



Annual Report 2015



SCHOOL CONTEXT

“Growing Together....”

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

Kinross Primary School (KPS) prides itself on nurturing the educational, social and emotional wellbeing 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 a 21st century global society.

Strong, well established partnerships with our local community and the broader communities 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.

KPS has grown into a school which has clearly established agreed beliefs about teaching and learning. 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 the Gradual Release Model that builds on new concepts and use regular, consistent assessment processes to plan engaging progress for all students.

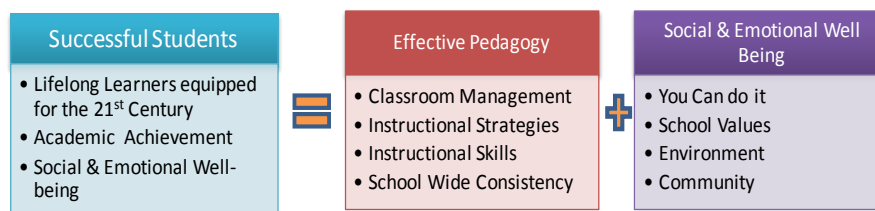
Effective leadership for the present and the future ensures growth is sustained, maintained and evolving. The leadership team supports current practices, keeps abreast of future directions in education and provides the catalyst for ensuring the school adapts to meet the ever-changing needs of today’s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

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

Our Mission

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

Our Vision



We are dedicated to the following beliefs:

Effective Teaching	Social & Emotional Well Being	Supportive Environment	Partnerships	Instructional Leaders
<ul style="list-style-type: none">• Meaningful learning and assessment derived from effective pedagogy.	<ul style="list-style-type: none">• Emotional well being, personal success and positive relationships.	<ul style="list-style-type: none">• Safe, respectful, motivating environment with clear expectations.	<ul style="list-style-type: none">• Positive partnerships within the school and connecting the community.	<ul style="list-style-type: none">• Leaders support student and teacher success and promote the school beliefs and vision.

This is the foundation for our school and we invite you to grow together with us as we continue to evolve into a school that promotes educational, social, emotional and sustained excellence.

Kinross Primary School commenced operations in 1995 and became an Independent Public School in 2013. It is located in the suburb of Kinross, a northern suburb of Perth and is incorporated within the Metropolitan North Education Region. However, the governance of the school lies initially with the School Principal and the School Board and then ultimately with the Director General of Education. The school operates under local intake conditions and the catchment area can be found at the Department of Education website, under 'Find a School'.

The school is bounded by Kinross Drive to the south and west and Callander Avenue to the north and east. We have shared rights with the City of Joondalup for the use of Callander Park. The school is in close proximity to Kinross College and has a YMCA after school centre situated on our site.

In previous years, Kinross PS was unique, in that it enrolled students up to Year 5 with the Year 6 and 7 students moving across to Kinross College as part of the Middle Years of Schooling. In 2015, Kinross PS welcomed back the Year 6 students to our site. This was a smooth process and positively received by the whole school community.

FACILITIES

Kinross Primary has 24 air conditioned purpose-built classrooms. Five of these make up the early childhood classrooms (Kindergarten and Pre-Primary), sixteen are classrooms for Years 1 to 6 one is a purpose-built Visual Arts classroom and another is a purpose-built Music room. These classrooms

are supplemented by eight transportable/demountable classrooms ensuring all students are catered for. All classrooms are equipped with electronic interactive whiteboards and data points enabling instant connection to the internet for study purposes. The school also boasts a well-resourced Library Resource Centre with a large selection of fiction and non-fiction books, a bank of notebook computers and I pads for student use along with an extensive range of teacher resources.



WHOLE SCHOOL PEDAGOGY

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



Partnerships

Kinross Primary School has developed close links with Kinross College and there is a sharing of both ideas and resources. The school psychologists have regular meetings, sharing information which assists greatly with the transition of students from the primary school to the college. School chaplains have developed a close working relationship which ensures a smooth transfer of knowledge about students in the transition phase.

This partnership has been further enhanced with the development of a Coastal Cluster of schools involving Kinross Primary School, Mindarie Primary School, Kinross College and Mindarie College. The alliance of schools is developing a seamless K-12 model of schooling across the campuses enabling parents and students to have a clearly defined pathway for learning from Kindergarten to Year 12.

Kinross PS actively promotes the ideals of leadership for both the students and staff of the school. There is a strong belief throughout the school that enabling people to take on positions of responsibility provides avenues for greater commitment, purpose and expectation. All staff members are encouraged to partake of leadership opportunities both within the school and in other areas. All Year 6 students are supported in applying for Student Council positions with there being two sets of student councillors throughout the year; in semester one and semester two.

The Student Leadership group is composed of a Student Forum and a Student Council. The Student Forum is responsible for being the student voice in the school. Students from Years 3 to 5 are elected by their peers and they provide information to the school about what is working well from a student viewpoint and what can be improved. This information is provided to the Teacher Facilitator, is considered by the school and appropriate actions taken.

Leadership opportunities presented to staff include those of Team Leader for each year level, 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.



EXTRA-CURRICULAR ACTIVITIES

Many staff members provide students with activities beyond the prescribed curriculum and devote much of their own time to these activities.

There is a very successful jogging club that operates once per week and is coordinated by the Physical Education teacher with assistance from a number of parents. Students who participate are rewarded with certificates and medallions related to the distance they cover over the year. This is a very popular activity which regularly sees in excess of 150 students doing laps of Callander Park.

There is a Writing Club which operates once a week during lunchtime in the school resource centre. This has proven popular with a number of students and is run by one of the teachers who is a published author in his own right.

Guitar Club has been another extra-curricular activity run by one of the teachers in their lunchtime, again in the school resource centre. Students have found this to be a motivating experience and have enjoyed being able to perform in the public arena at school assemblies.

Year 4 and 5 students have the opportunity to perform at the Crown Theatre as part of the Schools Music Society performing arts program. The Music Specialist and Physical Education Specialist work tirelessly with the students after school for a number of months to hone the act into a very polished performance. This is a highlight of the school year and is always very positively received by the audience on the night. The organiser of the event was so impressed with our student's performance that he has stated the following:

Pre-Primary Changes

The opportunity to include Pre-Primary students in the whole-school structure was a welcome spin-off of the return of Year 6 students. All Pre-Primary students operate in the same way as the Year 1-6 students; they have recess and lunch times at the same time, they play with the Year 1 students, they have a range of specialist teachers for Music, Art, Physical Education, Library and the Positive Behaviours Program. This transition was well received and provides each Pre-Primary student with additional expertise, while enabling their regular teachers to focus more directly on English and Mathematics.



Special Days and Highlights of 2016

Anzac Day

A magnificent dawn ANZAC Service was held on Friday 24th April commencing at 6.30am to celebrate the 100 year ANZAC Centenary. The atmosphere was fantastic, the number of people who attended was wonderful and the service itself was a truly emotional reflection on the purpose of ANZAC Day and the spirit of ANZAC. The choir sang beautifully and contributed to making the event a special one. A trumpet (bugle) player, Mr Stuart Ferguson, also performed and added to the ambiance of the ceremony. The P&C hosted a special breakfast for attendees. This event showcased the fantastic school community spirit that Kinross Primary School is fortunate enough to have supporting it, as it strives to provide the best possible educational opportunities for the children of the community.



Curious Creations Competition

Lakeside Joondalup invited Kinross students to design, build and market a sellable ride-on-toy. Interested students from Year 6 were selected to participate and they designed and constructed their fantasy ride – Catercorn – and a beautiful piece of functional art was produced. On Tuesday, 31st March, students spent the morning at Joondalup, participating in workshops and then presented their Catercorn to a panel and all interested spectators. Many interested parents attended. Kinross PS students won first prize and the school was presented with a cash prize of \$4000. This was a wonderful achievement.



Mothers Day and Fathers Day Events

The P & C ran another successful Mother's Day Stall and every student was able to purchase a gift for their mum. There were many Mother's Day projects operating around the school from the Art room through classes extending to the kindy. The mums/grandmas who attended the Mother's Day pampering afternoon tea enjoyed an afternoon of nail painting, massages and a lovely afternoon tea. Many mums were seen sporting a lovely make up job!! Many dads attended our Kindergarten Father's Night celebrations. All the Dads in attendance shared some Kindy activities and songs with their children.



2015 Children Sing Festival

Our Senior Choir was selected to participate in the 2015 Children Sing Festival held in the concert hall at Churchlands Senior High School, on Friday 26th June 2015. The Children Sing

Festival is an annual, non-competitive Choral Festival aimed at promoting a love of singing, and providing an opportunity for students to perform before others and to hear and see performances by other choirs. The students received positive, constructive feedback from an experienced choral conductor.

Lap-a-thon 2015



Another successful Lap-a-thon was held in 2015. Thank you to everyone who has supported the Lap-a-thon through donating to students. Approximately \$12, 000 was raised, which is a tremendous effort! All students had the opportunity of participating in the 'Thank You' assembly on Tuesday. If they had returned their Lap-a-thon cards they were entered into the draw for a large selection of prizes on a first drawn – first choice basis. This is the school's way of thanking all the students for their participation and giving them an opportunity to take something away for themselves. Obviously not all students won something as there were a certain number of prizes and once these were exhausted names stopped being drawn. However, all students had equal opportunity of being able to win a prize.



Independent Public School External Review

This was the first opportunity Kinross Primary School has had to shine on the public stage since becoming an Independent Public School. Three reviewers spoke to a number of parents, community members, staff, students and partner organisations to gain a full understanding of how the school operates, how it meets its targets and how it interacts with the community. Overall, this was a very positive experience, not only in the

undertaking, but also in the final result. All indicators are that the school is more than meeting the needs of the community in most areas, but needs to work on setting more meaningful targets and establishing a more robust role for the School Board.

Maths Competition

Have Sum Fun Online (HSFOL) is conducted by the Mathematics Association of Western Australia (MAWA) and is endorsed by the Australian Association of Mathematics Teachers (AAMT). It is a maths quiz of NAPLAN-type problems for year-level teams of four students. HSFOL is designed to foster mathematical problem solving for students in Years 3-10 across Australia. The competition consists of three rounds of 10 questions, where student teams have one hour to complete each round of questions. Mrs Bogdanovs worked with selected students to prepare them for this exciting event. Our four teams acquitted themselves very well with Kinross Team Turtles scoring the same points as the team that came second, but ending up in 4th place on a 'time-taken' countback. Kinross A Team finished in 40th place, Kinross Lightning Brains in 46th place and Kinross Solutions in 56th spot.

Winter Carnival 2015

On Thursday 18 June, 156 students from years 5 and 6 represented Kinross Primary School at Kingsway Sporting Complex taking part in a lightning carnival comprising of Netball, Modcrosse, League Tag, AFL and Soccer. Although we did not place first in any of the sports the Modcrosse and League Tag teams were lucky enough to play off in the finals. An enjoyable day was had by all thanks to the attitude and sportsmanship of our students, the training delivered by our teachers on a few Wednesday afternoons leading up to the carnival, umpires, parent spectators and the weather!

Early Childhood Nature Playground

The Kinross P&C transformed what was once a dilapidated sandpit area into a wonderful garden area for all the early childhood students to enjoy. Lisa McGrath did a fantastic job in coordinating this project and the community once again demonstrated its commitment to the school in the best possible way. Local businesses also contributed greatly to the project, which was an outstanding effort. The Ray Kidd Nature Playground was formally opened on 28th August by Bernadette Kidd who travelled from Adelaide for the occasion.



Cross Country Carnivals

30 students from Year 4- Year 6 competed at the Quinns Rocks Invitational Cross Country on Friday 24 July. The weather was perfect for running, and the behaviour, sportsmanship and attitude of our Interschool team was excellent. On top of that, an awesome group of parents cheered on our runners and happily took on some official roles as well. Nine schools took part in the competition and after committing to early morning training sessions three times a week, our students were rewarded for their efforts by placing 2nd overall. Many of our runners crossed the line in the top 10 positions. A group of students also participated in the State Cross Country Championships at Whiteman Park, with two students being awarded medals for their excellent performance on the day.



Mother/Daughter and Father/Son Events

A Mothers and Daughters afternoon was held to discuss the physical and emotional changes experienced by young girls entering puberty. Many mums attended the evening and found the content to be helpful in discussions with their daughters. The evening was well received and feedback was extremely positive. Similarly, the father/son evening celebrated the father/son relationship the evening commencing with a talk from a representative of, 'The Fathering Group' for the fathers and games for the boys, followed by games for both. The night concluded with a sausage sizzle and drink. There was a great spirit and atmosphere of enjoyment. Both events were strongly supported by the school community.



Faction Sport Carnival and Interschool Carnival

The annual Faction Carnival was held in Term 3. It was an absolutely amazing day for everyone involved! The community feel and spirit was very evident with the number of parents and grandparents who attended the Carnival, the incredible efforts of all the P&C and the overall smooth running of the Carnival itself. The weather also did the right thing by everyone ensuring the day was not only very successful, but also very enjoyable. The Interschool Carnival was held at Beaumaris Primary School. All the hard work and effort proved worthwhile as we attained a very close second! Once again, all the competitors displayed sportsmanship and excellent behaviour and thoroughly enjoyed the day.



Crown Performance

Student represented Kinross Primary School at the Western Australian Government Schools Music Society (WAGSMS) Concert at Crown Theatre again in 2015. All students were a real credit to themselves and the school. The performance was a fantastic way to wind up the end of Term Three. Our students shone in their performance and maturity. Mrs Natalie Kaminski, once again had the students trained to perfection. The “Superhero” themed performance captivated the crowd and brought the house down with applause and cheering. The best performance of the evening!



Swimming Lessons

Kinross PS participated in two successful weeks of in-term swimming lessons, held at Aquamotion. The students were well behaved and managed the disruption to their routine very well. All the children who attended improved their swimming skills – vital knowledge when we spend so much of our time in and around water.

Dry Cell Battery Recycling Program

A battery recycling program was implemented at Kinross PS. A group of students from Year 5, TA16, led this initiative. Students within this group were allocated tasks such as designing and decorating our battery recycling bin, introducing the program at assembly, writing a newsletter article, making posters for wet areas and designing a webpage. The bin now lives in the school library underneath a poster that clearly identifies the types of batteries that can be recycled.



Book Week

Book week was held from Monday 24 August until Friday 28 August. The theme was “Books Light Up Our World”. There was a performance for students entitled “Crossing Bridges” and there were some amazing displays to highlight this special week.

West Coast Songfest

Our Year Five students did the school proud in the Songfest held at Arena Joondalup on 5th September. They joined with a number of other schools in an entertaining arrangement of music that was thoroughly enjoyed by the audience. Our soloists were confident and our choir sang beautifully. Once again, our students were congratulated on their behaviour and commitment.



Kinross PS 20th Anniversary and Fun Day

All students completed tasks focusing on the past, present and future of Kinross Primary School. These ideas were showcased at a special assembly. Special guests attended this assembly and a presentation was performed by the Year 5 students followed by an open morning in classrooms. During this time parents took the opportunity to look around the classrooms and their child's work. The band and choir performed and photo boards were set up in the area outside the office displaying memories of Kinross Primary School. The Fun Day was part of our 20th anniversary celebrations.



Music: Count Us In

Kinross PS participated in a whole-school performance of this year's song for the Australian Music School Initiative, Music: Count Us In. The song that was performed was 'Gold' and More than 500,000 students participated from over 2100 schools nationwide.



Carols Night

Our school carols night was held on the school grounds on Tuesday 15th December. Parents and staff packed a picnic and joined in the festive fun. There was a wonderful mix of old favourites and Australian versions which will had the audience all singing to their heart's content. The choir also sang some of the less traditional songs and a surprise visitor attended! We were very fortunate that Santa arrived towards the end of the carols. After ensuring that the children from Kinross fitted into the 'NICE' category he spent time talking to the children and then they were treated to lollies that were delivered by his helpers. The social atmosphere made for a relaxed evening with many people taking the opportunity to talk with others.



Fairy-Tale Mural

A spectacular fairy-tale mural was painted by one of our talented parents, Mr Paul Donnachie. This can be viewed in the early childhood area and is a wonderful backdrop to the stage area.



Year 6 Graduation

The year 6 graduation assembly was a wonderful showcase of our students' successes throughout the year and for some of them, 8 years of learning at Kinross Primary School. This event was held on Thursday 10th December and was well attended by parents who were very proud of their child's achievements over the years. Students also enjoyed a Year 6 Graduation Dinner. They enjoyed their meal and participated in a night of fun and dancing.



PRIORITY ONE– Achieving Student Potential

Teachers at KPS are professionals who understand that instruction is multi-faceted. They strive for excellence in the provision of learning programs that reflect highly effective instructional strategies, skills and tactics grounded in content that is relevant and meaningful to their students. Cooperative learning strategies (Kagan) play an important role in complementing learning programs. Fundamental to the achievement of student potential is the recognition that the 'whole' student must achieve their potential—academically, socially and emotionally.

Therefore this priority has three guiding principles:

- Academic Achievement in the areas of English and Mathematics
- Social and Emotional Well-Being
- A Supportive Learning Environment

GOAL

Numeracy achievement for both Year 3 and Year 5 students will be statistically similar to those achieved by all Western Australian students in NAPLAN testing in 2014; and statistically similar to all Australian students in 2015.

COMPARISONS AGAINST NATIONAL , STATE AND LIKE SCHOOL MEANS

Year 3 Numeracy	2013	2014	2015
All Aust Mean	397	402	398
All WA Mean	388	392	388
Like Schools Mean			
School Mean	384	393	397

Year 5 Numeracy	2013	2014	2015
All Aust Mean	486	487	492
All WA Mean	478	480	485
Like Schools Mean			
School Mean	474	483	478

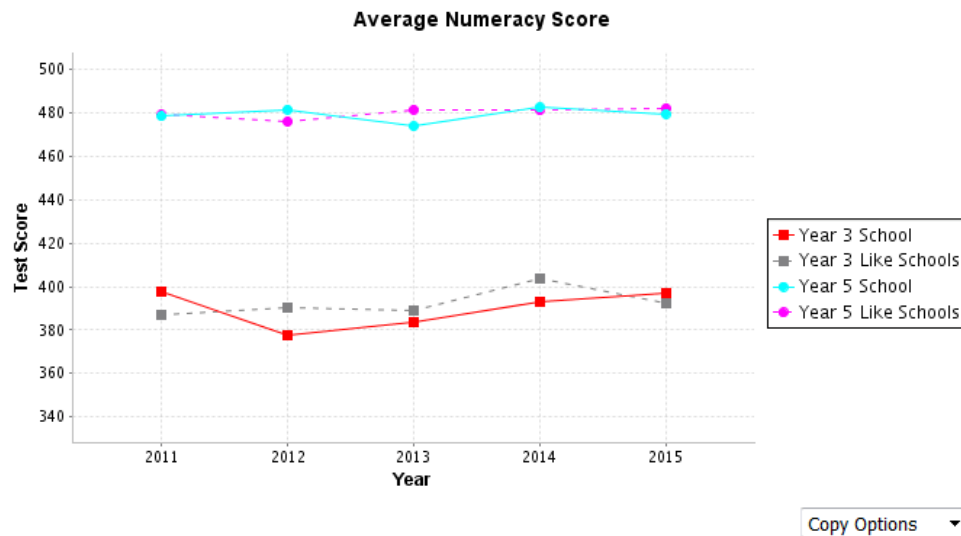
RESULTS

Year 3 results showed Kinross PS exceeded the WA state mean in 2014 and 2015. This target of the Kinross PS Business Plan 2013-2015 has been met. Kinross also performed statistically similar to the Australian mean (margin within 1) in 2015. This target was also met; however, not exceeded.

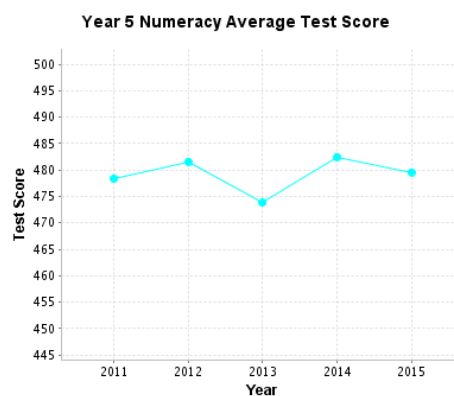
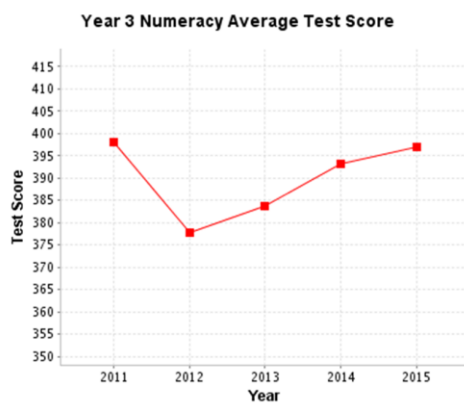
Year 5 results showed Kinross PS exceeded the WA state mean in 2014; however, fell below again in 2015. The school mean fell significantly shorter than the Australian mean in 2015 (with a margin of - 14). This will need to be addressed in the next Kinross PS Business Plan.

COMPARISON AGAINST LIKE SCHOOLS

Average Numeracy Score



Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2011	398	387	478	479
2012	378	390	482	476
2013	384	389	474	482
2014	393	404	483	481
2015	397	392	480	482



There has been a general increase in achievement since 2013 and compared to like schools, this is particularly evident in Year 3 in 2015. Year 5 made improvements in 2014; however, were slightly lower than like schools again in 2015.

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • Develop integrated collaborative programs at a year and cluster level to address identified NAPLAN concerns. 	<ul style="list-style-type: none"> • NAPLAN results reflect set target.

Staff members are asked to access data from SAIS at the beginning of the year for their new class intake and take part in analysing new data as required. This involves analysis at a class, year, phases of learning and whole school levels.

In 2015, year level and 'phase of learning' groups looked at NAPLAN information, noting general upward trend, solid year 5 results and good year 3 results. The need to reduce the number of year 3 'lower end' achievers was noted as well as the desire to increase the number of students in the 'high achiever' category. Emphasis is also required on measurement concepts as well as in the area of problem solving.



Recommendations

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

- Focus on explicit instruction of problem solving strategies from K-6.
- Deliver improved mathematics programs and instruction to students identified as academically capable from K-6.
- A focus on Mathematics intervention in the middle school

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • Mathematics team to implement and monitor whole school Numeracy Plans in collaboration with learning teams. 	<ul style="list-style-type: none"> • Numeracy Plan in place by 2014 and embedded in 2015. • Numeracy Block (a balanced program of numeracy instruction) implemented in 2014 and embedded in 2015.

The Mathematics team has enabled the implementation of numeracy blocks, providing planning, knowledge and assistance. The whole school approach to numeracy was embedded by the end of 2014 and remained an emphasis throughout 2015 and into the future. Each teacher now plans and implements a numeracy block, giving them sufficient time to adequately cover both mental and written mathematics, allowing for direct instruction, problem solving teaching strategies, differentiated teaching, reviewing and assessment.

Collaborative year level sessions are timetabled each week to allow for planning, moderation and common assessments.

In 2015, all teachers used the School Assessment and Standards Authority Judging Standards Tool to moderate student work in order to report to parents against the achievement standards.

Recommendations

- The Mathematics team to investigate appropriate diagnostic assessments to inform planning.

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • All students from years K-5 to participate in the Stepping Stones program. • Embed First Steps Mathematics teaching/learning programs with ongoing Professional learning. 	<ul style="list-style-type: none"> • Audit of program by end of 2013. • Agreed Mathematics instruction established by 2015 • Planned implementation of Professional learning to commence in 2013.

Staff members are using, but not limited to, 'Stepping Stones' as a primary resource. This resource has again been utilised in 2015 and will be continued in 2016. The publishers have made improvements to the program and the teachers are pleased with the continuity it provides across the school. Teachers also have access to 'Studyladder', which provides consolidation and homework tools, as well as resources decided upon, and budgeted by, their year group. Resource allocation occurs at a school (Numeracy committee) and year level basis according to identified need.

Implementation of First Steps pedagogy and strategies has continued throughout the term of the Business Plan; however, there is a need for further professional learning in the explicit teaching of Mathematics in 2016. ? Was anything done in 2015?

Recommendation

- Continue to review the Stepping Stones resource each year for suitability. Examine alternatives if necessary.
- Professional learning opportunities to be identified and improvement in teaching practice to be further refined and developed

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • Students at risk to access Junior Elementary Maths Mastery (JEMM) support-small group instruction. 	<ul style="list-style-type: none"> • Improvement measured against teacher judgement and NAPLAN progress data.

The JEMM (Junior Elementary Mathematic Mastery program ran again in 2014, providing selected students at educational risk an opportunity for small group learning. Students were

identified primarily by class teachers who used NAPLAN and class information to decide participants.

Anecdotal evidence from the Education Assistants implementing the program suggests it makes a positive difference to most students in terms of their knowledge and self-confidence.

Anne to check this and revise if necessary for 2015

Recommendation

- JEMM to continue if resourcing permits with improved accountability of the program.

STRATEGIES	MILESTONES
• PP-Year 2 students to complete On Entry Assessment and integrate areas of concern into Numeracy Plans.	• On Entry Assessment implemented and used for school and classroom planning in 2014.

On Entry assessment for numeracy is taking place in term one each year and the information used to inform planning. At phase of learning meetings, data is shared with Kindergarten and year 1 teachers to determine affirmations and recommendations. In reviewing the data, teachers found there were no notable trends in Numeracy, however, intentional teaching in Mathematics is a focus.

Is there any data that could go here? Helen

ENGLISH

GOAL

Literacy achievement for both Year 3 and Year 5 students will be statistically similar to those achieved by all Western Australian students in NAPLAN testing in 2014 and statistically similar to all Australian students in 2015.

RESULTS: YEAR 3

Year 3 Writing	2013	2014	2015
All Aust Mean	416	402	416
All WA Mean	405	397	408
Like Schools Mean			
School Mean	418	397	425

Year 3 Reading	2013	2014	2015
All Aust Mean	419	419	426
All WA Mean	406	407	413
Like Schools Mean			
School Mean	423	409	424

Year 3 Spelling	2013	2014	2015
All Aust Mean	411	412	409
All WA Mean	400	403	400
Like Schools Mean			
School Mean	422	419	431

Year 3 Grammar and Punctuation	2013	2014	2015
All Aust Mean	428	426	433
All WA Mean	415	413	424
Like Schools Mean			
School Mean	441	400	458

An analysis of NAPLAN data in 2015 has indicated that the goal for Literacy achievement for Year 3 students to be statistically similar to those achieved by all Western Australian students has been achieved, and Kinross PS has exceeded the Australian Mean in all areas of Literacy (except Reading-although this is very close) in Year 3. The goal of the Kinross PS Business Plan 2013-2015 in Literacy has been met.

RESULTS: YEAR 5

Year 5 Writing	2013	2014	2015
All Aust Mean	478	468	478
All WA Mean	470	465	471
Like Schools Mean			
School Mean	483	473	479

Year 5 Reading	2013	2014	2015
All Aust Mean	502	501	498
All WA Mean	496	492	499
Like Schools Mean			
School Mean	490	486	491

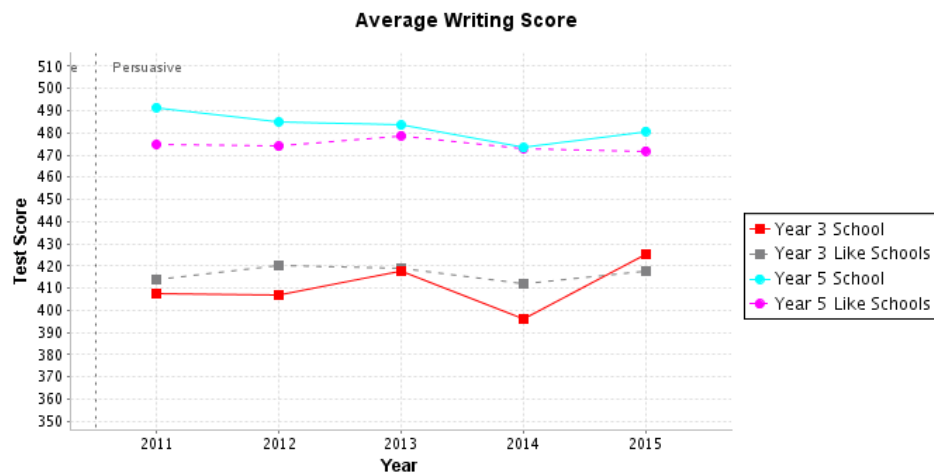
Year 5 Spelling	2013	2014	2015
All Aust Mean	494	498	498
All WA Mean	487	492	493
Like Schools Mean			
School Mean	501	506	514

Year 5 Grammar	2013	2014	2015
All Aust Mean	501	504	504
All WA Mean	495	495	496
Like Schools Mean			
School Mean	498	504	505

An analysis of NAPLAN data in 2015 has indicated that the goal for Literacy achievement for Year 5 students to be statistically similar to those achieved by all Western Australian students has been exceeded in all areas, except Reading. Kinross PS has also exceeded the Australian Mean in all areas of Literacy, except Reading in Year 5. The goal of the Kinross PS Business Plan 2013-2015 in Literacy has generally been met. However, there will need to be further focus on Reading in the next Kinross PS Business Plan.

COMPARISON AGAINST LIKE SCHOOLS

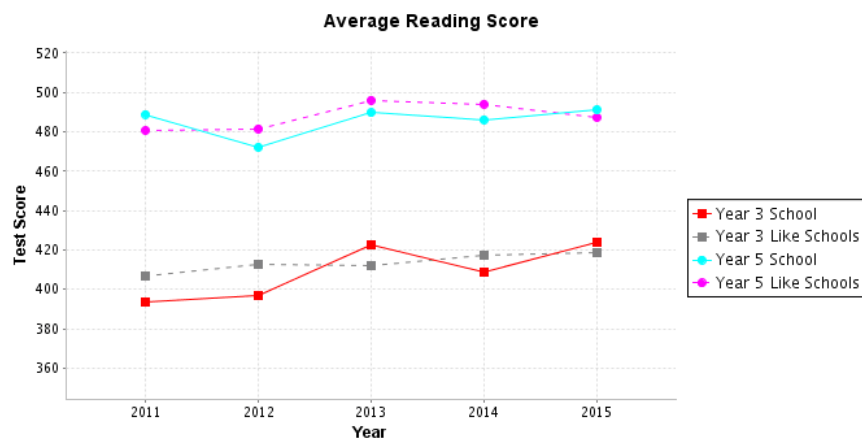
Average Writing Score



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Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2011	407	414	492	475
2012	407	420	485	474
2013	418	419	483	479
2014	396	412	473	473
2015	425	418	481	472

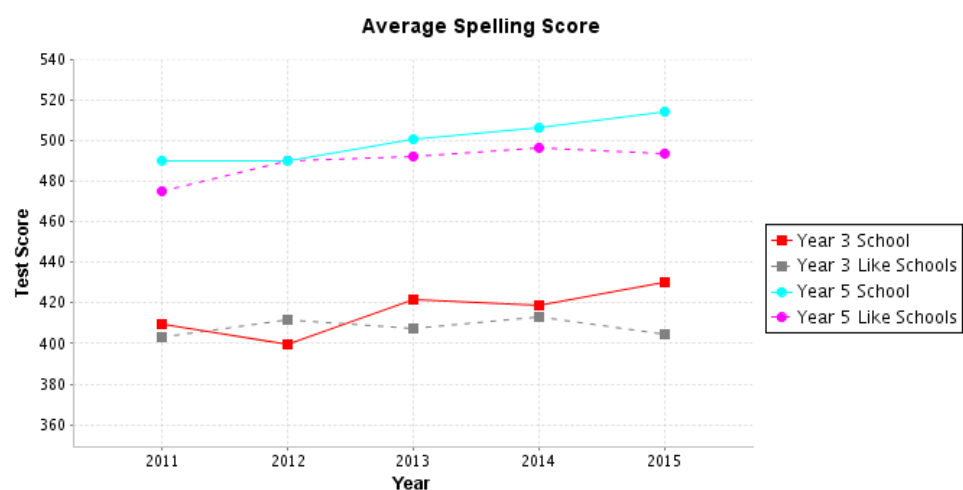
Average Reading Score



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Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2011	394	407	489	481
2012	397	413	472	482
2013	423	412	490	496
2014	409	417	486	494
2015	424	419	491	487

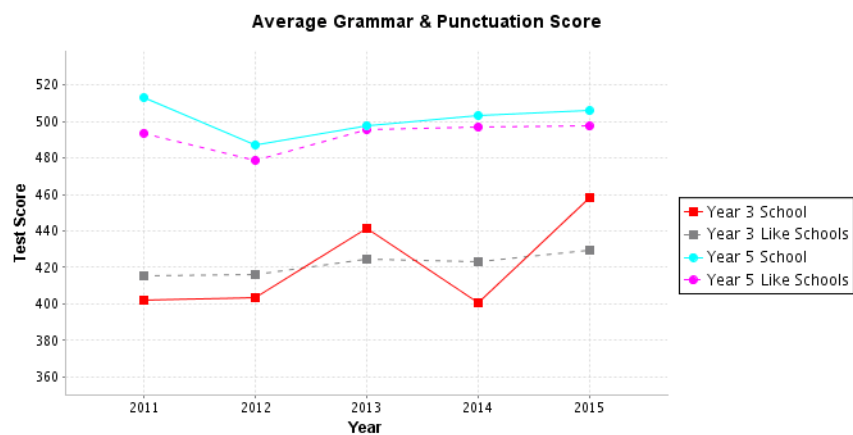
Average Spelling Score



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Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2011	410	403	490	475
2012	399	412	490	490
2013	421	407	501	492
2014	419	413	506	496
2015	430	404	514	494

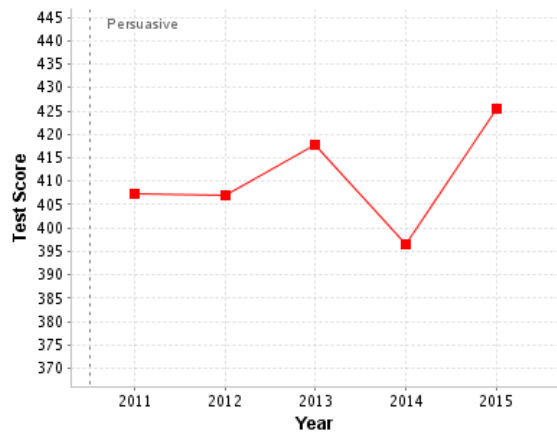
Average Grammar & Punctuation Score



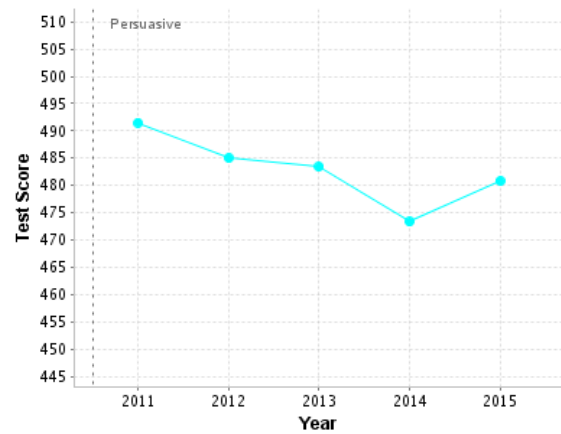
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Year	Y03		Y05	
	School	Like Schools	School	Like Schools
2011	402	415	513	494
2012	403	416	487	479
2013	442	425	498	495
2014	400	423	503	497
2015	458	430	506	497

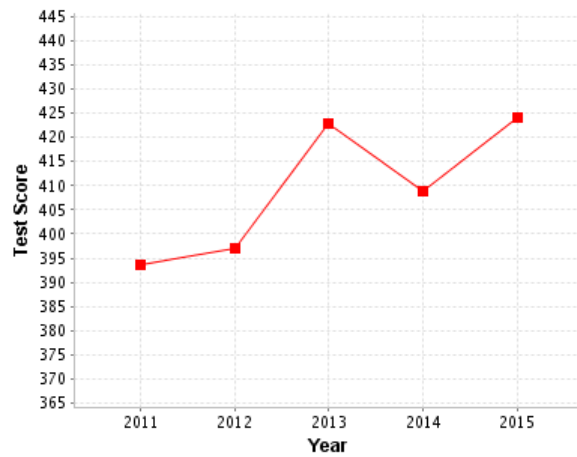
Year 3 Writing Average Test Score



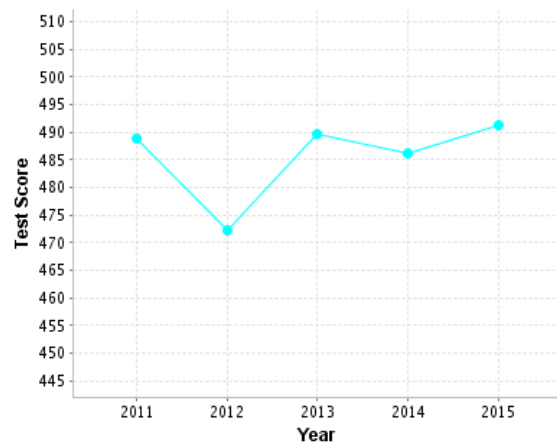
Year 5 Writing Average Test Score



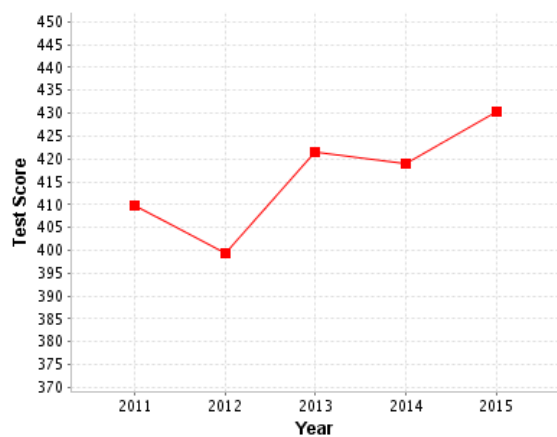
Year 3 Reading Average Test Score



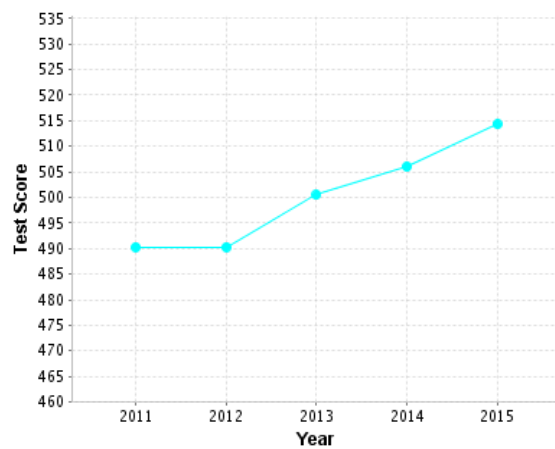
Year 5 Reading Average Test Score

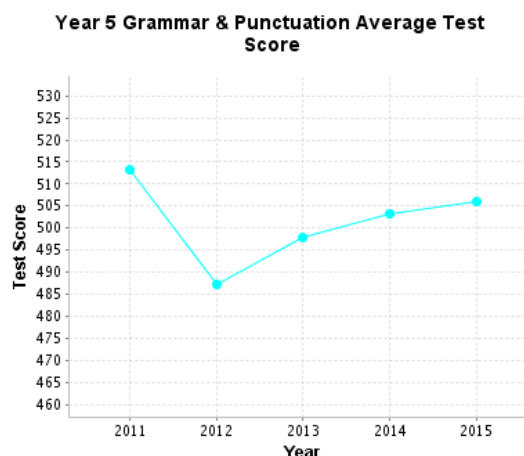
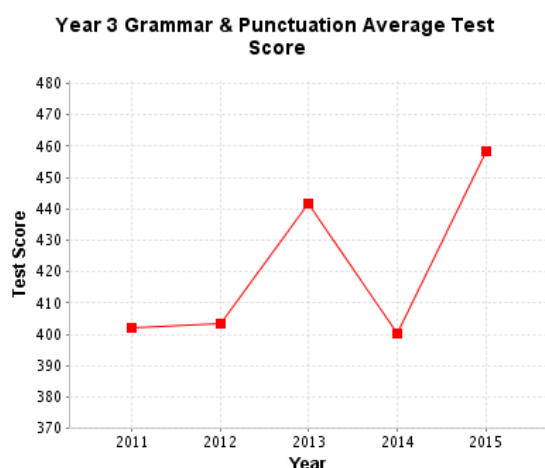


Year 3 Spelling Average Test Score



Year 5 Spelling Average Test Score





There has been a general increase in achievement since 2013 and compared to like schools, with Year 3 and Year 5 students exceeding performance against like schools in all areas of Literacy in 2015.

<i>STRATEGIES</i>	<i>MILESTONES</i>
<ul style="list-style-type: none"> • Enhance rigour of intentional teaching in K/PP education. • Increase the application of phonological awareness programs in K-2. 	<ul style="list-style-type: none"> • Integrated teaching and phonological awareness programs fully embedded in teaching plans by the end of 2015.

Throughout the term of the 2013-2015 Business Plan, teachers in the Early Childhood team have received ongoing professional learning from the West Coast Language Development Centre Outreach Service to ensure continuity and consistency in the explicit instruction of Phonological Awareness. Teachers visited Carramar Primary School for models of current best practice and have participated in peer observations. Strategies and rotational groups are fully operational in Kindergarten and Pre-Primary classrooms. Resources have been developed and purchased to support the program.

In 2014, the West Coast Language Development Centre delivered professional learning to all Early Years teachers from Kindergarten to Year 2 to use the RAT–Revised and to consolidate strategies for intervention. Professional learning on Isabel Beck’s synthetic phonics lesson design and strategies for delivery of explicit, systematic phonics instruction was also provided. Teachers from Pre-Primary visited Joondalup Primary School to observe these teaching strategies in action. A teacher in Pre-Primary has taken on the role to lead the implementation of these resources and strategies. The use of the Kindergarten Assessment Tool (KAT) was also trialled in 2014 and the comprehension component was implemented in 2015 to identify students at risk allowing for targeted intervention.

To further enhance the explicit teaching of phonological awareness and synthetic phonics the school has implemented the Sound Waves spelling



program. Teachers provide explicit instruction with phonics and spelling and it has been received positively by the staff. Improved results in Year 5 Spelling NAPLAN 2015 indicate that students have made significant progress.

In 2015 Words their Way has been administered for PP – Year 6 as a diagnostic tool to further enhance rigour of intentional teaching and targeted intervention.

Recommendations

- Further develop an emphasis on explicit instruction of phonological awareness, phonics and spelling.
- Explore the implementation of Isabel Beck's lesson design and encourage peer observations.
- Embed Words Their Way as a whole school diagnostic spelling assessment.

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • Develop integrated collaborative programs at a year and cluster level to address identified NAPLAN concerns. • Embed First Steps in classrooms by ensuring all staff have access to ongoing professional learning. 	<ul style="list-style-type: none"> • Literacy Blocks (a balanced program of literacy instruction) embedded in teaching pedagogy by end of 2014. • Audit of literacy programs by end of 2013. • Planned implementation of Professional learning commenced in 2014 .

In 2013, the Literacy Block was introduced to implement a balanced program to ensure explicit literacy instruction and is now fully embedded across the school. An Associate Principal developed a Literacy Block in collaboration with staff to suit the needs of Kinross PS and delivered professional learning. Implementation of First Steps pedagogy and strategies has continued throughout the term of the Business Plan with a focus on the Gradual Release Model of Responsibility. Due to budget constraints professional learning was not commenced in 2014, however, teachers collaborate and share strategies during collaborative planning. The collaborative structures that have been established throughout KPS enable this ongoing professional learning on a needs basis. The spread of staff ensures each learning area has competent and confident teachers who are willing to assist colleagues when, and as necessary. The school maintains an ongoing commitment to First Steps and ensures all staff members are conversant with strategies.

Guided Reading is the instructional approach to reading and all teachers collaboratively plan using the Australian Curriculum and whole school planning documents to ensure consistency and to address the identified NAPLAN concerns. In 2013 reading resources were audited and reading materials were purchased that are levelled and consistent throughout the school. In conjunction with school resources, Year 3 and Year 5 teachers also utilise the Department of Education NAPLAN planners and associated curriculum material in their planning.

Throughout 2013–2014 teachers have also had the opportunity to be involved in peer observations of guided reading lessons to assist with effective implementation.

In 2014, PM Benchmarks, a reading assessment resource to assess students' instructional and independent reading levels, was implemented throughout the school to enable teachers to set goals and to differentiate reading instruction to meet the needs of students. This resource also assists in indicating which First Steps Reading strategies are the focus for teaching.

The English team has developed a whole school Literacy Schedule which they ensure is implemented by their teams as well as individual Year level assessment schedules for English that include common assessment tasks. In 2014, all teachers used the School Curriculum Assessment and Standards Authority (SCSA) Judging Standards Tool to moderate student work in reading and writing in order to report to parents against the achievement standards.

To address the weakness in the NAPLAN Punctuation and Grammar results in Year 3 2014, the year 2 and year 3 teachers have reviewed the grammar and punctuation component of the Literacy Block, and have discussed appropriate strategies and supporting resources to explicitly teach Grammar and Punctuation and have collaboratively planned units of work accordingly.

In 2015, Kinross PS has introduced Talk for Writing to address the writing component of the Literacy block. Professional learning has commenced and teachers are collaboratively planning strategies which are currently being implemented in classrooms. Teacher resources have been purchased to support the program. The program is in the early stages of implementation but has been positively received by both teachers and students.

Can we shorten this to mainly reflect 2015?

Recommendations

- Embed the use of PM Benchmarks data for Reading programs and assist teachers to use data in conjunction with whole school resources and pedagogy. Monitor the use of resources to ensure all student needs are met.
- Continue to use SCASA resources including Judging Standards Tool to build on teachers' assessment knowledge.
- Continue to build instruction on fluency, vocabulary and comprehension

STRATEGY	MILESTONES
<ul style="list-style-type: none"> • PP-Year 2 students to complete On Entry Assessment and integrate areas of concern into Literacy Plans. 	<ul style="list-style-type: none"> • On Entry Assessment fully operational and used to guide school and classroom planning by the end of 2014.

On Entry assessment continues to be implemented by Pre-Primary teachers. In 2013, the Year One teachers conducted these assessments with their students. While some benefits were gained from conducting the assessments they determined that the benefits gained were not significant enough to justify the expense. It was therefore determined that this strategy would not continue into 2014.

Teachers from Kindergarten to Year 1 use this information to inform planning in Literacy and Numeracy and target intervention. It also used to identify students for the Early Years Extension program. In using the assessment, Pre-Primary teachers have been able to:

- Build a rapport with students and gain information about their personalities, strengths and weaknesses, work habits to determine aspects such as confidence and risk taking.
- Identify the range of abilities and use this information to differentiate for students' needs in both Literacy and Numeracy.
- Use questioning techniques (Marion Blank style) to guide student learning.
- Set learning goals for students.
- Use the information to carry out targeted conversations with parents.
- Identify SAER students and target specific needs such as academic, speech and language issues, occupational therapy etc.

In regard to Literacy, there is intentional conversation to improve oral language skills and i-pads have been introduced as a tool for recording and to assist with feedback and reporting. However, this is an area that needs to be addressed for improved intentional instruction.



Recommendations

- Oral Language to be a focus in 2016.

STRATEGY	MILESTONE
<ul style="list-style-type: none"> • Literacy team to implement and monitor whole school Literacy plan in collaboration with learning teams. 	<ul style="list-style-type: none"> • Literacy plan in place 2014 and embedded in 2015.

The Literacy team meet on a regular basis to ensure the operational plans are being addressed.

In 2015, the English Committee developed a whole-school Literacy Plan incorporating Literacy Blocks. They also interrogated the NAPLAN data and included specific strategies to address identified areas.

Team meetings are attended by a representative from each year level and meetings are open to interested teachers within the school. Meetings have a high attendance rate and teachers collaboratively plan teaching and learning programs, discuss assessment strategies and share information and knowledge with colleagues to ensure the whole school planning processes are embedded. The team is extremely productive and successfully addressed the 2015 English Operational Plan.

Recommendations

- Further consolidate the use of scope and sequence documents in the English learning area.
- Continue to consolidate and embed Talk for Writing as a whole school strategy in 2016

STRATEGY	MILESTONE
• Students at risk to access Reading Assistance Program and Toe by Toe -individual and small group instruction.	• Improvement measured against teacher judgement and NAPLAN progress.



Kinross PS has further supported students to experience success by providing individualised programs for identified students through the resourceful use of Education Assistants. These programs are offered to students from Year 1 to Year 6. An Associate Principal is responsible for managing the Education Assistants to deliver these programs.

Students deemed at educational risk in reading are initially identified by classroom teachers and then further assessed through a rigorous assessment process. Results in NAPLAN, teacher judgements, student performance in school based assessments for example PM Benchmarks and research based assessments such as the NEALE analysis and more recently in 2015 the CARS and STARS placement test are resources used to assist in identifying students for these programs. The Reading Assistance Program uses the SRA Reading Mastery program to assist students with decoding in reading and the CARS and STARS program to address comprehension difficulties. Results have been extremely positive with this program and well sought by parents and the wider community. To further improve students reading ability an Individualised Reading Program, Toe by Toe, is delivered to students experiencing reading difficulties and those diagnosed with reading disabilities such as Dyslexia. Results in using these programs have proven that students reading and decoding has improved as well as their self-esteem and both parents and teachers have realised the importance of the program. Results in the NEALE analysis indicated that even though students decoding improved, comprehension skills had not improved at the same rate. In 2015 the CARS and STARS program has been introduced to these students in the Reading Assistance Program to explicitly teach reading strategies to develop students' reading comprehension skills. This program is also used by the Kinross College.

Recommendations

- Continue to provide intervention programs to students within available resources in 2016

SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL

Develop students that are confident, persistent and resilient while demonstrating sound organisational skills and the ability to establish skills that enable them to get along with others.

The You Can Do It! program forms the basis of KPS's Social and Emotional Well Being program (SEWB). This program is supported by the Chaplaincy program that provides support for those students who are at social and/or emotional risk. The Chaplain works closely with these students on an individual basis, small group and classroom level providing the necessary support and guidance to enable them to function effectively at school.

KPS recognises and believes in developing the whole child and therefore has a strong focus on developing student social and emotional well-being.

The school has successfully continued to meet the needs by addressing the following strategies outlined:

STRATEGY	MILESTONE
<ul style="list-style-type: none">• Continue to raise profile of You Can Do It! and consolidate whole school approach (Certificates and Golden Key Award) .	<ul style="list-style-type: none">• You Can Do It! scope and sequence and common language consolidated by 2014 and embedded 2015.



The You Can Do It! (YCDI) program forms the basis of KPS's Social and Emotional Well Being program (SEWB).

Two level 3 classroom teachers attended two days of YCDI facilitators training in 2014 to ensure the continuation of the effective implementation of the program, to raise the profile and consolidate the whole of school approach to this program. This has continued into 2015.

Initial planning and support was provided by an Associate Principal and the level 3 teachers delivered staff with professional learning to provide current knowledge for the program to be embedded into classroom practice. A whole school plan has been developed to reflect a two year planning cycle and ensure that there is consistency across the school. Teachers have been equipped with planning files for YCDI resources and resources packs that are distributed each term. New resources have been purchased and all teachers have access to YCDI puppets and A2 posters are displayed in classrooms. The profile of the program has been raised even further with the use of incentives such as stickers, pencils and wristbands to reward students in each class demonstrating the focus skill and for

presentation each term to students who are excellent class role models for each YCDI skill. Parents are informed of the skill being focused on each term via the school newsletter and stickers in student's diaries.

The Golden Key Award, presented by the Chaplain on a monthly basis at whole school assemblies, continues to recognise the demonstration of the YCDI skills in the classroom including: Confidence, Organisation, Getting Along, Persistence and Resilience.

In 2015, to support the YCDI program, PATHS (Promoting Alternative Thinking Strategies) has been introduced into all Kindergarten to Year 1 classes and will be introduced across the school over the coming year. PATHS is a program that targets the development of social and emotional competence in order to build children's protective factors and decrease the risk of behavioural and social problems. The PATHS program has been proven to help build executive functions (EFs) in children's developing brains which are predictors of math and reading competence throughout a child's school career.

Teachers and Education Assistants from Kindergarten to Year 1 have attended a full day of Professional learning in the implementation of this program.

- Kindergarten through to Year 1 classes have commenced implementing the lessons through the specialist program.
- Resources were purchased to support the delivery of this program.



Recommendations

- Provide professional learning as required to support teachers to implement YCDI and PATHS programs to ensure whole school approach.
- Maintain high profile of programs through promotion at school assemblies and newsletters.
- Provide opportunities for parents to be informed on Social and Emotional Well Being programs implemented at school.
- Continue to develop a positive, school learning environment with a focus on social and emotional well-being in 2016

STRATEGY	MILESTONE
<ul style="list-style-type: none"> • Chaplain to continue to utilise individual consultations and Buz Program to support students at social and emotional risk. • The use of the school garden as part of the SEWB program. 	<ul style="list-style-type: none"> • Buz Program operating on an identified needs basis. • A fully established school community garden by 2014.

The Chaplaincy program has continued to provide students, parents and teachers support throughout 2013-2015. The chaplain liaises on a weekly basis with an Associate Principal to discuss student needs and prioritise cases. She also attends weekly meetings with the Student Services team, comprising of the Principal, Associate Principals and School Psychologist and attends case conferences where required.

Chaplains who have worked in our school have provided support through individual consultations, implementing pastoral care programs including whole class and small groups and supporting students through the use of the school garden. They have also attended school events, parent information evenings and are available to students at recess and lunch breaks for counselling and activities.

Individual Consultations

A process has been established to access Chaplaincy Services in order to meet the needs of students:

- Teachers liaise with and discuss student with Associate Principal in their sub-school. If required, the Associate Principal will refer the student to the Chaplain to request a consultation and gives background information.
- Alternatively, parents may contact the Chaplain directly to request an individual consultation with their child.
- On occasions a student may request an individual consultation. This generally occurs when there is a conflict between peer groups (generally recess/lunch-time consultations).

Programs – Whole Class

BUZ Together Program:

The focus of the BUZ Together Program is to develop better social relationships and cooperation; including teamwork, emotional resilience, conflict resolution and bully-proofing. The BUZ Together program commenced in 2012 and has continued to be implemented into 2015. Year 5 classes have annually participated in the program, however, classroom teachers have had access to the program on a needs basis to teach strategies to their students for application in the classroom and playground.

Programs – Small Group

The chaplain secured Global Kidz Mentoring for 2015 in addition to delivering a social skills program to small groups of Year 1- 6 students to enhance social interactions and emotional well-being.

School Garden

The school garden is utilised as an activity for both the student and Chaplain during individual consultations. It is often the case that students, particularly boys, tend to talk more freely when occupied. Moreover, it serves as a project which students can come back to over and over again and see their hard work pay off. Parents also often visit the garden in the morning with their children.

The Chaplain is currently in discussions with teachers about the garden and the potential to also use it as part of science, health lessons or mathematics lessons whereby an 'adopt a garden' type approach is established with the potential to sell the produce.



The School Chaplaincy Program at Kinross Primary is viewed as an integral program for our students. Parents and the wider community regard the program as vital in optimising the social and emotional wellbeing of our students. In 2014 when funding was cut for the Chaplaincy program the School Board moved that the school employ the chaplain using school funds.

To further support students at Social and Emotional Risk in our schools, the RUMA network initiated a priority for mental health across the district. A strategy was to provide professional learning to all administration staff on Youth Mental Health and at least two staff members to carry out the Gate Keeper training.

Recommendations

- Maintain the chaplaincy program and apply for further funding in 2016
- Select staff members to engage with Gate keeper training.
- Investigate and enhance the use of the School Garden area

STRATEGY	MILESTONE
<ul style="list-style-type: none"> • School mentor program, supporting and providing one to one support to students at social and emotional risk. 	<ul style="list-style-type: none"> • Ongoing volunteer participation in program.

The school mentor program utilises mentors that are supplied and organised by the School Volunteer Program. These volunteers are largely retirees and are assigned to the school according to the needs of our students. A Senior Teacher has taken on the role to co-ordinate the program.

The students are selected by classroom teachers who identify students in their class who are at Social and Emotional risk. These students have been identified through parents providing information to the school, students in the care of Department for Child Protection and Family Support (CPFS) or by students experiencing difficulty adjusting to school life. Each year the school is provided with a summary list of volunteers/mentors, their interests and roles they are willing to contribute. The mentors deemed suitable are interviewed by the school, the needs of the students are discussed and suitable volunteers are selected on the basis to match the needs of students. In 2015 the school managed to secure 2 mentors. The aim will be to continue this program in 2016.

The mentors have provided support to both junior primary and middle primary school students with both academic support in spelling and mathematics to improve student self-esteem and working with boys who display aggressive behaviour, are unable to form friendships or co-operate with other students. These boys are provided with hands on projects such as Lego Technic, Mechano and technology activities to encourage and focus on co-operation and relaxing environment to encourage discussion. The school has been fortunate to secure the same mentor for a 3 year period who has been a constant and secure figure in these boys' lives and has managed to make positive and significant changes in these boys' behaviours and attitudes. Mentors working with students at

KPS have had significant impact on their lives in that one mentor successfully built a positive relationship with a CPFS student and has become a grandmother figure to this student and the foster family.

The Mentor Program is highly valued by both staff and students at the school. They are a steady and positive influence on the lives of students they work with and provide stability in the school environment.

Recommendations

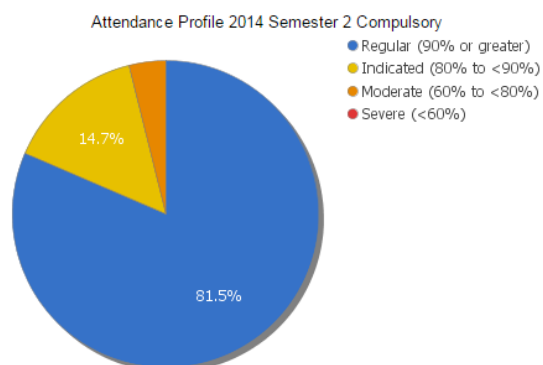
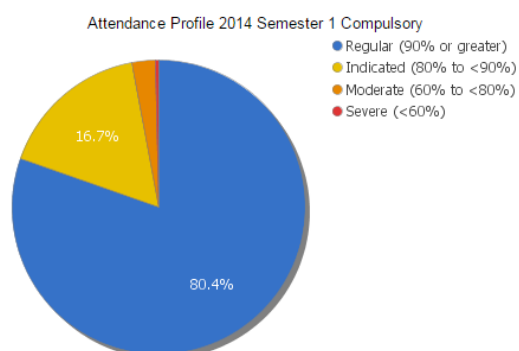
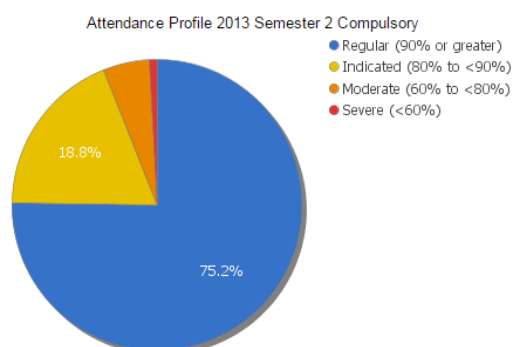
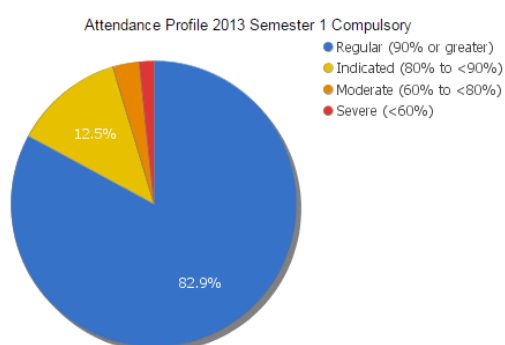
- Maintain sustainability of this program in 2016 by increasing the number of mentors.
- Share success stories with staff to encourage teachers to identify and nominate students at social and emotional risk to be provided with one to one support.



Anne-Can you do this section for me and add in data and graphs for 2015?

Attendance

	Attendance Rate	At Risk	At Risk Moderate	At Risk Severe	Authorised	Non-Authorised
2013 Sem1	94.4%	75	18	10	75%	26%
Sem 2	92.9%	113	31	5	65%	35%
2014 Sem 1	93.9%	91	14	2	69%	31%
Sem 2	94.2%	80	21	0	63%	37%
2015 Sem 1						
2015 Sem 2						



Students Below 80% Attendance

2013 Semester 1	4.6%	2013 Semester 2	6.0%	Average 5.3%
2014 Semester 1	2.9%	2014 Semester 2	3.8%	Average 3.35%

Behaviour Records: Were these from integris?

Recommendations

- Reduce the number of authorised and unauthorised absences.
- Address students on extended holidays as a priority area for attendance.

Behaviour

Offence	2013		2014	
	Total Number of Students	Total Number of Offences	Total Number of Students	Total Number of Offences
Physical Abuse and/or assault of staff	0	0	0	0
Verbal abuse, harassment of staff	1	7	0	0

Physical assault or intimidation of students	9	12	8	15
Verbal abuse, harassment of students	2	2	3	3
Wilful offence against property	2	2	0	0
Violation of school code, conduct, behaviour management or classroom plan	10	19	2	2
Substance misuse	0	0	0	0
Illegal substance offence	0	0	0	0
Negative Behaviour - other	8	18	18	21
TOTAL	32	60	31	41

Needs updating to 2015

Behaviour

An analysis of the Behaviours statistics for 2014 shows that the total number of students with reported offences and warranted intervention from a member of the administration team was that similar of 2013 approximately 5% of students.

The total student population at Kinross PS for 2013 from Kindergarten to Year 5 was 650 and for 2014 was 621 students. Of the 31 students in 2014, three presented with repeat offences of the physical assault or intimidation of students. The number of physical assaults or intimidation of students of other students has increased by 3 instances in 2014. One of these students recorded a total of 7 offences for this category. This student's needs are being addressed by the classroom teachers and the school chaplain. The year level that displayed the largest number of offences was the year 5 cohort, all of which were one time offences.

KPS offers a safe environment for our students. The 'You Can Do It' program is delivered to students to address social and emotional capabilities enabling them to reach academic potential and develop positive relationships with others. The PATHS program has been introduced into the early childhood years and will be implemented throughout the school as a school wide initiative to further enhance social and emotional competence, prevent violence, aggression and behavioural problems. The school continues to promote positive behaviours and reward students through merit certificates at fortnightly assemblies, tokens and faction points for positive behaviours in the playground and acknowledgement through the 'Golden Key Award' aligned with the 'You Can Do It' program.

SUPPORTIVE ENVIRONMENT

GOAL

Students experience success and have programs tailored to enable them to demonstrate achievement and progress commensurate with their ability.

Inclusivity is a key element of achievement at KPS. The Student Services program utilises a range of support mechanisms,



including the school psychologist and other outside agencies to provide a meaningful and effective case conference process that identifies and plans for students at educational and social risk. Parents are integral partners in the process and are involved in all aspects of the program.

KPS recognises that the classroom environment is vital in providing support for students. Teachers and Education Assistants play a crucial role in this area and are provided with the necessary resources and expertise to maintain a safe and supportive classroom environment.

<i>STRATEGIES</i>	<i>MILESTONES</i>
<ul style="list-style-type: none"> • Use increased flexibility to better match school programs to student needs. • Utilise outside agencies and resources to assist in identifying and developing plans to meet the needs of students. 	<ul style="list-style-type: none"> • Individual management plans in place to best suit the students at risk with resources allocated accordingly. • Strong partnerships developed with a range of agencies to support student needs.

KPS offers a range of programs to support students experiencing challenges with their learning.

KPS has well established processes to assist students at risk through regular case conferences and through the development of a wide network of outside agencies to assist our students in meaningful ways. The Student Services Team comprising the Principal, three Associate Principals, the school Psychologist and the School Chaplain meets on a weekly basis to identify and discuss Students at Educational Risk and Social and Emotional Development Risk. Individual cases are discussed to provide relevant information to the School Psychologist prior to case conferences being held with parents and teachers.



Strong partnerships have been developed with outside agencies such as Disability Services Commissions, the School of Special Educational Needs, Department of Child Protection and Family Services and Department for Children's Services to provide support to teachers and Education Assistants with the development of appropriate strategies, supplement existing programs and assist with the development of new programs to ensure the best possible outcomes for students.

Consulting with and providing support to parents with children with disabilities is a priority at KPS. The Students Services team assesses individual cases and supports parents in making decisions that are in the best interest for their child's future in the Education system. The team liaises with outside agencies to ensure the most appropriate learning environment is available to these students. KPS has successfully supported the parents of three students to be accepted into an Education Support Centre as this best met their individual needs.

Individual Education Plans, Group Education Plans and Individual Behaviour Plans are developed for those students who are deemed at educational risk, including students identified as talented or gifted. Teachers have access to an online intranet template tailored for Kinross PS to assist with setting goals and strategies to plan for student's needs. These plans are developed with the support

of the Associate Principal and are reviewed each term. Hard copies of these plans are placed in student files and electronic copies are stored in a central data base.

As mentioned previously, intervention programs are in place for students at risk with reading through the Reading Assistance Program and Toe by Toe, and Mathematics through Junior Elementary Maths Mastery. Students identified as gifted and talented in year 4 PEAC testing have access to PEAC courses in Year 5 and Year 6. In order to provide further opportunities for extension, KPS organises in-school activities such as spelling bees, solar boat construction, and online competitions supplied by companies like *Giant Classroom*. In 2012, The Early Years Extension Program developed by the PEAC team has allowed for teacher nomination of students in the early years and the successful students have been offered opportunities to attend the program. From 2012- 2014 students in the Early Years were also provided with an extension program in English and Mathematics delivered by a level 3 Education Assistant.

Early Intervention programs targeted at students in the early years of schooling have also been pivotal at KPS to identify students at risk in the early years and to explicitly teach to meet the needs of our students. Strong links and partnerships has been developed with the West Coast Language Development Centre (WCLDCOS) to provide ongoing Professional learning to staff and support with Assessment Tools including the Rainbow Assessment Tool – Revised (RAT –R), Kindergarten Assessment Tool (KAT) and strategies to teach Phonological Awareness and Phonemic Awareness. Three teacher leaders have completed an intensive leadership course with the WCLDOS and provided ongoing support to teachers in each sub school as required. Teachers from Kindergarten to Year 1 were initially targeted with professional learning and implementation of assessment tools and strategies extending to Year 2 teachers. In 2015 teachers from Year 3 to Year 6 have been offered professional learning and are using assessments and strategies to support SAER. WCLDOS continues to provide support and professional learning to our staff as the need arises. The RAT–R is used to assess every student in Kindergarten, new students in Pre-Primary and students from Year 1 to Year 3 to identify students at educational risk with reading. Teachers use games and strategies to address student needs to assist in reaching their potential. Teachers in Kindergarten now use the KAT to identify student at risk with comprehension in order to meet the needs of the preparatory skills required for reading.



Recommendations

- Deliver improved programs and instruction to students identified as academically capable from K-6.
- Revise the purpose of Individual Education Plans and provide further support to staff on completing plans effectively.

PRIORITY TWO—Engaging with the School Community

PARTNERSHIPS



KPS encourages partnerships at all levels of the organisation. We recognise the key role parents and care-givers play in the mutual support required for children to enjoy school and foster a love of

learning. They are an integral part of the team that develops common goals for students. We realise that the stronger the team the better we are able to cater for the needs of all students. Parental involvement is welcomed and encouraged at KPS as parent helpers in classrooms and through their attendance at assemblies and other organised school events. Parents also provide valuable services to the school through the P&C and School Board. The P&C operates a four day a week canteen, coordinates the purchase and distribution of school uniforms, and organises various fund raising activities that provide valuable resources to the school. The School Board oversees the planning processes in the school and provides advice in a number of areas including financial management, school-parent partnerships and partnerships with outside agencies.

KPS continues to develop a collaborative partnership with Kinross College, initially in providing a well-structured transition program for our students transferring to the College. This partnership has evolved into the sharing of resources and the scheduling of events that provide continuity for parents who have children at both campuses.

We continue to develop our partnership with Edith Cowan University, by providing quality mentoring and support to pre-service teachers at all stages of their training, resulting in pre-selection of graduate teachers.

Transition Days

In Term 4, 2015 the school conducted a transition day. This process involved all of the students and staff moving to their 2016 class for the morning session. New enrolments, including the Kindy students, were invited. The provision of the class lists and the physical move eliminated much of the stress and anxiety felt by students at the commencement of a new school year. Verbal feedback from the initiative has been extremely positive and the transition program will continue in 2016.



Additionally, the Kindy and Pre-Primary Information sessions were extremely well-attended with the distribution of the Kindy Show bags (comprising of an information booklet, a gift for the parent with a poem, a pencil for the student and other school information) being a most successful form of communication to new parents and families of the school.

Increased involvement from external community links has occurred through the Chaplaincy program. Every Friday representatives from *Global Kids*, a church based volunteer program, visits the school to work with students at Social and Emotional Risk in the senior years. In addition, in 2015, *Anglicare* will also provide an intervention program in the middle years to further support students.

Parent Activities

Parents have become more involved through an increasingly active P and C Association. Mother's Day and Father's Day stalls have been extremely successful with enough gifts donated for every student. School discos, sausage sizzles, the Anzac Breakfast and the 2015 fete' are a few of the P and C run functions that have involved parents and community members. The school has instigated a Mother and Daughter afternoon tea as well as a Father and Son evening. Both these events were extremely well received and attended. The Mother and Daughter afternoon tea involved a

Preparation for Puberty presentation, whilst the Father and Son evening was focussed on building relationships.

Comments made by parents after the Mother and Daughter afternoon tea:

- Thanks. The gift is a wonderful idea x 2. Great to have a positive message
- Include dads in learning about their daughters
- Thanks for informing us about what's happening at school
- Feel girls need to know earlier about changes
- I think parents would support the school's stance on boyfriend/girlfriend
- Thanks. Pleased to know that my daughter attends such a supportive school.
- Pleased that you are focussing on friendships.
- Video needs to be updated x 2
- Thank you, very informative and relevant
- Very relaxed and informative
- Great presentation, thanks and wish us luck
- More time spent on physical rather than mental/emotional
- Show that slow development is perfectly OK
- Well done, thanks for gift

Father and Son evening



KPS extends its links to the wider community by financially contributing to Princess Margaret Hospital through *Wear A Bear Day* and casual dress days. Over a period of 15 years the school community has raised \$36 112. PMH is our designated charity. In addition the school community is also involved in raising donations for the Salvation Army Christmas Appeal, Wish Day and World Vision's shoebox appeal. In 2015 a total of \$ was raised.

Recommendations:

- In 2016 investigate commencing a Support-a-Reader program to involve parents and wider community.
- Trial a school Facebook page to encourage parental links and activities.
- Continue the 0-4 program for the school community in 2016
- Investigate the upgrading of the school newsletter

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> Develop strong links with the Kinross College community including the sharing of resources. 	<ul style="list-style-type: none"> Shared and integrated resources and services across campuses e.g. Chaplain services, school psychologist. Shared professional learning for staff and School Development Days.

KPS has undertaken to develop a collaborative partnership with Kinross College (KC) that provides a well-structured transition program for our students transferring to the College. This partnership has evolved into the sharing of resources and the scheduling of events that provide continuity for parents who have children at both campuses. Our students are fortunate in that they complete many activities at the College Campus such as sports fun and shared literacy projects prior to commencing at KC.



During the transition process teachers from KC attend KPS to discuss and meet students. Our students spend the morning session at KC familiarising themselves with the facilities and staff. To further assist this process, both school chaplains also transition with the students at risk ensuring that these students develop a rapport with the KC chaplain. In term 4, the

KC chaplain spends time at the primary school building relationships with students and then in term 1 the primary school chaplain visits KC to ensure these students have settled. In addition the school psychologists meet once a term to discuss students/families common to both campuses to consolidate the transition process.

Partnerships between staff have also been enhanced with the introduction of a combined school conference. The first was conducted in 2013 with staff from both campuses sharing the venue, agenda and planning time. The comprehensive agenda was focussed around a common concern for both schools which was social and emotion wellbeing of students. Feedback was extremely positive and reinforced the strong connection between the two schools. This has prompted the conference as biannual event

Combined Schools Conference Agenda: Can we put in the agenda from 2015? Helen?

Session	Speaker	Content	Room
Keynote	Glenn Mitchell	Well Being	Hayes Auditorium
1	Sue Davis – SEND Special Ed Needs Disabilities	Autism in mainstream classrooms	Room 1
2	Tim & Tam - Chaplains	Social emotional behaviour & Grief Counselling	Room 2
3	Grant Edwards - KC	Restorative Justice Practices	Room 3

Session	Speaker	Content	
4	James & Alicia – School Psychs	Positive Behaviour Support	Room 4
5	Dale Beaton & Team - KC	Warm ups	Room 5
6	Sabine Winton - PEAC	High Order Thinking	Room 6
7	Pam Sheratt	Maths – explicit teaching	Room 7
8	Kim Sheather	Boardmaker – particularly suitable for EA's	Room 8

The KPS Board chair is also the P and C President for KC. This has further boosted the partnerships between the two school communities. The partnership between KPS and KC has extended further to create the Coastal Cluster of Schools (CCS). This consists of 5 schools working together to develop a collaborative partnership to ensure seamless transition programs for our students transferring to Kinross College and then on to Mindarie Senior College.

Students commence their learning journey at one of the three primary schools, where they are provided with essential foundational knowledge and skills needed to set them up for future success. They then progress to Kinross College for Years 7 to 10, an educational environment specialising in the needs of young adolescents supporting them through their particular social and emotional needs, whilst ensuring a rigorous academic program is delivered. For Years 11 and 12, students transition to Mindarie Senior College where they continue to aim for excellence in a young adult environment and fully prepare for their future. This partnership has evolved into the sharing of resources and the streamlining of expectations and programs. Our endeavour as a team is to ensure students are charged with the appropriate skills and knowledge for their life beyond.



The CCS leaders meet regularly to discuss current issues and events affecting each campus. Each campus is represented at any event or function conducted at the 5 schools. Recently, the CCS shared a visioning day facilitated by an external agency to clearly articulate our collective goals and direction for the future.

Further to the cluster partnerships KPS is part of the RUMA network which encompasses the Coastal Cluster and Clarkson Community College and the feeder primary schools. The network meets once a term and discusses priorities in the network and allocates funds accordingly. In recent times the network has been involved in the setting up of a 0-4 intervention program at Merriwa Primary School. Through network funding, schools have also trained staff members in Mental Health First Aid and Gatekeeper training as part of

their mental health of students' priority area. The network is working together to develop a joint professional learning day later in the year.

Recommendations:

- Continue the association with the Coastal Cluster and RUMA Network of schools.
- Continue to implement the partnership strategies with the Kinross College.

PRIORITY THREE: Enabling, Distributing and Sustaining Leadership

LEADERSHIP

Leadership at KPS has evolved using a distributive process enabling a range of people to experience leadership opportunities.

There is a multi-tiered structure to the overall school governance with the Principal delegating responsibility to the Associate Principals for sub-schools within the school. One Associate Principal has responsibility for K-1, another has responsibility for Year 2-3 and the third Associate has responsibility for the Year 4-6. They have delegated responsibility for the day-to-day running of their section of the school, including planning collaboration meetings, student services, behaviour and performance management. A further responsibility lies in the accountability for the delivery of operational plans across the sub-school, ensuring they link with the whole-school priorities determined through interrogation of data at specially designed days and ongoing through diagnostic testing.

In order for this to be successful it is essential that regular communication occurs between the Associate Principals and the Principal. This is facilitated by a weekly meeting where all aspects of the operation of the school are discussed. Whilst there is not a formal agenda for these meetings there is a common theme that runs through them. Each member of the Senior Leadership Team has the opportunity to discuss issues and concerns and highlight areas that are working successfully. The Principal also raises points of interest about each sub-school and the overall operation of the school. By maintaining a level of informality the discussions are both challenging and focussed on ensuring the interests of students are paramount in decision-making. Any decisions are then brought to a whole-school staff meeting, a phase of learning meeting or a year level meeting (depending on who is impacted by the decision) for further discussion and ratification.



STRATEGIES	MILESTONES
<ul style="list-style-type: none">• Provide opportunities for teachers to demonstrate the required skills to attain Senior Teacher and Level 3 Classroom Teacher status, or to gain promotion.• Provide appropriate mentoring for staff members who indicate an interest and desire to attain a higher level of recognition (consistent with Australian Professional Standards for Teachers).	<ul style="list-style-type: none">• Teachers take up leadership positions throughout the school.• Teachers are successful in gaining desired status.

Teachers are provided with a range of leadership options to demonstrate and enhance their leadership capabilities. Each year level nominates a person to be their team leader. These leaders have the responsibility of ensuring that decisions made at collaborative and phase of learning meetings are implemented at the year level. They also meet twice a term with the Principal in an informal situation to discuss any concerns they consider need to have Principal input. Again, the informal nature of these meetings enables everyone to have an input and any discussions that require further action are then formally acknowledged through inclusion on other meeting agendas.

Committees form an integral part of the school decision-making process and teachers are encouraged to actively involve themselves in these committees. To ensure representation from all areas of the school, most committees have a member from each level forming the committee. Active committees at present are the Literacy Committee, Mathematics Committee, Finance Committee and Humanities Committee. They meet on a regular basis and make recommendations that are distributed through the channels outlined above.

Teachers are strongly encouraged to attain both Senior Teacher and Level Three Classroom Teacher status. Unfortunately, the decision to remove the 0.1 FTE associated with the Level Three position has seen a drop in enthusiasm for applying for this position. **Of the 38 teaching staff employed at the school sixteen have Senior Teacher status and two have Level Three Classroom Teacher status. Three teachers are at various stages of the process of applying for Level Three status.**

STRATEGIES	MILESTONES
<ul style="list-style-type: none"> • Provide opportunities for students to undertake leadership roles through the Student Council and Student Forum. 	<ul style="list-style-type: none"> • Successful transition of Student Council from year 5 to year 6 by 2015.

Student leadership is a major focus at the school. We have an effective Student Council where students nominate for the position and are then elected through students from Year 3 and 4 voting after each nominated student has presented a short speech outlining why they should be elected. Councillors have participated in a range of activities including aspects of peer mentoring, citizenship, presentations at assemblies, welcoming dignitaries to the school and general supervision of activities in the playground.

Coupled with the Student Council has been an active Student Forum that has represented students from years 3-6. This Forum has been run by a member of the school staff, usually from the upper primary area of the school. Members of the Forum have presented the school with ideas about how the school could better cater for the needs of students and canvassed students for their ideas.



With the return of the Year 6 cohort to the school in 2015 some changes have been made to the Student Leadership structure. While the Student Council remains it has been strengthened with the addition of Head Boy and Head Girl. These positions have been selected through a nomination process with both

student and teacher input into the final selection. The Student Forum still exists as a subset of the Student Council. Every second Student Council meeting includes representatives of Years 3 to 6, similar to the Student Forum. This alleviates the need for more meetings while achieving the same purpose.

Another additional avenue for student leadership representation is the introduction of Faction Captains who are elected by the students in their Faction. This adds another leadership tier for students and enables greater student leadership representation in the school. These students have responsibility for organising their faction for events such as Athletics Carnivals, arranging lunchtime activities and assisting the Physical Education specialist where necessary.

Community Leaders

There are two main avenues for the school community to engage in leadership opportunities within the school:

- As the Chair of the School Board, and
- As the President of the Parents and Citizens Association

Leadership of the School Board is an evolving process with the Chair assuming more responsibility for the operations of the Board over time. It is an area of the school that requires further work, especially in the promotion of the School Board to the community and in becoming more involved in the governance of the school. Presently, the School Board operates more as School Council than a School Board but differences are being noted. Two members of School Board attended part of the planning sessions held last year and the School Board Chair recently called a meeting of the parent and community members of the Board to discuss future ways in which parent representatives can play a more active part in board operations.

The P&C has undergone a number of changes to the Presidency over the course of the past three years. A number of factors have contributed to this. However, in 2014 the P&C President was instrumental in bringing the P&C together with common purposes and direction. This has galvanised the P&C into reviewing its operations. There now is a strong belief in the P&C and all positions on the executive were filled at the Annual General Meeting in 2015. The Principal has worked closely with the P&C President to promote the P&C and this has been reflected in the enormous of work the P&C does with and for the school.

Recommendations

- Continue to explore opportunities for extending leadership positions for both staff and students.
- Explore opportunities for further engaging members of the community as leaders within the school and community;
- The School Board investigates ways in which it can enhance the role of the Chair to provide greater recognition and clarity for the Board.
- Continue to work closely with the P&C to maintain an effective working relationship that provides stability for the P&C and direction for how it can continue to assist the school.

In any organisation sustainability is a crucial element of ongoing success and improvement. The key element of sustainability is ownership which can only come about through empowering people in the decision making process. KPS has a number of structures and processes in place that enable all stakeholders to communicate effectively and have power to influence decision-making. Decisions and subsequent actions have become embedded and maintained over time.

‘Teachers as decision makers’ is a vital cog in developing sustainability at KPS. Our processes have layers of decision-making but, ultimately, the decision lies with the teachers for classroom organisation and curriculum delivery. System led initiatives are investigated by the Senior Leadership Team, essential elements of these initiatives are then synthesised to the school context and shared with committees or the whole staff as appropriate. If it is a committee that works through the first stages of the initiative and how it can best be implemented in the school, they then make recommendations that are taken to the whole staff for ratification.



Once ratified these decisions are further investigated by phase of learning and year level teams to determine how they can best be implemented at the particular level. Planning then takes place and the initiative is implemented and reviewed as part of the ongoing collaboration meetings. This has resulted in long term implementation and consistency creating a positive impact on student learning.

This process helps to provide everyone with the same information assists, in developing the purpose, desire and capacity for implementation and puts the onus of accountability at the implementation level with relevant feedback through the system as and when required.

Decisions related to other aspects of school operations follow similar processes but include the School Board as part of the overall governance process. Decisions related to finance are made at the appropriate level initially the Registrar and Principal develop a draft budget which is discussed with the Senior Leadership Team. The School Finance Committee then approves the draft budget prior to it being presented to the School Board. Once they have given in-principle agreement for the draft budget it is recognised as the potential budget dependent upon final figures being made available. Regular meetings are held to discuss and review the budget with approved changes being made.

Workforce Planning is another key to the sustainability of any organisation. Forward planning helps to identify potential risks and strategies are then put in place to alleviate these risks. The accompanying Workforce Plan outlines some of the issues related to KPS and strategies to overcome these both in the short term and long term.

The organisation of the School Board also has an inbuilt mechanism for sustainability. Some members of the Board are elected for a two year term while others are elected for a three



year term. This enables stability while also fostering 'new blood' and provides the possibility for a meaningful transition and induction process.

Sustainability is ultimately about ensuring people have the desire and power to influence their work place. The processes outlined above provide every opportunity for sustainable practices to be the norm at KPS.

Recommendations:

- KPS Business Plan 2016-2018 to identify aspirational goals for improvement.

Concluding Statement

It has been another successful year for our school and its community. Kinross PS continues to perform well in all aspects and achieved the majority of the goals of the School Business Plan 2013-2015. The staff commitment to improving student outcomes has resulted in a school culture of reflection and excellence. Students participated in many exciting events throughout the year, which enhanced their learning in many areas, including the Arts. Much success was achieved in sporting, music and maths competitions, which highlights the enormous effort from staff, students and parents. In addition, our community relations continue to flourish, and this is illustrated through the positive support of our community events and the active involvement of the Kinross P & C. The Kinross PS Independent Public Review was held in Term 2 and the achievements of our school were acknowledged by the external reviewers. The following commendations were made:

1. The Principal and the staff on the collaborative, inclusive, whole-school approach to the development of evidence-based programs to improve student learning
2. The attention given by staff to ensuring students feel valued and supported in a safe and inclusive learning environment
3. Student councillors on their commitment to their role and the resulting positive contribution to the school environment
4. The school's commitment to its partnerships with local schools
5. The Principal for his guidance and leadership which has provided the school with the processes and structure to make a significant difference to students and the culture of the school

The external reviewers noted the following areas identified for improvement:

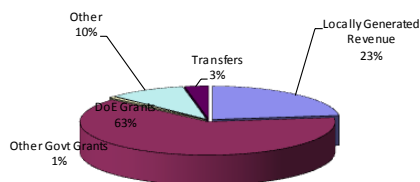
1. The 2016-2018 Business Plan needs to incorporate the use of targets that are measurable for all identified priority areas to demonstrate improvement in student learning
2. As an area for improvement the Board accesses ongoing training to enhance the knowledge, skills and capacity of members to play their critical oversight role in supporting the directions of the school.

School Financial Summary 31st December 2015

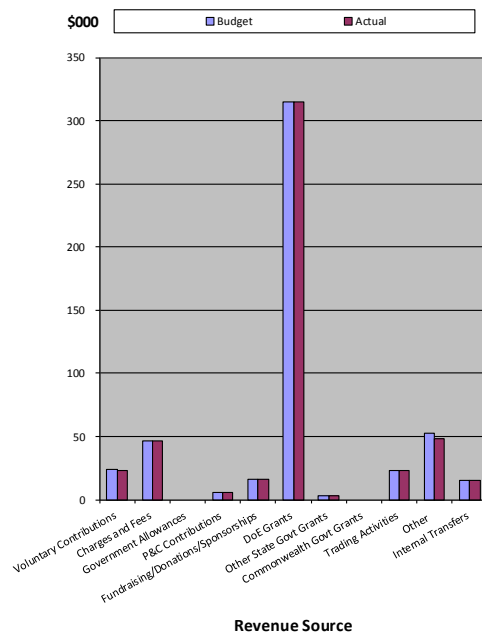
Kinross Primary School Financial Summary as at 31 December 2015

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 23,515.00	\$ 22,975.00
2	Charges and Fees	\$ 46,148.38	\$ 46,148.38
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 5,519.09	\$ 5,519.09
5	Fundraising/Donations/Sponsorships	\$ 16,291.44	\$ 16,291.44
6	DoE Grants	\$ 314,646.74	\$ 314,646.74
7	Other State Govt Grants	\$ 3,457.45	\$ 3,457.45
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 23,307.40	\$ 23,307.40
10	Other	\$ 52,233.07	\$ 48,538.18
11	Internal Transfers	\$ 14,914.00	\$ 14,914.00
	Total	\$ 500,032.57	\$ 495,797.68
	Opening Balance	\$ 103,839.98	\$ 103,839.98
	Total Funds Available	\$ 603,872.55	\$ 599,637.66

Current Year Actual Revenue Sources

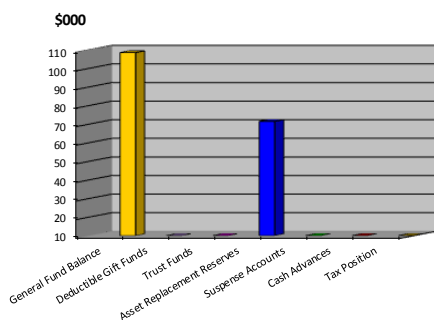


Revenue - Budget vs Actual

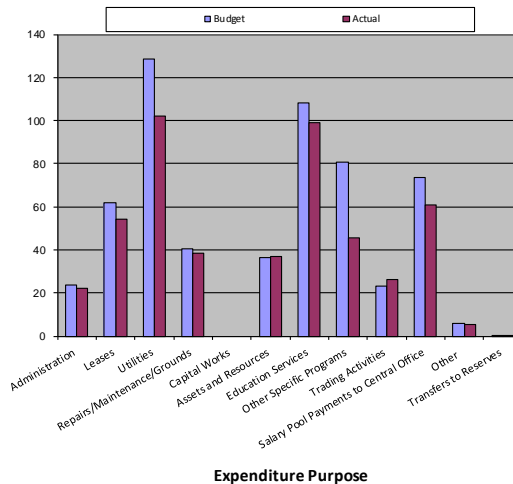


	Expenditure	Budget	Actual
1	Administration	\$ 23,817.54	\$ 22,288.70
2	Leases	\$ 61,805.00	\$ 54,191.81
3	Utilities	\$ 128,778.48	\$ 101,976.69
4	Repairs/Maintenance/Grounds	\$ 40,500.00	\$ 38,593.02
5	Capital Works	\$ -	\$ -
6	Assets and Resources	\$ 36,485.82	\$ 36,886.78
7	Education Services	\$ 108,214.27	\$ 99,224.48
8	Other Specific Programs	\$ 80,681.17	\$ 45,402.39
9	Trading Activities	\$ 23,156.26	\$ 26,017.55
10	Salary Pool Payments to Central Office	\$ 73,410.00	\$ 61,000.00
11	Other	\$ 6,000.00	\$ 5,381.86
12	Transfers to Reserves	\$ 250.00	\$ 250.00
	Total	\$ 583,098.54	\$ 491,213.28

Cash Position



Expenditure - Budget vs Actual



Cash Position as at:

Bank Balance	\$ 175,187.82
Made up of:	\$ -
1 General Fund Balance	\$ 108,424.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 71,423.44
5 Suspense Accounts	\$ -
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 4,460.00
Total Bank Balance	\$ 175,187.82