was 3.7. This will be worthy of investigation to ask students why they feel this is the lower rating and how the school could improve this rating, so they feel their voice is heard. A new initiative to trial will be a suggestion and feedback box that students will be able to use to communicate with the leadership team on key areas of concern. This will also help in the area 'I can talk to my teachers about my concerns' where a rating of 3.9 was given. Students also rated 'Student behaviour is well managed at this school' with an average of 3.9. Feedback will be sought from senior students to determine how they believe behaviour could be better managed. An additional survey will be created to collect further data.



Staff Survey Results December 2021

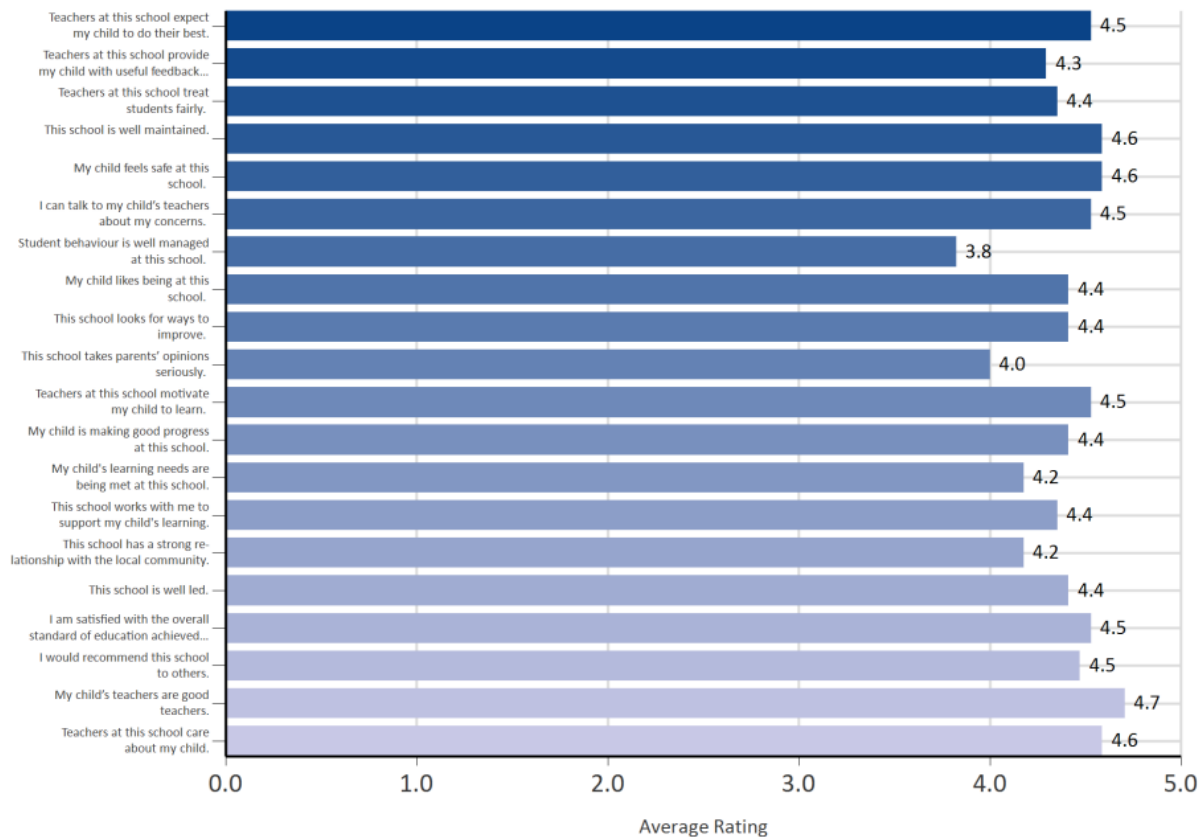


Comments

It was pleasing to see that the average rating given on the Student School Opinion survey was 4.6. This shows that staff satisfaction working at Kinross PS is high. Teachers also recognised that 'teachers at this school are good teachers' and 'teachers at this school care about their students' with ratings of 4.8. The lowest ratings although high were 'Students learning needs are being met at this school' and 'I receive useful feedback about my work at this school'. These still received average ratings of 4.3 which is high.



Parent Survey Results December 2021



Comments

It was pleasing to see that the average rating given on the Student School Opinion survey was 4.4. This shows that staff satisfaction working at Kinross PS is high. The lowest rating given was 3.8 for 'Student behaviour is managed well at this school'.



FINANCIAL SUMMARY 2021



Kinross Primary School

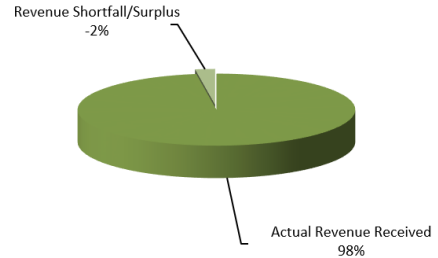
Financial Summary

Enter date. 31/12/2021

Cash Revenue:

Previous Year Closing Balance Brought Forward	\$ 75,065.38
Current Year Budgeted Revenue	\$ 812,570.95
Actual Revenue Received	\$ 832,329.40
Revenue Shortfall/Surplus	\$ (19,758.45)
Revenue Collected as a % of Current Budget	102.4%
Total Funds Available	\$ 907,394.78

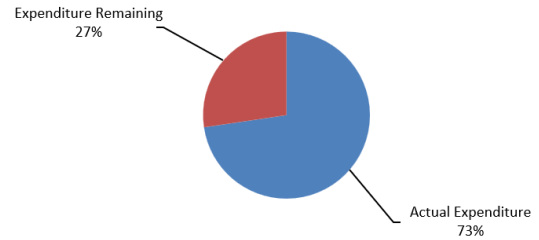
Revenue



Cash Expenditure:

Current Year Budgeted Expenditure	\$ 858,666.07
Actual Expenditure	\$ 623,940.06
Expenditure Remaining	\$ 234,726.01
Cash Budget Variance	\$ 28,970.26
Variance as a % of Total Funds Available	3.2%
Actual Expenditure as a % of Budgeted Expenditure	72.7%

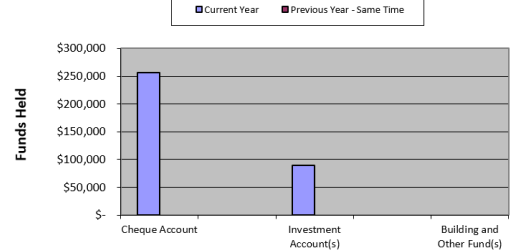
Expenditure



Reconciled Bank Balances:

	Current Year as at: 31/12/2021	Previous Year - Same Time
Cheque Account	\$ 256,630.31	
Investment Account(s)	\$ 89,953.90	
Building and Other Fund(s)	\$ -	
Total	\$ 346,584.21	\$ -

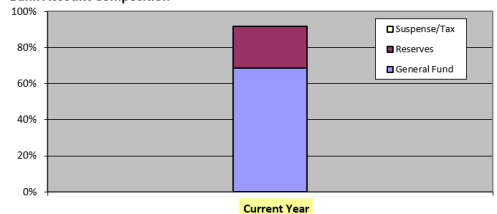
Bank Balances



Bank Account Composition

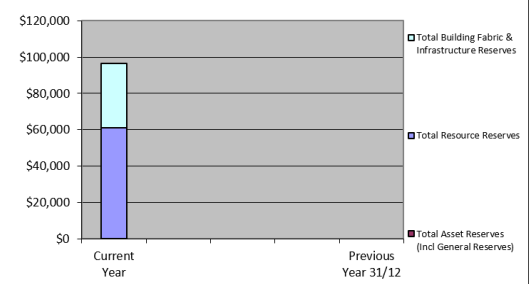
General Fund	82%
Reserves	28%
Suspense/Tax	-10%

Bank Account Composition



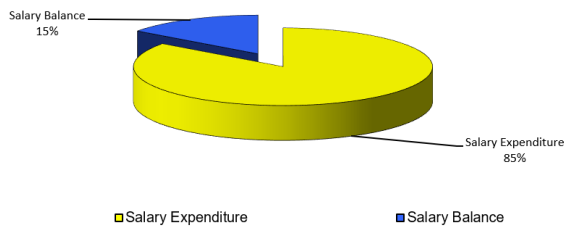
Equipment Replacement Reserves:

	Current Year	Previous Year 31/12
Total Asset Reserves (Incl General Reserves)	\$ -	
Total Resource Reserves	\$ 60,912.07	
Total Building Fabric & Infrastructure Reserves	\$ 35,398.17	
Total All Reserves	\$ 96,310.24	\$ -
Current Year Reserve Transfer Funds Included above	\$ -	N/A
Budgeted Reserve Transfer Funds not Transferred	\$ -	N/A

**Yearly Comparison
Total Reserve Funds****School Salary Allocation (SCFM)**

As at 31/12/2021

Salary Carry Forward	Student Centred Funding - Salary	School Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 77,310.00	\$ 5,951,723.00	\$ 443,875.00	\$ 6,472,908.00	\$ 5,505,966.00	\$ 966,942.00	85%	\$ 5,502,966.00	\$ 969,942.00

Total Charged Salary Expenditure and Balance**Total Forecast Salary Expenditure with Variance**