



# **Kinross PS**

## **Annual Report 2019**

## ***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.

2019 was another highly successful year at Kinross PS. The new Kinross PS Business Plan was developed in collaboration with the school community and new targets were set for another 3 years. The Kinross PS Business Plan informs our school direction and focus for the next two to three years. Our major focus will be on improving achievement in Numeracy and enhancing teacher pedagogy in catering for students that require extension, including students who are identified as gifted and talented. Creativity and problem solving will also be enhanced across the school.

A major new research-based program, Sounds Write, was implemented in 2019 in Pre-Primary and also utilised in remediation programs for identified students in Years 1, 2 and 3. In 2020, the program will also flow into Year 1 and further remediation programs will be provided for students in Years 4-6. Data has highlighted the huge impact this program is making in early childhood literacy achievement.

Mathematics was a focus for 2019. Teachers participated in First Steps Training and professional learning in teaching maths through problem solving and use of games and manipulatives. Maths resource boxes were developed for all classroom teachers. These will be added to in 2020.

Planning for a new Kinross Family Centre commenced in 2019. Construction will commence in January 2020 and should be completed by July. OSHC (Out of School Hours Care) and Vacation Care will run from this building and health services will be available in the second half of the year. This may include Occupational Therapy, School Nurse and Speech Therapy. Funds raised from OSHC will be injected back into the school to improve infrastructure and learning programs. Work has commenced on upgrading the K/P Playground with a new bike track completed in Term 4. Further enhancements will be carried out over the life of the new Business Plan. New carpet was placed in the music room, refrigerated air-conditioning was placed in the school library and painting of the exterior of the school commenced. Aboriginal artwork was added to Waabiny Playground utilising indigenous artists who collaborated with our students to produce the artwork.

There were many special events held throughout the year including events such as Harmony Week, Science Week, Book Week, Sporting Carnivals, One Big Voice, WAGSM, Year 6 Camp and Community Carols. Many of these events are elaborated on in this annual report.

The Kinross School Board and the Kinross P&C continued to work hard for our school community and I would like to thank all members for their continued and valuable support. It is with excitement I would like to announce it is Kinross Primary School's 25<sup>th</sup> Anniversary in 2020. A committee has been established to lead our school in various projects and activities throughout the year. I look forward to celebrating this milestone with the whole Kinross community.

I hope you enjoy reading this report to reflect on and remember a highly successful 2019.

Yours sincerely,



Therese Gorton  
Principal

## 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 Primary School commenced operations in 1995 and became an Independent Public School in 2013. 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.

Kinross Primary School (KPS) prides itself on nurturing the educational, physical, social and emotional well-being of all its students ensuring they are well equipped for the essential skills required to become lifelong learners. By providing a safe and supportive environment we are committed to enabling our students to discover more about themselves and their world, growing into responsible citizens well-equipped to embrace the demands of 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 distributed leadership approaches. Kinross is widely acknowledged as an effective, progressive and community-minded school.

## WHOLE SCHOOL PEDAGOGY

### Our Mission

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

## Our Vision

At Kinross Primary School we provide an innovative, engaging and inclusive learning environment where we strive for our personal best and excellence in everything we do. We aspire to create collaborative partnerships across the whole school community. The school is committed to providing a safe and supportive learning environment to nurture our students and enable them to build their emotional, social and physical well-being. We aim to inspire a love of learning and provide a quality education that provides a strong foundation for students to adapt continuously in an ever changing world.

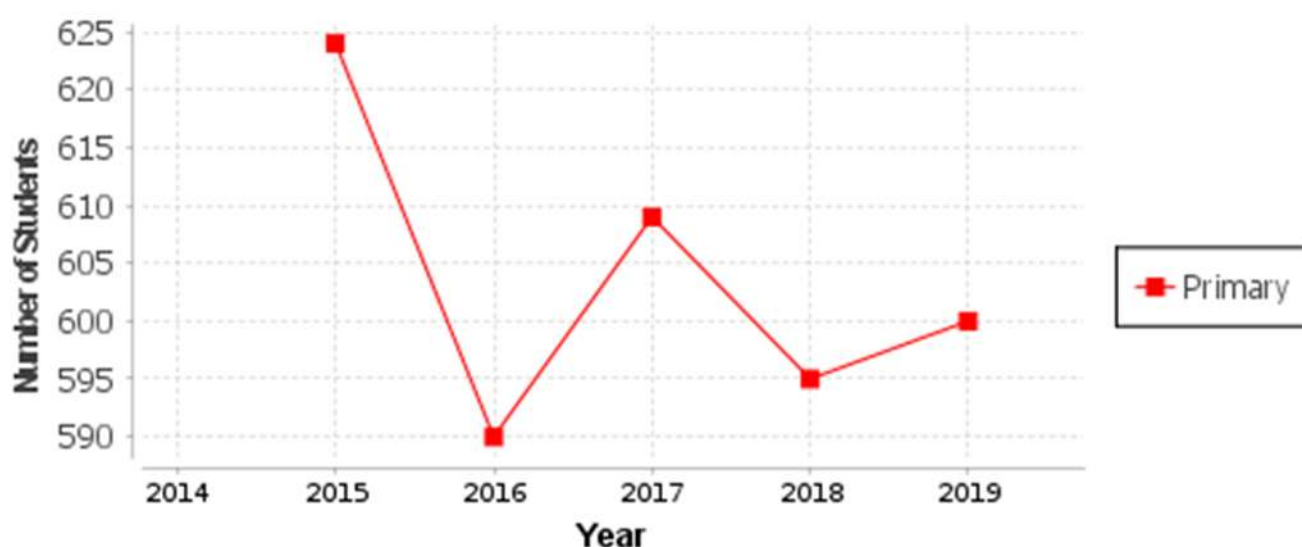
## Whole-School Approaches and Practices

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

### ENROLMENT TRENDS

	2015	2016	2017	2018	2019
Primary (Excluding Kin)	624	590	609	595	600
Total	624	590	609	595	600

### Semester 1 Student Numbers



There was a small increase in numbers for 2019. However, numbers are generally stable over recent years.

## PARTNERSHIPS AND LEADERSHIP

Kinross PS actively promotes the ideals of leadership for both the students and staff of the school. There is a strong belief throughout the school that enabling people to take on positions of responsibility provides avenues for greater commitment, purpose and expectation. All staff members are encouraged to partake of leadership opportunities both within the school and in other areas. Leadership opportunities presented to staff include those of Team Leader for each year level, Curriculum Leaders, Cost Centre Managers and acting positions that may occur during the year. Succession planning is an important cornerstone of leadership opportunities presented to staff and all staff members are encouraged to seek opportunities for further development. Teachers are assisted in applications for Senior Teacher and Level Three Classroom Teacher and encouraged to take on extra responsibilities within the school.

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. Additionally, Faction Captains are voted in by their peers. Faction Captains work closely with the PE teacher throughout the year, assisting with sporting events and the setting up of equipment. These positions of responsibility are held in high esteem. In addition, a Peer Mediation Program is implemented where students are trained in peer mediation and then work in the playground to help younger students solve any issues they may be having. They also organise activities and take extra equipment into the playground.

Kinross Primary School has developed close links with Kinross College and there is a sharing of both ideas and resources. Students from Kinross College run a Sports Fun Program for our students in Years 4 and our senior students attend special incursions as part of Science Week. We also perform at the Kinross College 'A Night on the Green Music Concert.' The school psychologists are in close contact and share 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.

## *Special Days and Highlights of 2019*

### *Harmony Week*

Each year, Kinross PS participates in the National Day against Bullying and Harmony Week. 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. The school was brightly coloured on the Monday when students and staff all wore brightly coloured, happy clothes to celebrate the opening of Harmony Week. We also opened the week with a special muster where we talked about Harmony Week and watched the school Jump Jam Club and Choir perform our Harmony Week song, under the direction of Mrs Brierley. Students drew chalk murals to reflect the theme of Harmony and participated in a poster competition. Students and parents enjoyed a buddy picnic lunch at lunchtime.





## **Anzac Day**

An ANZAC Assembly was held in the first week of Term 2 to honour the ANZAC soldiers and all those who have died in war. The service, which was hosted by our Head Boy and Head Girl, included a performance from the choir of 'Can you Hear the Children Marching?', poetry readings from a number of our students and was concluded with a whole school performance of 'Lest We Forget'. Special guests were invited to speak and lay the wreaths under the flag. The level of respect students displayed during the service was impressive and noted by all. The Pre-Primary students also attended their own special service to commemorate ANZAC Day. They heard the story of ANZAC Ted and listened to a short talk on ANZAC Day. They also listened to 'The Last Post' and paid their respects to the soldiers lost in war. Students participated in many activities across the school to gain a deeper understanding of the meaning of ANZAC Day and much of this work was on display.



## **STEM**

STEM is a focus at Kinross PS. Two Makerspace Clubs are run at lunch time each week for junior and senior students, in addition to a loose parts hub for the early childhood and junior students. A STEM Week was also planned during the year with a focus on integrating Science, Maths, Engineering and Technology through a variety of engaging and hands-on activities. Students from Pre-Primary to Year Three enjoyed an excursion to Scitech. Staff also worked collaboratively to plan programs each term to promote the STEM subjects. Mathematics has been a focus of the Kinross Business Plan in 2019 and the staff have received professional learning in using diagnostic assessments to successfully cater for the needs of all students through a range of engaging, hands-on learning tasks which promote creativity and problem solving.

## **STEAM AND Science Weeks**

Throughout Term 3, there were multiple opportunities to celebrate the integrated learning areas of STEAM at Kinross Primary School. We celebrated with a STEAM week during Week 3 of Term 3, followed by Science week the week after. To coincide with National Science Week (10-18th August), the Science committee organised several incursions, excursions and activities to promote Science within our school. All students from Pre-Primary to Year 6 attended an excursion at Scitech where they rotated through various activities and were treated to a show at the planetarium which was the highlight for many of them. All students were also treated to a variety of different science and STEAM related activities, including STEAM rotations, a Science Alive incursion and a visit to the local high school for a day of science activities for our senior students. The week was concluded with a special science themed assembly from our Pre-Primary students.



## ***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. We commenced the week with a flag ceremony for the Western Australia and Aboriginal flags. This was followed by a Smoking Ceremony, led by our special guest, Mr Neville Collard who also spoke about the symbolism of the Aboriginal flag and the significance of smoking ceremonies. A smoking ceremony is an ancient custom among Indigenous Australians that involves burning various native plants to produce smoke, which is believed to have cleansing properties and the ability to ward off bad spirits. Ian Bradshaw from the Rotary club also attended the ceremony so we could thank him for donating one of the new flagpoles that are outside the administration building. Students also had an opportunity to taste different bush tucker foods. They tasted emu, crocodile and kangaroo sausages. Many students enjoyed these new flavours and were surprised that they liked them. The students also tasted Illawarra Plum Chutney and Apricot and Quondong Chutney. During the week we also had incursions presented by Nearer to Nature to teach the children about Australia's natural resources. Each class has organised a variety of different activities to celebrate the week including bush walks and making friendship bands.



## ***Colour Run***

Our second Colour Run was a huge success on the last day of Term One. Students, staff and some parents all enjoyed being covered in colours and water while they walked or jogged to a wonderful compilation of music. It was a fun way to finish off a busy term and a great way to fund raise for our school.



## ***Book Week***

Our staff and students had a fabulous week celebrating Book Week in Term 3. At the beginning of the week, our school community was a colourful sight, with a variety of creative costumes worn by staff and students. Students also sang the Book Week song entitled 'Power in Me' at the Monday Muster. A school picnic lunch was held and parents came along to enjoy the sunshine with their child. There were many other activities to promote books and a love of reading throughout the week, including: storytelling, book cover design competitions and year level rotations. Our students were also treated to a visit by published author/illustrator Dr Cameron Stelzer.



### ***Swimming Lessons***

Kinross PS senior students (Years 5 and 6) participated in swimming lessons at Mullaloo Beach for the second time since 2018. The students enjoyed swimming in the ocean and attending the beach in the warmer weather. Students in PP-4 attended lessons at Joondalup Arena later in the year. All the children who attended improved their swimming skills – vital knowledge when we spend so much of our time in and around water.



### ***Drum Beat Program***

DRUMBEAT is an acronym for Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts. It is an evidence-based program with proven social outcomes. This program is aimed at students between Year Three to Year Six and focuses on building positive relationships, developing social skills and self-esteem, and promoting constructive and cooperative behaviours through playing the djembe drum in a friendly, small group setting. A number of small groups of students participated in this program in 2019 and enjoyed the opportunity to perform for the school at musters. The groups also shared their drumming skills with their buddies and spent one session teaching their buddies how to play the djembe.

### ***One Big Voice***

Our Choir (Years 4-6) performed at the One Big Voice Concert in Term 3 on August 30th at the RAC Arena. Our choir performed beautifully in their P&C funded choir uniforms. Kinross PS had one of the largest choirs present, with 84 students singing. Four of our choir students were selected to perform on the stage: two students performed a solo; one was chosen to compere part of the evening and the other student played flute on stage as part of a small orchestra.





## ***WAGSMS***

In Term 3, 75 students from Kinross Primary School performed in the WAGSMS (West Australian Government Schools Music Society) concert at the Crown theatre. These students performed a highly choreographed dance and song routine which involved extensive rehearsals after school every Thursday. Our students performed exceptionally well and our skilled Physical Education teacher, Natalie Kaminski, made our school extremely proud.

## ***Samba Program***

The Year 6 Samba Program is a new initiative that has been introduced to our school this year by the Music Teacher. The P&C kindly purchased a full set of 32 Brazilian Samba instruments at the start of the year and the Year 6 students have been enjoying learning to play the complex, intertwining rhythms of Samba as part of their whole-class music lessons. Some of the students will be performing as part of our 2019 Carols Night and also next year for the school's 25th Anniversary celebrations.



## ***Jump Jam Program and Club***

The Jump Jam program was implemented in 2017. 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. Jump Jam was also held in the undercover area on Monday mornings at 8am for all students to participate in. The Kinross Jump Jam Club participated in the Perth JUMP JAM competition at Kingsway College in Madeley early in Term 4. This is a competitive inter-school event that provides schools an opportunity to showcase students in the artistry of JUMP JAM. Mrs Natalie Kaminski and Mrs Lina Stravens worked hard with the Jump Jam Club throughout the year to prepare them for this event. We had a total of four teams participate in the competition, which involved them training before and after school. It was our second time participating in the competition and we are very proud with our results, with each team placing either 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup>. A fine achievement.

## ***Jogging Club***

Jogging Club continued at Kinross PS this year. Jogging Club is extremely popular with our students, community members and staff, with an average of 160 students each week attending the 30-minute session each Tuesday morning. To celebrate this success and further promote the club, we introduced Jogging Club t-shirts where students can iron on badges to celebrate significant milestones and achievements.

## ***Cross Country Carnivals***

All Kinross students participated in a Faction Cross Country running competition. Many students participated in Jogging Club on a Tuesday morning, which prepares them well for this event. A selected group of year 4, 5 and 6 students represented Kinross Primary at the Gumblossom Invitational Cross Country event. We competed against 6 other schools and ranked 2nd overall. All runners put in a solid training regime for a term, arriving at school early every Friday at 8am, to train with Mrs Kaminski. All our runners had outstanding behaviour and sportsmanship.



### ***Faction Athletics Carnival and Interschool Athletics Carnival***

The Faction Carnival was held on Friday 6th 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. It was a wonderful to bring our local schools together in a fun, active way.

During that week, students also participated in several faction events, such as 200m events, shot put and long jump. Selected students from these events were then chosen to represent the school and participate in an Interschool Athletics Carnival on Friday 13<sup>th</sup> September. Your students competed against six other schools and placed 3<sup>rd</sup> overall. Once again, our students displayed outstanding sportspersonship and our school values.



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

The Wastewise Program was officially established at Kinross Primary School in 2016. The program continues to develop and thrive, engaging students and encouraging them to reduce, reuse and recycle. A focus for 2019 has been on reducing the waste that we create and reusing items where possible. A sustainability themed assembly at the beginning of the year reminded students of the importance of creating a sustainable future for all and of the recycling programs at our school.

A representative from each class attends a Resource Rescuers meeting each week and promotes sustainability and recycling activities in their class. Resource Rescuers give out raffle tickets to students who have a waste free lunch each Wednesday, are responsible for ensuring paper used in their classroom is recycled and collect and count recycling items.

Recycling programs at our school include batteries, oral care products, aluminium cans, soft plastic, paper, plastic writing instruments, mobile phones, bread tags and plastic bottle tops. We advertise in our school newsletter for items that can be reused in classrooms including egg cartons and cardboard rolls.

We continue to feed food waste to our two worm farms and, this year, we introduced two compost bins to the program. The compost and worm castings provide excellent fertiliser for our expanding vegetable garden program. Students have been involved in planting a variety of vegetables and the canteen manager has taught students to cook using vegetables from the garden. A new initiative this year has been the Resource Rescuers Shop. Students sell herbs and vegetables from the school garden to parents before the fortnightly assembly. In collaboration with the Joondalup Health Campus, we also sell batteries from the hospital that have near full charge and can be reused. The shop assists to fund ongoing sustainability programs.



### ***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, flying fox, orienteering and archery. It was the highlight of the year for many of our students. The school conducted substantial fundraising events to bring the cost down. The P&C also contributed over one thousand dollars towards the bus transport.

The camp is a very valuable experience. Teachers encourage students to challenge themselves doing different activities and gain great social skills that wouldn't normally be gained in the classroom or school setting. The feedback from parents is very positive, as children become enthusiastic about future similar events and challenges that they may encounter further in their school career.



### ***Open Afternoon***

On Wednesday 6<sup>th</sup> November the school held an Open Night to enable parents to come in and observe their children's work in classrooms. It was great to see so many parents make the effort to come along and say hello to the classroom teachers. It was a great way to showcase the work being done by our students at Kinross PS.





### ***Outdoor Classroom Day***

On Thursday 7th November, all classes participated in Outdoor Classroom Day. This was our second official Outdoor Classroom Day at Kinross and the weather made the occasion even more special, as everyone could get outside and learn in the wonderful surroundings we have. Teachers planned exciting activities for students using the nature playground, garden and other areas. Many classes worked with their buddy classes and some older students were teachers for the day with younger partners. It was a fantastic day!



### ***Year 6 Graduation***

The year 6 graduation assembly is 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 is held on Thursday 12th 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. This was a great opportunity for our senior students to treat themselves and celebrate putting in a great effort year.

### ***Kinross Fun Day***

This year we hosted a Kinross Fun Day for all our students from P-6 on Tuesday 11<sup>th</sup> December. Juniors participated in the morning and seniors in the afternoon. This was a fun way to celebrate a wonderful year and to reward the students for their work through the year. This was sponsored by the Kinross P&C, Woolworths and Kinross IGA. All students will receive a free sausage sizzle and drink. They also participated in many exciting activities including water slides, bouncy castles, sumo suits and more.



### ***Community Christmas Performances***

Our Choir performed, along with a Ladies Choir, at Currambine Community Centre on the morning of December 2nd for a Community Christmas Concert.





## ***Carols Night***

A large community event was organised in the last week of the school year to bring families together. The Kinross PS Christmas Carols Evening was held at the front of the school and the Kinross PS Choir performed for the community. There were also other special performances from year groups including kindergarten students who were dressed like angels and shepherds. The Jump Jam Club also performed a Christmas flavoured dance routine. It was a highly enjoyable night and highly attended by many families



## ***DATA ANALYSIS SUMMARY 2019***

At Kinross PS, data collection and analysis is an important aspect of our work. Datasets direct our decision-making, and ensure our practise is evidence-based. Should the data reveal that students do not seem to know what they are expected to know, understand it, or use it, we must examine our teaching strategies, curriculum design, and possibly our expectations of students. At Kinross PS, teachers draw on data to guide student learning, find answers to important questions and analyse reflect together on teaching practice.

Data is one of the most powerful tools to inform, engage, and create opportunities for students along their education journey—and it's much more than test scores. Data helps us make connections that lead to insights and improvements. Therefore, Kinross PS collects a range of data to support our decision-making in order to strive for school improvement.

In 2019, Kinross PS developed a new Kinross PS Business Plan, based on the data review from 2018. The Kinross PS Board and staff collaborated to write the new plan and endorsed it in Term 3, 2019. New targets have been identified and the school is now implementing strategies to achieve them.

Many of the targets set were based on NAPLAN scores in Literacy and Numeracy. NAPLAN test results provide information on how students are performing in the areas of literacy and numeracy and support improvements in teaching and learning. The data from NAPLAN test results gives schools and systems the ability to measure their students' achievements against national minimum standards and student performance in other states and territories. On setting these targets and setting our strategic direction we focus on these questions:

***What do we know that we can already do to achieve these targets?***

***What do we need to learn to do so that we can achieve these targets? What will we do differently to ensure targeted improvements are made?***

While change can come from short term focus on a particular area, in reality there is a limit to how much sustainable improvement can come this way alone, or just from greater effort. Lasting change will generally come from investment in professional learning and improved leadership and classroom practices. Therefore, at Kinross PS, we are always striving to improve our teaching practice through peer observations and sharing, professional learning, coaching opportunities and networking.

***It is important to note that NAPLAN data is only one source of the information that we use to measure our student and school success.*** We value our teacher judgements and observations and believe students should be evaluating their own learning and set goals for improvement based on quality feedback. We believe our students need to grow and develop in all domains. It is imperative they are provided with the necessary social, emotional and physical training and programs to develop emotional and physical well-being, creativity, personal success and positive relationships. We believe in nurturing the whole child.

This section of the Annual Report aims to monitor progress towards achieving our targets and provides a simple snap shot of the data our school collects each year.

## **GENERAL INFORMATION**

Kinross PS has an ICSEA Score of 1039 and a transiency rate of 8.5% in 2018. This has decreased from 12% in 2014. In Semester 2, 2018, 662 students were enrolled full time at Kinross PS. 126 students were recognised as having a learning disability (19%). 5 students (0.8%) were identified as Aboriginal. In 2018, the attendance rate was excellent with above average rate of 94%. 86% of students attend regularly for 90% or more at the end of the year. General behaviour is good with a low suspension rate of 0.8% in 2018.

## **PRIORITY ONE: STUDENT ACHIEVEMENT AND PROGRESS**

### **ACADEMIC ACHIEVEMENT: NUMERACY**

#### ***DATA COMPARISONS AGAINST AUSTRALIAN, WA AND LIKE SCHOOL MEANS***

##### **YEAR 3 NUMERACY NAPLAN**

Year 3 Numeracy	2016	2017	2018	2019
All Aust Mean	402	409	408	408
All WA Mean	395	402	403	405
Like Schools Mean	407	411	409	411
School Mean	398	415	427	404

The school mean dropped in 2019 with this cohort. Numeracy will continue to be a focus in 2020 and 2021.

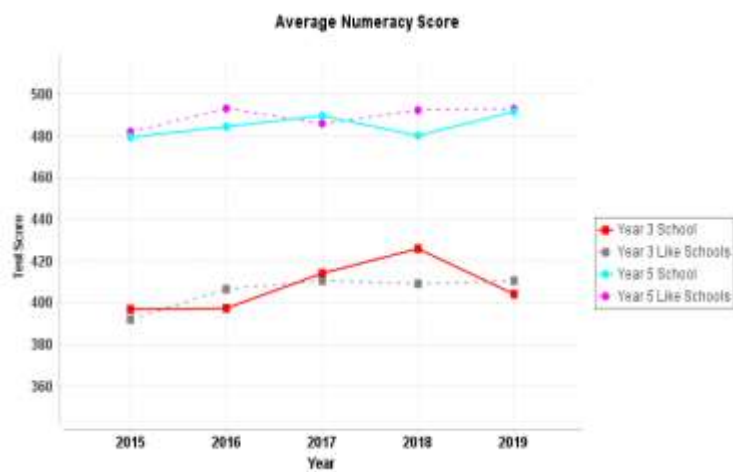
##### **YEAR 5 NUMERACY NAPLAN**

Year 5 Numeracy	2016	2017	2018	2019
All Aust Mean	493	494	494	496
All WA Mean	486	489	490	492
Like Schools Mean	493	486	493	493
School Mean	485	490	480	492

The Year 5 mean matched the WA mean and closed the gap on the Australian mean. The middle years will continue to be an area of focus in 2020 and 2021.

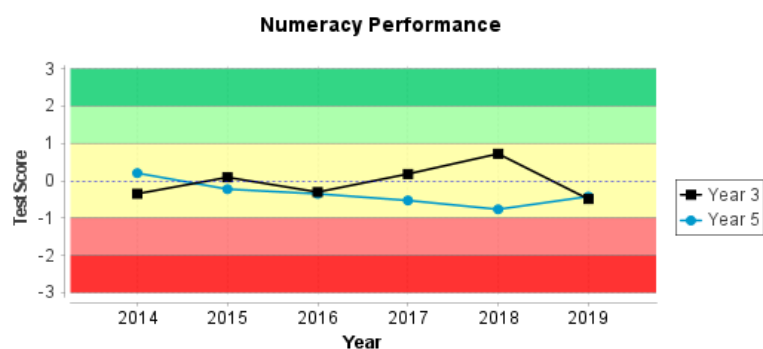


## TRENDS AGAINST LIKE SCHOOLS



Year 3 performance has steadily increased since 2016 against like schools; however, dropped below like schools in 2019. Year 5 students performed better than the 2018 cohort, nearly matching like schools. Numeracy is a continuing focus at Kinross PS.

## YEAR 3 AND 5 COMPARATIVE PERFORMANCE



Year 3 student performance declined in 2019, remaining within +1/-1 standard deviation of the expected school performance.

Year 5 performance increased in 2019, with achievement remaining within the +1/-1 standard deviation of expected school performance.

## COMPARISONS WITH WA AND LIKE SCHOOLS

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

WA Public Schools	Year 3 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	25%	28%	18%	23%	19%	23%
Middle 60%	67%	62%	65%	66%	66%	63%
Bottom 20%	8%	10%	17%	11%	16%	14%

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

WA Public Schools	Year 5 Numeracy					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	21%	15%	17%	18%	20%	21%
Middle 60%	66%	61%	76%	66%	66%	65%
Bottom 20%	13%	24%	7%	16%	14%	14%

In 2018, Year 3 students performed worse than like schools and WA Schools with 17% in the bottom 20% and 18% in the top 20%. In Year 5, our students showed improvement with only 7% in the bottom 20%. However, only 17% of students performed in the top 20%. Extension will be a focus for 2020.

### **NUMERACY TARGETS FROM NEW KINROSS PS BUSINESS PLAN**

In Year 3 and Year 5, the mean to be at or above that of WA and Australian schools in Numeracy.  
(CURRENTLY NOT ACHIEVED)

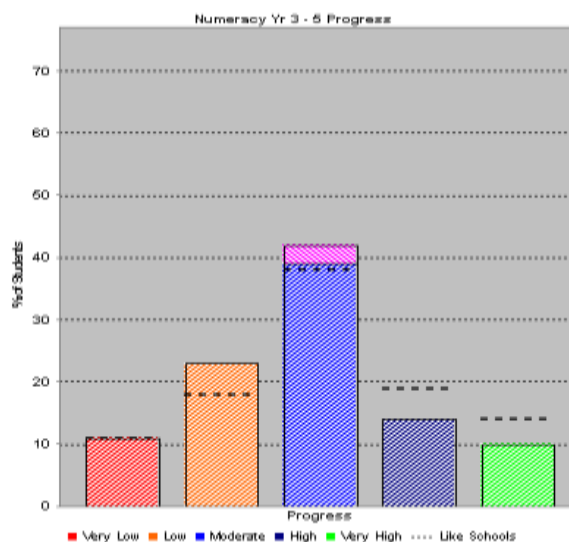
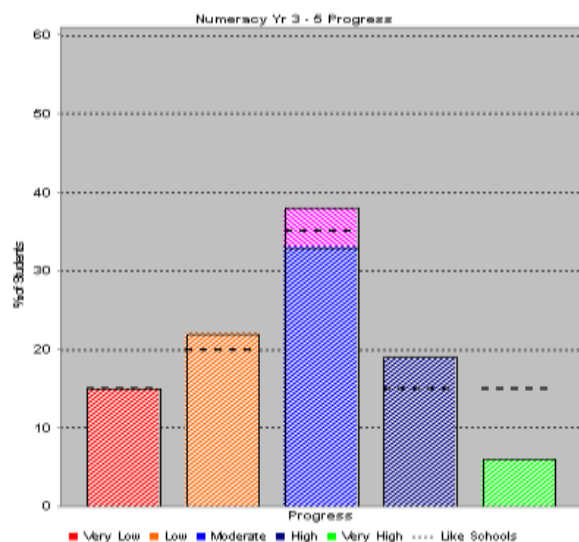
To arrest the downward trend in Year 5 Numeracy (CURRENTLY ACHIEVING)

To reduce the percentage of students achieving very low or low progress in Numeracy and increase the percentage of students making high or very high progress aiming to match or exceed like schools in Years 3 and 5. (The percentage of students having low or very low progress has decreased by 6% in 2019. However, Kinross PS has not matched like schools. The percentage of students achieving high or very high progress also needs to be increased.)



2018

2019



Year	Students Tested	Very High Progress	High Progress	Total (V.High and High)	Very Low Progress	Low Progress	Total (V.Low and Low)
2018	85	5 (6%)	16 (19%)	25%	13 (1)	19 (22%)	38%
2019	75	7 (9%)	10 (13%)	23%	8 (11%)	16 (21%)	32%

## REVIEW OF STRATEGIES

ASPIRATIONS/STRATEGIES	MONITORING
Continued commitment to, and use of whole school approaches & Kinross PS Scope and Sequence documents in Numeracy.	All staff have access to these documents. Most staff are using these documents effectively; however, there needs to be more consistent use in some year levels. New manipulatives were purchased for each classroom with a Numeracy box being provided. The resources will be added to in 2020.
A strong focus on improving the teaching of Numeracy through collaboration, professional learning and developing teacher understanding of numeracy development in children eg First Steps, current research	All staff commenced training in First Steps Maths focusing on Understand Number. Staff have commenced using diagnostic assessment to inform teaching and learning and are using the RTI model to cater for individual needs. A focus for next year will be extending more academically able students. Staff will also identify those students not achieving at a satisfactory level and track them closely.
Maintain and continue to improve the explicit teaching of Numeracy, with a focus on problem solving and real world application	A problem solving scope and sequence document was developed to ensure consistency across year levels. This was fully implemented in 2019.  Workshops were presented based on the work of Dr Paul Swan, including the use of games to enhance learning and engagement.

Implement strategies and an extension program to meet the differentiated needs of academically capable students.	More work is needed to extend academically capable students to increase the percentage of students achieving in the top 20%. This will be a major focus for 2020 and 2021.
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## **RECOMMENDATIONS**

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

- Continued focus on explicit teaching of problem solving strategies from P-6.
- Deliver a differentiated curriculum that meets the needs of individual students, with a focus on extension, utilising the RTI model
- A strong focus on using hands-on maths and whole school processes to improve results in the senior years
- All staff to teach whole school numeracy vocabulary and language, according to the Kinross scope and sequence documents
- Continue use of daily warm-ups for revision and basic facts
- Whole school use of diagnostic assessment to inform teaching and learning
- Staff to complete First Steps in Maths training
- 

## **ACADEMIC ACHIEVEMENT : LITERACY**

### **YEAR 3 LITERACY NAPLAN**

Year 3 Reading	2016	2017	2018	2019
All Aust Mean	426	506	434	432
All WA Mean	416	499	423	421
Like Schools Mean	427	427	433	430
School Mean	420	502	452	434

All means exceeded in Reading.

Year 3 Writing	2016	2017	2018	2019
All Aust Mean	421	414	407	423
All WA Mean	416	410	400	416
Like Schools Mean	425	415	406	423
School Mean	434	428	435	434

All means exceeded in Writing.

Year 3 Spelling	2016	2017	2018	2019
All Aust Mean	420	416	418	419
All WA Mean	412	409	411	407
Like Schools Mean	423	414	413	415
School Mean	426	430	438	422

All means exceeded in Spelling.

Year 3 Grammar	2016	2017	2018	2019
All Aust Mean	436	439	432	440
All WA Mean	425	429	424	429
Like Schools Mean	440	432	434	442
School Mean	438	448	449	444

All means exceeded in Grammar.

#### YEAR 5 LITERACY NAPLAN

Year 5 Reading	2016	2017	2018	2019
All Aust Mean	502	506	509	506
All WA Mean	495	499	502	497
Like Schools Mean	499	500	503	507
School Mean	496	502	509	516

All means exceeded in Reading.

Year 5 Writing	2016	2017	2018	2019
All Aust Mean	475	473	465	474
All WA Mean	470	469	460	480
Like Schools Mean	476	472	462	472
School Mean	482	480	465	480

All means matched or exceeded in Writing.

Year 5 Spelling	2016	2017	2018	2019
All Aust Mean	493	501	503	474
All WA Mean	488	498	500	495
Like Schools Mean	497	496	499	500
School Mean	513	523	511	518

All means exceeded in Spelling.

Year 5 Grammar	2016	2017	2018	2019
All Aust Mean	505	499	504	499
All WA Mean	499	492	500	491
Like Schools Mean	506	491	507	499
School Mean	512	508	507	502

All means matched or exceeded in Grammar.

## TRENDS AGAINST LIKE SCHOOLS: READING



Students in Years 3 and Year 5 continue to perform above like schools in Reading. Reading has been a focus in the school for the past three years and we are now seeing the results. Whole school guided reading, inference training and repeated reading and the use of remediation programs have been effective at driving improvement.

## YEAR 3 AND 5 COMPARATIVE PERFORMANCE: READING



Year 3 reading performance declined in 2019 compared to the previous two years. Results for Year 5 continue to improve in Reading. Kinross is within the expected standard deviation of +1/-1.

## COMPARISONS WITH WA AND LIKE SCHOOLS: READING

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

WA Public Schools	Year 3 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	21%	24%	19%	27%	23%	22%
Middle 60%	67%	68%	67%	58%	63%	63%
Bottom 20%	12%	9%	14%	16%	14%	15%

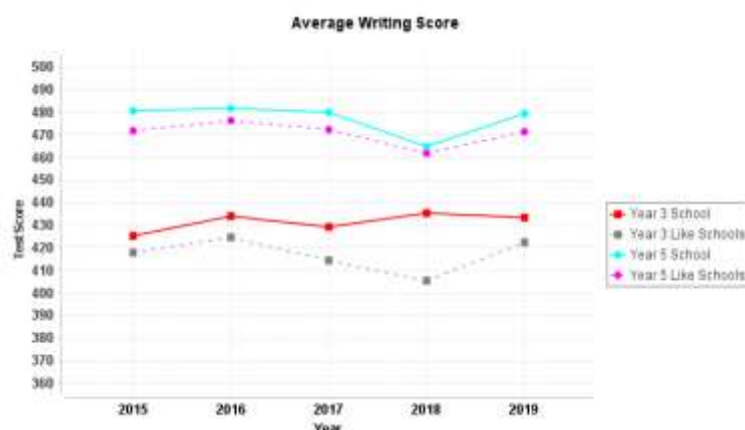


### Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Reading					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	24%	26%	26%	23%	22%	23%
Middle 60%	63%	56%	68%	63%	62%	63%
Bottom 20%	13%	18%	6%	14%	16%	14%

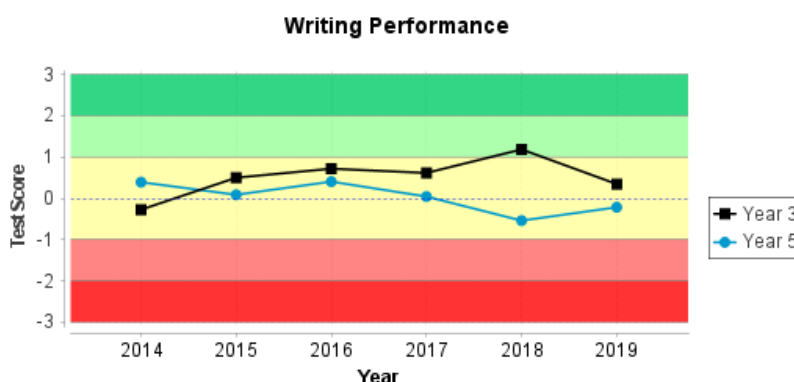
In 2018, Year 3 students performed better than WA and like schools, with fewer students in the bottom 20%. However, there were less students achieving in the top band of 20%. In Year 5, there were more students in the top 20% compared to WA schools and like schools and only 6% in the bottom 20%.

### TRENDS AGAINST LIKE SCHOOLS: WRITING



Students in Years 3 and 5 continue to perform above like schools in Writing. Kinross PS implements the Talk 4 Writing Program across the school from K-6. There will be a renewed focus on this next year to ensure this work is maintained.

### YEAR 3 AND 5 COMPARATIVE PERFORMANCE: WRITING



There was a decline in Writing in Year 3 for 2019. In Year 5, there has been an increase in performance in Writing. Kinross PS is in the expected standard deviation of +1/-1. A renewed focus to be made on Talk 4 Writing for 2020.

### COMPARISONS WITH WA AND LIKE SCHOOLS: WRITING

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

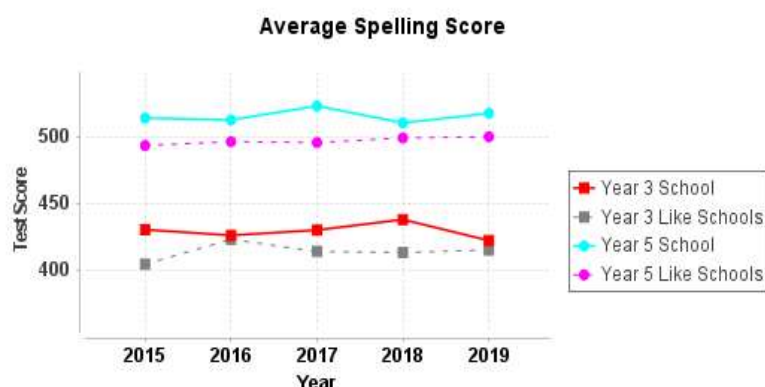
WA Public Schools	Year 3 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	25%	25%	16%	24%	15%	13%
Middle 60%	72%	71%	77%	64%	73%	73%
Bottom 20%	3%	4%	6%	12%	12%	14%

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

WA Public Schools	Year 5 Writing					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	26%	25%	15%	23%	16%	16%
Middle 60%	68%	54%	78%	65%	67%	70%
Bottom 20%	6%	21%	7%	12%	16%	14%

In Writing, Year 3 students performed better than like schools, achieving only 6% of students in the bottom 20% and 16% in the top 20%. In 2019, Year 5 students had a lower percentage of students achieve in the bottom 20% than WA and like schools, but only 15% achieved in the top 20%. Extension will be a focus for Kinross PS in 2020.

### TRENDS AGAINST LIKE SCHOOLS: SPELLING



Kinross continues to perform better than like schools in Spelling. However, the Year 3 cohort performance declined in 2019. Kinross PS has introduced the Sounds Write Program in Pre-Primary this year. This will be expanded on in 2020 extended to Year 1. This program is showing good results and we are anticipating it will impact positively on our results in future years.

### YEAR 3 AND 5 COMPARATIVE PERFORMANCE: SPELLING



The Year 3 cohort declined in performance for 2019. However; there is an increasing trend in Spelling in Year 5. Both year levels are achieving at expected levels.

### **COMPARISONS WITH WA AND LIKE SCHOOLS: SPELLING**

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

WA Public Schools	Year 3 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	25%	27%	14%	19%	19%	20%
Middle 60%	69%	67%	75%	68%	64%	64%
Bottom 20%	5%	6%	10%	13%	18%	16%

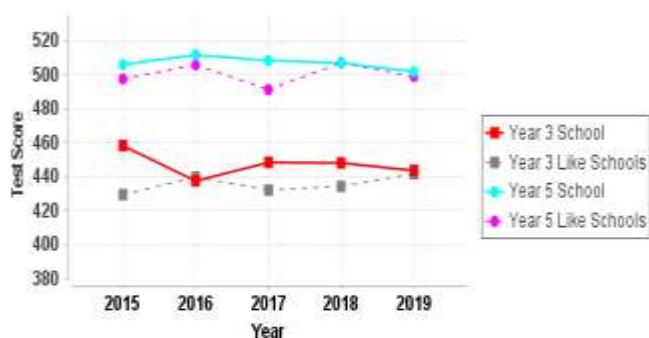
Percentages of students in top 20%, middle 60%, bottom 20% of the WA Public Schools and among Like Schools

WA Public Schools	Year 5 Spelling					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	28%	29%	22%	19%	20%	22%
Middle 60%	67%	55%	73%	65%	65%	62%
Bottom 20%	5%	16%	5%	16%	15%	16%

Students in Years 3 and 5 performed better than WA and like schools in Spelling in 2019 with less students in the bottom 20% for both year levels. Year 5 matched like schools in the top 20%; however, Year 3 had less students in the top 20% than like schools.

### **TRENDS AGAINST LIKE SCHOOLS: GRAMMAR AND PUNCTUATION**

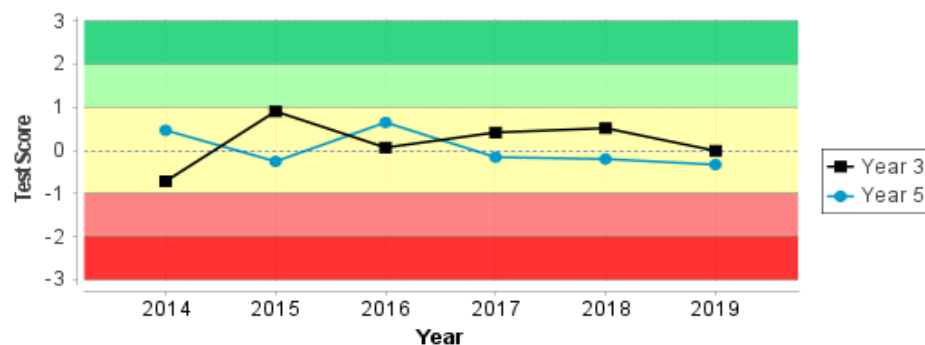
Average Grammar &amp; Punctuation Score



There is generally consistent achievement in Year 3 and 5 in Grammar with results either matching or exceeding like schools. A revised focus on Grammar will occur in 2020, with explicit links made to Talk 4 Writing.

### YEAR 3 AND 5 COMPARATIVE PERFORMANCE: GRAMMAR AND PUNCTUATION

Grammar &amp; Punctuation Performance



Consistent results have been achieved in Year 3, with a slight decreasing trend. In Year 5, results have been consistent. Results are in the expected range.

### COMPARISONS WITH WA AND LIKE SCHOOLS: GRAMMAR AND PUNCTUATION

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

WA Public Schools	Year 3 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	25%	28%	23%	22%	22%	22%
Middle 60%	67%	62%	62%	63%	65%	62%
Bottom 20%	8%	10%	14%	15%	13%	15%



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

WA Public Schools	Year 5 Grammar & Punctuation					
	School			Like Schools		
	2017	2018	2019	2017	2018	2019
Top 20%	33%	25%	16%	21%	20%	21%
Middle 60%	58%	56%	74%	67%	65%	65%
Bottom 20%	9%	19%	10%	12%	15%	14%

Students in Years 3 performed better than WA and like schools in 2019. In Year 5 less students performed in the top 20% than WA and like schools. However, only 10% performed in the bottom 20%, compared to 14% of like schools.

#### Student Progress and Achievement Compared with Like Schools

NAPLAN Year 3 2017 to Year 5 2019



Student progress and achievement from Years 3 to 5 for the Year 5 2019 cohort, leans to the higher achievement category, except in Mathematics compared to like schools. However, the amount of progress is generally lower except for Reading and Spelling. This is due to very good results being achieved in Year 3. Kinross staff will be exploring strategies for extension in 2020 to increase progress from Year 3 to Year 5.

#### LITERACY TARGETS FROM KINROSS PS BUSINESS PLAN

In Year 3 and Year 5, the mean to be at or above that of WA, Australian schools and like schools in Reading, Writing, Spelling, Grammar and Punctuation. (CURRENTLY ACHIEVING-MAINTAINING)

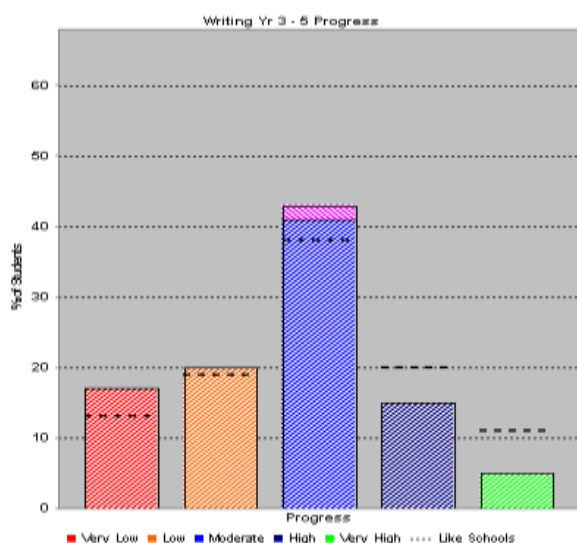
To arrest the downward trend in Year 5 NAPLAN in Writing, Spelling and Grammar. (CURRENTLY ON TARGET TO ACHIEVING IN WRITING AND SPELLING, NOT GRAMMAR)

To reduce the percentage of students achieving very low or low progress in Writing in Year 5 and increase the percentage of students making high and very high progress aiming to match or exceed like schools.

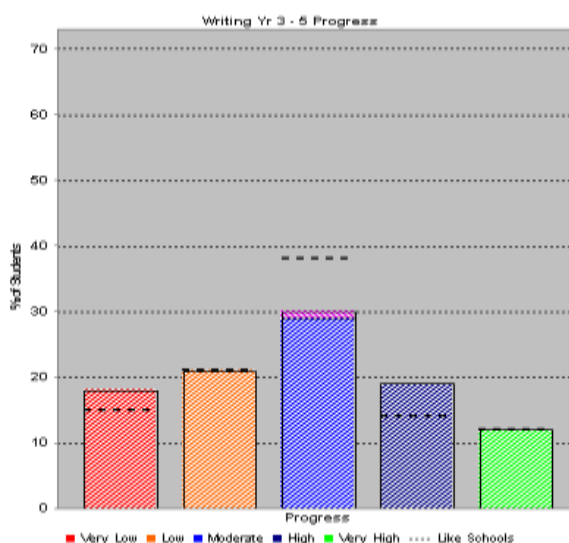
(The percentage of students having low or very low progress has decreased by 24% in 2019. The percentage of students achieving high or very high progress has increased by 11%. We are now matching

like schools in the high and very high categories; however, still need to reduce the percentage of students in the low to very low categories against like schools)

2018



2019



Year	Students Tested	Very High Progress	High Progress	Total (V.High and High)	Very Low Progress	Low Progress	Total (V.Low and Low)
2018	95	4 (4%)	13 (14%)	18%	15 (16%)	17 (18%)	54%
2019	82	9 (11%)	15 (18%)	29%	14 (17%)	16 (21%)	30%

## REVIEW OF LITERACY STRATEGIES

ASPIRATIONS/STRATEGIES	MONITORING
Maintain and strengthen the explicit teaching of literacy.	All staff have implemented Guided Reading, Inference Training and Repeated Reading across the school. Literacy Based Units are being introduced in the senior years, integrating Literacy with HASS. The explicit teaching of reading strategies is to be maintained across the school in 2019. Sounds Write was introduced in Pre-Primary. Remediation groups were run for students in Years 1-3, utilising this program. Staff PL was provided in Term 4 2018 for relevant staff. Further staff to be trained for 2020. Continue to maintain existing programs.
Differentiation of curriculum, through group and/or one-on-one learning, to support the individual needs of students. A continued focus on the Response to Intervention Model, with professional learning provided in teaching the gifted and talented.	Remediation groups were run for students in Years 1-3, utilising the Sounds Write Program. Qualified Special Needs EAs worked with each group 4 x each week.  Teachers continue to refine the use of the RTI model. However; a more explicit focus on extension will be required in 2020. Professional learning in catering for gifted and talented and more academically able students will be timetabled for 2020. Leaders have been identified to facilitate this focus for 2020.

A strong focus on oral and vocabulary development in K/P.	Kindergarten and Pre-Primary teachers focus heavily on speaking and listening and oral language development. Staff have worked closely with the K-1 Associate Principal and Stacey Keyser from the West Coast Language Development Centre. Using data collected and teacher observation students at risk are identified and early intervention is a high priority. Referrals to a speech pathologist or LDC are made using a case management approach.
Emphasis the role of play-based learning in a balanced curriculum for Kindergarten and Pre-Primary students.	Play-based learning is a vital part of the curriculum at Kinross Primary School. Two key ECE staff have attended PL and embedded quality practices throughout the early childhood area. A loose parts hub has been established and the playground is currently being upgraded to encourage more play-based learning.

## **RECOMMENDATIONS**

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

- Continued focus on explicit teaching of reading strategies through shared and guided reading from P-6. Continue to teach and embed First Steps in Reading strategies following the Kinross scope and sequence.
- Teachers to maintain and strengthen use of Inferential Training and Repeated Reading in the warm up component of lessons.
- Teachers to a variety of comprehension resources including Making Connections and Springboard into Comprehension. Resources integrated where possible through other subjects e.g HASS/ Science.
- Literature Based Units introduced in the second semester in Years 4-6 to further consolidate and apply taught reading strategies, with a focus on integration with other subject areas, in particular HASS.
- Maintain Talk for Writing K-6, with a focus on vocabulary and grammar. Integrate with HASS.
- Develop a Literature Spine K-6
- Teachers to teach and embed First Steps in Writing throughout writing lessons.
- Deliver a differentiated curriculum that meets the needs of individual students, with a focus on extension, utilising the RTI model
- Kindergarten to continue to use the Kindergarten Assessment Tool to identify students requiring support in comprehensions. Rainbow Assessment Tool-revised RAT-R to be used with identified students K-6 as necessary.
- Pre Primary and Year One to use Sounds Write assessment each term to inform planning.
- Year 1-Year 3 to use diagnostic assessment PM Benchmarks, Year 4-Year 6 to use Lexile Literacy Pro.
- Year 2-Year 6 use ACER PAT-R to inform planning and identify students requiring support and extension.
- Maintain Words Their Way as a diagnostic assessment Year 1- Year 6 to inform planning.
- Selected classes K-2 to trial P4C extension lessons (PEAC extension focus)- Rich Tasks
- ECE to use On Entry data to inform programs
- ECE to refer identified students to the Language Development Centre
- Play based learning maintained throughout ECE with a balanced delivery of explicit instruction and play learning.

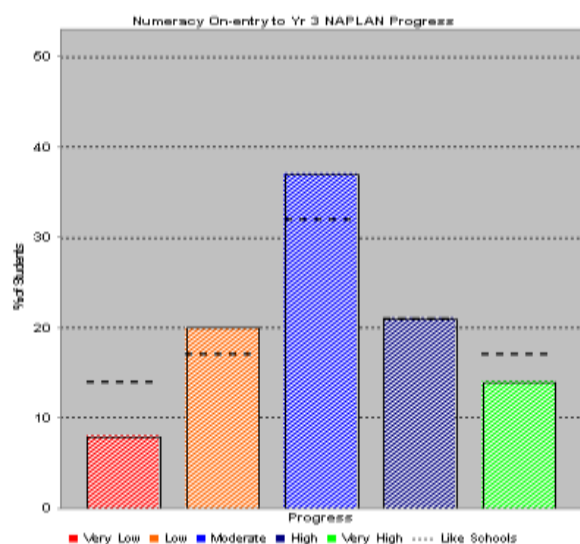
## EARLY CHILDHOOD

### EARLY CHILDHOOD TARGETS FROM KINROSS PS BUSINESS PLAN

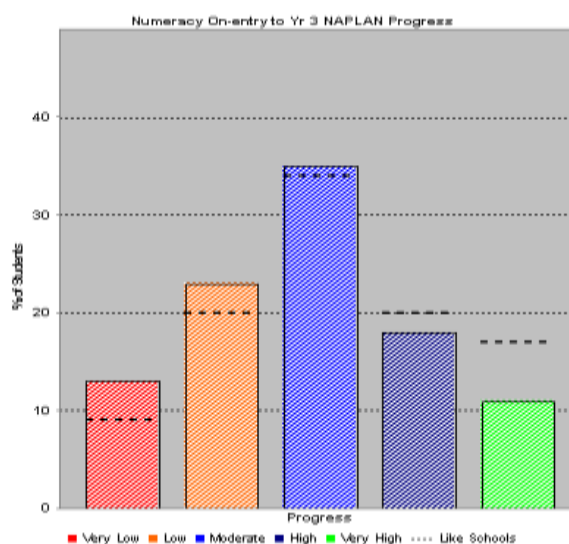
Students make or exceed expected progress in Numeracy between Pre-Primary Online Entry Assessments and Year 3 NAPLAN aiming to match or exceed like schools. (CURRENTLY NOT ACHIEVED)

### NUMERACY

2018



2019



Year	Students Tested	Very High Progress	High Progress	Total (V.High and High)	Very Low Progress	Low Progress	Total (V.Low and Low)
2018	78	10 (13%)	15 (19%)	32%	6 (8%)	14 (18%)	26%
2019	78	8(10%)	13 (17%)	27%	9 (11%)	16 (21%)	32%

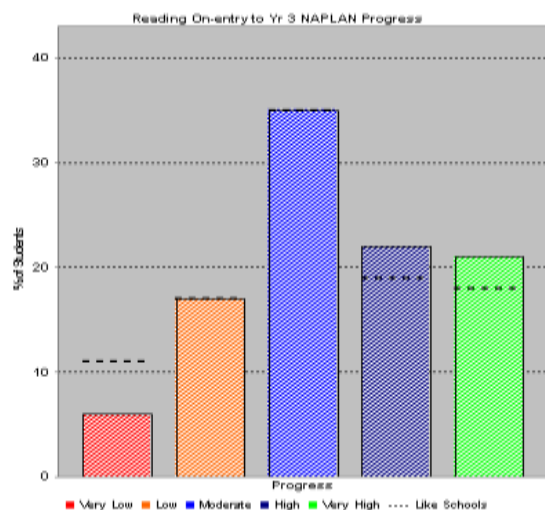




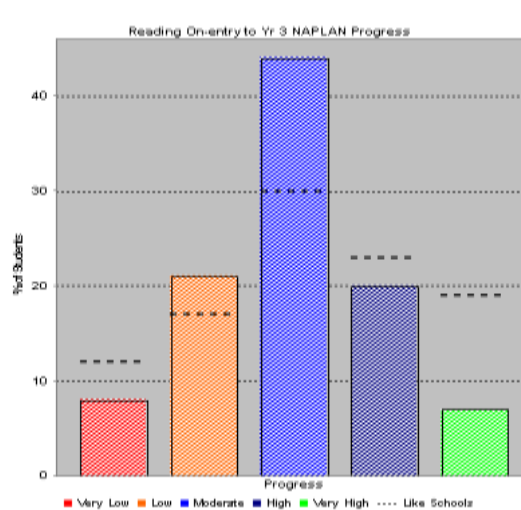
## LITERACY

Students make or exceed expected progress in LITERACY (READING) between Pre-Primary Online Entry Assessments and Year 3 NAPLAN aiming to match or exceed like schools. **(CURRENTLY NOT ACHIEVED- NEED TO INCREASE THE PERCENTAGE OF STUDENTS MAKING HIGH OR VERY HIGH PROGRESS-DOING WELL IN THE VERY LOW CATEGORY AGAINST LIKE SCHOOLS)**

2018



2019



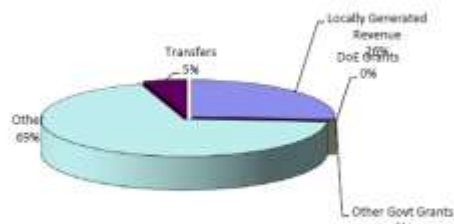
Year	Students Tested	Very High Progress	High Progress	Total (V.High and High)	Very Low Progress	Low Progress	Total (V.Low and Low)
2018	79	15 (19%)	16 (20%)	39%	4 (5%)	12 (15%)	20%
2019	79	5(6%)	15 (20%)	26%	6 (8%)	16 (20%)	28%



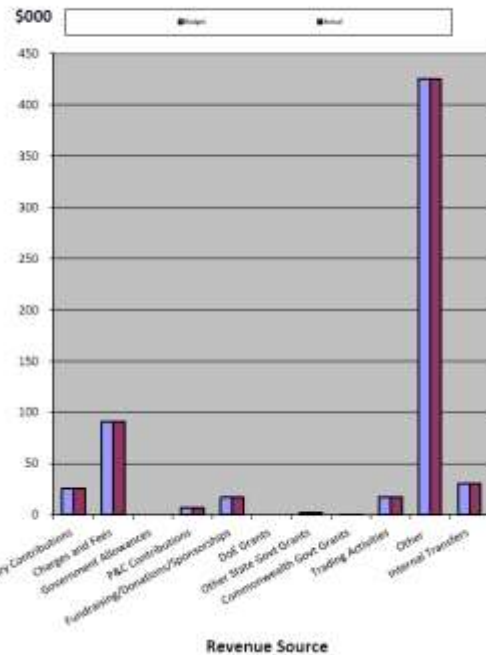
## FINANCIAL SUMMARY DECEMBER 2019

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 26,350.10	\$ 26,337.10
2	Charges and Fees	\$ 91,428.58	\$ 91,119.58
3	Government Allowances	\$ -	\$ -
4	P&C Contributions	\$ 7,502.50	\$ 7,502.50
5	Fundraising/Donations/Sponsorships	\$ 17,004.18	\$ 17,004.18
6	DoE Grants	\$ -	\$ -
7	Other State Govt Grants	\$ 2,091.87	\$ 2,091.87
8	Commonwealth Govt Grants	\$ 227.27	\$ 227.27
9	Trading Activities	\$ 17,586.34	\$ 17,586.34
10	Other	\$ 425,478.27	\$ 425,480.45
11	Internal Transfers	\$ 30,317.00	\$ 30,317.00
	<b>Total</b>	<b>\$ 617,986.11</b>	<b>\$ 617,666.29</b>
	<b>Opening Balance</b>	<b>\$ 101,082.87</b>	<b>\$ 101,082.87</b>
	<b>Total Funds Available</b>	<b>\$ 719,068.98</b>	<b>\$ 718,749.16</b>

Current Year Actual Revenue Sources



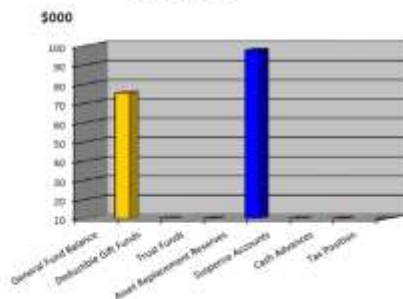
Revenue - Budget vs Actual



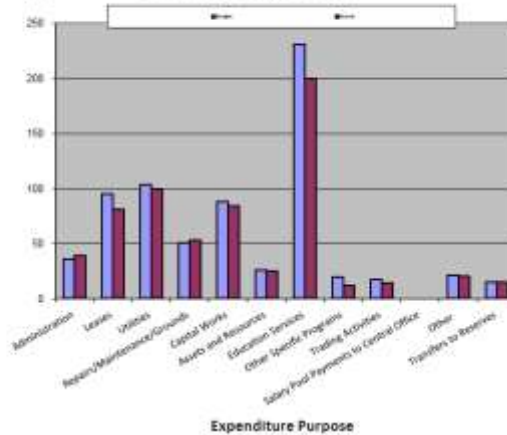
Revenue Source

	Expenditure	Budget	Actual
1	Administration	\$ 36,180.00	\$ 39,616.09
2	Leases	\$ 95,210.00	\$ 81,106.27
3	Utilities	\$ 103,700.00	\$ 99,309.41
4	Repairs/Maintenance/Grounds	\$ 50,859.77	\$ 52,880.55
5	Capital Works	\$ 88,387.00	\$ 83,857.12
6	Assets and Resources	\$ 25,897.27	\$ 25,161.16
7	Education Services	\$ 230,660.86	\$ 199,406.54
8	Other Specific Programs	\$ 19,963.57	\$ 12,436.38
9	Trading Activities	\$ 17,460.90	\$ 14,607.78
10	Salary Pool Payments to Central Office	\$ -	\$ -
11	Other	\$ 21,365.00	\$ 20,102.24
12	Transfers to Reserves	\$ 15,000.00	\$ 15,000.00
	<b>Total</b>	<b>\$ 704,685.27</b>	<b>\$ 643,483.54</b>

Cash Position



Expenditure - Budget vs Actual



Expenditure Purpose

<b>Cash Position as at:</b>	
<b>Bank Balance</b>	<b>\$ 165,158.36</b>
Made up of:	
1 General Fund Balance	\$ 75,265.62
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 97,581.24
5 Suspense Accounts	\$ 1,908.50
6 Cash Advances	\$ 200.00
7 Tax Position	\$ 9,397.00
<b>Total Bank Balance</b>	<b>\$ 165,158.36</b>