



Annual Report 2022

Kinross Primary School

FROM THE PRINCIPAL

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.

2022 continued to prove to be a challenging and unprecedented year with the COVID-19 Pandemic impacting our lives as we knew it, particularly in the first semester. School attendance was affected as students contracted the illness and were required to quarantine for 7 days. Students were also required to isolate if they were identified as a close contact. The leadership team was kept busy in Terms One and Two managing contact tracing for the Health Department and Department of Education. Thankfully, as the number of cases declined, the requirements for isolation were eased and attendance improved in Semester Two. Although, with the easing of restrictions, many families chose to visit loved ones overseas during term time.

The 2022 Annual Report aims to capture our successes from 2022 and identify areas for improvement or action in 2023. The Kinross PS Business Plan was developed throughout the year in consultation with staff and the Kinross School Board. The new plan will be implemented from 2023-2025. We are excited to work to achieve the goals and targets we have set as we strive for improvement across the school in identified areas.

A new outdoor classroom was constructed this year to be used for school activities, including STEM and Sustainability activities. Finishing touches were added in Term 4 and the room will be timetabled to be used commencing in Term 1, 2023. A new shade shelter was constructed over the Junior Playground and the school frontage was beautified with new signage, the introduction of an electronic sign, and a garden upgrade was commenced. The sensory room was also upgraded.

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 2022.

Therese Gorton, Principal



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

FROM THE SCHOOL BOARD CHAIRPERSON

It is my pleasure to share key activities and focus areas of the Kinross Primary School Board for 2022.

Despite the ongoing challenges presented early in the year by the COVID-19 pandemic, we are extremely grateful and proud that our school continued to provide quality education and support to our students and families.

Together with the school administration team's representatives, we have worked to develop, prioritise, and review objectives and policies that aim to achieve the best outcomes for our students and families of Kinross Primary School.

In 2022 the KPS Board has revised and endorsed the following

- The Annual Report
- The Bullying Policy
- The Student Code of Conduct
- The Literacy Policy
- The School Funding Agreement

As well as

- Welcomed new board members
- Supported and provided direction for the development of the new Kinross Business Plan
- Reviewed and discussed data from NAPLAN 2022
- Approved the 2023 Voluntary Contributions and Charges

We would like to acknowledge the dedication of our KPS staff, both teaching and allied who continue to work tirelessly to ensure our students are supported and encouraged every day in their education journeys.

The KPS School Board also would like to recognise the amazing effort of our P and C Association. The countless volunteer hours of creating events for our school community to connect, as well as raise funds, to enhance our school and provide exciting opportunities for our students, is greatly appreciated.

I gratefully acknowledge the contribution and commitment of my fellow board members for 2022.

Parent Members: Emma Oliver, Gemma Foxall, Kim Marie Carrington

Staff Members: Therese Gorton, Brioney Smith, Melissa Hills, Angie Heath

As we look towards the future, the board remains committed to providing the staff and students with the support they need to thrive. We endeavour to continue to ensure that Kinross Primary School remains a welcoming and inclusive environment where every student can reach their full potential. In 2023, we will be looking to expand the parent membership on the School Board, increasing by another 3 positions. One more position will be offered to staff.

In closing, I would like to express our sincere gratitude to the Kinross Primary School community for their continued support and dedication to our students. We look forward to representing you again in 2023.

Savannah Mackay
Board Chairperson

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 and 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 that drive school improvement processes. 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 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:

- **Care and 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 work samples to provide accurate reporting to parents. Walker Learning has been established in K-1, with Year 2 commencing in 2023. The school also strives to provide strong pastoral care and a focus on social and emotional learning. A whole school policy and programs are implemented by all staff to achieve positive outcomes for students. Programs include The Zones of Regulation, Friendology, Protective Behaviours, Peer Mediation program, and Buddies.

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.

Staff

All staff members are encouraged to partake in leadership opportunities both within the school and in 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. Kinross PS has also implemented the Future Leaders Framework in 2022 and there are currently three staff who are working to develop their leadership skills as aspirants.

Students

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 selected by the Physical Education teacher. 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. Two sustainability leaders lead the rest of the school to implement sustainability initiatives. Each classroom has a sustainability leader elected each term to form the Waste Wise Committee and students are also able to participate in Garden Gurus.

Kinross College

Kinross Primary School has developed close links with Kinross College and there is a sharing of both ideas and resources. Strong transition processes are in place to ensure our Year 6 students make the transition to high school as seamless as possible. Staff from Kinross College meet with the leadership team and Year 6 teachers to discuss the individual needs of students and support is put in place for students that require it.

External Agencies

Kinross utilises external agencies and community resources wherever possible to enhance outcomes achieved for students. We work closely with the West Coast Language Development Centre, Atlantis OSH, SSEN-B/SSEN-D, North-Metro Regional Office, school psychology service, Youth Care, City of Joondalup, Kinross IGA, and others.

HIGHLIGHTS SUMMARY 2022

NUMERACY

Professional Learning

In 2022, all staff began the year attending professional learning on the SCSA support documents. They trialled using the Teaching and Learning Exemplars to inform their planning in their teams. The staff continued their professional learning in Paul Swan; Developing a Whole School Approach to Problem-Solving to complete the KPS Vocab Menu Board. A focus was for staff to consolidate these strategies throughout the remainder of the year to support the teaching and learning in their classrooms. Alongside problem-solving, staff has completed further professional development in First Steps in Mathematics; focusing on differentiation strategies to cater to all students in their classrooms. In Term 3, Math Leaders presented learning on Daily Reviews and provided a whole school framework for numeracy sessions. Staff was encouraged to practise and refine daily reviews throughout Term 4. The Math Coordinator attended a masterclass presented by Narelle Rice on Bond Blocks as mental math skills and fact fluency is another area of focus. Further professional learning will be extended to the staff in 2023.

Assessment

The Progressive Achievement Tests (PAT) were completed across Years 2 – 6 in Term 1 and Term 4. Data gathered from Term 1 assessments was used to set year group targets and then inform School Targets. In the early years, Year 1 completed PAT Tests in Term 2 and 4, while Pre-Primary conducted On Entry Testing in Term 1. Professional Learning Teams have continued to use their collaborative planning sessions to build a bank of quality pre- and post-unit assessments, along with Rich Learning Tasks. Teachers were allocated time to moderate RLT to ensure consistency across their year level. Teachers used their diagnostic data to establish Responses to Intervention models in their year groups, to ensure all students' needs were met in their teaching and learning programs. Several year groups trialled the use of Westwood Math Assessments to test fluency in mental math skills and teachers also trialled Paul Swan Milestones package to inform classroom teaching.

Resources

In 2022, the committee has continued to access any 'top up' resources for their Essential Materials Classroom Boxes. Staff were consulted regularly and encouraged to request any individual resourcing needs. A significant amount of the budget has been used to purchase Bond Blocks for Year 1 which will be built upon in 2023.

Technology Integration

Mathletics has continued as an online learning program to support Mathematical learning at school and home. The student's achievements are acknowledged and recognised at fortnightly Musters where students are rewarded with badges and certificates. In 2022, we increased our involvement in the Have Sum Fun Online (HSFO) Competition, conducted by the Mathematical Association of Western Australia (MAWA). We selected 2 teams for students in Years 3 and 5 and four teams of Year 6 students to work collaboratively to problem solve. The feedback from both staff and students was extremely positive and they look forward to competing next year.

Special Events

In 2022, we changed our celebration to a Math Day in Term 2. During the week leading up to Math Day, the maths committee continued to provide a series of fun and engaging daily challenges for students such as Guess the total number of items, Brain Teasers, and 2 Truths and a Lie. Students were challenged to submit maths jokes to be read over the PA system. During the day students created math board games using a math focus/ concept of choice within their year group. The maths committee organised a whole school maths bingo competition where clues were delivered over the PA hourly until a winner was achieved.

Mrs Melissa Hills (Associate Principal and Numeracy Leader)



LITERACY

Professional Learning

During 2022, staff continued their professional learning in the Science of Reading. Two teacher leaders attended a Shaping Minds workshop, presented by Jordan O'Sullivan and Jared Bussell, exploring the Information Processing Model and Cognitive Load Theory. Using their enhanced understanding of the components of a high-impact lesson introduction, these teacher leaders modelled best practices in classrooms for other members of staff. Three teacher leaders were given written feedback from Jared Bussell after he observed them implementing a Daily Review in their classrooms. He provided them with a range of Hinge Questions which they have explored in their classrooms and will introduce to staff.

Several whole school staff meetings were dedicated to further development in structured literacy. This included Dataworks Student Engagement Norms and TAPPLE Lesson Delivery that align with Ybarra and Hollingsworth's Explicit Direct Instruction. Our literacy leader also developed a series of planning templates which were shared with all staff and time was given to teams to implement these.

A teacher leader attended Literacy leadership professional learning with the West Coast Language Development Centre to develop her understanding of Literature-Based Units. This knowledge will be used to support staff with the implementation of book-based studies in 2023.

Several staff have attended Sounds-Write training this year to ensure consistency in the teaching of phonics. This will continue into 2023.

New staff to the school attended Talk4Writing professional learning. This continues to be implemented across the school in PP-6.

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. The phase of learning teams created their own goals for PAT achievement and data was collated at the end of the year. The results show significant improvements over the year and have been recorded in the Annual Report.

Year 3-6 teachers have carried out DIBELS Oral Reading Fluency (ORF) assessments twice this year. Data has been collected to track students' fluency.

E-Write has been used in Years 4-6 to monitor students' writing skills. The outcomes of this were used in moderation meetings.

Years PP – 1 uses Dandelion to assess decoding and comprehension skills.

Years 1 – 2 use Sparkle Kit to assess decoding, comprehension, and fluency skills. Students were able to ‘test out’ of Sparkle Kit once they reach Level 8. This is when they are considered to have mastered the code. Students at educational risk in Year 3 are still assessed and tracked using Sparkle Kit and Sounds Write.

Resources

As teams moved away from traditional guided reading models and into Literature Based units, multiple sets of novels were purchased for whole-class use. This will continue in 2023.

Early childhood (PP-2) is now fully equipped with decodable readers for home and class use.

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.

Literacy Shed has been used to incorporate short films into lessons, addressing Viewing outcomes. Teachers have found these highly engaging, and the school will purchase memberships in 2023.

Green screen has been used across the school to present text types such as news reports and persuasive advertisements. Students in Year 6 have also explored iMovie and podcasts to communicate their ideas. Keynote has been used widely as a presentation tool and One Drive is used to create shared documents.

Celebrations of Literacy

KPS celebrated Book Week in Term 3 with the theme *Dreaming with Eyes Open*. Students across the school participated in incursions linked to indigenous dreaming stories and culture. This included Derek Nannup from Yanchep National Park sharing dreaming stories and Renarta and Charmaine presenting the Blanket Ceremony to upper primary students.

We also completed our more traditional celebrations such as Character Guess Who and Masked Reader. Students were able to dress in costumes for assembly which had a Book Week theme.

This year, we continued to nominate students to receive the KPS Reading Reward certificate once a term. Students are nominated for this award for reasons including a high achievement in this area, improvements in reading, or simply for demonstrating a love of reading.

Mrs Brioney Smith Associate Principal



Science

In 2022, Kinross Primary School introduced Science as a specialist learning area for students from Years 1 to 6, replacing Health. Each class from Years 1 to 6 received one lesson a week from either the Senior Science Specialist Teacher (Years 3 to 6) or the Junior Science Specialist Teacher (Years 1 and 2). A classroom in the senior block was established as the Science Room and all specialist lessons were held there.

Throughout 2022, the Science materials were organised and stored in the old LOTE room (between the Music and Art rooms) for the science teachers to have easy access to for their lessons. This year the specialist teachers have trialled the use of Inquisitive to provide engaging and inquiry-based lessons to all students. The Department of Education Exemplars for Science were incorporated into planning to provide practical, engaging, and hands-on investigations. The Senior Science Specialist monitored the supplies and purchased and restocked all resources for science throughout the year. All year levels covered the same theme each term to create a classroom that was rich in vocabulary and content.

The theme for National Science Week 2022 was Glass: More Than Meets the Eye. The Junior and Senior specialists taught a lesson on Glass and completed an investigation based on this theme. There were whole school daily activities organised for the students to participate in – including guessing the image, colouring, quizzes, and science jokes to end the week with. Students completed an activity at their year level focusing on the science theme of Chemical Science, which also incorporated elements of STEAM. Next year's Science Week theme is Innovation: Powering Future Industries, which will be held in week 5 of Term 3.

In 2022, there was a strong focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM). The school received a science resource grant of \$40,000 as part of the state government's Science/STEAM funding initiative. The Senior Science Specialist worked closely with the Associate Principal and established a STEAM resource centre in the old LOTE room. Materials are now being stored in the room where teachers can bring their classes to obtain the resources they require for their STEAM /Technology designs. Other resources for science (such as iPads, microscopes, models, and materials) were purchased to assist in the teaching of science. An outdoor classroom was built and is being finalised with benches so classes in Science/STEAM can access it for outdoor projects. Classroom teachers facilitated STEAM lessons with a focus on integration between subjects in their rooms. At the end of each term, a STEAM showcase was presented from each year level to the staff during a staff meeting to see the different projects being covered across the school.

In 2023, the Science focus for the year will be to continue to maintain and improve resources for science, continue to teach Science as a specialist lesson using an inquiry-based approach through Inquisitive, incorporate Aboriginal perspectives into the programming, and continue to develop the students' knowledge and understandings across the topics of Earth and Space, Physical Science, Chemical Science and Biological Science.



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 that ignites students' interest to explore a range of text types, as well as online platforms, and conduct research.

Knowledge-based units are being developed across the school, embedding HaSS content with Literacy, to enrich student knowledge and understanding. Novel studies are supplemented with non-fiction texts, relating to humanities, creating a wealth of opportunities to explore topics deeply. Daily Reviews have also been introduced as an effective way of embedding key Tier 3 vocabulary.

Walker learning has been adopted at Kinross Primary School in Early Childhood and Junior Primary, as an approach to teaching and learning, which combines the need for children to be active participants in their learning (through hands-on and creative exploration and investigation). This supports our inquiry-based approach to Humanities and creates a solid foundation for research projects.

During 2022, teachers have made many cross-curricular links to enhance student outcomes. Padlet, Keynote, and Book Creator have been used by students to collaborate and present research findings. The Year 6 cohort used green screen facilities to present a news report on climate change, including an interview with a specialist in that field. Significant events and ceremonies have been acknowledged through assembly items and our Anzac ceremony was conducted through Webex during Covid restrictions.

At Kinross Primary School, we recognise the importance of real-world experiences to develop curiosity and help students to understand HaSS content. Students in Year 4 were lucky enough to be selected to take part in the City of Joondalup's Adopt a Coastline program this year. This involved a range of incursions and excursions to Iluka foreshore. Here, students worked with environment officers to weed, collect litter and plant in the sand dunes. Their findings were presented using Publisher and displayed at Whitfords Library. As well as this, students have taken part in the Suitcase Stories excursion where they explored artefacts and learned about migration to Australia. Students have also learned about our government by going to Parliament House and the Constitutional Centre. In addition to these rich learning experiences, students have been provided with a range of cultural incursions. Many students took part in a Blanket Ceremony, and Gina Williams and Guy Ghouse visited our school to present a workshop focusing on the importance of keeping Noongar language and culture alive, as well as teaching students' original Noongar language songs.

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 the 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. To further support our students and school community in staying safe online, the school organised a free Cyber Safety and Digital Wellness Parent Seminar for parents and carers to attend in Term 4 with Kayelene Kerr from eSafe Kids.

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. To further support professional learning for our staff, the ICT Committee introduced Cyber Cafes, where staff could highlight and explore a range of ICT resources, apps, websites, and teaching strategies in an informal, supportive session. The original plan was to introduce two Cyber Café sessions per term. However, after only one term, and after interest from the STEAM Showcase staff meetings, the Cyber Cafes are now held fortnightly, with Cyber Cafes on Mondays during Weeks 2 and 6 and Thursdays in Weeks 4 and 8 to allow for the inclusion of as many staff as possible, including those who work part-time. We look forward to continuing this next year and seeing our staff develop their skills and enthusiasm or integrating ICT and teaching Digital Technologies.

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.

Mrs Amie Hedges, Associate Principal



Music

Music at Kinross Primary School is a Specialist Program, delivered to Year One through to Year Six. In 2022, we continued to embrace our school'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 Drums.

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. Despite the COVID restrictions at the beginning of the year, we had a choir of 71 students from Term 2 onwards and the choir performed in numerous in-school events.

The DRUMBEAT program continued to run on a weekly basis with small groups of students, from Year 4 to Year 6, to support their social, mental, and emotional wellbeing. 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 had 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 2022, a selected group of Year Five and Six students received weekly lessons from a specialist Brass and Guitar tutor. These students were selected at the end of their Year Four, using a Music Aptitude Assessment Test.

In 2023, we hope to further expand the Music Program by introducing a new online Program, 'Musicplayonline' into our daily lessons, and to begin using the iPads in our music lessons, particularly focusing on the app, 'Garage Band'. This will assist in the development of students' understanding of all the elements of music.

Mrs Emma Brierley, Music Teac



EARLY CHILDHOOD EDUCATION

In 2022, our ECE staff continued to develop a consistent and effective Literacy curriculum, with the introduction of Heggarty and daily reviews being added to the Literacy block in kindergarten and daily reviews implemented in Pre-Primary to Year 2. The kindergarten staff trialled a shared learning environment where the partitions between the two Kindergarten classes were opened and the classes joined together for Literacy and Numeracy blocks, as well as for shared play and learning experiences. This proved to be successful and will continue in 2023.

The Walker Learning Approach was a focus across Year 1 in 2022, with all Year 1 teachers attending a study tour at a Walker accredited school. An aspirant leader, appointed as Play-Based Learning Coordinator, led change through meeting with staff, modelling lessons, developing an implementation roadmap, and aiding with classroom set up, planning and feedback. Kindergarten and Pre-Primary classes began to use the Walker Learning planning tools and documentation, guided by the Play-Based Learning Coordinator and all ECE Education Assistants took part in professional development to help define their role in the Walker Learning process.

By the end of 2022, all Year 1 classrooms were transformed to have key elements of a Walker Learning environment and students experimented with play investigation times, twice per week, linking these to their Literacy and Numeracy learning intentions. Following success in Walker Learning implementation in Kindergarten, Pre-Primary and Year 1, this play-based learning program has been planned for extension into Year 2 in 2023. Year 2 teachers, as well as members of the leadership team, will attend a study tour at a Walker Accredited school.

The outdoor learning environment in the Kindergarten and Pre-Primary area, was improved with the completion of an outdoor classroom area, box construction area, vegetable garden upgrade, Fairy Garden play area, yoga zone and

various other outdoor experiences. The Year 1 and Year 2 staff also added many new learning stations to their outdoor environment providing students with multi-sensory and purposeful play opportunities to engage in during recess and lunchtime.

2023 will see continued improvement in the use of Walker Learning in Kindergarten to Year 1 with the Play Based Coordinator given leadership time to meet with staff regularly, continue observations and audits in the classroom, model lessons and respond to feedback of the staff and students. A major focus for this group in 2023 will be the implementation of the Walker Learning planning and documentation which will be used in all Walker Classrooms.

Mrs Zara Borrell, ECE Leader/Walker Learning Coordinator



ABORIGINAL AND TORRES STRAIT ISLANDER CULTURE

In 2022 a team of teachers developed our second Reconciliation Action Plan (RAP). The RAP is a way to formalise commitment to building and sustaining strong relationships with Aboriginal and Torres Strait Islander peoples, embedding respect, and providing opportunities to improve outcomes for students and the wider community. The RAP was used as a framework to guide Aboriginal Education for the 2022 year. This is a link to our RAP [2022 RAP](#). The staff Connect page for Aboriginal Education was updated with added resources for all staff to utilise and assist with lesson planning. The cross-curricular document that was developed in 2021 was used by staff to include Aboriginal perspectives in lessons where possible and appropriate. The Aboriginal and Torres Strait Islander flags are flown each day on school grounds. Every class has a copy of the school's personalised Acknowledgment of Country artwork and school's story "Our Journey". Classes have been doing either the school's version or their own version of Acknowledgment of Country on a weekly or daily basis.

We started the process of creating new sport faction team names and t-shirts. Local Elder, Robyn Collard, gave us advice on how to go about achieving this goal. Students surveyed animals that are in the local Kinross area, and we decided on Yonga, Bamba, Kwenda and Karrak. Local artist, Derek Nannup, came to school to work with key staff and a group of students to create the artwork for the new faction shirts. One student's art was selected to be the common background for the logos. Derek then created the art for the animals. The student's journey was documented in video interviews to explain the process of how we created the artwork. The artworks were then sent off to a manufacturer and are in the process of being made, with the view of introducing them as a new school uniform in 2023. Derek suggested we use information the students gather about each animal's special abilities to create new school chants for the factions. All staff were given an overview of what the process has been throughout the year at a PL session.

Staff were then asked to present the video of students being interviewed to each class and ask them to research the different animals with the view of using the collated information to create new chants in early 2023.

In Reconciliation Week staff were provided with resources to instruct students about what the week encompasses. Staff were given a vast selection of book resources for their own personal development and classroom resources; these resources were put in the staff room for easy access. In NAIDOC Week the kindergarten and pre-primary students had a native wildlife incursion. The students were taught the Noongar names for the animals they observed. The K-3 students participated in a national colouring in competition. The year four to year 6 students participated in a short story competition.

In Book Week we celebrated Aboriginal Culture with incursions for K-2 hosted by Derek Nanup. Students learnt about Aboriginal stories and culture. Year 4-6 participated in Aboriginal History Journey workshops, hosted by Renarta Coyne. The whole school participated in a concert presented by Gina Williams and Guy Ghouse, where the students and staff listened to Noongar songs and joined in with the songs they had learnt in music lessons. The Yarning circle and bush tucker garden are in the process of being created and will be in full use by the end of 2023. The kindergarten and pre-primary sustainable garden had new bush tucker plants planted for the students to learn about and harvest when ready.

Mrs Emma Mather, Aboriginal Education Leader



HEALTH AND WELL-BEING

The critical importance of the school focus on promoting positive mental health and well-being in our school community was ever present at the commencement of the 2022 school year. Following a two-year closure due to the global pandemic, the West Australian state border reopened early in the first term. This required a considerable amount of preparation and ongoing adjustments to daily school operations to maintain a sense of normalcy and security for students and staff as the virus began to spread throughout the community.

The necessity to limit socialisation presented some unique opportunities to think outside the box and continue engagement with the school community. With parents and caregivers unable to enter the school premises, teachers endeavoured to post weekly classroom updates and photos on the school Connect platform. Assemblies evolved digitally and were conducted via the video conferencing platform, Webex. Students were excited to see themselves and other classes projected on the screen.

Video conferencing further enabled whole school celebrations of special days to continue for Harmony Day and the National Day of Action against Violence and Bullying. The students were invited to wear odd socks to school on the National Day of Action against Violence and Bullying. Wearing odd socks symbolised that it is okay to be different and express yourself as individual. A collaborative colouring project was also undertaken by each class to create a mural

representing the ideas and values associated with Harmony Day. Photographs of the activities were used to formulate a video showcasing the spirit of the celebrations with the school community.

Eventually COVID 19 restrictions eased, enabling before school and lunchtime clubs to recommence. Continuing our agreement with the “Act Belong Commit” initiative, students are provided with ideas for a wide variety of activities at the conclusion of each assembly. Jump Jam, Jogging Club, Resource Rescuers (recycling initiative) Garden Gurus, Lego Club, and the junior years “Love of Reading” initiative continue to remain well attended by students. Further projects have been underway to enrich the outdoor environment to cater for varied student interests and promote creativity. Stations of STEM and play-based activities have been added to the Year 1 and Year 2 junior alcoves at recess and lunch time. Construction has been completed on a large outdoor STEM classroom and the development of a Native Bush Garden outdoor classroom is currently underway. These projects will greatly assist classes to engage in class learning, out of doors, more frequently.

In May, all educators at Kinross Primary School attended a Conference at Optus Stadium. The Flourish, Focus and Reset themed conference was an initiative organised by the RUMA and Shenton Networks. Staff were addressed by the Director General, Lisa Rodgers and keynote speakers, Glen Capelli and Dr Adam Fraser. Attendees were further able to select from a range of concurrent sessions with a Mental Health focus. These sessions included topics including Trauma Informed Practice, Understanding Anxiety and The Brain Science behind Mindfulness.

The school has continued to strengthen initiatives promoting kindness and respect by partnering with Respectful Relationships Australia. Special days and weeks are used to highlight mental health strategies such as Day for Daniel to raise awareness about protective behaviours, RUOK day, NAIDOC Week, Outdoor Classroom Day, and White Ribbon Day. Our annual Wellbeing week is held in Term 4 each year. Activities in 2022 included: Mindfulness Colouring Competition, additional lunchtime activities for the students, an open night for parents, afternoon tea for educators and a breakfast for support staff.

Since 2019, students from Years 4 to 6 have annually participated in the Well-being and Engagement Census (WEC). This provides the school with data measuring student perspectives about their well-being and engagement at school in an anonymous survey. Tracking this data for the past few years has provided staff with an opportunity to identify any existing or developing trends pertinent to student well-being and engagement. As a result, it has been identified that many students appear to have trouble managing conflict situations. This has been evident to staff in the large number of students requiring daily guidance and intervention to manage disagreements in their everyday friendships.

Recognising that student needs are developmentally diverse; teachers have trialled a variety of targeted programs. However, it has become evident that a whole school approach would be more efficient to implement. Friendology 101 by URSTRONG has been highly recommended by our partners at Beyond Blue as part of the BE YOU initiative. This award-winning Friendship skills program caters for all year levels and promotes a whole school language that is designed to complement the Zones of Regulation strategy currently embedded in our school culture. The program also assists the school to engage parents in the program, providing valuable on-line resources via a parent portal on the website. The program is to be introduced at the beginning of 2023 and data will continue to be tracked annually using WEC to determine the impact of implementing the new initiative in 2023.



SCHOOL CHAPLAINCY PROGRAM

During 2022, the Chaplain focused on the well-being of students, parents, and staff within the school community. The Chaplain helps to support, mentor, encourage and empower students, staff, and families by providing pastoral care. Social and emotional needs of the school community were addressed in a formal yet relaxed setting. The Chaplaincy Program supported numerous students on a 'one-to-one' basis. The students, teachers and parents have utilised the Chaplain to provide support for anxiety, grief and loss, family separation and friendship issues. The Chaplaincy Program operated on two days per week. The program has helped to build rapport with students, staff, and parents, and has given support to students whilst they navigate their way through school.

LANGUAGES OTHER THAN ENGLISH (LOTE-ITALIAN)

The focus in the teaching of the LOTE program is to help learners develop a better understanding of their own language and culture and an appreciation of others. Throughout the program similarities between the English and Italian grammar rules are compared, discussed, and reinforced. An example of this is the capitalization of the names of the days/months. The latter are capitalized when written in English but not when written in Italian. The children are taught that the days of the week are named after the planets. Historical events such as the discarding of the Julian Calendar and the introduction of the Gregorian calendar are covered.

Working in a classroom equipped with a new Promethean Board enabled the introduction of the new interactive Language Nut program and make more efficient use of the "Languages online" program, which also has many interactive activities related to topics covered. The availability of iPads further enhanced the use of technology in the Languages program.

Mimi Palencia, Language Specialist Teacher



PHYSICAL EDUCATION

Physical Education lessons at Kinross Primary are conducted once a week for 55 minutes across all year levels.

The content varies depending on the developmental level of students but encompasses all the Fundamental movement skills in the early years so a greater emphasis can be placed on developing game skills and strategies as the students progress throughout primary school.

Year 5 and 6 students are also coached and trained in a sport of their choice once a week in preparation for an Interschool lightning carnival.

In addition to this, students are encouraged to join the before school programs, Jump Jam, Jogging Club and Fit Friday which are aimed to promote a healthy active lifestyle. These programs run from 8-8.30 on Monday, Tuesday, and Friday mornings.

In 2022 students participated in school faction and interschool cross country and athletics carnivals, a lightning carnival where the student's played rugby, tee ball, mod cross and volleyball and a 4-week gymnastics program funded by the sporting schools' program



General Comments

Kinross PS was impacted heavily in Semester One with COVID arriving in the state of Western Australia. Government restrictions and absenteeism contributed to fewer whole-school events in Semester One. Assemblies and musters were not conducted, and students played in separate areas of the playground, depending on their year level. In Semester 2, things gradually returned to normal, and we were excited to host whole school events once again. Assemblies, musters, sporting events, and special activities recommenced. A successful whole school open night was held in Term 4 which was well attended by parents. Staff and students were happy to return to normality. With the opening of borders internationally, many families chose to reunite with loved ones overseas. This also had an impact on attendance. However, it was understandable why families chose to visit loved ones in school time. The cost is also much cheaper for families to travel outside of school holidays.

It was a challenging year. One we have not faced before. However, the community was supportive, and staff and families managed the best we could under trying circumstances. We are all looking forward to a more 'normal' year in 2023. We finished the year with the annual Kinross Fun Day to celebrate.



DATA ANALYSIS SUMMARY 2022

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, 575 students were enrolled full-time at Kinross PS (excluding kindy). 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

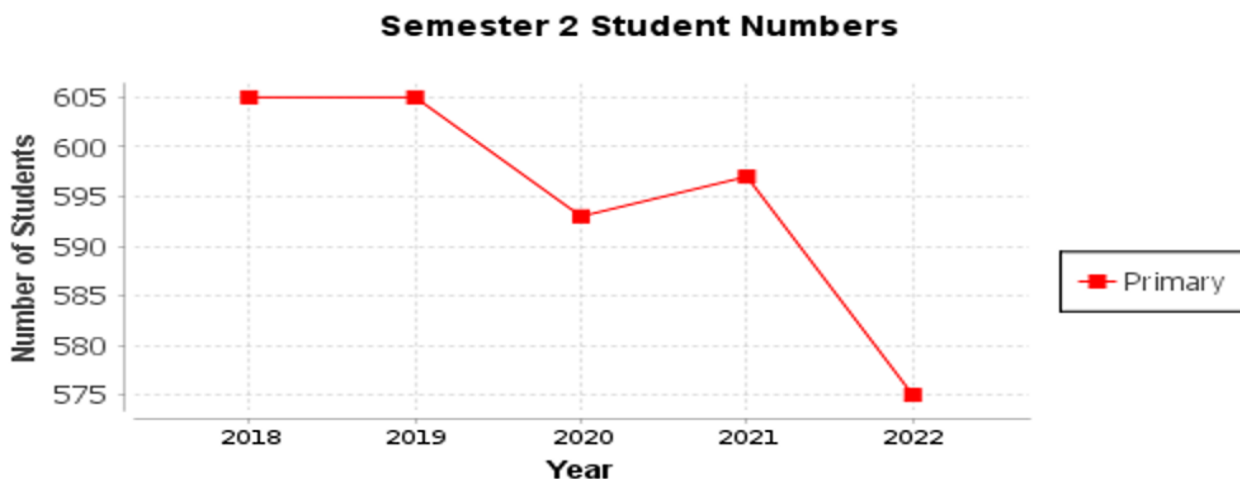
Numbers have declined slightly over recent years. With Burns Beach PS being opened in 2022, we are expecting a slight decrease in numbers, as the catchment area changes.

Student Numbers (as at 2022 Semester 2)

Student Number	(FTE)
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Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(35)	79	98	72	68	72	92	94	610
Part Time	70								

Note: The Kin Full Time student figure represents the Full Time Equivalent of the Part Time students



Destination Schools for 2022

85% of the Year 6 cohort for 2021 enrolled in the local high school, Kinross College. The remainder were scattered across various private and government schools in Perth.

Destination Schools

2022 school destinations of the 2021 student cohort

Year Level : Male: 53 Female: 40 Total: 93

Destination Schools	Male	Female	Total
4172 Kinross College	40	31	71
4211 Alkimos College	2	1	3
4129 Duncraig Senior High School	2	1	3
4005 Belmont City College	1		1
4192 Joseph Banks Secondary College	1		1
1366 Lake Joondalup Baptist College		1	1
1383 Mater Dei College		1	1
1326 Prendiville Catholic College		1	1
1404 Quinns Baptist College	1		1
4134 Warwick Senior High School	1		1

Attendance Data

Kinross PS continues to achieve slightly above the average rate for overall attendance against the state and like schools. Due to the Covid pandemic arriving in WA in Term One, attendance data worsened for 2022, compared to previous years. However, this was comparable to like and WA 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
2020	94.2%	94.2%	93.2%	93.3%	89.5%	77.6%	94.1%	94.1%	91.9%
2021	92.3%	92.4%	92.4%	91.2%	83.9%	76.8%	92.3%	92.1%	91%
2022	88.5%	88.8%	88.3%	88.8%	76.7%	69.5%	88.5%	88.4%	86.6%

Kinross PS performed better than like schools and WA schools in the Severe At Risk category. There was a big decline in regular attendance compared to previous years. With the Covid Pandemic easing and restrictions not in place for 2023, we are aiming to restore attendance to pre-Covid rates of attendance.

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2020	82.9%	14.1%	2.4%	0.7%
2021	74.1%	21.7%	4.1%	0.0%
2022	53.2%	34.1%	11.1%	1.7%
Like Schools 2022	54.0%	33.2%	10.2%	2.7%
WA Public Schools	51.0%	32.0%	13.0%	5.0%

DOMAIN AREA ONE: STUDENT ACHIEVEMENT AND PROGRESS

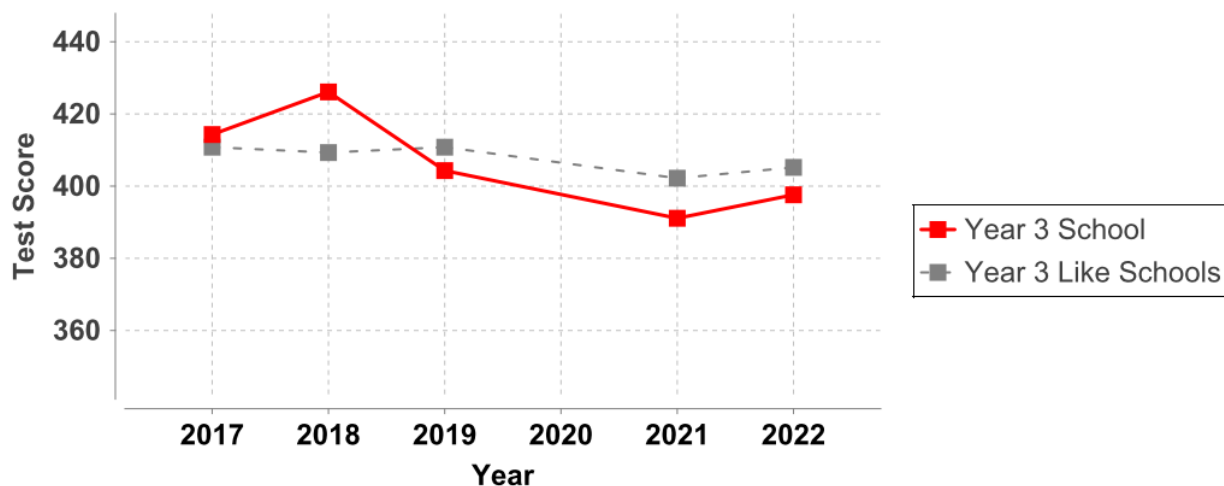
ACHIEVEMENT: NUMERACY

2023-2025 Business Plan Targets:

Target 1: To arrest the downward trend in Year 3 Numeracy

Kinross PS has begun to arrest the downward trend in Year 3 Numeracy. The aim will be to continue the upward trend moving into 2023 and beyond.

Average Numeracy Score



Target 2: In Year 3 and Year 5, the mean to be at or above like schools in Numeracy by 2025

This new target was set because of 2022 data showing a decline in performance in Numeracy.

Year 3 Numeracy	2022
All Aust Mean	400
All WA Mean	395
Like Schools Mean	405
School Mean	398

Kinross PS achieved 7 points below the like school mean in Numeracy for Year 3. We are working to address this decline in the new Kinross Business Plan.

Year 5 Numeracy	2022
All Aust Mean	488
All WA Mean	487
Like Schools Mean	492
School Mean	483

Kinross PS achieved 9 points below the like school mean in Numeracy for Year 5. We are working to address this decline in the new Kinross Business Plan.

Target 3: Year 3 and 5 NAPLAN students will have at least 20% of our students achieve in the top 20% and less than 20% achieve in the bottom 20% in Numeracy by 2025

Kinross PS had less students compared to like schools perform in the bottom 20% in 2022 in Numeracy. This shows we are catering well for the students at risk. However, significantly less achieved in the top 20% compared to like schools. We are aiming to increase this to at least 20% over the life of the new Kinross Business Plan.

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	18%	18%	12%	23%	21%	25%
Middle 60%	65%	62%	76%	63%	62%	59%
Bottom 20%	17%	20%	12%	14%	17%	17%

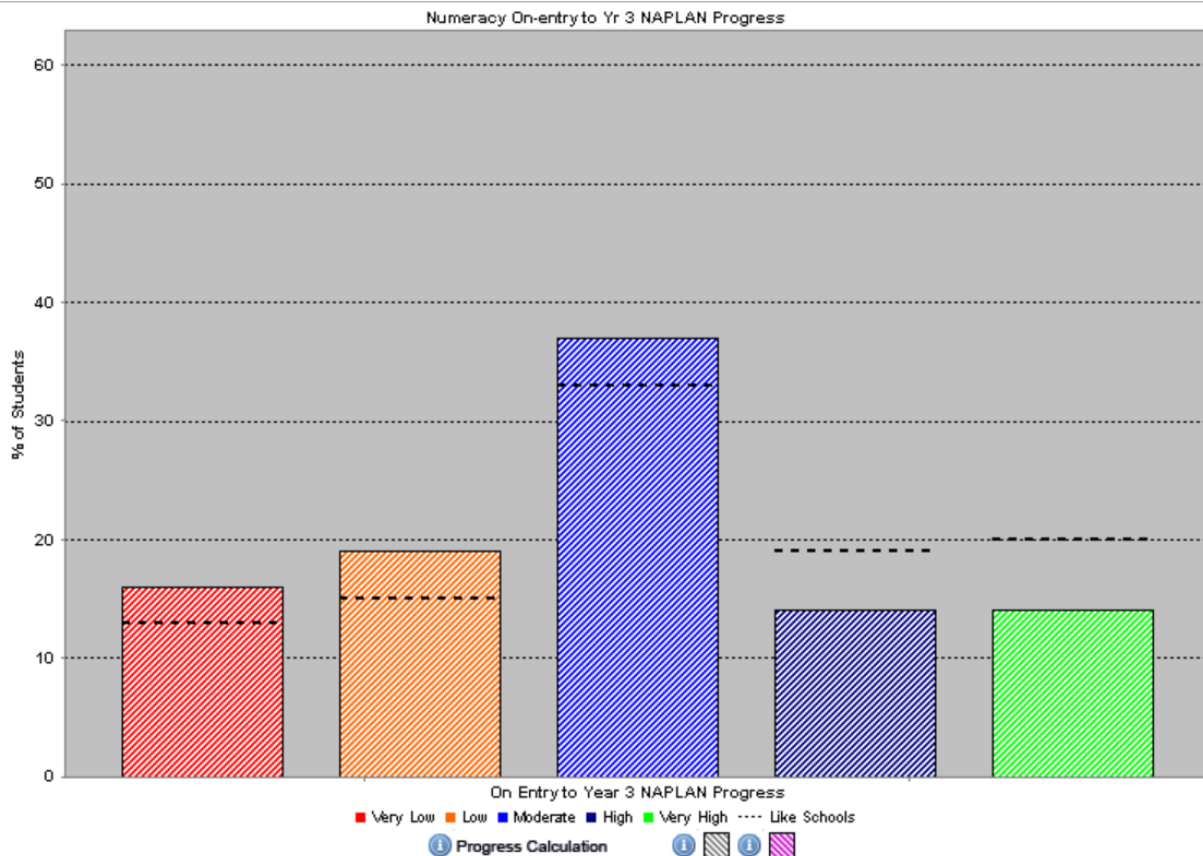
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	17%	17%	16%	21%	21%	21%
Middle 60%	76%	71%	70%	65%	62%	64%
Bottom 20%	7%	12%	14%	14%	18%	15%

Target 4: Progress made by Year 3 students in NAPLAN compared to On-Entry data will be comparable to that of like schools

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 moderate category than like schools, with less achieving in the very high progress category. Hence, we set this goal for achievement in 2023-2025.

Year 3 Progress On-Entry to Year 3 Against Like Schools



PAT Maths Data and Target Analysis for 2022

Targets by Year Level

DATA TRACKING: FEB 2022-NOV 2022 PAT Maths 2022						
STANINE	Y2 Sem1;74/ Sem2; 75	Y3 Sem1; 66/ Sem2 ;68	Y4 Sem1; 70/ Sem2; 70	Y5 Sem1;90/ Sem2; 89	Y6 Sem1; 90/ Sem2; 97	
9	0 0% 3 4%	0 0% 0 0%	0 0% 0 0%	0 0% 0 0%	0 0% 1 1%	
8	1 2% 2 3%	1 2% 3 4%	0 0% 7 10%	0 0% 2 2%	1 1% 8 8%	
7	2 3% 6 8%	1 2% 6 9%	4 6% 7 10%	9 10% 6 7%	2 2% 9 9%	
6	8 11% 8 11%	4 6% 16 24%	13 19% 7 10%	7 8% 16 18%	7 8% 13 13%	
5	27 36% 23 31%	21 32% 18 26%	14 20% 22 31%	20 20% 20 22%	31 34% 40 41%	
4	21 28% 21 28%	17 26% 12 18%	22 31% 16 23%	27 30% 26 29%	31 34% 18 19%	
3	5 7% 6 8%	18 27% 10 15%	12 17% 9 13%	16 18% 18 20%	11 12% 8 8%	
2	7 9% 5 7%	4 6% 2 3%	5 7% 2 3%	9 10% 1 1%	7 8% 0 0%	
1	3 4% 1 1%	0 0% 1 1%	0 0% 0 0%	2 2% 0 0%	0 0% 0 0%	
TARGETS BY YEAR LEVEL						
	Y2	Y3	Y4	Y5	Y6	
	By the end of Term 4, 5% or less of students in Y2 to be within stanine 1-3 NOT ACHIEVED 16% By the end of Term 4, a minimum of 40% of students will be in Stanine 6 or above. NOT ACHIEVED 26%	By the end of Term 4, 20% of students to be within stanine 6 or above. ACHIEVED 37% By the end of Term 4, decrease the percentage of students in Stanines 1-3 to 25% or less. ACHIEVED 19%	By the end of Term 4, 60% of students to be at or above stanine 5. ACHIEVED 61%	By the end of Term 4, 45% of students in to be at or above stanine 5. ACHIEVED 49%	By the end of Term 4, 55% of students in to be at or above stanine 6. NOT ACHIEVED 31%	

Targets were met in Years 3, 4 and 5. Year 2 and Year students did not achieve the set targets. These targets may have been too ambitious. With the introduction of improved data tracking in 2023 by incorporating the use of Elastik we are aiming for teachers to be able to target weaknesses more effectively for groups of students.

Targets Whole School

TARGET- WHOLE SCHOOL	
A minimum of 80% of students in Year 2-6 will demonstrate an increase in their PAT Scale Score from Feb- December.	
Year 2 =62	83% ACHIEVED
Year 3= 62	91% ACHIEVED
Year 4= 58	83% ACHIEVED
Year 5 = 69	78% NOT ACHIEVED
Year 6 = 81	83% ACHIEVED
Each year level in 2-6 to show a growth in the students in Stanines 7-9 and a decrease in students in Stanines 1-3.	
YEAR 2 GROWTH IN NUMBER OF STUDENTS IN STANINE 7-9 ACHIEVED DECREASE IN STUDENTS IN STANINES 1-3. ACHIEVED	
Year 3 GROWTH IN NUMBER OF STUDENTS IN STANINE 7-9 ACHIEVED DECREASE IN STUDENTS IN STANINES 1-3. ACHIEVED	
YEAR 4 GROWTH IN NUMBER OF STUDENTS IN STANINE 7-9 ACHIEVED DECREASE IN STUDENTS IN STANINES 1-3. ACHIEVED	
YEAR 5 GROWTH IN NUMBER OF STUDENTS IN STANINE 7- ACHIEVED DECREASE IN STUDENTS IN STANINES 1-3. ACHIEVED	
YEAR 6 GROWTH IN NUMBER OF STUDENTS IN STANINE 7-9 ACHIEVED DECREASE IN STUDENTS IN STANINES 1-3. ACHIEVED	

Whole school targets were achieved in every year level, except Year 5. With the introduction of improved data tracking in 2023 by incorporating the use of Elastik we are aiming for teachers to be able to target weaknesses more effectively for groups of students.



Recommendations

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

- Consolidate use of KPS Vocab Menu Board strategies in Daily Teaching; focus for term
- Professional learning on Bar model for Problem-solving K-6
- Build on and refine Daily reviews K-6
- Continue to use data to inform teaching K-6, with a focus on using Elastik in 2023
- Roll out Bond Blocks in Junior Primary K-2
- A focus on mental maths fluency in Y4-6

ACHIEVEMENT: LITERACY

Target 2: In Year 3 and Year 5, the mean to be at or above like schools in Literacy by 2025

Year 3 Reading	2022
Aust Mean	438
All WA Mean	428
Like Schools Mean	442
School Mean	431

Kinross PS achieved 11 points below the like school mean in Reading. We are working to address this decline in the new Kinross Business Plan.

Year 3 Writing	2022
All Aust Mean	422
All WA Mean	419
Like Schools Mean	429
School Mean	437

Kinross PS achieved 8 points above the like school mean in Writing. We are working to maintain our mean at or above like schools through the life of the new Kinross Business Plan 2023-2025.

Year 3 Spelling	2022
All Aust Mean	418
All WA Mean	414
Like Schools Mean	428
School Mean	432

Kinross PS achieved 4 points above the like school mean in Spelling. We are working to maintain our mean at or above like schools through the life of the new Kinross Business Plan 2023-2025.

Year 3 Grammar	2022
All Aust Mean	432
All WA Mean	424
Like Schools Mean	439
School Mean	431

Kinross PS achieved 8 points below the like school mean in Grammar and Punctuation. We are working to address this decline in the new Kinross Business Plan.

Year 5 Reading	2022
All Aust Mean	510
All WA Mean	505
Like Schools Mean	510
School Mean	509

Kinross PS achieved 1 point below the like school mean in Reading. We are working to improve this to match or exceed like schools in the new Kinross Business Plan.

Year 5 Writing	2022
All Aust Mean	484
All WA Mean	480
Like Schools Mean	487
School Mean	483

Kinross PS achieved 5 points below the like school mean in Writing. We are working to address this decline in the new Kinross Business Plan.

Year 5 Spelling	2022
All Aust Mean	504
All WA Mean	505
Like Schools Mean	514
School Mean	519

Kinross PS achieved 5 points above the like school mean in Spelling. We are working to maintain our mean at or above like schools through the life of the new Kinross Business Plan 2023-2025.

Year 5 Grammar	2022
All Aust Mean	499
All WA Mean	496
Like Schools Mean	505
School Mean	493

Kinross PS achieved 12 points below the like school mean in Grammar and Punctuation. We are working to address this decline in the new Kinross Business Plan.

Target 3: Year 3 and 5 NAPLAN students will have at least 20% of our students achieve in the top 20% and less than 20% achieve in the bottom 20% in Literacy by 2025

Not achieved in 2022. Hence, the goal was set for the new Kinross Business Plan 2023-2025.

This new target was set as a result of the data collected below. In all areas, we would like to increase the number of students achieving in the top 20% for both Years 3 and 5.

Year 3 Reading

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	19%	20%	16%	22%	23%	23%
Middle 60%	67%	61%	70%	62%	64%	64%
Bottom 20%	14%	20%	13%	16%	13%	13%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	16%	19%	29%	13%	24%	30%
Middle 60%	77%	72%	65%	73%	65%	59%
Bottom 20%	6%	9%	6%	14%	12%	12%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	14%	16%	18%	20%	21%	23%
Middle 60%	75%	66%	73%	64%	66%	63%
Bottom 20%	10%	18%	9%	16%	13%	14%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	23%	18%	16%	22%	22%	23%
Middle 60%	62%	63%	70%	61%	65%	64%
Bottom 20%	14%	18%	13%	16%	13%	14%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	26%	20%	14%	23%	21%	21%
Middle 60%	68%	66%	72%	63%	63%	65%
Bottom 20%	6%	14%	14%	15%	16%	14%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	15%	16%	16%	16%	21%	26%
Middle 60%	78%	67%	70%	70%	57%	64%
Bottom 20%	7%	16%	13%	14%	22%	10%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	22%	18%	20%	22%	20%	21%
Middle 60%	73%	68%	71%	62%	64%	65%
Bottom 20%	5%	14%	10%	16%	16%	14%

Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2019	2021	2022	2019	2021	2022
Top 20%	16%	22%	9%	21%	19%	21%
Middle 60%	74%	64%	74%	64%	64%	66%
Bottom 20%	10%	14%	17%	15%	16%	14%

PAT READING TARGETS AND DATA

DATA TRACKING- FEB 2022/NOV 2022					
PAT READING 2022					
STANINE	Y2 Sem 2 72	Y3 Sem 1 66/Sem 2 66	Y4 Sem 1 72/Sem 2 70	Y5 Sem 1 91/Sem 2 92	Y6 Sem 1 91/Sem 2 94
9			1 – 1%		
8		0 – 0%	7 – 9%	1 – 1%	
7	2 – 2%	2 – 3%	9 – 12%	2 – 2%	7 – 7%
6	6 – 8%	13 – 19%	11 – 15%	6 – 6%	11 – 11%
5	14 – 19%	16 – 24%	20 – 28%	22 – 24%	33 – 35%
4	18 – 25%	15 – 22%	7 – 10%	26 – 28%	24 – 25%
3	22 – 30%	17 – 25%	14 – 19%	21 – 23%	14 – 15%
2	8 – 11%	11 – 16%	15 – 20%	17 – 18%	12 – 13%
1	2 – 2%	4 – 6%	9 – 12%	10 – 10%	7 – 7%
	0 – 0%	0 – 0%	3 – 4%	3 – 3%	0 – 0%

TARGETS BY YEAR LEVEL					
Year Level	Y2	Y3	Y4	Y5	Y6
Target	<p>By the end of Term 4, a minimum of 35% of students to be within stanine 6 or above.</p> <p>30% NOT ACHIEVED</p> <p>At the end of the year, 5% or less of students to be in stanines 1-2.</p> <p>2% ACHIEVED</p>	<p>By the end of Term 4, 10% or less of students to be within stanines 1-2.</p> <p>6% ACHIEVED</p> <p>By the end of Term 4, 20% or more of students to be at or above stanine 6.</p> <p>46% ACHIEVED</p>	<p>By the end of Term 4, the percentage of students within stanines 3 and below to be reduced to 25%.</p> <p>17% ACHIEVED</p>	<p>By the end of Term 4, 45% of students to be achieving at or above stanine 5.</p> <p>61% ACHIEVED</p>	<p>By the end of Term 4, the percentage of students in stanine 1-3 will be reduced to less than 10%.</p> <p>7% ACHIEVED</p> <p>By the end of Term 4, 45-50% of students to be within stanine 6 or above.</p> <p>48% ACHIEVED</p>
TARGET- WHOLE SCHOOL					
<p>A minimum of 80% of students in Year 2-6 will demonstrate an increase in their PAT Scale Score from Feb-December.</p> <p>Year 3 – 55 out of 63 students who sat both tests 87% ACHIEVED</p> <p>Year 4 – 52 out of 67 students who sat both tests 77% NOT ACHIEVED</p> <p>Year 5 – 60 out of 86 students who sat both tests 69% NOT ACHIEVED</p> <p>Year 6 – 72 out of 88 students who sat both tests 81% ACHIEVED</p> <p>Each year level in 3-6 to show a growth in the students in Stanines 7-9 and a decrease in students in Stanines 1-3</p> <p>Year 3 Sem 1 Stanines 7-9 = 3 Stanines 1-3 = 23</p> <p>Year 3 Sem 2 Stanines 7-9 = 15 Stanines 1-3 = 9</p> <p>ACHIEVED</p> <p>Year 4 Sem 1 Stanines 7-9 = 14 Stanines 1-3 = 28</p> <p>Year 4 Sem 2 Stanines 7-9 = 20 Stanines 1-3 = 12</p> <p>ACHIEVED</p> <p>Year 5 Sem 1 Stanines 7-9 = 6 Stanines 1-3 = 32</p> <p>Year 5 Sem 2 Stanines 7-9 = 9 Stanines 1-3 = 18</p> <p>ACHIEVED</p> <p>Year 6 Sem 1 Stanines 7-9 = 10 Stanines 1-3 = 20</p> <p>Year 6 Sem 2 Stanines 7-9 = 18 Stanines 1-3 = 7</p> <p>ACHIEVED</p>					

SAIS DATA COMPARISON

Blue: School % Red: Like School % Green: State School %						
	A	B	C	D	E	NA
PP (Y1 2023)	2.5	28.8	56.3	11.3	0.0	1.3
	8.5	27.3	28.4	11.2	1.1	3.6
	8.4	26.5	43.4	14	2.4	5.1
Y1 (Y2 2023)	9.9	29.7	4.5	5.9	4.0	1.0
	11.2	28.6	44.7	10.6	2.5	2.3
	8.3	26.3	42.5	15.0	3.4	4.5
Y2 (Y3 2023)	4.3	26.1	58.0	10.1	0.0	1.4
	11.3	28.9	44.6	12.4	1.7	1.2
	9.5	26.8	42.0	14.3	3.2	4.3
Y3 (Y4 2023)	8.3	26.4	58.3	5.6	0	1.4
	11.1	29.7	44.3	11.3	1.6	2.1
	10.2	27.6	41.6	14.1	2.6	3.8
Y4 (Y5 2023)	6.8	21.6	54.1	14.9	0.0	2.7
	11.7	28.7	45.7	9.5	1.7	2.7
	10.4	28.0	42.7	12.8	2.3	3.85
Y5 (Y6 2023)	6.8	21.6	54.1	14.9	0.0	2.7
	10.8	30.9	45	10.6	1.2	1.4
	10.8	28.1	43	12.4	1.9	3.8

Targets for 2022

ASPIRATIONS/STRATEGIES	MONITORING
Maintain and strengthen the explicit teaching of literacy.	<p>2022 was a year of putting theory into practice and refining the procedures within classrooms.</p> <p>Teacher leaders made regular visits to classrooms and coached staff in the key area of Daily Reviews.</p> <p>Towards the end of the year, the leadership team visited classrooms to observe a component of the Literacy Block to ensure all teams were on track and to pin-point future learning requirements.</p> <p>Teachers in all year levels were consulted regarding planning and agreed on an integrated model. We also began compiling a suite of Literature-Based Units for each year level to draw upon. The Literature Spine continued to be updated as the Talk 4 Writing scope and sequence.</p> <p>The Sounds Write synthetic phonics program is 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. There were high level discussions surrounding the efficacy</p>

	<p>of the withdrawal programs for students at risk and this will continue to be studied in 2023.</p> <p>The updated assessment guidelines were adhered to, and issues were ironed out. The Literacy Committee is happy with the data that is being collected and with the introduction of Best Performance in 2023, this will be investigated further.</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>Reading intervention groups operated throughout 2022, with more groups being added part way through the year. Through discussions with WCLDC, we investigated ways to make these groups more flexible. However, data showed the same students were being included in these groups year after year. More work in this area will continue in 2023, with the students being more closely monitored for progress and specific areas of weakness using Best Performance and a case management approach.</p> <p>Evidence shows using a structured literacy approach that focuses on phonics skills development and retrieval practice helps all students, particularly those at educational risk.</p>
A strong focus on oral and vocabulary development in K/P. -and- Emphasise the role of play-based learning in a balanced curriculum for Kindergarten and Pre-Primary students.	<p>We maintained our strong ties with the West Coast Language Development Centre and liaised with them regarding best practice in early childhood. Mrs Liz Armitage completed the Language Leadership Course in 2022 and she works alongside fellow language leader Zara Borrell and Literacy co-leader Jess Locke to implement best practice within the school.</p> <p>Walker Learning (play based learning) is fully implemented from Kindergarten to Year 1. The roles of Photographer, Reporter and Focus Child are used in all K-1 classrooms. Each year level team integrates their Walker Learning stations with the theme being studied in the class, usually linked to a class text or HaSS/Science topic.</p>

Recommendations for 2023

- Strengthen the use of Literature Based Units as part of a rich, integrated unit of study focusing on language development.
- Continue developing and utilising Daily Reviews at the beginning of each Literacy Block.
- Utilise teacher leaders to make Daily Reviews more impactful in class and to assist in tightening up this procedure.
- Continue to work on shared reading component in lessons. More PL in this area.
- Focus on grammar and where it fits into our Literacy Block. West Coast Language Development Centre to provide PL in the Grammar and Syntax Project.
- Literacy Committee to fund Lexile upgrade to include a suite of reading resources and assessments for teachers to use in class.
- Ensure all classes are displaying Dataworks Posters and following the procedure.
- Investigate the Writing Revolution and roll out minor tweaks to writing program as necessary.
- Literacy Committee to investigate Speaking and Listening assessments and activities and trial them throughout the year.
- Scrutinise Sounds Write data and ensure we are achieving maximum impact in reading support program.
- Use Best Performance to analyse data and case manage students to meet their academic potential.

ACHIEVEMENT: SCIENCE

DATA TRACKING NOV 2021 - NOV 2022 PAT SCIENCE								
	Year 3		Year 4		Year 5		Year 6	
STANINE	NOV 2021	NOV 2022	NOV 2021	NOV 2022	NOV 2021	NOV 2022	NOV 2021	NOV 2022
			76	71	101	93	92	96
9		9 13%	7 9%	4 6%	1 1%	3 3%	6 7%	3 3%
8		0 0%	0	3 4%	2 2%	2 2%	3 3%	2 2%
7		7 10%	9 12%	6 8%	10 10%	7 8%	5 5%	12 13%
6		10 15%	11 14%	16 23%	27 27%	13 14%	13 14%	26 27%
5		16 24%	17 22%	13 18%	13 13%	19 20%	16 17%	23 24%
4		13 19%	11 14%	8 11%	21 21%	28 30%	33 36%	13 14%
3		11 16%	9 12%	13 18%	21 21%	13 14%	9 10%	13 14%
2		1 1%	10 13%	2 3%	2 2%	6 6%	3 3%	2 2%
1		1 1%	2 3%	6 8%	4 4%	2 2%	4 4%	2 2%
2022 TARGETS BY YEAR LEVEL								
	Y3		Y4		Y5		Y6	
2022 Targets	Decrease % of students in stanines 1-3 by 5%. Cannot measure as no student data.		Decrease % of students in stanines 1-3 by 5%. Not achieved – 28% in 2021 29% in 2022		Decrease % of students in stanines 1-3 by 5%. Achieved - 27% in 2021 22% in 2022		Increase % of students in stanines 7-9 by 5%. Target not achieved but growth made - 15% in 2021 18% in 2022	
2023 Targets	To have 60% or more in stanines 3-5.		Increase % of students in stanines 6-9 by 5%.		Increase % of students in stanines 6-9 by 5%.		Increase % of students in stanines 6-9 by 5%.	

2022 TARGET- WHOLE SCHOOL

80 % of students in Years 4-6 to make positive progress in PAT Science year-on-year (marked by increase in PAT scale score).

Year 4 -

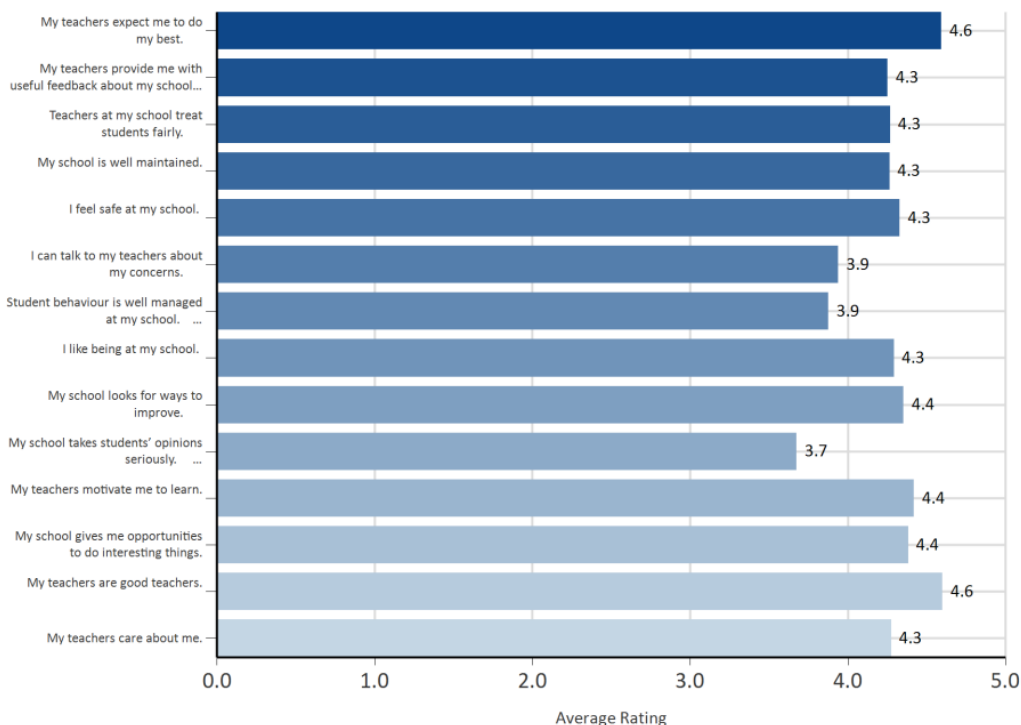
Year 5 – 65% of students made progress from 2021 (Year 4 test) to 2022 (Year 5 test)

Year 6 – 70% of students made progress from 2021 (Year 5 test) to 2022 (Year 6 test)

NB: Percentages were calculated by comparing data from 2021 to 2022. Some students completed the test in 2022 but have no assessment data from 2021. Additionally, some students sat the test in 2021, but did not sit the test in 2022 (this data was not used for percentages).

SCHOOL OPINION SURVEY

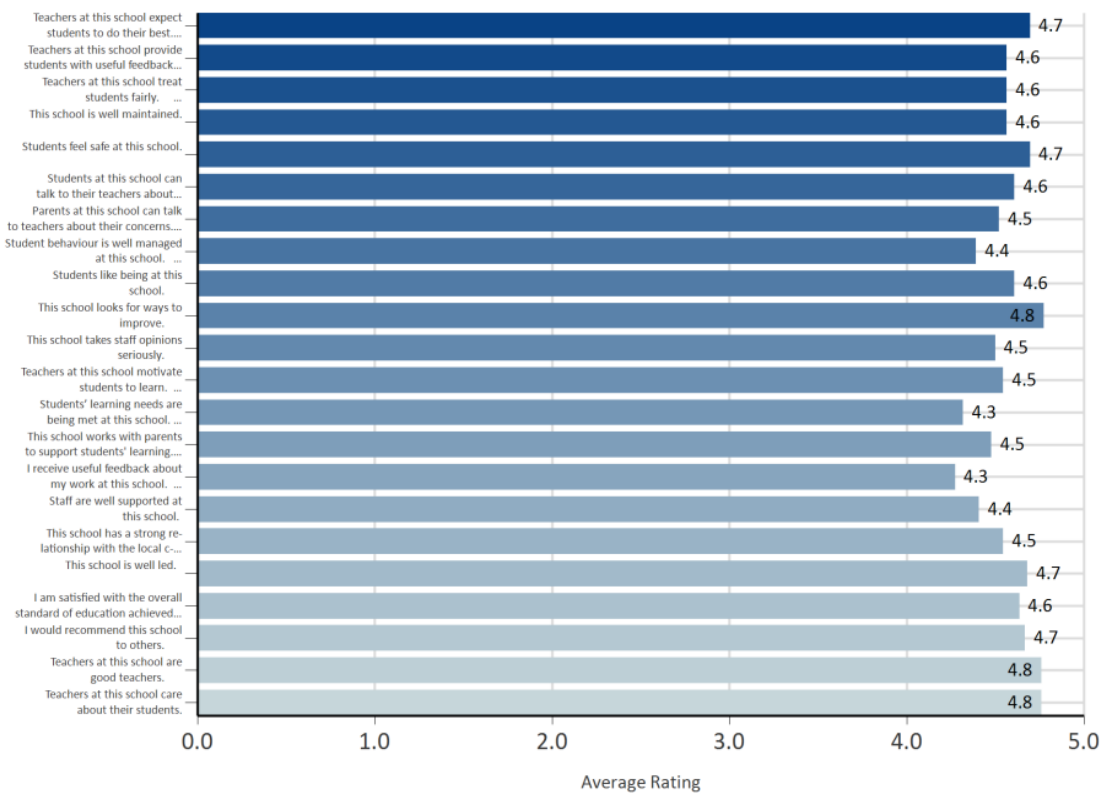
Student Survey Results December 2021



Comments

It was very satisfying 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.

Staff Survey Results December 2021

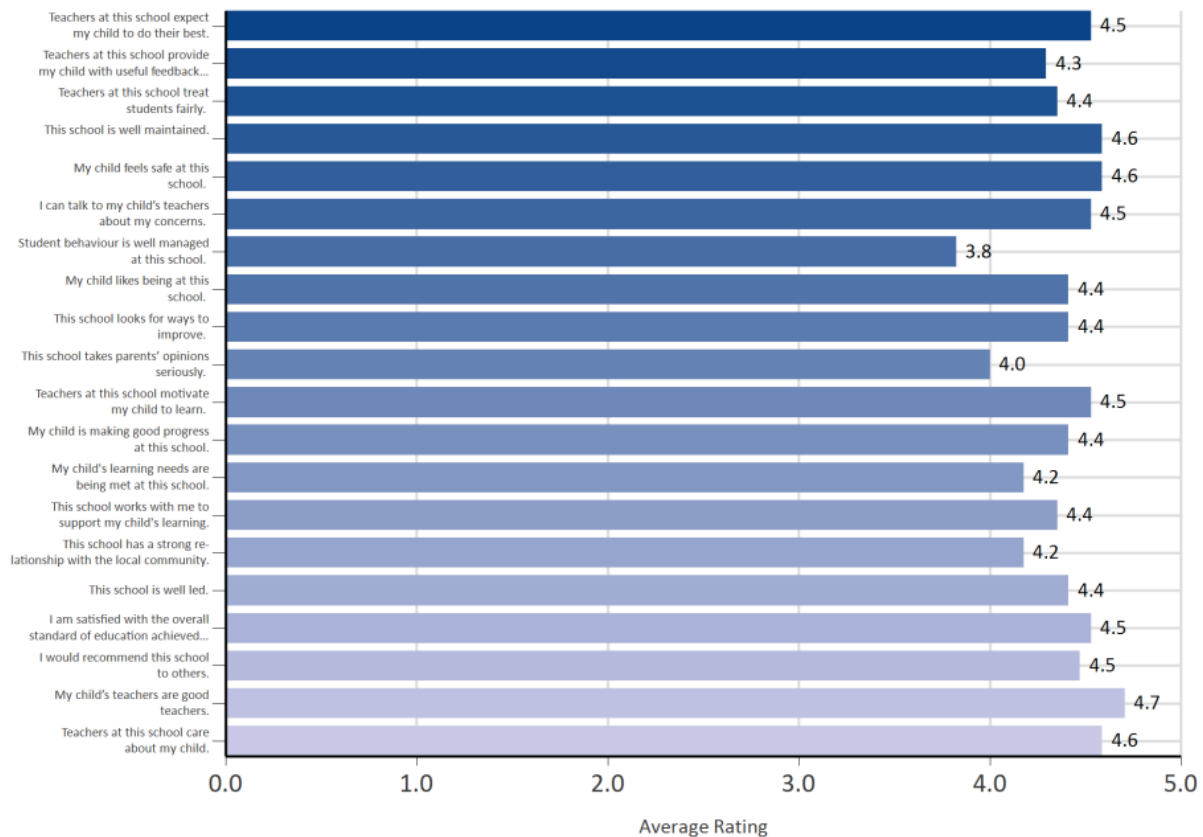


Comments

It was pleasing to note that the average rating given on the Staff 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 Parent School Opinion survey was 4.4. This shows that parent satisfaction at Kinross PS is high. The lowest rating given was 3.8 for 'Student behaviour is managed well at this school'. This matches what students surveyed thought so the area of Behaviour Management will be explored further in 2023. Further data will be examined in the annual Wellbeing and Engagement Data collected in the next section of this report.



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	125	75	31	54%	32%	13%	2022
	148	91	33	54%	33%	12%	2021
	144	74	36	57%	29%	14%	2020
	132	73	22	58%	32%	10%	2019
Optimism	106	85	39	46%	37%	17%	2022
	123	95	55	45%	35%	20%	2021
	125	88	44	49%	34%	17%	2020
	128	64	34	57%	28%	15%	2019
Satisfaction with life	101	82	45	44%	36%	20%	2022
	134	86	54	49%	31%	20%	2021
	120	78	56	47%	31%	22%	2020
	99	88	39	44%	39%	17%	2019
Emotion regulation	85	86	58	37%	38%	25%	2022
	101	93	78	37%	34%	29%	2021
	96	93	67	38%	36%	26%	2020
	97	86	44	43%	38%	19%	2019
Absence of sadness^	110	84	36	48%	37%	16%	2022
	117	107	49	43%	39%	18%	2021
	106	93	58	41%	36%	23%	2020
	116	80	36	50%	34%	16%	2019
Absence of worries^	91	82	56	40%	36%	24%	2022
	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	162	72	2	69%	31%	1%	2022
	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	141	74	12	62%	33%	5%	2022
	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	169	58	4	73%	25%	2%	2022
	205	60	8	75%	22%	3%	2021
	180	68	8	70%	27%	3%	2020
	155	64	5	69%	29%	2%	2019
School climate	131	77	22	57%	33%	10%	2022
	151	88	32	56%	32%	12%	2021

School climate	141	92	24	55%	36%	9%	2020
	105	96	23	47%	43%	10%	2019
School belonging	123	63	43	54%	28%	19%	2022
	134	81	56	49%	30%	21%	2021
	119	80	52	47%	32%	21%	2020
	116	62	43	52%	28%	19%	2019
Peer belonging	125	56	46	55%	25%	20%	2022
	143	77	48	53%	29%	18%	2021
	127	78	52	49%	30%	20%	2020
	124	73	32	54%	32%	14%	2019
Friendship intimacy	155	47	26	68%	21%	11%	2022
	198	41	29	74%	15%	11%	2021
	186	36	35	72%	14%	14%	2020
	151	58	20	66%	25%	9%	2019
Engagement (flow)	65	107	56	29%	47%	25%	2022
	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^	133	86	10	58%	38%	4%	2022
	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^	96	98	35	42%	43%	15%	2022
	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^	102	92	37	44%	40%	16%	2022
	119	117	32	44%	44%	12%	2021
	114	111	26	45%	44%	10%	2020
	106	101	26	45%	43%	11%	2019
Absence of cyberbullying^	139	68	19	62%	30%	8%	2022
	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	123	87	17	54%	38%	7%	2022
	121	115	33	45%	43%	12%	2021
	119	108	24	47%	43%	10%	2020
	112	100	16	49%	44%	7%	2019
Cognitive engagement	131	75	23	57%	33%	10%	2022
	150	90	30	56%	33%	11%	2021
	140	83	33	55%	32%	13%	2020
	132	77	22	57%	33%	10%	2019
Academic self concept	153	58	17	67%	25%	7%	2022
	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	76	105	51	33%	45%	22%	2022
	88	128	54	33%	47%	20%	2021
	78	136	44	30%	53%	17%	2020
	59	143	33	25%	61%	14%	2019

Body image	149	61	17	66%	27%	7%	2022
	167	69	26	64%	26%	10%	2021
	134	84	32	54%	34%	13%	2020
	147	68	21	62%	29%	9%	2019
Nutrition - breakfast	178	20	32	77%	9%	14%	2022
	220	20	31	81%	7%	11%	2021
	209	15	30	82%	6%	12%	2020
	193	23	20	82%	10%	8%	2019
Sleep	118	46	65	52%	20%	28%	2022
	148	63	59	55%	23%	22%	2021
	140	46	65	56%	18%	26%	2020
	132	45	59	56%	19%	25%	2019
Music and arts	143	34	51	63%	15%	22%	2022
	151	37	74	58%	14%	28%	2021
	164	37	52	65%	15%	21%	2020
	135	44	46	60%	20%	20%	2019
Sports	126	39	66	55%	17%	29%	2022
	142	59	56	55%	23%	22%	2021
	146	41	66	58%	16%	26%	2020
	144	37	43	64%	17%	19%	2019
Organised activities	201	18	13	87%	8%	6%	2022
	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.

For further information about the survey items and scales, refer to the "Definitions of key terms used in this report" earlier in this report.

Comments

Emotional Wellbeing 2019-2022

- Overall happiness and satisfaction with life levels have been on a slight decline over the four years.
- Optimism bounced back slightly after a slow three-year downward trend.
- Emotional regulation has been relatively stable but with less than 40% students having high wellbeing in this area.
- Sadness and worry bounced back to pre-pandemic levels in 2022. Low wellbeing increased by 8% in 2020/2021.

Engagement 2019-2022

- Important adults at school, connectedness to adults at school and emotional engagement with teachers dipped slightly in 2022 following a previous three-year upward trend. However, it was still significantly better than pre-pandemic levels.
- School Climate has been slowly trending upwards over the past four years.
- School and Peer belonging was the best it has been in four years. Friendship intimacy decreased slightly following a three-year upward trend.
- Engagement (flow) is reasonably stable. We have previously discussed the questions in this area as being a little odd to answer. Or due to the crowded curriculum – do students have many opportunities to experience this? Question example: When I do an activity, I lose track of time.

General Wellbeing

- Positive wellbeing regarding overall health has stabilised following a slight upward trend in previous years. However, low wellbeing regarding overall health is slowly trending downward. 22% is significant. Why? Covid and Cold/Flu illnesses this year?
- Body image data has been slowly but steadily improving over the four years.
- Nutrition was slightly down but has remained positive (77%-82% good nutrition). Sleep has also remained stable although it is concerning that on average 25% of students have poor sleep habits and only 50% have positive sleep habits. This could be a focus with parent information on good sleep habits being provided in the newsletter.
- Although the data shows a slight downward trend in out-of-school activities such as Music, Arts and Sports over the past three years, many students (84-87%) recorded that they attend regular organised activities out of school hours.

Bullying 2019-2022

- The absence of physical bullying was slightly down but remains more positive than the 2019/2020 data. Students identifying as having high incidences of physical bullying remained at 4%.
- Highest incidences of bullying continue to be for verbal and social bullying. Verbal and social bullying is slowly trending upwards which is concerning. While cyberbullying is generally less of a problem for our students there was a small increase in this kind of bullying in 2021 and 2022.

Targets for Improvement

In 2023, we want to target bullying again, particularly verbal, and social bullying.

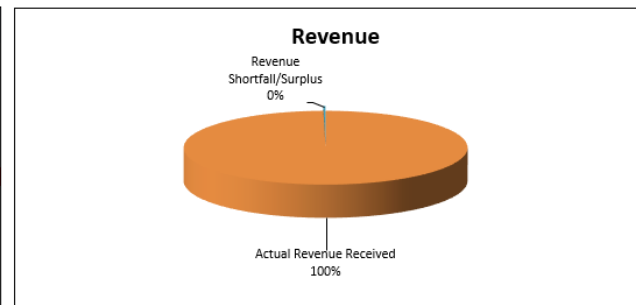
It was decided that we needed a whole school approach that will work seamlessly with the Zones of Regulation and provide a common language. We have selected Friendology 101 as a new program that will complement existing school programs well. Professional learning is booked for Term 1, 2023. The main themes that will be taught include:

- What is normal in friendship?
- The difference between healthy and unhealthy friendships
- How to put out 'friendship fires'
- How to combat 'mean-on-purpose' behaviour

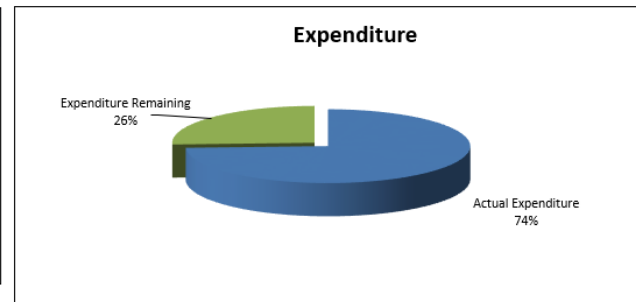
FINANCIAL SUMMARY

31ST December 2022

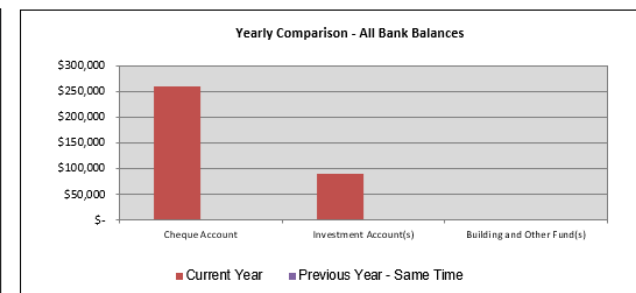
Cash Revenue:	
Previous Year Closing Balance Brought Forward	\$ 283,454.72
Current Year Budgeted Revenue	\$ 684,796.67
Actual Revenue Received	\$ 683,138.98
Revenue Shortfall/Surplus	\$ 1,657.69 Shortfall
Revenue Collected as a % of Current Budget	99.8%
Total Funds Available	\$ 966,593.70



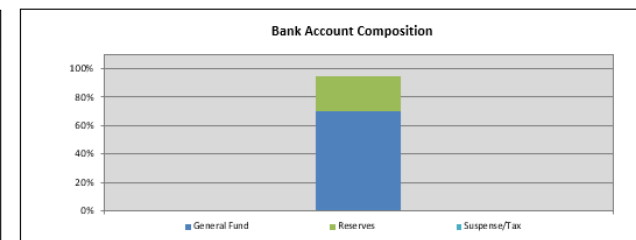
Cash Expenditure:	
Current Year Budgeted Expenditure	\$ 929,881.15
Actual Expenditure	\$ 690,496.71
Expenditure Remaining	\$ 239,384.44
Cash Budget Variance	\$ 38,370.24
Variance as a % of Total Funds Available	4.0%
Actual Expenditure as a % of Budgeted Expenditure	74.3%



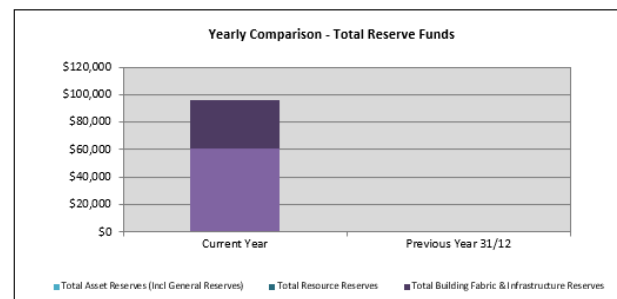
Reconciled Bank Balances:		
	Current Year as at: 31/12/2022	Previous Year - Same Time
Cheque Account	\$ 259,872.07	
Investment Account(s)	\$ 90,062.66	
Building and Other Fund(s)	\$ -	
Total	\$ 349,934.73	\$ -



Bank Account Composition:	
General Fund	79%
Reserves	28%
Suspense/Tax	-6%



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



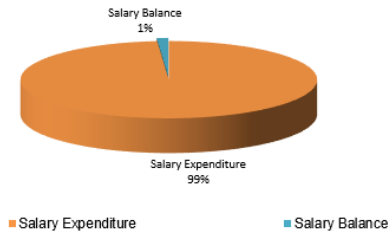
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School Salary Allocation (SCFM)

As at Enter date here i.e. 31/12/2022

Salary Carry Forward	Centred Funding -	Transfers & Dept Adj	Total Salary Funds	YTD Spend	YTD Balance	% Spent	Forecast Expenditure	Forecast Variance
\$ 82,193.00	\$ 5,884,448.16	\$ 403,507.21	\$ 6,370,148.37	\$ 6,290,212.00	\$ 79,936.37	99%	\$ 6,290,212.12	\$ 79,936.25

Total Charged Salary Expenditure and Balance



Total Forecast Salary Expenditure with Variance

