



# Annual Report 2016

## **Introduction**

The annual report for Kinross Primary School provides parents and the wider community with information about our school, including special highlights and achievements throughout the year. The report identifies our many successes and areas where we hope to improve.

2016 was another successful year at Kinross PS. There were many special events held throughout the year to promote a positive school culture and enhance relationships within the community. This included events such as Harmony Week, Book Week, Sporting Carnivals, Crown Performance, One Big Voice, Kinross Has Talent, the Specialist evening, Year 6 Camp and Community Carols. Many of these events are elaborated on in this annual report.

There were also many enhancements carried out in the physical environment at the school. The senior playground was made bigger by transporting the Kinross College playground to our site. A grant was received to shade this area and a new shade structure will be erected in 2017. The demountables were painted internally and externally by a wonderful group of parents. The artwork completed by Mr Paul Donnachie throughout the school has made an immense difference in making the school more vibrant for our students and community. The demountables were also air-conditioned over the Summer and have made these classrooms a more pleasant place in extreme weather. The Sensory Garden was established throughout the year and has proven to be very popular with students. A Loose Parts Hub was established in the K/P area. The staffroom received an upgrade and the front office was painted. The school library was also enhanced with the purchase of bright, colourful furniture.

Kinross PS commenced implementing the new Kinross Business Plan in 2016. There has been a strong focus on improving performance in Reading and Mathematics. Staff participated in professional learning and worked together to implement strategies to strive for improvement in these areas. Data collected will assist us in our progress, as we move through the life of our second Kinross Business Plan. We have also worked hard to promote and improve the role of the Kinross School Board within the school community. The P&C continued to work hard for our school community and I would like to thank them for all their support. It was exciting watching the development of our new Fathering Group and the impact this has had on our school. The Camp Out was a huge success and fathers at Kinross PS have been given opportunities to get to know other Dads in the community.

I hope you enjoy reading this report to reflect on and remember a highly successful 2016.

Yours sincerely,



Therese Gorton  
Principal



Jarryd Evans  
Board Chair



## SCHOOL OVERVIEW

### “Growing Together....”

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

**Kinross** is a small suburb in the City of Joondalup located in the northern suburbs of Perth, Australia. Kinross was constructed around 1992-3 in various stages. It is bordered by Neerabup National Park, and is the City of Joondalup's most northerly suburb. The Scottish influence in Kinross extends throughout the suburb with road names, parks and others mainly derived from Scottish place names. This Scottish influence is reflected in the tartan design of the school uniform and publications.

Kinross mostly contains young families and overseas migrants, especially from the United Kingdom, Ireland and South Africa.

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.

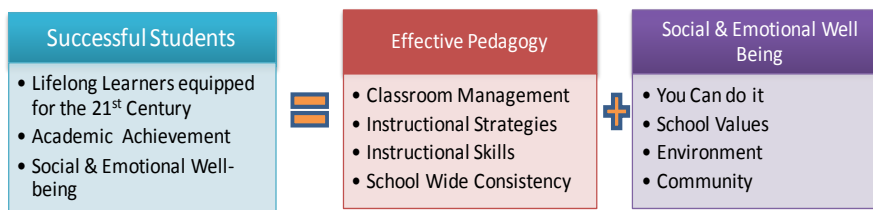
Effective leadership for the present and the future ensures growth is sustained, maintained and evolving. The leadership team supports current practices, keeps abreast of future directions in education and provides the catalyst for ensuring the school adapts to meet the ever-changing needs of today's 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"> <li>• Meaningful learning and assessment derived from effective pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional well being, personal success and positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Safe, respectful, motivating environment with clear expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive partnerships within the school and connecting the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders support student and teacher success and promote the school beliefs and vision.</li> </ul>

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.

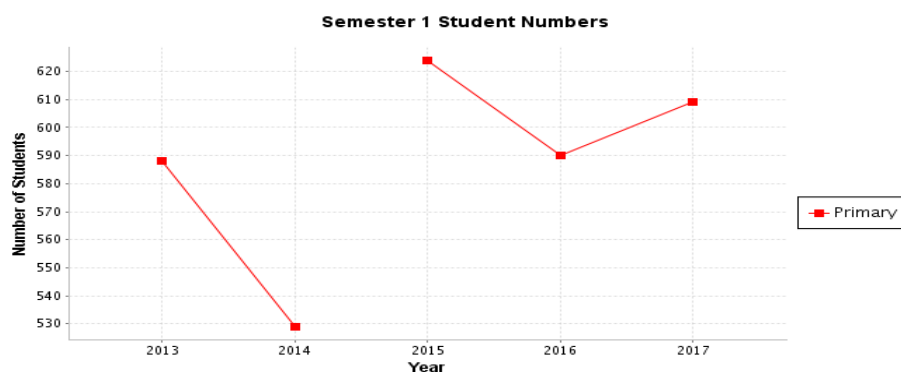
## WHOLE SCHOOL PEDAGOGY

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.



## ENROLMENT TRENDS

Semester 1	2013	2014	2015	2016	2017
Primary (Excluding Kin)	588	529	624	590	609



Numbers increased in 2015 with the return of the Year 6 cohort from Kinross College. There was a decrease in numbers for 2016. However, new enrolments occurred throughout the year and numbers are stable.

## 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 two sets of student councillors elected 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, Curriculum Leaders, Cost Centre Managers and acting positions that may occur during the year. Succession planning is an important cornerstone of leadership opportunities presented to staff and all staff members are encouraged to seek opportunities for further development. Teachers are assisted in applications for Senior Teacher and Level Three Classroom Teacher and encouraged to take on extra responsibilities within the school.

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## ***Special Days and Highlights of 2016***

### ***National Day of Action against Bullying and Violence***

The sixth National Day of Action against Bullying and Violence was held on Friday, 18 March 2016. This annual day is Australia's key anti-bullying event for schools, and encourages all students to 'take a stand together' against bullying and violence in schools, the classroom and beyond. Kinross PS participated in this day with all students making an anti-bullying badge, participating in anti-bullying lessons and attending a special assembly hosted by TA15, who performed an entertaining rap song entitled 'Bully-Free Zone'. They also communicated a clear message about what bullying is and acted out examples of bullying.

### ***Harmony Day***

Harmony Day, 21 March, celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. The central message for Harmony Day is that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. This year's theme was 'Diversity is our strength'. There was a sea of colour across the school with students dressed in an array of multi-coloured items, including some interesting props. Our teachers joined in the spirit of the day and showed a diverse display of costumes. Students participated in shared activities with their buddy classes and enjoyed a picnic lunch with their buddies and parents who were available to join us on the day. The student councillors ran a 'Dance Off' competition at lunch time and chose 10 students as winners from Years 1 and 2, Years 3 and 4 and Years 5 and 6. The winners provided us all with some impromptu free dancing at an informal assembly we held to finish the day. A special Harmony Week video was created in recognition of the harmony we promote at Kinross PS. The final product was shown at the assembly, which staff and students enjoyed thoroughly.



## ***The Fathering Project***

The Fathering Project commenced at Kinross PS in 2016. A fabulous evening was spent by a large group of Dads from Kinross Primary and Kinross College on Tuesday evening 15<sup>th</sup> March, at the Currambine Bar and Bistro. They enjoyed an entertaining and inspiring presentation by Steve Rushforth from the Fathering project who shared a few tips on how to be a better father and being there at every stage of your child's life. This evening also provided an opportunity for Dads in our community to meet each other and share a social evening with friends. We are fortunate to have Jarryd Evans and Steve Massey who have volunteered to be our champion Dads and commence leading our Fathers group with social evenings for Dads and activities for Fathers/Father figures and children.



The first event held was a Dad and kids bike ride fun day at Neil Hawkins Park. The inclement weather wasn't enough to keep them away from this fabulous event. There were bikes, scooters, bats, balls, a sausage sizzle and lots of fun had by all. Early in Term 4, many of our Dads and students attended a camp out on the school grounds. This was a special event organised by the Kinross Fathering Group to encourage our Dads to spend quality time with their kids and with other fathers. There was a sea of tents all through the K/P grassed area. Dads and kids were playing games, setting up camp fires, eating, cooking – an impressive sight.



## ***SD3 Cemagi***

In 2016, Kinross PS became involved in the Adopt-a-School Program. Kinross PS now has a sister school in Bali, SD3 Cemagi. The Principal and Mr Havel visited the school to create initial contact while they were on holidays in Bali. Kinross Ps will be supporting SD3 Cemagi through fundraising ventures to provide valuable resources for the school and create relationships between the two schools where families and staff are able to visit the school whenever in Bali. Mrs Joan Caldwell, Manager Corporate Services, and Mrs Morag Forrester, School Officer, also visited SD3 Cemagi during the school holidays while they were in Bali on holiday. They delivered games and books provided by Kinross families. The staff and students of SD3 Cemagi were highly appreciative of the donated items and were looking forward to using them. Kinross PS raised money during 2016 for SD3 Cemagi, which enabled them to purchase the school's first sound system.





## **Anzac Day**

A lovely ANZAC ceremony was held on the last day of Term One at 2pm. Our Head Girl and Head Boy, hosted the ceremony which was well attended by parents. Students participated in many activities across the school during the last week of term to gain a deeper understanding of the meaning of ANZAC Day and much of this work was on display. They were a magnificent back drop for the ceremony. Special guests were invited to speak and lay the wreaths under the flag. The junior and senior choirs both sang beautifully on the day and contributed to the warm atmosphere created. The whole school sang with conviction 'The Green and the Gold' to conclude the ANZAC Assembly.



## **Summer Carnival Term 2**

On Friday 29<sup>th</sup> April, our Year 6 students and a group of Year 5 students, competed in a variety of sports in the Summer Carnival. The schools that participated included Kinross PS, Beaumaris PS, Quinns Rocks PS, Connolly PS and Mindarie PS. Students had a wonderful day competing in cricket, speed ball, basketball, volleyball and t-ball. All students displayed wonderful sportsmanship and athletic skills throughout the day.

## **Loose Parts Incursion**

In Term 2, all students in Pre-Primary attended the 'Loose Parts' Incursion. The children had an amazing time playing with the various materials and it was amazing to observe the creativity they displayed and the cooperative social interaction between students. Nature Play Solutions worked with our Pre-Primary students to offer diverse play experiences that aimed to connect our students with nature, while also supporting a range of curriculum outcomes. Loose Parts come with no instructions: rather, they invite children to use their own imagination and creativity and develop their own play scripts. Loose Parts Play provides plenty of decision making opportunities: to build, to invent, to choose, to collaborate, to consider.... Loose Parts Play suits each individual child's level - so that a 'just right' challenge level can be attained by many kids of different ages, at the same time. Loose Parts Play has now been established as a permanent fixture in our school. You will notice a difference in the playground in the K/P area at recess and lunchtimes, as students busily engage in using the materials to play.





## ***Naidoc Week***

NAIDOC Week is held in the first full week of July. It is a time to celebrate Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous Australians make to our country and our society. Kinross PS students participated in a variety of activities to celebrate NAIDOC Week, including painting, reading stories, writing and group activities.



## ***National Simultaneous Story time***

National Simultaneous Story time is an important annual campaign that aims to encourage more young Australians to read and enjoy books. Now in its 16th successful year it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy using an Australian children's book that explores age appropriate themes, and addresses key learning areas of the National Curriculum for Grades F to 6 and the pre-school Early Learning Years Framework. Every year a picture book, written and illustrated by an Australian author and illustrator is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country. This year NSS took place on Wednesday 25 May at 11am and the book shared was 'I Got This Hat' written by Jol and Kate Temple. Students made or wore crazy hats on this day. Students across the school enjoyed participating in this event. Mrs Mimi Palencia, LOTE teacher, translated the book into Italian and created a big book of the story.



## ***Lap-a-thon***

Another successful Lap-a-thon was held in Term 1 on March 31<sup>st</sup>. The theme was bright colours. Thank you to everyone who has supported the Lap-a-thon through donating to students. Approximately \$9,000 was raised, which is a tremendous effort! All students had the opportunity of participating in a special 'Thank You' assembly. 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.



## ***Winter Carnival***

Our Year 6 students and a group of Year 5 students attended a Winter Sport Carnival on Monday 27<sup>th</sup> June. The students had an enjoyable day and appreciated the lack of rain. The positive impact of participation in sport and active recreation on physical health is now well accepted. Research has identified a wide range of sport-induced health benefits including improving cardiovascular health and assisting in the development of strength and balance. Students participated in Soccer, Netball, Football, Rugby and Modcrosse. Congratulations on an excellent day.

## ***Book Week***

We celebrated Book Week in Term 3. The theme for 2016 was Australia! Story Country. The week commenced with the arrival of our staff and students dressed as a wide variety of book characters. The school office joined the spirit of the day dressing as characters from the much loved story 'The Wizard of Oz'. The day commenced with a special line up to launch Book Week 2016. The students paraded their costumes, watched a video clip called 'I Love Reading' and sang our Book Week song, Koolori, led by the school choir. Parents were invited in to the school to share in a buddy lunch and were able to observe all the wonderful costumes. A second hand book stall was held in the undercover area and many students enjoyed perusing the books and grabbing a bargain. Students also enjoyed participating in Book Fair throughout the week. Students also participated in Guess the Book competitions. Students were given the opportunity to examine clues to try and work out the name of the chosen book. Students also participated in a writing competition for Book Week. Each year level chose a different theme/genre and the students worked hard to put their creativity and writing skills to use in producing their best effort for this competition. A runner up and winner was chosen from each year level from P-6. A special play entitled 'The Frog Prince Continued' was performed for our students by staff to provide a source of entertainment for them during Book Week. The kids absolutely loved the play and were delighted in observing the staff 'acting' skills.



## ***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.

## ***New School Song***

Kinross PS has a new, modern school song. Mrs Brierley worked creatively to write and develop the new song entitled 'Growing Together'. A group of Year 6 students provided the vocals and the ukulele and keyboard features in the backing track. The new song was launched at a school assembly on Friday 20<sup>th</sup> May.





## ***Primary Band Workshop***

The students who receive Brass lessons were selected to attend this year's Primary Band Workshop on Thursday October 27th at Kinross College. This was run by the Instrumental Music School Services and is an event which supports the musical development of beginner wind, brass and percussion students. The students were involved in sectional rehearsals and full band rehearsals, which culminated in a final concert.

## ***Count Us In***

On Wednesday 3rd November, the whole school sang this year's *Music Count Us In* simultaneous song, *Let It Play*, at the same time as thousands of other schools across Australia. The Senior Choir were invited to the Perth Cultural Centre to perform the song, and were live streamed across the nation which was very exciting! We were one of only 6 schools who participated. Two of our students were even interviewed on camera too!

## ***African Drumming Program***

Our Year 4 students participated in an African Drumming program at Kinross College every Monday afternoon. Mrs Emma Brierley has been instructing them and providing tuition in playing this musical instrument. Students developed some basic skills in playing the djembes.



## ***One Big Voice***

Our Year 5/6 choir performed at the One Big Voice Concert (formerly known as the West Coast Songfest) in Term 3 night at Perth Arena. 74 schools performed and approximately 4000 students. This year Lux Entertainment worked alongside the organisers, providing a 40 metre curved LED screen (the only one in Australia) and effect lighting to add some extra magic to the performance.





## ***Crown Performance***

The WA Government Music Society (WAGSMS) was founded in 1929 with the objective: To foster Music Education in Government Schools of Western Australia and to engage in such activities as will help to achieve this purpose. The Society ran Concerts in High School Halls for many years until 2001 when it moved the venue to Crown Theatre (formerly Burswood) and Mandurah Performing Arts Centre. The western themed performance, Country Dance, was performed by our students who participated. The standard of the performance was testament to the talent and skills of Mrs Kaminski in teaching dance to our students.



## ***Jump Jam***

Our students were excited to participate in a Jump Jam session with Brett Fairweather in Term 3. JUMP JAM is a fusion of dance & fitness disciplines along with cultural interpretations that capture the look, attitude, posture and elements of Aerobics and Fitness. The program has been designed to challenge fundamental movement skills, increase fitness, develop student leadership & motivate students to move and enjoy exercise. Staff and students actively participated in a 40 minute Jump Jam session with Brett Fairweather as instructor. The Jump Jam program will be implemented in 2017.



## ***Specialist Showcase Afternoon***

The inaugural Specialist Showcase afternoon was held on Wednesday 9<sup>th</sup> November from 2.45-4pm. Students and teachers showcased the wonderful work done in Art, LOTE, ICT, Music and the Extension program. The displays of student work were amazing and the music performances showcased the incredible talent and confidence of our students. The P&C worked hard as always selling cupcakes, gelato ice-cream and drinks.



## ***Sensory Garden***

A new sensory garden was established in 2016. A grant was awarded from Teachers Mutual Bank which enabled the purchase of materials and plants. The sensory garden has been developed for students to utilise during break times. Each garden is dedicated to one of the senses and a bright flower garden has been planted, with a year level representing each petal. Some tyre creatures were designed and added to the garden and a buddy bench was donated by the P&C. In the future, a mural will be erected on the back wall, made from recycled bottle tops. This project has been taken on by the Art specialist.



## ***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. A very successful Father-son night for year fives took place on Tuesday 18<sup>th</sup> October. The first session consisted of a video presentation on puberty, faultlessly and fearlessly presented by Mrs Davies. 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 Athletics Carnival and Interschool Carnival***

The Faction Carnival was held on Friday 2<sup>nd</sup> September. It was a beautiful spring day and many parents and relatives attended. The students displayed wonderful skills and terrific sportspersonship. It was lovely to see parents and family members cheering on the students during the events. The Kinross P&C provided sausage sizzles, cupcakes, drinks and tea and coffee. It was appreciated by all who attended. Congratulations to Napier for winning the shield for 2016. At the Interschool Athletics Carnival, four of our students achieved Runner-Up Champions which was a terrific accomplishment. Kinross PS managed to achieve second place overall, closely behind Beaumaris PS who won the day. It was a wonderful to bring our local schools together in a fun, active way.



## ***Resource Rescuers and Waste Wise Program***

The Wastewise Program was officially established at Kinross Ps in 2016. A 'Resource Rescuers' team has been established, with a representative from each class attending meetings each week at lunch time. Throughout the year, the Resource rescuers focused on rescuing resources from landfill. This included batteries, coffee pods, paper, toothbrushes and fridge magnets. In May, we conducted a Waste Audit. Our audit revealed just how many pieces of plastic (zip lock bags and glad wrap) and commercial wrappers we throw away every day. We counted 107 pieces of plastic wrap and 218 wrappers (chips, muesli bars and lolly wrappers). After sharing this information earlier this year, we have noticed a slight reduction but our Resource Rescuers are passionate about reducing these numbers even further. A number of our Resource Rescuers developed a new initiative – Waste Free Wednesdays. On **Wednesday** 23<sup>rd</sup> November, we had our first Waste Free Wednesday! It was a tremendous success with so many students across the school participating. We saw a variety of different and very creative lunch boxes with lots of colour and healthy foods. This new initiative saw the school half its waste and resulted in no litter being left around the school.



On Friday 4<sup>th</sup> November our environmental group – the Resource Rescuers were presented with their high visibility vests. Mr Albert Jacob, Minister for Environment and Heritage and KPS Board member, presented each of the students with their vest which they now proudly wear during recess and lunch time.





## ***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.

## ***Carols at Kinross Care Centre and Ocean Keys Shopping Centre***

On Wednesday, 7th December, TA10 treated the day care clients of Club Kinross to a selection of Christmas Carols. Their beautiful performance was very warmly received and the children were treated to juice, biscuits and gifts by the lovely staff and older people. The Senior Choir performed Christmas Carols in the shopping centre on Tuesday, 13th December. The students sang beautifully and we had a lot of fantastic, positive comments about our performance from the shoppers.



## ***Year 6 Camp***

The Year 6 Camp was held at Woodman Point in Term 4. Students participated in many exciting activities including indoor rock climbing, raft building and archery. A highlight was the Quarantine Simulation Game that was held one evening and students enjoyed a movie night. It was the highlight of the year for many of our students. The Year 6 students and parents did an amazing job at fund raising to drop the price of the camp substantially!



## ***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 10<sup>th</sup> 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 at Leapfrog Café. They enjoyed their meal and participated in a night of fun and dancing. The students showed lovely manners and a willingness to get involved in everything and the night seemed to pass very quickly.



## **Art Display**

Kinross Primary students displayed artwork at the Mindarie Marina Hotel on Sunday 20<sup>th</sup> November as part of the Mindarie festival. The creative artwork was collated and presented by Mrs Fiona Wilson, Art Specialist.



## **P&C President's Report**

We have had another amazing year and all made possible by a small dedicated group of volunteers and of course the ongoing support of the school staff and our lovely school community. Thank you to everyone who baked a cupcake sold a raffle ticket or stacked a chair this year. Every little bit helps!

Through our efforts we have made our regular contributions to the Chaplain, Book Awards and Sports Medals and a new commitment towards the year 6 camp bus. We've also supplied new shirts for the choir and made a contribution to the sensory garden.

We started the year with a welcome morning tea, another tradition we will continue, where we introduced our new Principal Mrs Therese Gorton and met some wonderful new P&C members. Therese has been a great supporter of the P&C this year and we thank her wholeheartedly

We have also welcomed and supported the Fathering Project which is a wonderful initiative started by Mrs Alford and Jarryd Evans. We've continued our Breakfast Club, School Banking, the Uniform Shop, Assembly DVDs and Merit Award photos, revamped the canteen and introduced online ordering.

Our Fundraising activities included three Pizza Days, two Discos, Mother's Day, Election Day, Father's Day, Sports Carnival and a few other spontaneous events. With your help and some amazing hard work by Nicole Waghorn, Carrie Webb and Kellie Harris, we managed to raise approximately \$20,000!

Our big contribution this year was \$10,000 for much needed air conditioning in the demountable class rooms which should be going in over the holidays.

We are sad to be saying goodbye to Helen Demiris. Helen has been a great supporter of the P&C over the years. We will miss her smile, her enthusiasm and her shoes! We know you will make a great Principal Helen!

Our BBQ Queen and Quiet Achiever Jan Peina will be leaving us this year too. The P&C would like to thank Jan for being such a committed and hardworking member for so many years and we don't know what we are going to do without her!

Our Canteen Manager Gary is retiring at the end of the year. We wish him well and thank him for his work with us over the years.

After a competitive selection process and some very strong applicants, through an independent selection panel, we're excited to announce our new canteen Manager in 2017 will be Claire Donohue.

Claire comes to us with years of experience as a canteen manager at another school where she has run a healthy and profitable canteen. We hope you will join us in welcoming Claire to Kinross Primary School and make her feel at home with us.

Thanks again for your wonderful support this year. We are a very lucky school to have such a strong and committed school community who are always willing to get involved!

**Lisa McGrath P&C President**





# Review of School Business Plan



## ***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. 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

### **MATHEMATICS**

#### **TARGETS:**

- Year 3 and Year 5 cohorts to perform 5% above the Australian mean in Numeracy-Not achieved
- Year 3 students to reach or exceed the average Numeracy score of Like schools-Not achieved

#### **COMPARISONS AGAINST NATIONAL, STATE AND LIKE SCHOOL MEANS**

Year 3 Numeracy	2013	2014	2015	2016
All Aust Mean	397	402	398	402
All WA Mean	388	392	388	395
Like Schools Mean	389	404	392	407
School Mean	384	393	397	398

Year 5 Numeracy	2013	2014	2015	2016
All Aust Mean	486	487	492	493
All WA Mean	478	480	485	486
Like Schools Mean	482	481	482	493
School Mean	474	483	478	485

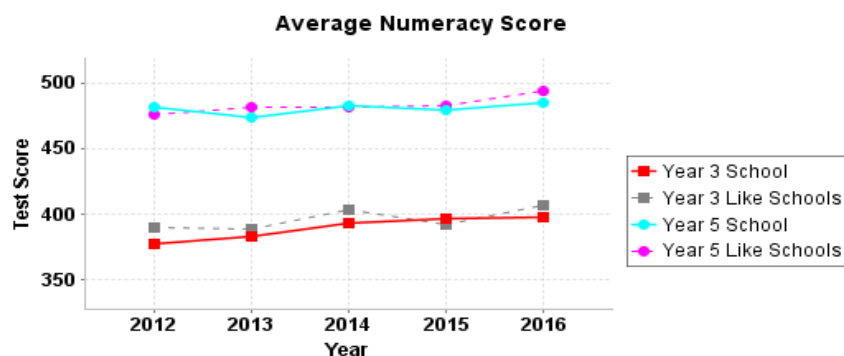
#### **RESULTS**

Year 3 results showed Kinross PS exceeded the WA state mean in 2016 and were statistically similar to the WA mean (margin within 1) in Year 5.

Year 3 results have shown improvement against the Australian Mean; however, remains below the state mean. The school mean fell significantly shorter than the Australian mean in 2015 ( with a margin of -14). However, Year 5 results have improved against the Australian mean in 2016, particularly comparing to results from 2015. The target has not been met.

Compared to like schools, Year 3 students fell 9 points below the like school mean in 2016. The target has not been met.

## COMPARISON AGAINST LIKE SCHOOLS



### RESULTS

There has been a general increase in achievement since 2013 compared to like schools in Year 3 in 2015, plateauing in 2016. Year 5 gains have not been made compared to like schools in Year 5 in 2016.

### TARGETS:

- Students achieving in Band 1 and Band 2 in Year 3 to improve by 80 NAPLANS by Year 5-Achieved

Student	Score	Band	Score	Band	Difference	Achieved
1	317	2	348	3	31	No
2	302	2	461	5	159	Yes
3	317	2	LEFT SCHOOL			
4	317	2	469	5	152	Yes
5	302	2	397	4	95	Yes
6	287	2	422	4	135	Yes
7	302	2	LEFT SCHOOL			
8	317	2	445	5	128	Yes
9	287	2	LEFT SCHOOL			
10	302	2	LEFT SCHOOL			
11	317	2	LEFT SCHOOL			
12	287	2	414	4	127	Yes

### RESULTS

87% of students achieved this target and moved up 2 or 3 bands (6 students). 1 student did not meet the target. This target has been generally met in 2016 and we are on track to achieving this target in the 2016-2018 School Business Plan.

- The number of Year 5 students at or below minimum standard to be no more than 17%-Not achieved

Total of Year 5 Students	Below	At	Total At or Below
73 (100%)	2	11	13 (17.8%)

The target is close to being met in 2016.

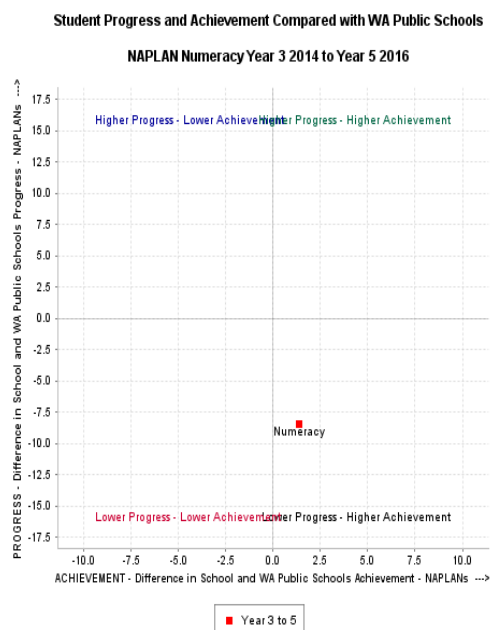
- Students achieving in Bands 5 and 6 in Year 3 to improve by 100 NAPLANs by Year 5-Not achieved

Students	Score Year 3	Band	Score Year 5	Band	Difference	Achieved
1	500	6	613	8	113	Yes
2	463	5	527	6	64	No
3	428	5	509	6	81	No
4	451	5	570	7	119	YEs
5	500	6	570	7	70	No
6	439	5	484	6	45	No
7	475	5	537	7	62	No
8	560	6	613	8	53	No
9	500	6	LEFT SCHOOL			
10	514	6	718	8	204	Yes
11	428	5	476	5	48	No
12	528	6	Absent			
13	500	6	509	6	9	No
14	428	5	422	4	-6	No
15	463	5	518	6	55	No
16	451	5	484	6	33	No
17	475	5	LEFT SCHOOL			
18	475	5	527	6	52	No
19	428	5	613	8	185	Yes
20	475	5	509	6	34	No
21	514	6	558	7	44	No

## RESULTS

24% of students achieved this target in the 2016 cohort. This target has not been met. More focus will need to be placed on catering for higher ability students in Numeracy from Years 3-5 for 2017 and 2018.

## STUDENT PROGRESS IN NUMERACY



When examining student progress and achievement compared with WA Schools our students have made lower progress, but higher achievement than other schools. This also indicates there is a plateauing of progress from Year 3 to 5.



## ***REVIEW OF STRATEGIES***

<b><i>STRATEGIES</i></b>	<b><i>MONITORING</i></b>
• Review the Numeracy Block and provide Professional Learning for each component.	The numeracy block was reviewed and a lesson design was developed for all class teachers. All staff participated in a Calculate Workshop for Addition and Subtraction. Staff also shared ideas for Maths Warm-Ups at staff meetings.
• Implement a research based whole school diagnostic Mathematics tool.	Kinross PS has implemented the use of the PAT Maths Tests from P-6. These tests were administered at the beginning and end of the year. The data was used to provide teachers information for planning and teaching and to track progress.
• Develop a whole school scope and sequence document for Mental Computation and Problem Solving strategies.	A calculate scope and sequence document was developed to ensure consistency across year levels. SCSA documents, First Steps resources and Paul Swan documents were used to develop this document. This has been implemented across the school.
• Implement strategies and an extension program to meet the differentiated needs of academically capable students.	Extension programs were implemented for small groups in the afternoons for Years 3-6. More emphasis on this for 2017.
• Develop whole school planning documents for Numeracy in line with Western Australian Curriculum.	Teams continued to revise whole school planning documents. This is an on-going process. Collaborative teams plan maths lessons together using whole school documents and year planners.
• Continue the whole school implementation of Stepping Stones Mathematics program.	All staff continue to use the Stepping Stones program and new staff were supported in using this program. A focus on differentiation to be the focus for next year.

## **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, particularly on extension in Years 3 and 4.

**TARGETS:**

- Year 3 and Year 5 cohorts to perform 5% above the Australian mean in Reading and Writing.
- Year 3 and 5 cohorts to maintain or improve performance at least 5% above Australian mean in Spelling, Grammar and Punctuation.

**COMPARISONS AGAINST NATIONAL, STATE AND LIKE SCHOOL MEANS: YEAR 3**

Year 3 Writing	2013	2014	2015	2016
All Aust Mean	416	402	416	421
All WA Mean	405	397	408	416
Like Schools Mean	419	412	418	425
School Mean	418	397	425	434

Year 3 Reading	2013	2014	2015	2016
All Aust Mean	419	419	426	426
All WA Mean	406	407	413	416
Like Schools Mean	412	417	419	427
School Mean	423	409	424	420

Year 3 Spelling	2013	2014	2015	2016
All Aust Mean	411	412	409	420
All WA Mean	400	403	400	412
Like Schools Mean	407	413	404	423
School Mean	422	419	431	426

Year 3 Grammar	2013	2014	2015	2016
All Aust Mean	428	426	433	436
All WA Mean	415	413	424	425
Like Schools Mean	425	423	430	440
School Mean	441	400	458	438

**RESULTS**

An analysis of NAPLAN data in 2016 has indicated that the goal for Literacy achievement for Year 3 students has exceeded those achieved by all Western Australian students in all areas of Literacy. Kinross PS has exceeded the Australian Mean in all areas of Literacy (except Reading) in Year 3. Compared to like schools Year 3 students have performed better than like schools in Writing and Spelling. However, Reading and Grammar and Punctuation are below the like school mean.

## RESULTS: YEAR 5

Year 5 Writing	2013	2014	2015	2016
All Aust Mean	478	468	478	475
All WA Mean	470	465	471	470
Like Schools Mean	479	473	472	476
School Mean	483	473	479	482

Year 5 Reading	2013	2014	2015	2016
All Aust Mean	502	501	498	502
All WA Mean	496	492	499	495
Like Schools Mean	496	494	487	499
School Mean	490	486	491	496

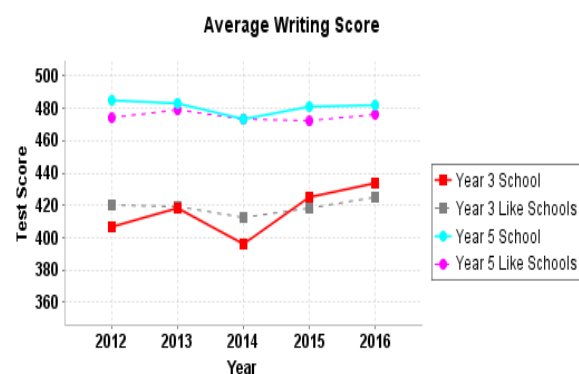
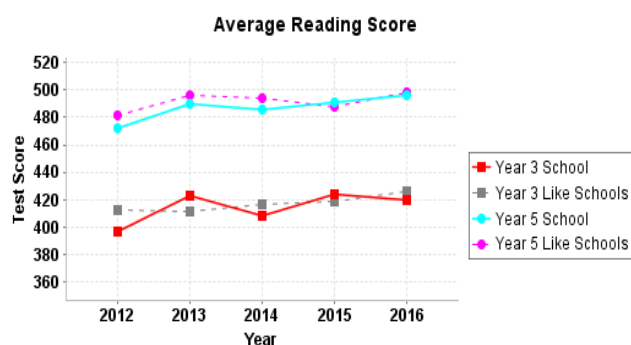
Year 5 Spelling	2013	2014	2015	2016
All Aust Mean	494	498	498	493
All WA Mean	487	492	493	488
Like Schools Mean	492	496	494	497
School Mean	501	506	514	513

Year 5 Grammar	2013	2014	2015	2016
All Aust Mean	501	504	504	505
All WA Mean	495	495	496	499
Like Schools Mean	495	497	497	506
School Mean	498	504	505	512

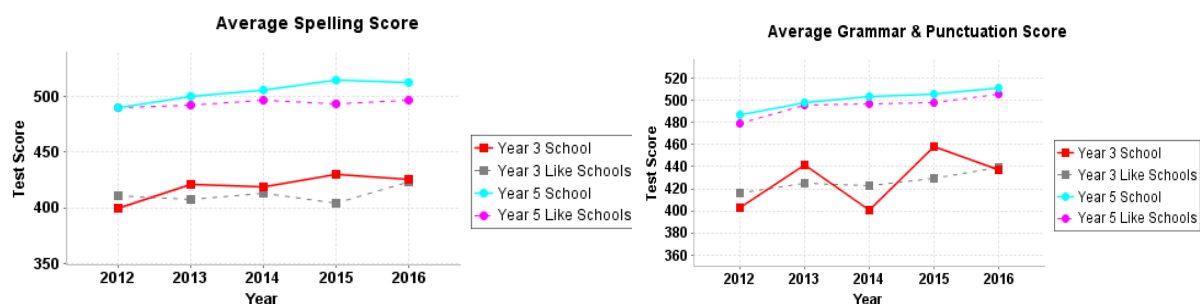
## RESULTS

An analysis of NAPLAN data in 2016 has indicated that the goal for Literacy achievement for Year 5 students to be exceeded in all areas compared to the WA mean. Kinross PS has also exceeded the Australian Mean and like schools in all areas of Literacy, except Reading in Year 5. Reading remains an area of focus for 2017.

## COMPARISON AGAINST LIKE SCHOOLS







## RESULTS

Year 3 students performed better than like schools in Writing and Spelling in 2016. In Reading, Year 3 students performed above like schools in 2015, but dipped again to perform slightly under the like school mean in 2016. Year 3 students were statistically similar to like schools in Grammar and Punctuation in 2016. However, performance dropped from the year before. Like school performance also dropped significantly. This indicates the test may have been more difficult. Year 5 students exceeded performance against like schools in all areas of Literacy in 2016, except for Reading.

### TARGETS:

- Students achieving in Bands 5 or 6 in Year 3 to improve by 100 NAPLANs by Year 5 in both Reading and Writing-Not achieved

-Not achieved

### Reading: Progress from Years 3 to 5 for students identified as being in Band 5 or 6 in Year 3

Students	Score Year 3	Band	Score Year 5	Band	Difference	Achieved
1	454	5	LEFT SCHOOL	8		
2	540	6	635	8	95	No
3	523	6	549	7	26	No
4	523	6	549	7	26	No
5	431	5	LEFT SCHOOL	7		
6	559	6	635	8	76	No
7	607	6	596	8	-9	No
8	479	6	LEFT SCHOOL	8		
9	639	6	727	8	88	No
10	493	6	Absent	8		
11	507	6	535	7	28	No
12	454	6	461	5	7	No
13	466	6	509	6	43	No
14	479	6	509	6	30	No
15	479	6	LEFT SCHOOL			
16	431	5	549	7	118	Yes
17	479	6	564	7	85	No
18	523	6	579	7	56	No
19	479	6	579	7	100	Yes
20	493	6	579	7	86	No
21	581	6	689	8	108	Yes

## RESULTS

19% of students achieved this target in the 2016 cohort. This target has not been met. More focus will need to be placed on catering for higher ability students in Reading from Years 3-5.

### Writing: Progress from Years 3 to 5 for students identified as being in Band 5 or 6 in Year 3

Student	Score Year 3	Band	Score Year 5	Band	Difference	Achieved
	453	5	LEFT SCHOOL			
1	428	5	497	6	69	No
2	501	6	585	8	84	No
3	453	5	560	7	107	Yes
4	489	6	598	8	109	Yes
5	489	6	472	5	-17	No
6	453	5	458	5	5	No
7	428	5	497	6	69	No
8	441	5	472	5	31	No
9	466	5	497	6	31	No
10	453	5	510	6	57	No
11	441	5	510	6	69	No
12	558	6	547	7	-11	No
13	466	5	LEFT SCHOOL			
14	453	5	485	6	32	No
15	523	6	620	8	97	No
16	453	5	416	4	-37	No
17	466	5	485	6	19	No
18	453	5	510	6	57	No
19	501	6	535	7	34	No

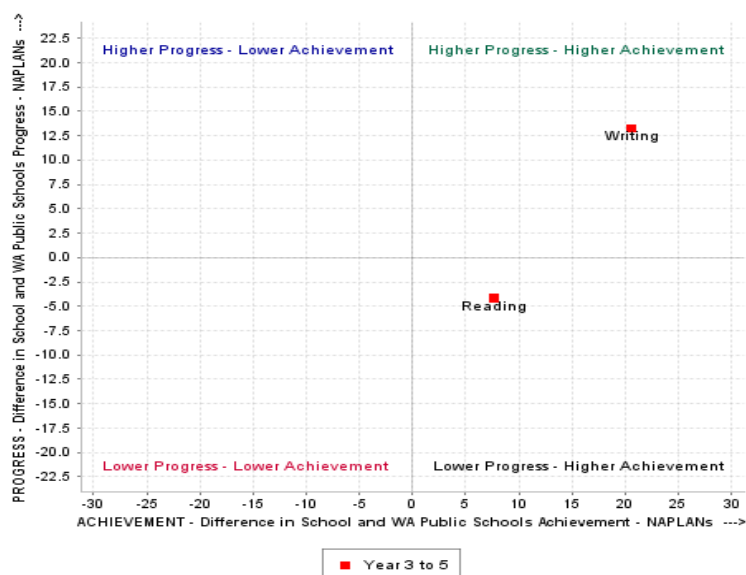
## RESULTS

11% of students achieved this target in the 2016 cohort. This target has not been met. More focus will need to be placed on catering for higher ability students in Writing from Years 3-5. This is interesting, as Kinross PS performs above the state, country and like schools in Writing. The target may be too ambitious.

## STUDENT PROGRESS IN READING AND WRITING

Student Progress and Achievement Compared with WA Public Schools

NAPLAN Reading and Writing Year 3 2014 to Year 5 2016



When examining student progress and achievement compared with WA Schools our students have made higher progress and higher achievement in Writing. In Reading students have made lower progress, but higher achievement.

## REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> <li>Continue to implement and monitor the use of the Literacy Block and explicit instruction.</li> </ul>	<p>The Literacy Block was reviewed and a lesson design was developed to ensure whole school practices are implemented across the school. Inference Training PL was held for staff and this program was implemented in second semester for all classes from Years 3-6. Years 1 and 2 worked to develop resources that could be used in these year levels. There was also a focus on Guided Reading.</p>
<ul style="list-style-type: none"> <li>Embed diagnostic tools in accordance with the whole school assessment schedule i.e. PM Benchmarks, Fountas and Pinnell, Words Their Way, Rainbow Assessment Tool—Revised (RAT-R), Kindergarten Assessment Tool (KAT), Common Assessment Tasks (CATS), and Online Interview (OLI).</li> </ul>	<p>All teachers assess students using PM Benchmarks, Fountas and Pinnell (Year 6 Only) and Words Their Way in Semester one and Semester Two. Assessment data is used to plan for student learning and meet individual needs of students. RAT –R was implemented by Kindergarten and Pre-Primary teachers to target teaching for Phonological Awareness. This tool was used to also assess students at risk throughout other year levels to address individual needs. KAT was used by Kindergarten teachers to meet areas of need for students with comprehension and assisted with planning for learning. Online Interview is valuable data all Pre-Primary teachers use to meet the needs of their students. All teachers plan common assessment tasks to assess students in writing and reading and to assist with planning in these learning areas.</p>
<ul style="list-style-type: none"> <li>Develop whole school scope and sequence documents for Talk for Writing including planning documents and resources.</li> </ul>	<p>Whole school scope and sequence document has been developed by all year levels for Talk for Writing. This scope and Sequence is a working document and is adjusted as needed to ensure it meets the need of our students and the curriculum.</p>
<ul style="list-style-type: none"> <li>Implement strategies and extend extension program into middle and upper primary to meet the differentiated needs of academically capable students.</li> </ul>	<p>Extension programs were implemented from Years 1-6 in 2016. These sessions ran in the afternoons. These programs focused on both improving and extending students in reading and writing.</p>
<ul style="list-style-type: none"> <li>Develop planning documents in line with the Western Australian Curriculum.</li> </ul>	<p>Planning documents and scope and sequence documents have been adjusted and continue to be worked on to ensure all documentation is current and in line with the WA Curriculum.</p>
<ul style="list-style-type: none"> <li>Utilise the Critical Learning Path (WCLDC) to increase rigour and support planning and delivery of Phonological Awareness and structural synthetic phonics.</li> </ul>	<p>Reference to the Critical Learning Path is being made by teachers to assist with planning and creating documents for Phonological Awareness and Synthetic Phonics</p>
<ul style="list-style-type: none"> <li>Introduce the Critical Learning Path to assist with planning for instruction in speaking and listening and, in particular, comprehension and vocabulary.</li> </ul>	<p>Teachers use the Critical Learning Path to assist with their programs and planning. Work using these documents will continue in 2017.</p>



## **Recommendations**

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

- Continue to focus on improvement in Reading by implementing Inference Training formally across the whole school and develop resources for use in Years P-2.
- Introduce speed reading from P-6.
- A strong focus to continue on Guided Reading and ensure there is consistent practice across the school by participating in peer observations and modelling of lessons by expert practitioners.
- Continue the use of the Talk for Writing program and continue to develop scope and sequence documents.
- Continue the Sound Waves Spelling program and use of Words Their Way as support for assessment.
- Investigate further methods of differentiation for students achieving in the higher bands in Year 3 to ensure a continuation of high progress to Year 5.

## **SOCIAL AND EMOTIONAL DEVELOPMENT**

### **TARGETS:**

**To increase the numbers of students consistently demonstrating the foundation of PERSISTENCE by at least 10%. (ABE data)**

<b>STRATEGIES</b>	<b>MONITORING</b>
<ul style="list-style-type: none"><li>• Explicitly teach the 5 key foundations of the You Can Do It Program (YCDI ) across the whole school.</li><li>• Incorporate the 12 Habits of the Mind into the YCDI Lessons.</li><li>• Embed YCDI keys across all areas of the curriculum.</li></ul>	<p>It has been decided to move away from the You Can Do Program and transition to PATHS. You Can Do It will still be used in K/P and across the school as an additional resource. The Business Plan will be modified to reflect this change in 2017.</p>
<ul style="list-style-type: none"><li>• Explicit teaching of PATHS (Providing Alternative Thinking Strategies) Program in K-1, covering:<ul style="list-style-type: none"><li>• Readiness and self-control</li><li>• Feelings and relationships</li><li>• Problem solving</li></ul></li><li>• Investigate alternative programs to further meet the needs of the upper primary students.</li></ul>	<p>Professional Learning (PATHS)to be carried out in Semester One 2018. This is due to the need to build up the resources which are very expensive.</p> <p>Protective Behaviours will be implemented across the school and PL will be carried out in Term 3 2017. Resources to be purchased Term One 2017.</p>
<ul style="list-style-type: none"><li>• Chaplaincy program to support individuals and provide social skills programs for identified small groups of students.</li></ul>	<p>The School Chaplain continued to work closely with students, staff and families to provide support in the area of social and emotional learning. One-on-one support was provided to nominated students and group programs were conducted. This included 'What to do when you worry too much', FISH (Families in Second Homes) and the BUZ Program.</p>
<ul style="list-style-type: none"><li>• School mentor program, supporting and providing one to one support for students requiring social and emotional support.</li></ul>	<p>This program has continued to work well at Kinross PS in 2016. The school mentors work with individual or groups of children to help them achieve success in an area identified by a teacher. They also provide general help in the classroom.</p>

### **Recommendations**

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

- Commence the transition from You Can Do It to PATHS and finalise in 2018
- Formally implement the Protective Behaviours Program from K-6
- Student survey to be completed in Term 2, 2017
- Continue the Chaplaincy Program in 2017

## **SUPPORTIVE ENVIRONMENT**

### **GOALS:**

- *To establish an environment whereby students feel valued and supported.*
- *To promote learning opportunities that are required to meet individual learning needs.*
- *Maintain a high level of attendance*

### **Student Numbers**

#### **Attendance % - Primary Year Levels**

	PPR	Y01	Y02	Y03	Y04	Y05	Y06
<b>2014</b>	92%	95%	93%	95%	94%	95%	
<b>2015</b>	94%	94%	94%	96%	96%	94%	96%
<b>2016</b>	95%	95%	95%	96%	94%	94%	96%
<b>WA Public Schools 2016</b>	92%	92%	93%	93%	93%	93%	93%

Kinross PS continues to perform above the average of the state in all areas for attendance.

	Regular	At Risk		
		Indicated	Moderate	Severe
<b>2014</b>	80.3%	16.6%	2.5%	0.3%
<b>2015</b>	84.1%	13.6%	1.7%	0.4%
<b>2016</b>	85.7%	11.8%	2.2%	0.1%
<b>Like Schools 2016</b>	81.9%	14.1%	3.3%	0.5%
<b>WA Public Schools</b>	77.0%	15.0%	6.0%	2.0%

Kinross PS continued to maintain excellent attendance in 2016 against like and WA schools

## REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> <li>• Use increased flexibility to better match school programs to student needs.</li> <li>• Utilise outside agencies and resources to assist in identifying and developing plans to meet the needs of students.</li> <li>• Continue the scheduled Student Services Leadership team meetings for individual case management.</li> <li>• Review whole school behaviour management plan.</li> <li>• Monitor and review student attendance and continue case management to maintain a high level of student attendance.</li> <li>• Continue to maintain and review the National Quality Standard Western Australian Education Early Years K-2.</li> </ul>	<p>The one-line budget was used to plan for a remediation and extension teacher to carry out intervention in Literacy using the Cars and Stars program, Direct Instruction Program and integrated programs in the afternoon for extension.</p> <p>Outside agencies were utilised on a needs basis. This included Therapy Focus, West Coast language Development Centre, School Psychology Services, CPFS (Child Protection). Student services leadership meetings were held each Thursday morning at 8.30am.</p> <p>A review of the Behaviour Management Plan will be conducted in 2017.</p> <p>Attendance was monitored regularly and we maintained a high level of attendance.</p>

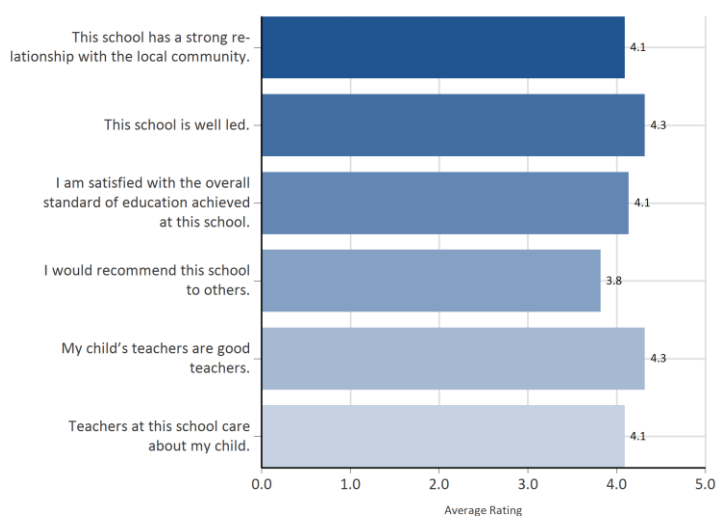
## PRIORITY TWO—Engaging with the School Community

### PARTNERSHIPS

#### GOALS:

- *Kinross Primary School will be a fully cooperative school within the Coastal Cluster of Schools.*
- *Establish positive relationships and a sense of community to encourage valuable contributions and enhance student learning.*

#### PARENT SURVEY RESULTS



The parent survey completed in 2016 showed that the school has strong relationships with the school community achieving a rating of 4.1. Parents also rated the staff and leadership of the school highly achieving ratings of 4.3.



## REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"><li>• Develop and embed the operational guidelines reflective of the five schools within the coastal cluster.</li></ul>	The Coastal Cluster continued to work closely with each other throughout 2016. A highly successful conference was held at Mindarie College for all staff of the schools. The theme was ICT and Social Media.
<ul style="list-style-type: none"><li>• Encourage family and the wider community involvement in the school.</li></ul>	The Fathering Group was established in 2016. This has promoted the role of fathers in their children's lives, particularly at school. The Fathering Group is now a sub-group of the P&C. Two picnics were held during the year to invite parents into the school to have lunch with their children. These were very successful and will be continued in 2016. Parents continued to run the very successful Breakfast Club each week. A new venue will need to be identified for 2017, as the school will be losing the demountable from the K/P area. The P&C continued to be an active part of the school community and raised valuable funds for many projects, including the air-conditioning of the demountables. The community was also involved in supporting the Waste Wise initiative at Kinross PS, by participating in monthly challenges. Kinross remains an active school community that promotes positive relationships amongst all stakeholders.

### **Recommendations:**

- A continued focus on developing the Fathering Group and building relationships between fathers within the school
- Look for opportunities and projects that involve the community in the life of the school
- Investigate a site for Breakfast Club
- Continue to maintain good communication between staff and parents

## **PRIORITY THREE: Enabling, Distributing and Sustaining Leadership**

### **LEADERSHIP**

#### **GOALS:**

- *The school board will have an identified high profile within the school community and will contribute significantly to the overall governance of the school.*
- *Provide staff with opportunity to become leaders and facilitators of Professional Learning within the school to further develop expertise across the staff.*

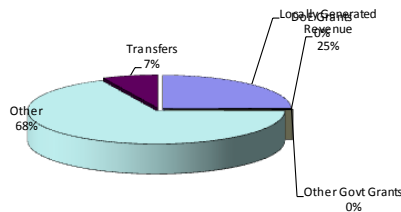
## REVIEW OF STRATEGIES

STRATEGIES	MONITORING
<ul style="list-style-type: none"> <li>Promote the school board through school communications.</li> </ul>	<p>The Kinross School Board was enhanced with new memberships, particularly from the school community. Two representatives from Edith Cowan University joined the Kinross Board, Ms Julie Wren and MS Janeen Thomsett. A new Chair was elected from the school community, Mr Jarryd Evans. Mr Steve Massey, parent, also joined the Board. The Kinross PS Board has strengthened the connections and purpose of the Board in 2016 and continues to enhance and support the implementation of the Kinross PS Business Plan.</p> <p>In 2016 the Kinross School Board was introduced to the school community through articles in the school newsletter and by writing individual profiles on each member of the board. Members of the School Board were also involved with the P&amp;C and Fathering Project. This encouraged links to be made between the various groups. A School Board dinner will be held in early Term One 2017.</p>
<ul style="list-style-type: none"> <li>Provision of PL to teacher leaders in school priority areas.</li> </ul>	<p>Various opportunities were provided to staff to attend PL throughout the year and a number of staff presented at staff meetings for their colleagues. The Professional Learning communities continue to be enhanced at Kinross PS through collaborative weekly meetings and various committees including Literacy, Mathematics, HASS, Science, ICT, Wastewise and the Sunshine Committee. A distributed leadership model will continue to be developed in 2017.</p>

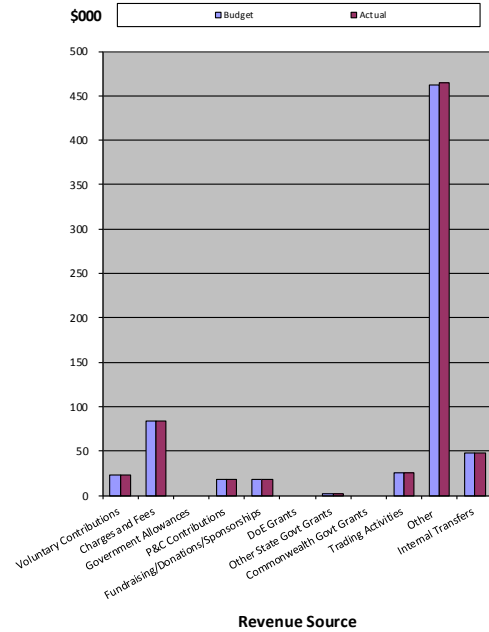
## School Financial Summary 31st December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 22,983.25	\$ 23,094.20
2	Charges and Fees	\$ 83,611.48	\$ 83,849.48
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 18,025.00	\$ 18,025.00
5	Fundraising/Donations/Sponsorships	\$ 18,318.57	\$ 18,490.21
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ 1,999.09	\$ 1,999.09
8	Commonwealth Govt Grants	\$ -	\$ -
9	Trading Activities	\$ 26,049.02	\$ 26,049.02
10	Other	\$ 462,741.24	\$ 464,620.10
11	Internal Transfers	\$ 47,804.59	\$ 47,804.59
	<b>Total</b>	<b>\$ 681,532.24</b>	<b>\$ 683,931.69</b>
	<b>Opening Balance</b>	<b>\$ 151,017.53</b>	<b>\$ 151,017.53</b>
	<b>Total Funds Available</b>	<b>\$ 832,549.77</b>	<b>\$ 834,949.22</b>

Current Year Actual Revenue Sources

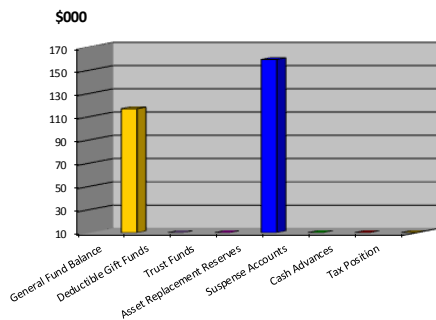


Revenue - Budget vs Actual

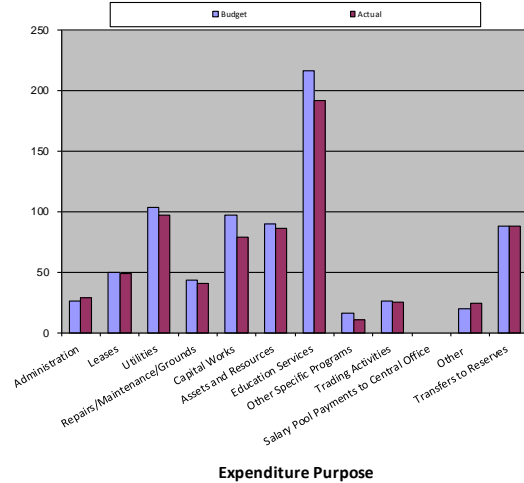


	Expenditure	Budget	Actual
1	Administration	\$ 25,644.43	\$ 28,985.36
2	Leases	\$ 49,915.00	\$ 48,534.89
3	Utilities	\$ 103,428.04	\$ 96,385.14
4	Repairs/Maintenance/Grounds	\$ 43,371.91	\$ 40,577.14
5	Capital Works	\$ 97,150.00	\$ 79,030.42
6	Assets and Resources	\$ 89,676.68	\$ 86,209.42
7	Education Services	\$ 215,728.90	\$ 191,410.62
8	Other Specific Programs	\$ 15,566.00	\$ 10,611.92
9	Trading Activities	\$ 26,049.02	\$ 24,596.78
10	Salary Pool Payments to Central Office	\$ -	\$ -
11	Other	\$ 19,470.41	\$ 23,929.37
12	Transfers to Reserves	\$ 88,025.00	\$ 88,025.00
	<b>Total</b>	<b>\$ 774,025.39</b>	<b>\$ 718,296.06</b>

Cash Position



Expenditure - Budget vs Actual



<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 268,666.40</b>
Made up of:	\$ -
1 General Fund Balance	\$ 116,653.16
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 159,027.24
5 Suspense Accounts	\$ -
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 6,814.00
<b>Total Bank Balance</b>	<b>\$ 268,666.40</b>