



# 2023 ANNUAL REPORT

Kinross Primary School



## From the principal's desk

I am delighted to present our Annual Report for the 2023 academic year. This year, we have made significant strides in enhancing the educational experience at our school for all students. The Annual Report seeks to highlight the major events of the year and the progression made in various learning areas.

In mid-2023, Kinross Primary School underwent our Independent Public School Review. The full review, which can be seen on our website, recognised our commitment to excellence, especially noting improvements in Literacy and Numeracy instruction along with increased integration of technology in our curriculum. I would like to thank our staff for their consistent collaboration and efforts in creating such a wonderful, enriching environment for our students.

Kinross PS continued our commitment to engaging in cross-curricular priorities, specifically Aboriginal and Torres Strait Islander histories and cultures. A highlight of this was the opening of our yarning circle and bush tucker garden. This was overseen by staff members Emma Mather and Melanie Davies in collaboration with artist Acacia Collard. To commemorate the opening, Robyn Collard and her grandson provided us with a Welcome to Country and smoking ceremony. During this event, we also introduced our new noongar faction chants written in consultation with Gina Williams and Guy Ghouse. It was a truly wonderful and layered experience that was a privilege to be a part of.

I would like to extend my sincere thanks to our dedicated School Board and P&C members whose support and collaboration have been invaluable throughout the year. Looking ahead, I am excited about furthering our partnership to drive continued progress and innovation.

Lastly, I express deep gratitude to our exceptional staff and enthusiastic students whose hard work and achievements have made this year a resounding success. This was evidenced by our school winning the Mentally Healthy School Award at the WA Association for Mental Health awards night, something we are all incredibly proud of!

Please enjoy reading our Annual Report, and I look forward to presenting even more exciting news next year.

Therese Gorton  
Principal



## From the school board chairperson - Savannah Mackay

Welcome to an update from the Kinross Primary School Board for 2023!

### Highlights:

- Revising and endorsing the KPS vision statement and policies, including the inclusivity and diversity statement of intent and the Good Standing Policy.
- Jointly facilitating the preparation of the Public School Review, then evaluating and endorsing the report once completed.
- Supporting the development of the current Business Plan.
- Reviewing NAPLAN 2023.

Big thanks to our dedicated school staff and the amazing P&C Association for their tireless efforts in supporting our students both with their education and their wellbeing.

We as a board are committed to providing ongoing support for staff and students to thrive, ensuring Kinross Primary School remains an inclusive and positive environment to be part of.

The board members for 2024 are:

Parent Members: Emma Oliver, Gemma Foxall, Kim-Marie Carrington, Kylie Kemsley, Pamela Langman, Russell Davies, Savannah Mackay

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

Thank you to the Kinross Primary School community for your continued support. We are looking forward to representing you in 2024.

# 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.

At Kinross PS our students show CARE as we 'Grow Together'.  
Students are at the centre of everything we do.

'Growing Together' is not only the motto for Kinross Primary School - it embraces everything we value as a school.

Our core values of CARE include Care and Compassion, Acceptance and Accountability, Respect and Resilience and Excellence. Pastoral care is a strong focus at Kinross PS. We believe in the education of the whole child. Our students are supported and educated to grow intellectually, physically, emotionally and socially.

Kinross Primary School is widely acknowledged as an effective, progressive and contemporary school. We are dedicated to the following beliefs:

- **Effective Teaching** - meaningful learning and assessment derived from quality teaching
- **Social and Emotional Wellbeing** - emotional wellbeing, personal success and positive relationships
- **Supportive Environment** - safe, respectful, motivating environment with clear expectations
- **Partnerships** - positive partnerships within the school and connecting the community
- **Instructional Leaders** - leaders support student and teacher success and promote the school beliefs and vision

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 handle the demands of a 21st century global society.

Effective teaching that delivers meaningful learning and assessment derived from thoroughly researched pedagogical practices is the cornerstone of our learning programs. We are continually exploring the innovative use of technology and embedding it into our learning and teaching programs. Students who demonstrate sound organisational skills, confidence in their abilities and persistence to achieve their goals provide the catalyst for effective learning. Teachers collaboratively develop school wide approaches to support student achievement in the phases of learning. They deliver an instructional model that builds on new concepts and use regular, consistent reviewing processes to engage students.

Strong, well established partnerships with Kinross College, our local community and the broader community enables us to promote and sustain effective networks. We welcome the input of knowledge and skills by encouraging different perspectives and embracing change to ensure that we not only grow as individuals but also as a whole-school community.

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.

Students are encouraged to undertake leadership roles in the school through the Student Forum and Student Council. Both of these promote taking responsibility for specific roles within the school and for providing a student voice for planning and recognising student opinions.

We invite you to grow together with us as we continue to evolve into a school that promotes educational, social, emotional and sustained excellence.



# 2023 Public School Review

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.

In 2023, KPS underwent an Independent Public School Review. KPS received high level of commendation across all six review areas. Due to developing growth in student achievement, the Review team recommended the next Review take place in 2026. Feedback under each domain can be seen below. The full Review can be found on our school website.

## 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.

## 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.

## 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.

## 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.

## 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.

## Student Achievement and Progress

Response to reflection of whole-school and NAPLAN 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.





# 2023 Highlights Summary

## Literacy

### Professional Learning

During 2023, staff continued their professional learning in the Science of Reading. Three teachers from upper primary attended 'Build the Foundation for your Structured Literacy Block' workshop, presented by Jocelyn Seamer, exploring morphology, sentence structure and comprehension. These teachers were then able to roll out their findings across the upper primary cohort.

All teaching staff attended a workshop based on The Syntax Project, presented by the West Coast Language Development Centre. This enabled staff to gain a greater understanding of an explicit instruction model at a syntax level.

In Semester One, The Literacy Committee presented a whole school staff meeting dedicated to The Writing Revolution. Each member presented a chapter from the book and briefed staff on ways this could be implemented into our existing Literacy Blocks

Following on from this, during Semester Two, a staff meeting was used as a whole school sharing session. This provided teachers with the opportunity to share examples of how The Writing Revolution had been incorporated across each year level's curriculum.

Ad hoc professional learning, coaching and mentoring was provided to staff in various areas by the two literacy leaders (Jess Locke and Elizabeth Armitage) across the year.

### 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. SORA E-books are used across all year levels. These programs support the daily teaching of Reading and can be accessed from home. Literacy Shed has been used to incorporate short films into lessons, addressing Viewing outcomes. It has also been used to further the use of novel studies.

Staff have continued professional development to become Apple Teachers. Keynote has been used across all year levels with I-movie becoming a focus for 2024.

### Celebrations of Literacy

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. Students were also invited to take part in the Premier's Reading Challenge. Over 300 students registered for the challenge and a leader board was posted regularly on Connect and in the school newsletter. From this, one student per class who participated in the challenge was nominated to attend Woodvale Public Library in August to meet author Frane' Lessac. This event was hosted by the City of Joondalup and was a huge success.

KPS celebrated Book Week in Term 3 with the theme Read, Grow, Inspire. This coincided with our bi-annual Book Fair in the library. Throughout Book Week, students participated in activities such as Masked Reader and Guess the Book Emoji Challenge.

For the first time in 5 years, we held a staff play which was a fractured fairy tale; Jack and the Toilet Brush. Staff practised for weeks leading up to the event and presented it to staff and students in an afternoon assembly.

The week culminated with a dress-up day and community picnic on the oval for families.



# 2023 Highlights Summary

## Numeracy

### Professional Learning

In 2023, staff completed professional learning on Maths fluency and proficiency in mental maths skills. Using this knowledge, they audited their programs and teaching resources to inform their future planning. All K-3 teaching and support staff participated in Bond Blocks professional learning conducted by Narelle Rice. The school purchased the materials to implement this program from K – 3 and created intervention groups for Years 4-6. Teaching and support staff in Years 4-6 also completed professional learning in 'Numero', a program to support problem-solving skills and improve fluency and reasoning. Mental maths skills and fact fluency remained a focus for staff for the remainder of the year to consolidate these strategies and support the teaching and learning in their classrooms. Following professional learning in 2023, Daily Reviews have been integrated into daily maths sessions and the KPS lesson plan design was refined to provide a whole school framework for numeracy sessions. Learning Through Doing has been trialled by the Year 4 team and staff members recommended this program as a beneficial resource for using hands-on materials in upper primary. Several other year groups also trialled the resources and were keen to access resources to supplement their teaching in 2024. A whole school approach to Problem-solving and the KPS vocabulary menu board has remained a focus for staff in their planning, each term a strategy being highlighted to focus on within their teaching units. However, due to staff changes, refresher professional learning and a refocus on problem-solving strategies will be extended to staff in 2024.

### Special Events

In Term 2, 2023 we celebrated maths skills throughout our annual Maths Week. The committee provided a series of challenges each day where students were encouraged to challenge their minds and complete daily maths challenges, working individually or with a buddy. Activities were based on problem-solving, and included problems such as; which one doesn't belong, symbol puzzles, sudoku and a maths scavenger hunt around the school. Classrooms engaged in Paul Swan maths games to play with their class, buddy class or year group rotations.

Students from Pre-primary to Year 6 attended an incursion provided by World of Maths; a travelling, interactive maths workshop. This incursion offered an opportunity for students to see how maths is applied to everyday life situations in a hands-on environment. Students were encouraged to work together and communicate their maths ideas with other students in small teams. Year 5 and 6 students were very lucky to participate in a series of Talk for Money Workshops, a financial educational program teaching young students about money lessons for life. To conclude Maths Week, students and staff put their minds to work and created fabulous costumes for the 'Dress as a Digit' Dress Up Day.

Throughout 2023, Year 4 and 5 students also had another visit from Year 9 students from Kinross College. The college students were given the task of creating interesting and engaging maths activities related to mental maths fluency. They did a fabulous job reinforcing concepts our Year 5 students had been learning about in Maths. The students rotated through a series of 3 activities, using the outdoor classroom. They thoroughly enjoyed participating and collecting stickers and feedback from the College students.





# 2023 Highlights Summary

## Science

Science has continued to be a specialist subject in 2023 for students at Kinross Primary School. Each class from Year 1-6 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).

Throughout 2023, the science materials have been maintained and purchased for the needs of all students. It enabled the teachers to provide a hands-on approach to the learning of science concepts, skills, and vocabulary across the four strands of Earth and Space, Chemical, Physical and Biological Sciences. Inquisitive resources and lessons were used through the different year levels to promote inquiry-based learning, which were practical, engaging and challenging. The Senior Science Specialist monitored the supplies, 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 science room was upgraded to provide a more useful, practical, and suitable room to run science experiments. This included a solid wall and door connecting TA18 with pinboards attached to the walls and the replacement of carpet with linoleum.

The theme for National Science Week 2023 was Innovation: Powering Future Industries. This was held in Week 6 of Term 3. For Years 3 to 6, an incursion was organised from the Telstra Kids Discovery Institute. The incursion, Meet a Researcher, promoted the different employment opportunities available to students. Other activities such as guess the science job, a science quiz and colouring in were held during Science Week. In 2024, the theme is Species Survival – More Than Just Sustainability. An incursion for all year levels is being arranged with Westozwildlife, where Australian native animals will be shown to the students, and they will be given the opportunity to touch them.

Based on the results from the Year 3 to 6 Science PAT Test held in Term 4, a focus of teaching inquiry skills throughout the year will be a priority – concentrating on reasoning, justifying, graphing, and interpreting data. In 2024, the science focus for the year will be 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. The senior science specialist is investigating the possibility of entering a competition with several groups of Year 5 and 6 students that will showcase the use of inquiry skills by running an investigation.





# 2023 Highlights Summary

## Humanities (HaSS)

In Humanities and Social Sciences (HaSS) at Kinross Primary School, we employ inquiry-based learning. This is an educational 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.

HaSS is integrated with all learning areas, particularly English. Texts are carefully selected for Literature Based Units of work, regularly integrating core themes and ideas from HaSS content. A wide range of HaSS related fiction and non-fiction texts are utilised in programs, including the online Britannica encyclopedia, sets of non-fiction topic books and Inquisitive resources such as websites, e-books and videos that assist students to research inquiry questions.

Walker Learning continues to be an integral part of the inquiry-based process in Early Childhood and Junior Primary. This 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) continues to be refined in the earlier years and introduced into the senior years. This supports our inquiry-based approach to Humanities and creates a solid foundation for research projects.

Many year levels participate in excursions to provide an opportunity for real-life experiences that develop HaSS understandings. Year 5 students visited Parliament House, the Electoral Education Office and the Constitutional Centre as part of their unit of work in Civics and Citizenship. To enhance History learning, the Year 6 students went to the State Library of Western Australia to learn about the stories of migration from the early days of settlement up to more recent migration experiences.

In 2023, all students participated in a whole school ceremony to reveal our new Noongar faction names, shirts and chants. These were developed as a whole school collaboration, incorporating native animals and Noongar language. The ceremony also included the opening of the bush tucker garden and the yarning circle. Authentic learning surrounding indigenous history and culture is a key component of HaSS learning at Kinross Primary School.



# 2023 Highlights Summary

## 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.

The ICT General Capabilities continue to be taught across the school. Students across the school learn about being safe and responsible users of ICT. Students participated in Safer Internet Day on 7th February, 2023 with some classes joining webinars hosted by the eSafety Commissioner website. To support 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. Students from Year 3 to 6 participated in a Cyber Safety and Digital Wellness incursion with Kaylene Kerr from eSafe Kids at the end of Term 4, 2023, with the aim to continue this every two years. We also provided a free Cyber Safety and Digital Wellness Parent Seminar for parents and carers to attend in Term 4, 2023 with Kayelene Kerr from eSafe Kids, again with the aim to continue this every two years.

### Robotics

All students from Kindy to Year 6 have hands on experience with robotic devices. During their time at Kinross Primary School, all students are exposed to all devices though our recommended implementation plan in the Design Technologies and Digital Technologies ICT Expectations Staff Booklet. Robotic devices at Kinross Primary include; Blue Bots, Bee Bots, Dash and Dot, Osmo, Jimu, Sphero, VEX Robots and LEGO SPIKE.

### Peer Coaching

The ICT Peer Coaching 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.

### LEGO SPIKE Squad

In Semester 2, we introduced a KPS LEGO SPIKE squad for selected senior students. The ICT Peer Coaches worked closely with the associate principal and engaged in professional learning from PEAC and participated in professional reading to develop processes to identify suitable students for the extension group.

The unit is based on the lessons provided by the SPIKE teaching program and the aim will be to enter competitions in the future.

### BEBRAS Assessment of Computational Thinking

Once again, students in Years 3 to 6 participated in the Bebras Australia Computational Thinking Challenge in Term 1 and 3.

The Bebras Challenge is an international initiative that aims to promote computational thinking among students. The Digital Technologies Committee continue to review the Bebras Challenge data to inform planning for the next year. Data from the last two years is showing to be inconsistent. The Technologies and STEAM Committee have agreed to focus on looking at the Bebras Computational Resources more intentionally for 2024 to determine if this supports the development and application of Computational Thinking skills.



# 2023 Highlights Summary

## Digital Technologies

### STEM Integration

In 2023, we continued to host STEM Sharing Sessions each semester, where all teachers shared their term/semester's STEM project or integrated activity with their colleagues. Staff rotated around the classrooms and saw what each year level had been doing for their STEM/Digital Technology project or activity. This has enabled staff to learn from each other in a safe and engaging environment.

Feedback from the events have been extremely positive, and we extended the sharing opportunity to our parent community by keeping the displays up for the following morning and inviting parents to visit classrooms/year blocks to see what STEM/Digital Technologies learning has been happening.

To promote STEM careers, and to promote the Science Week theme of Innovation: Powering Future Industries, all students from Years 5 and 6 were taken to the Resources Technology Showcase 2023 at the Perth Exhibition and Convention Centre and Supreme Court Gardens in Term 1. This was highly successful and has sparked further enthusiasm for STEM careers.

In order to facilitate the integration of STEM subjects, a STEM Resource Storeroom and Science Resource Area was created in 2022 to allow staff and students access to readily available consumable and non-consumable materials and equipment. Students use the reference board to locate their own materials. Due to the positive feedback from staff and students, this resource storeroom has continued to be maintained, updated and used by staff and students.



## Art

Art continues to be an exciting Specialist Program at Kinross Primary School with Years 1 to 6 participating in a 55 min lesson each week. This year's program was delivered by two teachers with Mrs Wilson teaching our junior and middle year levels, and Mr Longman working with our senior students. The Art Room is a vibrant learning hub of creativity with students studying a wide range of traditional and more contemporary artists and styles. Many memorable units of work were completed throughout the year that develops skills and processes such as: drawing, painting, printmaking, textiles, ceramics, sculpture, and collage.

Some of this year's highlights included a focus on Shape for our Year 1 students that led to the creation of Joan Miro inspired Gardens and Kandinsky Concentric Circles.

The organic shape work by Year 2 students was also a highlight, including beautiful Henri Matisse Goldfish and adorable Paul Klee Cats.

POP Art by Keith Haring was a hit with Year 3 students who went on to create Haring style figures in various dance positions. This was followed by studying the whimsical style of Romero Britto which also challenged our Year 3 students to create vibrantly patterned sunsets.

The Comic Book style of Roy Lichtenstein inspired Year 4 students to create wonderful 3D Name Plaques as well as beautiful painted Landscapes inspired by Aboriginal Artist Namatjira.

Year 5 students enjoyed studying Surrealism, using mixed media to create beautiful collage Landscapes.

Year 6 students created stunning Pop Art designs on their Skate Decks and the artwork by Ken Done was also a hit, inspiring students to create stunning textured paper on gel printing plates to later use for beachscapes.



# 2024 Highlights Summary

## Art Continued

There has been a focus on 3D artwork across all year levels this year, with students being involved in a number of clay sculpture projects including: Bobble Head Pets, Textured Fish, Funny Faces, Pinch Pots, Coil Vases, Cup Cakes and Rainforest Reptiles.

Supporting our whole school Sustainability priority when planning units of work has continued to be a focus in Art this year with many 'REDUCE REUSE RECYCLE' projects involving the use of everyday waste items. Students created many 3D artworks including Crazy Critters, Hanging Pots, Photo Frames and Desk Caddies. The Kimmy Cantrell inspired masks created by Year 4 students were a particular highlight. Students not only created masks from everyday waste items but were further challenged to create functional stands to display their masks as well.

NAIDOC Week was a particular highlight this year with all classes contributing artworks for displays. Art lessons focused on celebrating Indigenous artists both traditional and contemporary and their work inspired students to create their own. Students learned about The Waugal, or Rainbow Serpent, as well as how to communicate ideas in Art using the Noongar symbols. Lessons focused on a wide range of indigenous art techniques including: x-ray, rock art, dot painting, Wandjina painting and cross-hatching.

Congratulations to all students who contributed towards designing and painting our set of wings for the Joondalup Festival. Our students used a range of Pop Art styles to create a design for the 2023 theme, Hopes and Dreams. As you can see, our students created an amazing set of wings with fantastic drawings, vibrant colours, and a range of stunning background patterns. The wings were displayed at Music in the Park in Kinross and later at Hillarys Boat Harbour. Participation in the festival proved to be a great learning experience for our students and they received lots of positive feedback from the community.



## Languages (Italian) LOTE

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 capitalisation 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.

Students are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with the speakers of the language being learnt.

Working in a classroom equipped with a new Promethean Board enabled the introduction of the new interactive "Languagenut" 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 and headsets further enhanced the use of technology in the Languages program and facilitated the completion of research activities related to geographical and cultural information regarding Italy and surrounding countries.

# 2024 Highlights Summary

## Physical Education

Physical Education lessons are designed to encourage students to be physically active and to learn fundamental movement skills in a fun, non threatening environment. They allow the students to practise these skills to be able to participate in small group modified games. The emphasis is always on participation, sportsmanship and team work rather than winning.

Year 4-6 students have an additional one hour senior sport combined session where they can choose a sport of interest and train with other students in readiness for a Lightning Carnival against other schools. In 2023 students competed in football, rugby, speedball, volleyball and soccer.

As part of the Term 2 program, all students learn strategies for long distance running and participated in a Faction Cross Country event. Keen runners were also offered extra training before school from during Term 1 and part of Term 2 in the lead up to the event. The top 10 students from Year 3-6 were then given the opportunity to compete in the Interschool Cross Country event.

During Term 3, all students train for our school Faction Carnival which is made up running events and team games, showcasing their proficiency at some of the fundamental movement skills. Our senior students also participate in long jump and shot put. Selected students also travelled to Mindarie Primary School to compete at the Interschool Athletics carnival. These students train at recess and lunchtimes in the lead up to the day. Kinross students had a successful day and were champion school.

For students who love to be active before school, a weekly Jump Jam session was held in the school undercover area every Monday morning. In Term 4, Kinross entered 4 teams into the Jump Jam state competition. Kinross students placed 1st in the junior competition, and the senior competition saw our students place 1st, 2nd and 3rd. On a Tuesday morning students were able to join the Jogging Club on the school oval and earn bronze, silver, gold and Marathon badges which can be ironed onto our school Jogging Club tee shirt. An additional opportunity to be active is offered to all students on the school oval each Friday morning. This initiative is called Free Play Friday. A variety of sports equipment is available to students and they are encouraged to play and make up games with their friends.

## Music

As part of the Music Program, all students learn to play an instrument during their classroom music lessons: Pre-Primary and Years 1-3 play tuned and untuned percussion, including Boomwhackers; Year 4 learn to play the recorder; Year 5 and 6 learn to play the Ukulele, Keyboard and Samba Drums.



Students are encouraged to join the school choir from Year 4 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. In 2023, we had a choir of 78 students. The choir performed in numerous in-school events as well as external concerts such as the OneBigVoice Festival.

The DRUMBEAT program continued to run on a weekly basis with small groups of students, from Year 4 to Year 6. This Program supports students' 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 has the opportunity to perform their work to a large or small audience at the end of the program.

We maintained our close relationship with the Instrumental Music Schools Services (IMSS). During 2023, a selected group of Year 5 and 6 students received weekly lessons from a specialist Brass and Guitar tutor. These students were selected at the end of their Year 4, using a Music Aptitude Assessment Test.

# 2024 Highlights Summary

## Early Childhood Education (ECE)

In 2023, our ECE staff continued to develop a consistent and effective Literacy curriculum, with the Kindergarten staff attending the Sounds Write professional development. Colourful Semantics sentence structure and The Syntax Project were trialled in all early childhood classes with great success. These will continue to be a regular part of our Literacy blocks in 2024.

In Mathematics, all classes from Kindergarten to Year 2 began the implementation of Bond Blocks which are being used throughout the school as a Whole School Approach to Mathematics. This has proven to be a very successful, hands-on manipulative that encourages engagement from all students and will continue to be used in 2024.

The Kindergarten continued their 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 shared play and learning experiences. Fundamental Movement Skills activities and the Father's Day celebration were also conducted as whole group activities.

The Walker Learning Approach was a focus across Year 2 in 2023, with all Year 2 teachers attending a study tour at a Walker accredited school along with three administration staff. An aspirant leader, appointed as Play-Based Learning Coordinator, led change through meeting with staff, modelling lessons, developing an implementation roadmap and assisting with classroom set up, planning and feedback. Year 1 classes began to use the Walker Learning planning tools and documentation, guided by the Play-Based Learning Coordinator.

By the end of 2023, some Year 2 classrooms were using key elements of Walker Learning in their classrooms and all Year 2 children were provided with outdoor play provocation areas to investigate with during recess and lunch times. Students were given opportunities to experiment with play investigations, linking these to their Literacy and Numeracy learning intentions. Following success in Walker Learning implementation in Kindergarten through to Year 2, this play-based learning program has been planned for extension into Year 3 in 2024.

In 2023, the outdoor learning environment in the Kindergarten and Pre-Primary area, was further improved with the completion of a new wooden climbing and balancing play area for the children to engage with and develop their gross motor skills. Tandem tricycles were purchased for the Kindy and Pre-Primary students to encourage cooperative play and further strengthening their large muscle groups and gross motor skills. The Year 1-3 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.

2024 will see the continued improvement in the use of Walker Learning in Kindergarten to Year 2 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 2024 will be the implementation of the Walker Learning planning and documentation which will be used in all Walker Classrooms.





# 2024 Highlights Summary

## Aboriginal and Torres Strait Islander Culture

In 2023 a team of teachers developed our third 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 2023 year.

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. 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 following PL provided to staff on how to create a personalised Acknowledgement of Country.

In 2023, we finalised the design of our new sports faction shirts. The uniform shop now stocks the new uniforms for purchase. The Factions are Karrak, Kwenda, Bamba, and Yonga. A number of students from Years 4-6 participated in workshops run by Gina Williams and Guy Ghouse to create new faction chants for the teams. The chants were created using research children collected and collated about the animal's significance to our local area. The chants are sung in a mixture of Noongar and English. The chants are used on sports day and during assembly / muster when winning teams are announced for faction tokens.



A new staff shirt was also designed in conjunction with artist Derek Nannup. The top illustrates four teams, the common symbol of people coming together, and the colours represent that our location is on the border of where the land meets the ocean. Every member of staff was gifted one once they were printed.

Acacia Collard was invited to school to create artwork for the yarning circle. The artwork illustrates the story of the Charnok Woman. The art was created with a select group of students.

Students from kindy to Year 3 participated in a national colouring competition for NAIDOC week. Years 4-6 participated in a poetry writing competition.

In NAIDOC Week we had a grand opening of the new Bush Tucker Garden. Elder, Robyn Collard, was invited to speak to the students, officially opening the week with a Welcome to Country and Smoking Ceremony, with accompanying didgeridoo music. During the ceremony all students sang the new faction chants and wore the new faction tops. The ceremony highlighted the journey of the last two years to create the new factions and yarning pit. Through the week we celebrated Aboriginal culture with a variety of incursions and whole school tasting day. The P&C purchased bush tucker foods for every student to taste. The kindergarten students had a incursion about birds of prey and learned the Noongar words for the birds. The Pre-Primary students created art with Derek Nanup. Year 1 and two had an incursion run by Indigenous Education. Year 3-6 had a bush tucker incursion run by Dale Tillbrook. We kept one session free for parents and community members to go to Dale's incursion and learn about Bush Tucker foods.



# 2024 Highlights Summary

## Aboriginal and Torres Strait Islander Culture

A newsletter article was written for each of the Noongar seasons. The article informed the community about the season and what is significant for the season. We also published any updates on what the school was doing for Aboriginal Education across the school.

Connections with Mater Dei College were formed to participate in the Whadjuk Games in 2024.

## Health and Wellbeing

Kinross Primary School was thrilled to be announced as the winner of the 2023, WA Mentally Healthy Education award. This prestigious award is for an educational institution that encourages, supports and promotes exceptional mental health for its students, staff and volunteers. The school's commitment to mental health is evident through counselling services, sensory rooms, and the innovative ED-Connect initiative. By adopting a whole-child approach, Kinross has fostered a positive and safe culture, resulting in fewer conflicts and increased student confidence. The school was also a finalist for this award in 2021.



The most significant addition to the school's approach to positive mental health and wellbeing in 2023 has been the introduction of the program by URSTRONG; Friendology 101. URSTRONG is an award-winning friendship program founded by Canadian teacher, Dana Kerford. The program empowers children with the skills, language and self-confidence to be better friends and develop healthier relationships. This unique focus on bullying prevention has improved the social climate of schools globally by teaching children a common language for confidently managing conflict and creating a culture of respect and kindness. The program aligns well with the Zones of Regulation strategy that is currently embedded in the school culture as a means of recognising and regulating emotions.

Teachers introduced the students to the Friendology curriculum in the first semester to identify what is normal in a friendship, the difference between healthy and unhealthy friendships, how to manage conflict (putting out friendship fires) and combating "mean on purpose" behaviour. In the second semester we began to explore ways to embed the common language and strategies throughout the school day. This has included training of peer mediators to model the common language and conflict resolution strategies in the playground when interacting with students. The Mental Health Co-ordinator provides a short session each school muster to revise focus concepts and promote "Friendship Ninja Spotting". All staff members can distribute a Friendship token to students whenever they spot someone using friendship skills. The student's name then goes into a draw each fortnight to win a prize and Friendship Ninja certificate. The Friendology program has been well received within the school community and we look forward to hopefully seeing a very positive impact in this area over the next three years. Data about bullying, friendship and school culture will continue to be tracked bi-annually in Years 4-6 using WEC-Wellbeing and Engagement Census data.

The School Chaplain has been very busy this year devising a vibrant work space to meet with students and families. A beautiful mural has been painted on the wall and furnishings create a bright, comfortable environment. The Chaplain regularly runs small groups and class programs as a need is identified. In 2023, this has included the Seasons for Growth program for students experiencing social and emotional issues. Students facing challenges in their lives or display anxiety have participated in resilience building programs such as GRIT. Art therapy has also been instigated with the assistance of a parent volunteer for students displaying anxiety or depression or in need of support to develop friendships.



# 2024 Highlights Summary

## Health and Wellbeing Continued

The Student Services team meets weekly to discuss students at risk and plan appropriate interventions for these students. They are then able to organise meetings with parents or caregivers and liaise with classroom teachers or outside agencies to provide support and strategies. A sensory room is available for students requiring some time away from class to self-regulate. The sensory room is in the office area so that leadership team are available to counsel and provide support as necessary to assist the child to return to class feeling positive and ready to learn.

Classroom teachers continue to implement mental health and wellbeing program initiatives that have been well established in the school. These include: explicit teaching of social thinking skills, friendship and conflict management, protective behaviours and fortnightly interactions with a buddy class for pastoral care. The buddy sessions help students establish strong connections and friendships so that the students feel a real sense of belonging in the school community. The older students act as mentors and peer supporters. The younger children enjoy having an older student to help and look after them.

Kinross Primary School continues to be a participating member of the Act, Belong, Commit initiative. At the conclusion of each assembly, the hosting class promotes the initiative with ideas for students to use the act, belong and commit strategy throughout the school day, as well as outside of school. Special days and weeks also continue to be observed to promote associated values and strategies regarding health, wellbeing and inclusivity. These include: Harmony Day, Outdoor Classroom Day, National Day of Prevention against Violence and Bullying, Naidoc Week, RU OK Day, Day for Daniel and Wellbeing Week. Class and whole school activities are planned during these weeks and assemblies or musters are utilised to promote the events across the week.





# 2023 Data Analysis

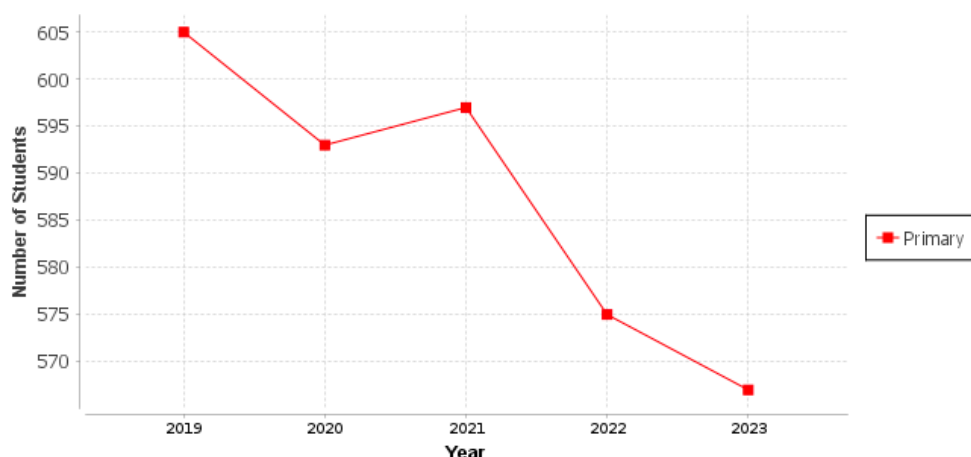
At Kinross Primary School, data collection and analysis are important aspects of our work. Our staff are proud to be data literate and use data effectively to guide their planning and decision-making. As a school, we invest in high quality, evidence based assessments that provide us with rich data and we use this regularly to reflect upon and refine our practice.

## General Information

Kinross PS has an ICSEA Score of 1037 with a transiency rate of 9%. In Semester 2, 564 students were enrolled (excluding Kindy). 56 students were identified as having either a diagnosed or imputed disability (based on NCCD data). 18 students were identified as aboriginal.

Enrolment continued to decline slightly with the opening and expansion of Burns Beach PS and SLP. However, we maintained a steady stream of enrolments as the year progressed. As shown in the graph below, Kinross College continued to take the majority of our Year 6 graduates.

Semester 2 Student Numbers



Primary	Kin	PPR	Y01	Y02	Y03	Y04	Y05	Y06	Total
Full Time	(32)	67	77	101	72	74	80	96	599
Part Time	63								

Destination Schools	Male	Female	Total
4172 Kinross College	43	40	83
1404 Quinns Baptist College	1	2	3
4192 Joseph Banks Secondary College	1	1	2
1366 Lake Joondalup Baptist College	2		2
4211 Alkimos College	1		1
4160 Clarkson Community High School	1		1
1383 Mater Dei College		1	1
4038 Mount Lawley Senior High School	1		1
4042 Perth Modern School		1	1
1428 Peter Moyes Anglican Com School		1	1
1326 Prendiville Catholic College	1		1

# 2023 Highlights Summary

## Attendance Data

Kinross Primary School continues to exceed the average attendance rate of WA Public Schools. Attendance continued to be monitored termly, with regular correspondence sent to families who fell below the 80% attendance benchmark. Regular attendance was restored to a much higher rate, and a lot more non-attendance was caused by the resumption of overseas holidays and not illness as was the case during the COVID-19 pandemic.

### Primary Attendance Rates

	Non - Aboriginal			Aboriginal			Total		
	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools	School	Like Schools	WA Public Schools
2021	92.3%	92.4%	92.4%	91.2%	83.9%	76.8%	92.3%	92.1%	91.0%
2022	88.5%	88.8%	88.3%	88.8%	76.7%	69.5%	88.5%	88.4%	86.6%
2023	91.3%	90.6%	90.3%	89.2%	83.2%	74.3%	91.2%	90.4%	88.9%

	Attendance Category			
	Regular	At Risk		
		Indicated	Moderate	Severe
2021	74.1%	21.7%	4.1%	0.0%
2022	53.2%	34.1%	11.1%	1.7%
2023	67.1%	25.2%	7.4%	0.3%
Like Schools 2023	64.6%	25.4%	8.3%	1.7%
WA Public Schools 2023	61.0%	25.0%	10.0%	4.0%



# 2023 Highlights Summary

## Student Achievement and Progress - Literacy

The following table shows operational plan and business plan targets and whether they were achieved in 2023. The table and graphs that follow show the data attributed to these.

### NAPLAN TARGETS

In Year 3 and Year 5, the mean to be at or above like schools in Literacy

YEAR 3	YEAR 5
READING <b>ACHIEVED</b>	READING <b>ACHIEVED</b>
WRITING <b>ACHIEVED</b>	WRITING <b>ACHIEVED</b>
SPELLING <b>ACHIEVED</b>	SPELLING <b>ACHIEVED</b>
GRAMMAR AND PUNCTUATION <b>ACHIEVED</b>	GRAMMAR AND PUNCTUATION <b>PARODY</b>

Less than 20% of students in the bottom 20% of NAPLAN achievement for all Literacy areas.

YEAR 3	YEAR 5
READING <b>ACHIEVED 10%</b>	READING <b>ACHIEVED 11%</b>
WRITING <b>ACHIEVED 6%</b>	WRITING <b>ACHIEVED 11%</b>
SPELLING <b>ACHIEVED 9%</b>	SPELLING <b>ACHIEVED 13%</b>
GRAMMAR AND PUNCTUATION <b>ACHIEVED 13%</b>	GRAMMAR AND PUNCTUATION <b>PARODY 20%</b>

### 2023 NAPLAN RESULTS

*It is important to note that 2023 was the start of a new data set for NAPLAN so previous year's data cannot be compared.*

#### YEAR 3 AND 5 READING

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	401	400	498	487

#### YEAR 3 AND 5 WRITING

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	432	416	482	479

#### YEAR 3 AND 5 SPELLING

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	404	402	503	490

#### YEAR 3 AND 5 GRAMMAR AND PUNCTUATION

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	411	404	490	490





# 2023 Highlights Summary

## Student Achievement and Progress - Literacy

### PAT TARGETS

A minimum of 80% of students in Year 3-6 will demonstrate an increase in their PAT-R scale score from Feb-December.

Year 2 – 88 students tested twice – 82% of students increased. **ACHIEVED**

Year 3 – 68 students tested twice – 80% of students increased. **ACHIEVED**

Year 4 – 72 students tested twice – 80% of students increased. **ACHIEVED**

Year 5 – 76 students tested twice – 69% of students increased. **NOT ACHIEVED**

Year 6 – 90 students tested twice – 77% of students increased. **NOT 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.

All year levels 2-6 - **ACHIEVED**

TARGETS BY YEAR LEVEL					
	Y2	Y3	Y4	Y5	Y6
	By the end of Term 4, a minimum of 20% to be within Stanine 6 or above. <b>ACHIEVED – 36%</b> By the end of Term 4, 5% or less to be in Stanine 2 or below. <b>NOT ACHIEVED – 12%</b>	By the end of Term 4, 20% of students in Stanine 6 or above. <b>ACHIEVED – 36%</b> By the end of Term 4, 15% of students in Stanine 3 or below. <b>NOT ACHIEVED – 17%</b>	By the end of Term 4, 60% of students will be achieving Stanine 5 or above. <b>ACHIEVED – 72%</b>	By the end of Term 4, 50% of students will be achieving at or above stanine 5. <b>ACHIEVED – 67%</b> By the end of Term 4, 5% of students or less will be in stanine 1 and 2. <b>NOT ACHIEVED – 8%</b>	By the end of Term 4, 30% of students will be in Stanine 6 or above. <b>ACHIEVED – 49%</b> By the end of Term, 4, maximum 10% of students in Stanine 3 or below. <b>ACHIEVED – 10%</b>

### SAIS:

Raise the number of students receiving an A grade in end of year reports to the same or higher than 'like schools'.

PP: **Not achieved by 5.5%**

YEAR 1: **Not achieved by 5%**

YEAR 2: **Not achieved by 2.5%**

YEAR 3: **Achieved by 7%**

YEAR 4: **Not achieved by 1%**

YEAR 5: **Achieved by 1%**

While the results were extremely close in some year levels, overall, less A grades were awarded at KPS for English 'overall' than at like schools.

# 2023 Highlights Summary

## Student Achievement and Progress - Literacy

### 2023-2025 Business Plan Review

<b>Focus area:</b> <b>Build staff data literacy and incorporate regular data analysis to guide targeted learning.</b>	<p>Throughout 2023, staff dabbled in using the Elastik data platform. Many teams looked for significant areas of weakness in order to run intervention groups within their classrooms. They were able to use recommended teaching strategies from the platform to address missing skills and re-test students using a Gap Analysis to ensure understanding of concepts taught.</p> <p>Data collected from the Sounds Write assessment was used to form Reading Intervention groups for Years 1, 2 and 3. Across the year 16 students participated in Reading Group. Mrs Price and Mrs Carruthers ran the program four times/week.</p> <p>About halfway through the year, the Support a Reader program was introduced for reluctant or struggling readers from Year 1 to 3. Approximately 30 students were invited to participate in this program three times/week. We saw significant growth in reading skills and confidence.</p> <p>More professional learning in Elastik and disseminating data will be provided in 2024 and this area will be strengthened across the school.</p>
<b>Focus area:</b> <b>Maintain and strengthen explicit teaching of Literacy and Numeracy</b>  <b>Building teacher expertise and capacity.</b>	<p>After a year of upskilling in 2022, all teachers committed to following the agreed upon Literacy Block structure in their classes.</p> <p>The Literacy Block is designed to include research-based elements such as structured synthetic phonics in EC and Daily Reviews across all year levels. There are references to high impact teaching strategies such as DataWorks Student Engagement Norms and the gradual release of responsibility model. All year levels adopted and strengthened their Literature Based Units and engaged in professional learning about teaching grammar and syntax.</p>
<b>Focus area:</b> <b>A strong focus on building a quality early childhood education.</b>	<p>In 2023, our Early Childhood Education team persisted in refining a cohesive and impactful Literacy curriculum. Kindergarten staff participated in Sounds Write professional development, while Colourful Semantics sentence structure and the Syntax Project underwent trials across all ECE classes. The West Coast Language Development Centre provided support throughout this process. We maintain our school-wide approach to Literacy instruction by designating Literacy Leaders within each phase of learning team, fostering collaboration between them.</p>



# 2023 Highlights Summary

## Student Achievement and Progress - Numeracy

### NAPLAN TARGETS

In Year 3 and Year 5, the mean to be at or above like schools in Numeracy.

Year 3: **NOT ACHIEVED**

Year 5: **NOT ACHIEVED**

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.

#### Top 20%

Year 3: **NOT ACHIEVED 15%**

Year 5: **NOT ACHIEVED 13%**

#### Bottom 20%

Year 3: **ACHIEVED 6%**

Year 5: **ACHIEVED 12%**

Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2023	408	406	478	483

### PAT TARGETS

A minimum of 80% of students in Year 2- 6 will demonstrate an increase in their scale score from Feb – Dec.

Year 2 = 82 **ACHIEVED 85%**

Year 3 = 66 **ACHIEVED 94%**

Year 4 = 55 **NOT ACHIEVED 79%**

Year 5 = 50 **NOT ACHIEVED 61%**

Year 6 = 79 **ACHIEVED 82%**

Each year level in year 2 -6 will show a growth in students in Stanine 7-9 and a decrease in Stanine 1-3.

Year 2 Stanine 7-9 **ACHIEVED** (2 to 15 students )

Stanine 1-3 **ACHIEVED** (60 to 17 students)

Year 3 Stanine 7-9 **ACHIEVED** (3 to 15 students)

Stanine 1-3 **ACHIEVED** (41 to 11 students)

Year 4 Stanine 7-9 **ACHIEVED** (5 to 8 students)

Stanine 1-3 **ACHIEVED** (24 to 8 students)

Year 5 Stanine 7-9 **ACHIEVED** (3 to 10 students)

Stanine 1-3 **ACHIEVED** (30 to 20 students)

Year 6 Stanine 7-9 **ACHIEVED** (3 to 23 students)

Stanine 1-3 **ACHIEVED** (20 to 8 students)

TARGETS BY YEAR LEVEL					
	Y2	Y3	Y4	Y5	Y6
	By the end of Term 4, reduce the % of students in stanine 1-2 from 32% to 18%. <b>ACHIEVED (8%)</b> By the end of Term 4, reduce the % students in stanine 3-4 from 54% to 30%. <b>NOT ACHIEVED (38%)</b> By the end of Term 4, a minimum of 20% of students will be at stanine 6 or above. <b>ACHIEVED (32%)</b>	By the end of Term 4, 15% of students to be in stanine 7-9. <b>ACHIEVED (20%)</b>  By the end of Term 4, 15% of students to be in stanine 1-3. <b>ACHIEVED (8%)</b>	By the end of Term 4, 45% of students to be at or above stanine 5. <b>ACHIEVED (65%)</b>	By the end of Term 4, 45% of students will be achieving at or above stanine 5. <b>ACHIEVED (47%)</b>	By the end of Term 4, 60% of students to be in stanine 5 or above. <b>ACHIEVED (74%)</b>



# 2023 Highlights Summary

## Student Achievement and Progress - Numeracy

### SAIS TARGETS

Close the gap between the distribution of A and B grades in school when compared to like schools, to within a 5% difference margin.

PP **ACHIEVED** - Difference margin= -4%

Year 1 **ACHIEVED** - Difference margin +8.2%

Year 2 **ACHIEVED** - Difference margin -3.6%

Year 3 **NOT ACHIEVED** - Difference margin -7.8%

Year 4 **ACHIEVED** - Difference margin -1.5%

Year 5 **ACHIEVED** - Difference margin -7.1%

### 2023-2025 Business Plan Review

**Focus Area: Build staff data literacy and incorporate regular data analysis to guide targeted learning**

Data analysis has been a strong focus of teacher and Professional Learning Communities (PLCs) practice. Year level teams conduct common assessments and use this data to shape learning for students within their cohorts via the Response to Intervention model (RTI). Staff work with colleagues to examine ACER PAT Maths data and set long term goals for each year level. The leadership team schedule 1 formal moderation session per term to bring staff together and focus on analysing work samples, assessments and data sets to make consistent judgements across the cohort. In addition, staff have experimented in trialling Elastik for identifying key groups of students and the necessary point of intervention. The continued exploration of the Elastik program and upskilling of staff will continue to be a focus moving forward into 2024.

**Focus Area: Maintain and strengthen the explicit teaching of literacy and numeracy.**

**Building teacher expertise and capacity.**

Teaching staff have strengthened their use of the key lesson design format which embeds high-impact teaching strategies such as structured lessons with explicit teaching based on the gradual release model and differentiated teaching. Teachers have integrated Daily Reviews into Mathematics at least 3 times a week. Bond Blocks were introduced into the school in 2023, with all staff accessing professional learning in this area. Teachers from K-3 began to incorporate Bond Blocks into their regular teaching and learning program. Years 4-6, teaching staff completed PD in Numero, audited the mental maths programs to adjusted and strengthen mental maths teaching programs. Teachers identified key students to form Bond Blocks intervention groups for each year level with Education Assistants running these sessions regularly.

# 2023 Highlights Summary

## Student Achievement and Progress - Science

### 2023 Whole School Goal

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

As the testing results for PAT Science has changed from Stanines to Scaled Scores, there is insufficient data to compare the progress of students between the years of 2022 and 2023. Compared to progress made in other schools, each year level is compatible to the particular year level progress.

NB: Some students completed the test in 2023 but have no assessment data from 2022 (Year 3). Additionally, some students sat the test in 2022, but did not sit the test in 2023. All students in Years 3 to 6, sat the PAT Science Test in 2023.

DATA TRACKING NOV 2022 - NOV 2023: PAT SCIENCE								
	Year 3		Year 4		Year 5		Year 6	
Scaled Scores	NOV 2022 (68)	NOV 2023 (74)	NOV 2022 (71)	NOV 2023 (73)	NOV 2022 (93)	NOV 2023 (81)	NOV 2022 (96)	NOV 2023 (96)
140 and above	Stanine 9 9 – 13%	0	Stanine 9 4 – 6%	0	Stanine 9 3 – 3%	1 1.23%	Stanine 9 3 – 3%	2 2.08%
130 – 139	Stanine 8 0 – 0%	1 1.39%	Stanine 8 3 – 4%	6 8.22%	Stanine 8 2 – 2%	10 12.35%	Stanine 8 2 – 2%	12 12.5%
120 – 129	Stanine 7 7 – 10%	15 20.83%	Stanine 7 6 – 8%	23 31.51%	Stanine 7 7 – 8%	29 35.8%	Stanine 7 12 – 13%	56 58.33%
110 – 119	Stanine 6 10 – 15%	27 37.5%	Stanine 6 16 – 23%	38 52.09%	Stanine 6 13 – 14%	31 38.27%	Stanine 6 26 – 27%	23 23.96%
100 – 109	Stanine 5 16 – 24%	27 37.5%	Stanine 5 13 – 18%	6 8.22%	Stanine 5 19 – 20%	10 12.35%	Stanine 5 23 – 24%	3 3.13%
99 and below	Stanine 4 13 – 11%	2 2.78%	Stanine 4 8 – 11%	0	Stanine 4 28 – 30%	0	Stanine 4 13 – 14%	0
	Stanine 3 11 – 16%		Stanine 3 13 – 18%		Stanine 3 13 – 14%		Stanine 3 13 – 14%	
	Stanine 2 1 – 1%		Stanine 2 2 – 3%		Stanine 2 6 – 6%		Stanine 2 2 – 2%	
	Stanine 1 1 – 1%		Stanine 1 6 – 8%		Stanine 1 2 – 2%		Stanine 1 2 – 2%	
2024 TARGETS BY YEAR LEVEL								
	Y3		Y4		Y5		Y6	
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%.	
2024 Targets	To have 50% or more in the scaled score range 110 – 109.		Increase % of students in the scaled score range 120 – 129 by 5%.		Increase % of students in scaled score range 120-129 by 5%.		Increase % of students in scaled score range 130 – 139 by 5%.	

# 2023 Highlights Summary

## Student Achievement and Progress - HaSS

All staff to integrate HaSS and Literacy within their planning using KPS planning template.

**ACHIEVED** – all planning reflects integration and adoption of LBUs.

**SAIS DATA:**

90% of students in PP-6 to achieve a C grade or higher.

- PP – **ACHIEVED 98%**
- YEAR 1 – **ACHIEVED 96.5%**
- YEAR 2 – **ACHIEVED 97%**
- YEAR 3 – **ACHIEVED 95.5%**
- YEAR 4 – **NOT ACHIEVED 88%**
- YEAR 5 – **ACHIEVED 90%**

SAIS GRADES 2023 - HUMANITIES

Blue: School % Red: Like School % Green: State School %						
Year	A	B	C	D	E	NA
PP (Year 1 2024)	0	17.5	80.5	1.5	0	0
	3	19	61	3.5	0.5	13.5
	2.5	21.5	61	6.2	0.5	8.0
1 (Year 2 2024)	1.5	31.5	64.5	2.5	0	0
	5	27	59	5.5	0.5	2.5
	5	25.5	56.5	7.5	1	4.2
2 (Year 3 2024)	4.5	36	56.5	3	0	0
	4.5	30	55	8	0.5	1.5
	6	28.5	52.5	8.5	1	4
3 (Year 4 2024)	10.5	24.5	60.5	2.5	1.5	1.5
	4.5	31	55	7	0.5	1.5
	5.5	26	56.5	7.5	0.5	4
4 (Year 5 2024)	5.5	27	55.5	9.5	0	2.5
	4.5	29	56	7.5	0	2
	7.5	26	52	9	1	4
5 (Year 6 2024)	9	25	56.5	10	0	0
	5.5	27	56	9	0	2
	7	26	53.5	8.5	1	4



# 2023 Highlights Summary

## Financial Summary

ONE LINE BUDGET - Dec 2023 ( Verified Dec Cash)		
	Current Budget (\$)	Actual YTD (\$)
Carry Forward (Cash):	276,097	276,097
Carry Forward (Salary):	121,534	121,534
INCOME		
Student-Centred Funding (including Transfers & Adjustments):	6,180,000	6,180,000
Locally Raised Funds:	249,329	250,994
Total Funds:	6,826,960	6,828,625
EXPENDITURE		
Salaries:	5,750,725	5,750,725
Goods and Services (Cash):	944,644	750,364
Total Expenditure:	6,695,369	6,501,090
VARIANCE:	131,591	327,536

