



Department of
Education

Shaping the future

Kinross Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

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

The school has an Index of Community Socio-Educational Advantage rating of 1037 (decile 3).

It currently has 632 students enrolled from Kindergarten to Year 6.

There is a strong sense of community at Kinross Primary School, which is supported by the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Kinross Primary School was conducted in Term 1, 2020. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The staff evaluated progress in relation to findings of the previous Public School Review.
- Staff have been actively involved in data collection and analysis which led to a realistic outline of the school's performance.
- Credible evidence was selected to support the judgements made about the school's current performance against the Standard.
- Targeted strategic and operational planning is aligned to the collaborative self-assessment process resulting in planning for school improvement being owned and valued by staff.
- An e-tour of the school, narrated by enthusiastic and capable student ambassadors, enhanced the ability of the review team to further appreciate the culture and environment of the school described in the Electronic School Assessment Tool submission.
- Enthusiastic members of staff, students and community groups unequivocally endorsed the work of the school during validation meetings conducted by the review team.
- The leadership team and staff noted that engaging in this Public School Review process has been of value, affording the opportunity to celebrate positive improvements. The process has also been a catalyst for positive and fruitful discussions about the school's accountability and plans for improvement.

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Relationships and partnerships

High levels of respect, communication and collaboration exist and build a palpable feel of community, centred around the school. Trusting, productive relationships within the school are modelled by the committed leadership team and underpin a sustainable culture of excellence.

Commendations

The review team validate the following:

- Students have a strong connection to their school and value the efforts of staff to provide quality learning opportunities, affording them agency and pride in their education.
- All staff demonstrate a supportive, student centric approach to public relations and communication which is appreciated and recognised by stakeholders.
- The School Board and P&C are effective in connecting the school to its community. The Board provides good governance and valued feedback to drive the strategic direction of the school. The P&C has supported the creation of a genuinely inclusive culture through community building and fundraising.
- Strong partnerships with a variety of organisations support improved student outcomes. These include YouthCARE, West Coast Language Development Centre, Edith Cowan and Curtin Universities, Child and Adolescent Mental Health Service, Dyslexia - SPELD Foundation, Paeds Plus and Better Beginnings.

Recommendations

The review team support the following:

- Strengthen the connection to Kinross College to enhance prospects for seamless transition and educational opportunities.
- Expand parent information sessions to the implementation of the Friendology Social Emotional Learning program in forms that enable access for all families.

Learning environment

The school community has designed an appealing physical environment, within an outdoors landscape that invites creative play, physical activity and social learning. A strong moral purpose to successfully create the pre-conditions for learning is evidenced by students who feel safe, included, well cared for and supported in their learning.

Commendations

The review team validate the following:

- Staff consistently demonstrate high expectations and a shared responsibility for positive behaviour, regular attendance and robust engagement in learning. Outcomes in these areas are evident in data sets and are reflective of a community that values education and supports the school's processes.
- The considerable knowledge and experience of staff ensures students with additional needs are provided with data driven, targeted intervention embracing high care principles and effective processes. Staff are supported by a strong student services team, which includes the Principal, associate principals, school psychologist and chaplain.
- The health and wellbeing of staff and students is supported through the activities of the Sunshine Committee. Strategies to build collegiality underpin an established culture of positive care.
- Students are provided with opportunities to authentically contribute to decisions about their education through leadership roles and meetings with the Principal.

Recommendation

The review team support the following:

- Maintain the focus on embedding the strategies in the Kinross Reconciliation Action Plan with emphasis on establishing and sustaining strong connections with Aboriginal and Islander family members.

Leadership

Leadership is non-hierarchical and demonstrates a strong relational approach where credible leadership attributes are modelled and valued by the community. The vision crafted by the leadership team aligns with the Department's strategic direction and is well understood and acted upon by stakeholders.

Commendations

The review team validate the following:

- Consultation and analysis of data are key to the school's creation of an informed team, unified in action towards even better student outcomes. Staff are willing to extend their efforts and dedication because they are well-supported and respected as professionals.
- Expert teachers have broadened leadership across the school resulting in enhanced use of data, shared decision making and professional learning. Aspiring leaders are encouraged to build their leadership strength through the Western Australian Future Leaders Framework.
- Staff performance development processes are established and linked to professional learning and whole-school planning.
- Change has been strategically managed to build the capability of all staff to meet the needs of students, while thoughtfully managing staff workload and wellbeing. Staff understand why change is needed, feel unconditionally supported and are well-resourced to implement best practice.

Recommendation

The review team support the following:

- Maintain the focus on refining and embedding instructional excellence through coaching, linking reflection and feedback to classroom observations and a consistent lesson design.

Use of resources

The priorities of the budget align well with the imperatives of the business plan and are considered alongside the specific needs of individuals and groups of students. Human and financial resources are expended prudently and flexibly applied based on evidence of the needs of students.

Commendations

The review team validate the following:

- The successful School Officer Training Program run by the school provides a supply of proficient workers and a significant income stream to supplement student-centred funding.
- A professional relationship between the Finance Committee, manager corporate services and the Principal ensure that financial and human resources are strategically managed to optimise student success through significant investment in staff development.
- Future staffing needs are linked to the specific needs identified for students and are articulated in the thoughtfully considered workforce plan, which prioritises selecting staff based on personal and professional qualities that support the 'Kinross Way'
- The school provides effective resourcing to ensure that ICT¹ resources are available to support student learning. Staff are provided with ongoing training and technical support to conduct programs such as robotics and coding.

Recommendations

The review team support the following:

- Maintain accurate entry of data at enrolment to maximise funding support provided for students based on demographics, including imputed disabilities and speakers of Aboriginal English.
- Continue to measure the impact of existing and planned resource allocation against the effect on student outcomes.

Teaching quality

Differentiated curriculum and teaching is designed by expert practitioners to meet the identified needs of students. Decisions about planning for learning and selecting appropriate approaches are based on research and the competent analysis of comprehensive data sets.

Commendations

The review team validate the following:

- High quality aligned professional development underpins the expansion of staff skill and knowledge relating to sound classroom practice. A strong focus on literacy has resulted in the development of consistent improvement in student outcomes.
- A whole-school approach to problem solving in mathematics has been developed and strategies to support effective intervention include a routine board and Bond Blocks for teaching fluency of basic number facts.
- Collaboration meetings and teacher release time for curriculum leaders provide structured opportunities for staff to work together to plan, analyse data, engage in professional learning and build the collective efficacy that impacts student learning.
- A policy for students at educational risk, collaboratively developed with the school psychologist and student services team, addresses differentiation and describes tiered intervention strategies. Teachers have become experts at identifying and addressing student needs, including those of gifted and talented students.

Recommendations

The review team support the following:

- Effect planning to further introduce the play-based and inquiry principles of Walker Learning throughout the school.
- Continue to develop connected practice and consistent policy support and programs, evaluated through the lens of the Quality Teaching Strategy and Teaching for Impact documents.

Student achievement and progress

Response to reflection of whole-school and NAPLAN² data has been incorporated into the business plan enabling the school to monitor the success of chosen strategies. The leadership team has adopted a more consistent system using data as a springboard to even more effective teaching, leading to improved student achievement and progress.

Commendations

The review team validate the following:

- In 2023 NAPLAN testing students' proficiency levels demonstrated a percentage above like schools in the Exceeding category for Year 3 grammar and punctuation and Year 5 reading and spelling. A percentage above like schools in the Strong category was seen for Year 3 numeracy, reading and spelling and Year 5 reading and spelling.
- Comparative performance data for 2023 NAPLAN indicates Year 3 and Year 5 students performed at the expected level, within one standard deviation of the predicted school mean in all areas tested.
- Teachers use rich learning tasks to assist with moderation of grade allocation in line with the SCSA³ Judging Standards tool. A focus on providing students with opportunities to extend their grades is developing.
- Data sets include information relating to student and staff wellbeing and these are analysed by the Sunshine Committee to continue to monitor the effects of planned strategies.

Recommendations

The review team support the following:

- Continue to embed digital technologies into all learning areas and promote STEM⁴ through innovative practices and programs.
- Maintain a focus on developing the skills of staff, in relation to data analysis, to target the teaching cycle to the specific needs of individuals and groups of students.

Reviewers

Jennifer Graffin
Director, Public School Review

Paul Grundy
Principal, Riverton Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy
- 3 School Curriculum and Standards Authority
- 4 Science, technology, engineering and mathematics