



ANNUAL REPORT 2020

Kinross Primary School

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.

2020 proved to be a challenging and unprecedented year for many around the world with the COVID-19 Pandemic impacting on our lives as we knew it. We are living through a remarkable period in history, one that will affect us for many years. We are extremely lucky in Western Australia that the impact has been less than other states in Australia and the rest of the world. However; the impact of the COVID-19 Pandemic was felt by the Kinross community with planned events being cancelled or modified and many school procedures were modified. Therefore, the Annual Report for 2020 may look different than previous years. For example, NAPLAN was not conducted in 2020, so NAPLAN data will not be included in this year's report. Many of our usual events were not conducted. 2020 was Kinross Primary School's 25th Anniversary of the school opening. Most of our special events and activities were cancelled due to restrictions placed on the school due to COVID-19.

All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning. The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. Kinross PS undertook this review in Term One. Feedback was positive and Kinross PS was identified as an effective school. The Kinross Public Review Report can be viewed on the school website.

The 2020 Annual Report will aim to capture our successes from 2020 and identify areas for improvement or action in 2021. Numeracy and Creative Thinking and Problem Solving were focuses throughout the year. Staff participated in professional learning in these two areas and trialled new strategies to improve teaching practice. The Sounds Write program was further consolidated throughout the year extending into Year One.

The Kinross Early Learning Family Centre was constructed throughout the year, being completed in August. Atlantis were selected to run OSCH in Term 4 and feedback has been positive. A large upgrade was carried out in the Kindy/Pre-Primary playground, providing a more interesting and engaging space for our students.

Through trying conditions, 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. I hope you enjoy reading this report to reflect on and remember the challenging year that was 2020.

Therese Gorton, Principal

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

SCHOOL OVERVIEW

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

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.

High trust and caring relationships underpin the extensive commitment of staff and the community to each other and to the students. Feedback from students, parents and staff indicates that the learning environment is safe, caring and inclusive. The school prides itself on its high level of student engagement predicated on providing a wide range of learning opportunities based on students' interests. Staff and parents at Kinross Primary School have high expectations of student achievement, share a growth mindset approach and a school-wide belief that all students can be successful.

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.

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.

Our Values

At Kinross Primary School we show **CARE** as we grow together. Our core values include:

- Compassion
- Acceptance
- Respect and Resilience
- Excellence



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.

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 groups of student councillors elected throughout the year; in Semester One and Semester Two. 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.



2020 HIGHLIGHTS

STATE FINALIST WA MENTAL HEALTH AWARDS

Kinross PS was nominated as a state finalist in the WA Mental Health Awards. This was an outstanding achievement and recognizes the hard work and dedication to our community in the area of Mental Health. Social and Emotional learning programs are well-established at Kinross PS and we continue to build on our achievements each year.

NUMERACY

Professional Learning

In 2019 the Maths Curriculum Leader and Associate Principal attended Professional Learning run by Paul Swan and Paul Dunstan; Developing a whole School Approach to Problem solving. In 2020, we have continued to provide Professional Development to staff at Kinross based on Polya's Approach to Problem solving. We have added further strategies to the Kinross Routines Board to enhance the understanding of Maths Vocabulary.

Alongside Problem Solving all staff have completed further Professional learning in the First Steps Number Module in Understand Number with a focus on the First Steps Developmental Map and phases.

Maths Leaders presented professional development on Rich Learning Tasks which lead to collaboration at a dedicated Staff Meeting to moderate RLT results.

Assessment

In 2020, staff administered The Progressive Achievement Tests (PAT) Year 2 – 6 for Diagnostic records in Term 1 and Term 4 and data was recorded on the Kinross Data Profile spreadsheet.

Pre-primary completed On Entry test in term 1 and Year 1 Professor Pete in Term 1.

Professional Learning Teams have continued to use their Collaborative planning sessions to build a bank of quality pre and post unit assessments, along with Rich Learning Tasks. Teachers have accessed time to moderate RLT to ensure consistency across their year level.

Technology Integration

In 2020, Mathletics was used for years 1-6. We developed a recognition and reward Program across the school where students were acknowledged for their achievements by presenting them with certificates and badges at whole school musters and the prestigious 'double gold' badge presented to a handful of students at the end of year book award assembly. Prodigy and Studyladder have been used by a few classes, especially during COVID-19 Period of Home Schooling.

Resources

This year we have purchased many resources to foster hands on learning. Each classroom has been provided with an Essential Materials Classroom Box. Year groups were encouraged to purchase additional storeroom resources specific to their phase of learning. We purchased Paul Swan Resource Books to create a library of resources in each year level.

Extension Program

This year we have integrated mathematics and STEM challenges into the Junior and Senior Extension Program.

Maths Week

Maths Week was postponed this year to Term 4, due to COVID19. All year levels attended an incursion from Professor Maths and celebrated mathematics through a week of classroom Paul Swan games. Problem Solving challenges and a Maths scavenger hunt were provided for students to solve during 'break times' and the whole school participated in a simultaneous times table/mental maths competition.



Mrs Melissa Hills, Numeracy Leader

LITERACY

2020 saw the consolidation of the phonics program *Sounds Write* in Pre-Primary and intervention groups and implementation in Year 1 and Year 2. Over the past three years, all Pre-Primary to Year 2 teachers have attended an intensive four-day training. Three of our Education Assistants have also attended and run the intervention reading program from Years 1-6. The program has proven to be a significant success. Many students have benefitted from this additional support and returned to mainstream classes following the program. We have worked closely with the West Coast Language Development Centre and hosted local schools as our reputation and success with the program has grown.

This year the school purchased a significant number of decodable reading books in Early Childhood to support the program and these are used in reading and spelling lessons in Early Childhood. Year Three purchased updated home reading books with help from the P and C.

Despite NAPLAN not going ahead this year, our results in reading and writing continue to be moderated through teacher judgement and moderation. *Talk for Writing* continued to see progress from Kindy to Year 6. There has been a specific focus on tier two vocabulary throughout the school and teachers have chosen language to complement their programs. It has been rewarding to see and hear students using more complex language and vocabulary in the correct contexts. Grammar has also been a focus this year and is taught as a separate lesson, as well as aligned to *Talk for Writing* and the genres studied.

Book Week this year was 'Curious Creatures, Wild Minds'. Students and teachers did not disappoint with inventive and magical costumes! Restrictions meant we did not have the parent picnic as usual this year. However, plenty of fun activities happened around the school to promote a love of reading.

Next year will see consolidation of the programs currently implemented at Kinross PS, as well as a renewed focus on Reading. Kinross PS' reading results have been steady over the past years and we will maintain and continue to develop this in 2021.

Assessment

In 2020, Staff administered *The Progressive Achievement Tests* (PAT) Year 2 – 6 for Diagnostic records in Term 1 and Term 4 and they recorded data on Kinross Data Profile spreadsheet. Year 1-3 also administered the *PM Benchmarks* running records assessment. Year 4-6 completed the *Lexile* reading assessment in Term 1 and Term 3 and used this data to establish what section of the library to borrow books from.

Kindergarten completed the *Kindergarten Assessment Tool* (KAT) and *Rainbow Assessment Tool*, and pre-primary completed the On-Entry test In Term 1.

This year, the use of *Sounds Write* as a diagnostic tool was extended from pre-primary to Year 2. Teachers continued to use cold and hot tasks to assess during the *Talk 4 Writing* program.



Mrs Lou Bennier/Mrs Brioney Smith, Literacy Leaders

HEALTH AND WELL-BEING

Health

In 2017 Health Education became a specialist programme for years 2 – 6, focusing on an integrated and inquiry approach. The programme continues to evolve each year and is supported and integrated by our Be You and Sunshine committees. Mental and emotional well-being became more of a focus in 2020 due to the Coronavirus Pandemic. Topics covered during the year include healthy eating, with an emphasis on the Australian dietary plate. Drug and alcohol education - analgesics, safe use of medicines, tobacco smoking, caffeine and alcohol are covered using the SDERA resources. The growth and development topic in years 5 and 6 focuses on puberty. We have 3 events for the students – a Girls Teatime with the child health nurse looking at changes to girls during puberty and a Boys Night which encourages male care givers to discuss issues and changes pertaining to boys. The child health nurses talk to the year 6 students as a group about changes to both genders and how to manage them. Healthy relationships are an important part of growth and development programmes in all year levels.

In 2021, ideas from the Working with Respectful Relationships professional learning will be integrated into Health Education for each year level with the focus on gender equality.

Mrs Leanne Dearle, Health Curriculum Leader

Physical Education

In 2020, Physical Education lessons for all Years 1-6 students took place once a week for a duration of 50 minutes. Depending on the age, weather conditions or focus of the lessons, the classes take place in either the undercover area, school oval, basketball courts or tiger turf. Lessons are designed to encourage students to be physically active and to learn fundamental movement skills in a fun, non-threatening environment that allow the students to practise these skills to be able to participate in small group modified games. The emphasis is always on participation sportsmanship and team work rather than winning.

Year 4-6 students also have a one-hour senior sport combined session where they can choose a sport of interest and train with other students in readiness for a Summer and Winter lightning carnival against other schools. Although the team sports went ahead last year, due to the Coronavirus pandemic the carnivals did not eventuate.

As part of the Term 2 program, all students learned strategies for long distance running and participated in a Faction Cross Country event. Keen runners were also offered extra training before school from 8-8.30am during Term 1 and part of Term 2 in the lead up to the event. Traditionally an Interschool Cross Country

meet would also occur for the top 5 male and female students in Years 4-6, however this was cancelled last year.

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

For students who love to be active before school, a weekly Jump Jam session was held in the school undercover area every Monday morning from 8-8.30am. In previous years keen students were able to join a Jump Jam team and compete their routine against other schools. We are looking forward to this re-establishing in 2021. On a Tuesday morning, students were able to join the Jogging Club from 8-8.30 on the school oval and earn bronze, silver, gold and Marathon badges which can be ironed onto our school Jogging Club tee shirt.



Mrs Nat Kaminski, Physical Education Specialist

Mental Health and Well-Being

In 2020, Kinross PS became an Act, Belong, Commit affiliated school. Act-Belong-Commit is a mental health promotion campaign that encourages individuals to take action to protect and promote their mental wellbeing. This partnership will help us to further strengthen the work we have been doing in this area as part of the Mental Health in Schools Project. With access to some amazing resources, training and support we look forward to enhancing our understanding and commitment to ensuring positive mental health for everyone in our community.

In Term One, Kinross PS hosted a family picnic lunch on the school oval. The Mucky Duck Bush Band performed while everyone enjoyed their picnic. This was a 25th Anniversary event and was conducted during Harmony Week to bring the community together.



During Term 2, Kinross PS adopted a School Mascot and Therapy Dog. Teddy is a male Cavoodle that is owned by Mrs Kaminski. Therapy animals in a school setting can contribute towards improving the overall well-being of students. Many children naturally enjoy interacting with animals and are therefore likely to respond positively to animal therapy. We have already found Teddy has been well accepted and loved by our students and staff and he has been instrumental in helping calm children who are upset or anxious.

Due to COVID19, it was decided to amalgamate NAIDOC activities with Well-Being Week in late Term 3, with the lifting of restrictions. Activities included an Indigenous incursion, whole school pledge wall, open night and lunch-time

activities. We also commenced 'Mindful Mondays' where the whole school does a short meditation after lunch.

To celebrate the end of the year we held Kinross Fun Day. This is a community event where all students from K-6 participate in fun activities to celebrate the end of the year. Students also are given a free sausage sizzle and drink from the Kinross P&C.



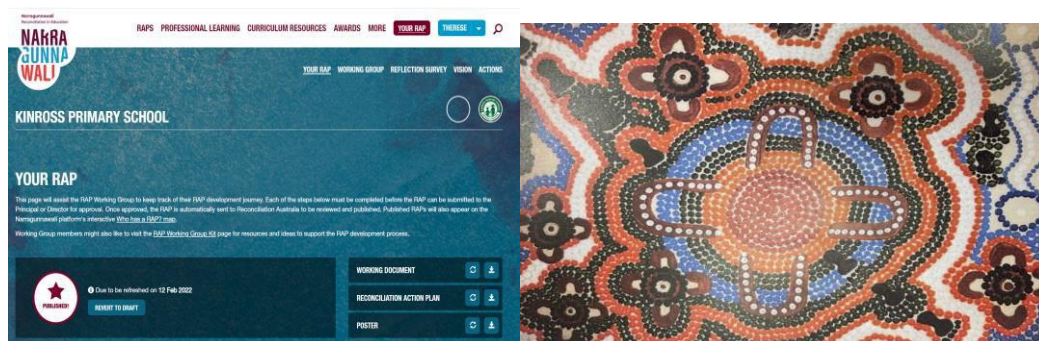
ABORIGINAL EDUCATION

In 2020, the staff aimed to gain a greater appreciation of cultural awareness. All staff participated and completed modules in Aboriginal Cultural Appreciation on-line. New signs based on the Aboriginal seasons were designed by students in Year 6 and six were selected to be professionally photographed and produced into signage. Additionally, all Year 6 students produced artwork of Australian animals. This artwork will be used to produce signage for the playground. The signs will also contain the Noongar word for the animal to help student learn some key Noongar words.

NAIDOC Weeks activities were organized for the whole school and were linked with Health and Well-Being Week, as some activities had to be postponed due to COVID.

A school Acknowledgement of Country was written and an Aboriginal artist, Trayna Bennell, was commissioned to produce an artwork for Kinross PS. A story on our journey was written by Trayna so students and the community understand the meaning of the artwork. This artwork will feature on a new feature at the front entrance of the school to be designed in 2021.

Throughout 2020, the Aboriginal Education Committee, worked hard to develop the Kinross Reconciliation Action Plan. A Reconciliation Action Plan (RAP) is a formal statement of commitment to reconciliation. At Kinross PS we developed the RAP using the Narragunnawali platform to register and extend on existing initiatives.



HUMANITIES AND SOCIAL SCIENCES (HASS)

The teaching of Humanities and Social Sciences (HASS) at Kinross Primary School (KPS) in 2020 has involved a range of different experiences that have enriched the learning of our students. All teachers deliver HASS learning content according to a whole school level plan to ensure consistency and engagement with a clear

progression of the skills and understanding of students as they move through each year level of the school. The lesson planning reflects two successive cycles to ensure students in split classes are taught new content each year regardless of their previous class. Each year level also embeds special events such as visits and incursions from invited guests, special appreciation weeks as well as ensuring appropriate understanding of ANZAC and Remembrance Day. Several excursions took place in 2020 despite the challenges of the COVID- 19 virus. The Year 4 students attended an excursion to the City of Joondalup as part of their citizenship studies. The Year 5 students attended parliament house to learn about the parliamentary process. This excursion involved doing a mock parliamentary debate which was highly engaging for the classes attending.

All students have access to a comprehensive online resource called Encyclopaedia Britannica. Students and teachers take full advantage of this resource by using it to research a range of different inquiry projects to augment the learning content of lessons taught in the classrooms. The resource is also available at home and is easily accessible through Connect. Teachers have been trialling a new resource called Inquisitive. This resource is a modern interfaced research portal designed to be engaging with a wealth of different information aligned to the Western Australian Curriculum. The school has purchased this resource for all classes in KPS throughout 2021.

Mr Sam Carlisle, HASS Curriculum Leader

SCIENCE

In 2020, Kinross staff again provided an excellent science curriculum for all students. At Kinross Primary School (KPS), teachers continued to use the Primary Connections program alongside the West Australian Primary Science curriculum when planning science learning content and lessons. During science lessons at KPS, students engage in hands-on activities with opportunities for representation using multiple modalities, collaboration, reflection, self and peer assessment. Learning activities embedded in units are rich and offer great scope for teachers to learn from students, with students and about student learning of science.

In 2020, as per the Science Operational Plan, staff began developing science assessment folders that contained common assessment tasks and examples. In 2021, these folders will be further developed and shared across year levels.

In addition, science committee members audited all our science resource boxes to ensure all teaching staff had access to required resources and consumables to effectively teach science. Staff were also provided with digital lessons and resources that clearly linked science and aboriginal perspectives, enabling effective integration of these two areas during lessons.

The 2020 National Science Week theme was 'Deep Blue: innovation for the future of our oceans' and we celebrated the week in style, with a whole school excursion to AQWA. Students had a fabulous time visiting the exhibits as well as participating in hands on learning experiences. Junior students wondered if there are rainbows underwater and explored prisms, mirrors and discovered that there are some things that our eyes can't see before creating scratch art and colour jars. Middle and senior students explored ocean navigation and how sea creatures like sharks and turtles use their physical environment to find their way, then experimented with waters 'everyday magic'. After our excursion, year levels conducted various ocean investigations and proudly displayed their efforts during our Parent Open Night in Term Three.



Mrs Bree Short, Associate Principal

EARLY CHILDHOOD EDUCATION

Kinross PS continues to focus on early intervention and students at risk are identified early and the appropriate support is sought as required. This includes referrals made to the Language Development Centre, referrals made for speech therapy after screening was conducted at the school and referral to other allied services. The West Coast Language Development Centre continued to work closely with early childhood staff to improve teaching and learning of literacy in the junior years.



During 2020, a major refurbishment was planned and constructed in the early childhood playground. A new bike track was completed, and enhancements were made with the addition of wooden stepping stones and logs, a large teepee, a mud kitchen, new gardens, a turf area under shade and decking installed under shade cover. The rubber softfall was also upgraded. This project was aimed at making the early childhood space more interactive and engaging for students, providing more opportunities for purposeful play.

Further

works are planned in the future, including a new nature playground at the top of the playground.

In 2020, Kinross PS commenced implementing Walker Learning in the kindergarten area. A curriculum leader was identified, and she attended professional learning and commenced trialling various strategies in her classroom. Walker Learning involves refreshing back to basics with an emphasis on relationships, open-ended experiences and intentional teaching through play. All early childhood teachers will be trained in 2021 and further implementation will occur in Kindergarten and Pre-Primary.



The new Early Learning Centre was completed at the end of Term 3. Out of School Hours and Vacation Care commenced in Term 4. Atlantis was selected from 4 companies who provided tenders for this service. Planning was commenced for the Kinross Playgroup to work out of this space for 2021. There will be 3 groups running from the centre in 2021, ensuring the opportunity to promote early learning for children 3 and under.

LANGUAGES OTHER THAN ENGLISH (LOTE-ITALIAN)

The focus in the teaching of the LOTE program is to help learners develop a better understanding of their own language and culture and an appreciation of others. Throughout the program similarities between the English and Italian grammar rules are compared, discussed and reinforced. An example of this is the capitalization of the names of the days/months. The latter are capitalized when written in English but not when written in Italian. The children are taught that the days of the week are named after the planets. Historical events such as the discarding of the Julian Calendar and the introduction of the Gregorian calendar are covered.

Working in a classroom equipped with a new Promethean Board enabled the introduction of the new interactive Language Nut program and make more efficient use of the "Languages online" program, which

also has many interactive activities related to topics covered. The availability of iPads further enhanced the use of technology in the Languages program.

Mimi Palencia, Language Specialist Teacher

ART

The Visual Arts Learning Area continues to be an important specialist program on offer at Kinross Primary School with Year 1 to Year 6 students participating in a focused 50-minute Art lesson each week. Students take part in a variety of tasks to develop skills through exploring and experimenting with different media and materials. This year, students completed artworks to develop skills and processes such as; drawing, painting, printmaking, textiles, ceramics, collage and sculpture. They were also given many opportunities to respond to the artwork of renowned artists and more contemporary, local artists.



The Art room is a rich classroom environment that showcases an impressive collection of our students' artworks. These artworks are admired by our school community throughout the year and more formally by our wider community at our school open night.

Collaboration with classroom teachers ensures the Visual Arts program supports a cross-curricula approach whilst developing skills in a developmentally appropriate environment that responds to individual student needs. The Visual Arts program supported a wide range of whole school initiatives including; Harmony Week, Book Week, CARE Values, NAIDOC Week, National Science Week, Reduce Reuse Recycle, Aboriginal Education and displays for class assemblies.



Aboriginal culture was a specific focus this year, a highlight was the creation of 'Noongar Seasons' signage by our Year 6 students which are displayed outside the office. Year 4 and Year 5 students also created animal signage promoting the Noongar language for display in our Adventure Playground.

Recycling and repurposing waste materials has been a focus in Art this year to encourage students to think about ways to reuse waste products to create artworks. Some of these projects included: sculptures of birds, plastic bottle fish, mosaic style bowls, hanging plant pots and 'Deep Blue' wall tiles. These artworks were made from waste items such as: plastic drink bottles, egg cartons, yoghurt tubs, old tiles, milk cartons, plastic lids, newspapers and more. The development of a STEAMPUNK Project next year for senior students would further enhance this program.



The Art program at Kinross Primary School has continued to be a vibrant and fulfilling experience for our students with the aim of not only teaching students the required knowledge, skills and processes as stated in the curriculum, but also to open their eyes to the world around them and teach them to appreciate and respond to what they see.

Fiona Wilson, Art Specialist Teacher

MUSIC

Music is a Specialist Program from Pre-Primary through to Year 6 at Kinross Primary School. The Music program is growing each year, in order to develop new ways in which to engage and challenge our students. A focus for 2020 was the social, mental and emotional wellbeing of our students, considering the Coronavirus pandemic. To support this focus, we ran a DRUMBEAT program on a weekly basis. This program builds positive relationships and resilience and develops social skills and self-esteem through playing the Djembe drum in a small, friendly group setting. Each group has the opportunity to perform their work to a large or small audience at the end of the program.



The focus on mental and emotional wellbeing in our Music program has been tied in with Western Australia's drive to 'Act Belong and Commit'. Students are encouraged to join the choir from Year Four onwards. We do not audition students to be in the choir at Kinross Primary School. We believe that music should be accessible to all and that everyone should have the right to act, belong and commit in this setting. As a result, The Kinross Primary School Choir has grown each year. 2020 has seen largest number of members of any other year, with 112 students singing in the choir. Our students really benefit from the mental positivity that singing together can bring!

Additionally, all students between years four and six learn to play an instrument in the classroom; Year Fours learn to play the recorder, Year Fives the Ukulele and Year Sixes play Samba instruments. Their work culminated in a large music concert in July as part of our schools' 25th Anniversary celebrations. 150 students participated in the concert. This not only included the choir and our Ukulele, Recorder and Samba bands but also a DRUMBEAT group, the Instrumental Music Schools students, and numerous solo singers and instrumental players. This concert helped to develop the confidence of many students and facilitated in bringing our community together in these difficult times.



In 2021, we hope to expand the Music program even more by introducing a new program, Boomwhackers, from Pre-Primary through to Year 6. The use of Boomwhackers will assist in the development of students' understanding of pulse, rhythm and pitch. We also plan to take part in the *One Big Voice* 21st Birthday Concert at the RAC Arena Perth in August.

Mrs Emma Brierley, Music Specialist

DIGITAL TECHNOLOGIES

The Digital Technologies learning area at Kinross Primary School continues to grow and develop. We are a well-resourced school with access to a myriad of different devices that enhance student learning.

In 2020, Teachers received support and guidance on the implementation of the Western Australian Curriculum: Digital Technologies. Our existing year level planning documents were refreshed and updated, ensuring all teachers could easily access curriculum and lesson/assessment suggestions. Staff also engaged in professional learning focused on the integration of digital devices/apps across the curriculum learning areas, including English and HASS. By taking an integrated approach across the curriculum, teachers were able to design learning experiences that covered several learning areas at the same time and increase student engagement and creativity.

Our Year 3-6 students once again participated in the Bebras Australia Computational Thinking Challenge in Term 1 and 3. Bebras is part of an international initiative that promotes Computational Thinking amongst students. Bebras is aligned with and supports the Australian Digital Technologies Curriculum. Many of our students performed very well in both challenges, with a Year 6 student achieving a perfect score which secured her a place on the National Bebras Honour Roll.

Looking ahead to 2021, there will be a new focus on the teaching and learning of computational thinking and problem solving. Developing transferable skills in computational thinking, design thinking and entrepreneurship develops children who are creative, curious, engaged, informed and empowered. The Technologies Committee decided to monitor our Bebras whole school data in 2020 as a precursor to this approach and developed 2021 improvement targets based on these results.

Mrs Bree Short, Associate Principal

DATA ANALYSIS SUMMARY 2020

At Kinross PS, data collection and analysis are important aspects of our work. Datasets direct our decision-making, and ensure our practice 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 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. 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

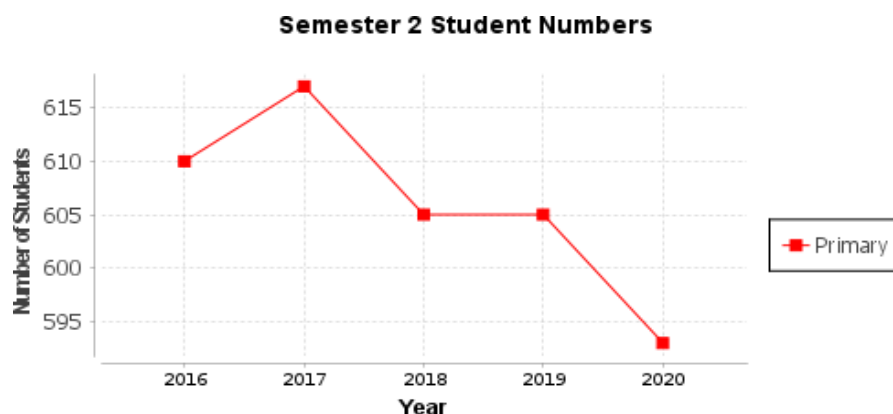
General Information

Kinross PS has an ICSEA Score of 1045 (released March 2020) and a transiency rate of 9.5% in 2020. In Semester 2, 2020, 685 students were enrolled full time at Kinross PS. 81 students were recognised as having a learning disability (12%). 15 students (2.2 %) were identified as Aboriginal. General behaviour is good with a low suspension rate of 2% in 2020.

Enrolment Trends

There was a small decrease in numbers for 2020. However, numbers are generally stable over recent years. There was a large increase in kindergarten students in 2020 with 92 being enrolled.

	2016	2017	2018	2019	2020
Primary (Excluding Kin)	610	617	605	605	593
Total	610	617	605	605	593



Destination Schools for 2020

84% of the Year 6 cohort for 2019 enrolled in the local high school, Kinross College.

Destination Schools

2020 school destinations of the 2019 student cohort

Year Level : Male: 58 Female: 46 Total: 104

Destination Schools	Male	Female	Total
4172 Kinross College	48	35	83
1404 Quinns Baptist College	1	2	3
1383 Mater Dei College	1	1	2
4211 Alkimos College	1		1
1100 Aranmore Catholic College		1	1
4191 Butler College	1		1
4057 Carine Senior High School		1	1
4160 Clarkson Community High School	1		1
1074 Guildford Grammar School	1		1
4025 John Curtin College Of The Arts		1	1
4192 Joseph Banks Secondary College		1	1
4140 Ocean Reef Senior High School	1		1
1428 Peter Moyes Anglican Com School		1	1
1493 St James' Anglican School	1		1

Attendance Data

The 2020 attendance rates are not available for publication as they were adversely affected by the COVID-19 pandemic and are not comparable to previous years.



DOMAIN AREA ONE: STUDENT ACHIEVEMENT AND PROGRESS

ACHIEVEMENT: NUMERACY

Targets:

In Year 3 and Year 5, the mean to be at or above that of WA and Australian schools in Numeracy.

To arrest the downward trend in Year 5 Numeracy.

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.

Analysis of Numeracy Data

Due to COVID19, NAPLAN testing was not carried out in 2020. Therefore, no data analysis could be done against our Numeracy targets on the Kinross Business Plan. However, analysis of Numeracy progress will be made using PAT Maths data and school report data.

PATS Testing for Year 1 students was unsuitable to the developmental age of the students. ACER is in the process of refining an online testing suite suitable to the skills of Year 1 students.

PAT Maths Data 2020

	Low Stanine 1-3	Average Stanine 4-6	Above Average Stanine 7-9
Year 2			
Feb Test 2	15	60	3
Nov Test 2	5 Positive	58	16 Positive
Year 3			
Feb Test 3	38	61	3
Nov Test 3	16 Positive	57	33 Positive
Year 4			
Feb Test 4	15	66	4
Nov Test 4	3 Positive	71	16 Positive
Year 5			
Feb Test 5	28	53	11
Nov Test 5	20 Positive	52	22 Positive
Year 6			
Feb Test 6	15	62	6
Nov Test 6	7 Positive	70	11 Positive

Students in Years 2-6 complete PAT Maths testing in February and November each year. Overall performance of year level cohorts is examined via reference to stanines. Positive improvement was made across all year levels marked by a reduction of the number of students in low stanines and an increase in the number of students in above average stanines, from February to November.

In 2020, teaching staff also tracked PAT Maths data in relation to percentiles for individual students in both Term 1 and Term 4.

SAIS Grade Data Years P-6

Blue= School (%) Red= Like Schools (%) Green= State Schools (%)						
	A	B	C	D	E	NA
PP (Y1 2021)	1.5	25	70.6	1.5	0	1.5
	9.0	33.4	50.8	3.9	0.2	2.7
	10.6	31.4	47.2	7.6	1.2	1.9
Year 1 (Y2 2021)	4.3	17.4	73.9	2.9	0.0	1.4
	12.1	33.4	46.4	7.1	0.7	0.5
	10.3	28.3	47.1	10.6	1.8	1.9
Year 2 (Y3 2021)	12.8	29.5	47.4	10.3	0	0
	11.4	29.9	48.1	9.0	0.7	0.9
	11.4	28.6	43.9	11.9	2.2	2.0
Year 3 (Y4 2021)	17.1	30.5	39.0	13.3	0	0
	10.9	32.0	43.4	10.7	0.7	2.2
	12.1	27.8	42.4	13.0	2.3	2.3
Year 4 (Y5 2021)	10.0	27.8	56.7	4.4	0	1.1
	13.8	30.9	40.3	12.9	0.7	1.5
	12.5	27.2	41.5	14.3	2.4	2.2
Year 5 (Y6 2021)	16.0	24.5	50.0	8.5	1.1	0.0
	13.0	32.6	39.1	13.0	0.6	1.7
	13.9	25.8	41.1	14.5	2.4	2.4

Numeracy

It is pleasing to see the low percentage of students achieving an E grade in Mathematics compared to like schools and the state in most year levels. A grades were less likely to be given in PP and Year 1 compared to like and WA schools. This is an area we will further investigate in 2021 and will aim to do further moderation and develop more moderation tasks and exemplars to provide evidence of students achieving at an A grade level.

Targets for 2021

Increase the percentage of students achieving a B grade in Year 1-6, to 30% in each year group.

Increase the percentage of students achieving an A grade in Years PP & 1 to 5% in each year group.

Review of Strategies: Numeracy

ASPIRATIONS/STRATEGIES	MONITORING
Continued commitment to, and use of, whole school approaches & Kinross PS Scope and Sequence documents in Numeracy.	<p>All staff have access to these documents, and they are used in collaborative teams to assist planning processes. All staff are familiar with these documents as they have been in place since 2019. Classroom essentials boxes were continued to be added upon in 2020 to ensure that all classrooms have a bank of equipment to support hands on learning and use of Paul Swan games.</p> <p>Professional learning was provided to all teaching staff in 2020 in the area of developing Rich Tasks to support quality assessments in Mathematics. Two sessions were provided to staff with an additional whole school moderation session to support consistency in teacher judgements and grade allocations. Rich tasks created by staff were placed on Connect to form an online bank of quality assessments for the future. Staff are continuing to plan and build on these rich tasks in 2021.</p>
A strong focus on improving the teaching of Numeracy through collaboration, professional learning and developing teacher understanding of numeracy development in children e.g. First Steps, current research	<p>Staff continued their engagement in First Steps in Number Professional Learning in 2020. In 2020, a greater emphasis was placed on utilising diagnostic assessments to inform teaching and learning with expectations of staff to use the RTI model to plan for differentiation at a classroom and cohort level.</p> <p>'Big Questions' were added to planning documents in Mathematics to encourage Critical and Creative thinking and extension and challenge for students.</p> <p>A continued focus on differentiation and the extension of academically able students remains to be a focus for next year.</p>
Maintain and continue to improve the explicit teaching of Numeracy, with a focus on problem solving and real-world application	Staff continued to use a problem-solving scope and sequence document in 2020 to support planning and teaching in Mathematics. There was a continued focus on Paul Swan Problem Solving professional learning for staff, with an emphasis placed on the implementation of a KPS Vocabulary Menu Board. The roll-out of additional Menu Board activities and professional learning in this area will continue in 2021.
Implement strategies to cater for the differentiated needs of academically capable students.	<p>Teaching staff engaged in training in Critical and Creative thinking and extension strategies in 2020. There continued to be an ongoing expectation of teaching staff to use RTI diamonds in planning for differentiation of students.</p> <p>Further work is planned in this area in 2021 alongside the proposal to use data tracking walls to monitor cohort performance in PAT Maths and the inclusion of teaching teams in target setting and review.</p>

RECOMMENDATION

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

- Continued focus on effective problem-solving instruction (linked to ongoing professional learning in Paul Swan Problem Solving).
- Continue to extend upon the KPS Vocabulary Menu Board, building a bank of vocabulary enhancing activities that staff can use to support instruction in P-6.
- Continued focus on utilising diagnostic assessment and the RTI model to identify and plan for the needs of students in both individual classrooms and across year level cohorts.
- A focus on the development and use of Rich Tasks in Mathematics. Staff to continue to build upon a shared bank of quality rich tasks that can be utilised in the future.
- A continued focus on using hands-on maths learning and the incorporation of Maths games in all year levels.
- All staff to continue to teach whole school numeracy vocabulary and language, according to the Kinross scope and sequence documents
- Continue use of effective lesson design in Mathematics to ensure the provision of daily warm-ups, explicit instruction and opportunities for modelled, guided and independent practice.
- Staff to complete First Steps in Maths training in Understand Operations and Calculate
- In 2021, PAT Maths longitudinal data collection processes will be modified to track the 'PAT Scale Score' as this is the best method of comparing the individual performance of students over consecutive years.

ACHIEVEMENT: LITERACY

Targets:

In Year 3 and Year 5, the mean to be at or above that of WA and Australian schools in Reading, Writing, Spelling, Grammar and Punctuation.

To arrest the downward trend in Year 5 NAPLAN in Writing, Spelling and 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.

Due to COVID-19, NAPLAN testing was not carried out in 2020. Therefore, no data analysis could be done against our Literacy targets on the Kinross Business Plan. However, analysis of Literacy progress will be made using PAT Reading data.

PAT Reading Data 2020

	Low Stanine 1-3	Average Stanine 4-6	Above Average Stanine 7-9
Year 2			
Feb Test 2	42	32	3
Nov Test 2	22 Positive	40	16 Positive
Year 3			
Feb Test 3	49	47	5
Nov Test 3	29 Positive	51	26 Positive
Year 4			
Feb Test 4	26	47	12
Nov Test 4	11 Positive	55	24 Positive
Year 5			
Feb Test 5	31	39	12
Nov Test 5	11 Positive	60	22 Positive
Year 6			
Feb Test 6	19	46	17
Nov Test 6	16 Positive	42	29 Positive

This data shows a strong decline in the number of students in lower stanines from the beginning of the year and a large increase in students in above average stanines after 3.5 terms of teaching.

SAIS Grade Data Years P-6

Literacy

Blue= School (%) Red= Like Schools (%) Green= State Schools (%)						
	A	B	C	D	E	NA
PP (Y1 2021)	0	25	61.8	11.8	0	1.5
	7.5	27.6	50.1	11.8	0.9	2
	9	27.2	44.9	13.8	2.2	2.8
Year 1 (Y2 2021)	0	21.7	62.3	15.9	0	0
	10.6	29.9	44.8	12.6	0.7	1.3
	8.5	26	43.8	15.8	3.4	2.6
Year 2 (Y3 2021)	3.8	34.6	44.9	16.7	0	0
	9.5	26.6	49.5	12.3	1	1
	8.9	26.7	44.1	14.6	3.0	2.7
Year 3 (Y4 2021)	5.7	24.8	57.1	12.4	0	0
	6.8	29.2	48.3	12.6	0.9	2.4
	9.1	26.9	44.1	14.5	2.7	2.7
Year 4 (Y5 2021)	6.7	27.8	58.9	5.6	0	1.1
	10.6	31.7	42.4	11.7	1.4	2.2
	9.6	27.2	43.4	14.6	2.6	2.6
Year 5 (Y6 2021)	8.5	35.1	44.7	10.6	1.1	0
	9.7	29.3	45	13.4	1	1.6
	9.9	27.3	44.1	13.9	2.3	2.6

Analysis

The literacy committee examined the data and concluded that teachers at Kinross PS are less likely to award A grades than like schools and against the state. This was particularly true in the junior grades.

Targets for 2021

Increase the percentage of students achieving a B grade in Year 1-6, to 30% in each year group.

Increase the percentage of students achieving an A grade in Years PP & 1 to 5% in each year group.

REVIEW OF LITERACY STRATEGIES

ASPIRATIONS/STRATEGIES	MONITORING
<p>Maintain and strengthen the explicit teaching of literacy.</p>	<p>All staff have implemented Guided Reading, Inference Training and Repeated Reading across the school. Staff apply the explicit teaching method to First Steps Reading Strategies during guided reading sessions. Literacy Based Units are being used in Year 6 and are beginning to be trialled at the end of Year 5 once First Steps Reading Strategies have been consolidated. Where possible, Literacy units of work are integrated with HaSS and Science topics. The Sounds Write program was used across pre-primary and Year 1. Year 2 teachers received professional learning and began to introduce it towards the end of the year.</p> <p>Talk 4 Writing continues to be used from pre-primary to Year 6 with a big focus on anchor charts, toolkits and magpie walls across the school.</p>
<p>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.</p>	<p>Remediation groups were run for students in Years 1-3, utilising the Sounds Write Program and Toe-By-Toe reading intervention groups were run for students at risk in years 4-6. Qualified Special Needs EAs worked with each group throughout the week. With a whole school focus on differentiation, teachers continued to use the Response to Intervention model when planning. Professional learning was delivered by Cavell Monck early in the year and teachers were encouraged to include a 'Big Question' in their planning. More specific data analysis was looked at throughout 2020 to identify students at risk both in the lower and higher end. This will be further developed in 2021. Mr Geoff Havel was given one day per week to run extension groups for upper primary from Term 2-4 and Mrs Hannah Bawden ran extension groups for junior primary in Term 4.</p>
<p>A strong focus on oral and vocabulary development in K/P.</p>	<p>K/PP continued the use of sounds write in collaboration with a speech pathologist from West Coast LDC. Mrs Lynette Muller agreed to lead the team in this area and model lessons. Trainee Speech Pathologists from ECU assessed all kindy students and students in PP-2 that were considered at risk. From these assessments, several specialist referrals were made.</p> <p>Kindergarten introduced Literature Based Units and Pre-Primary began using Colourful Semantics – both of which will be further utilised in 2021.</p>
<p>Emphasis the role of play-based learning in a balanced curriculum for Kindergarten and Pre-Primary students.</p>	<p>Mrs Zara Borrell attended the Walker Learning Study tour and has implemented this play-based learning approach across Kindergarten. ECE teachers are developing a consistent approach to play-based learning throughout the early years by using the Walker Learning approach. An operational plan for Kindy and PP was developed which includes the outdoor area improvements. Two outdoor classrooms and a fairy garden have been created.</p>

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 continue to integrate learning areas where possible e.g HASS/ Science.
- Literature Based Units introduced in the second semester in Year 5 to further consolidate and apply taught reading strategies.
- Maintain Talk for Writing K-6. Specific attention paid to moderating hot and cold tasks to guide future planning.
- Continue to develop a Literature Spine K-6
- Continue to trial differentiation strategies, particularly in Reading and Writing, to push C grade students to A or B.
- Investigate new assessment methods and begin to trial for use in 2021.
- Intervention programs used for students identified as at risk (Sounds Write and Toe-By-Toe)
- Year 2-Year 6 use ACER PAT-R to inform planning and identify students requiring support and extension.
- On Entry assessment to be used to inform teaching and learning.
- ECE to refer identified students to the Language Development Centre with the help of ECU Speech Pathologists.
- Play based learning (Walker Learning) to be implemented in pre-primary after a successful trial in kindergarten.
- Improvements continue to be made in ECE to promote play-based learning.

ACHIEVEMENT: SCIENCE

Students in Years 3-6 complete Science PAT testing in November each year. Student performance can be identified through stanines. In 2020, we have commenced collecting longitudinal data in Science using the PAT Science Assessment carried out in Term 4.

Science year level performance-November 2020

	Total No of Students	Low Stanine 1-3	Average Stanine 4-6	Above Average Stanine 7-9
Year 3	101	24 (24%)	66(65%)	11(11%)
Year 4	89	23(26%)	49(55%)	17(19%)
Year 5	91	20(22%)	60(66%)	11(12%)
Year 6	87	12(14%)	61(70%)	14 (16%)

Target for 2021

Each team to review the data for 2020. Set targets for improvement increasing the number of students achieving in the average or above average stanine categories. A quarter of students achieved in the low stanine category for Years 3, 4 and 5.

ACHIEVEMENT: EARLY CHILDHOOD

Targets:

By the end of Pre Primary, 95% of students to recognise the first 25 out of 50 sounds (via oral response) on the SW Alphabet Code Knowledge Test.

This target was achieved in 2020.

By the end of Pre Primary 95% of students to be in the Quantifying stage in First Steps in Mathematics.

This target was achieved in 2020.

Students make or exceed expected progress in literacy and numeracy between Pre-Primary Online Entry Assessments and Year 3 NAPLAN aiming to match or exceed like schools.

Due to COVID-19, NAPLAN testing was not carried out in 2020. Therefore, no data analysis could be done against this ECE target on the Kinross Business Plan. Report Grades from Semester 2 will be used to summarise student progress in 2020.

DOMAIN AREA TWO: HIGH QUALITY TEACHING

There were less opportunities to attend professional learning workshops with the restrictions enforced due to COVID19. However, there were opportunities to be involved in on-line learning. Staff completed the Be You Modules and Aboriginal Cultural Awareness training on-line.

There was also a big focus on providing on-line learning for students who remained absent from school in late Term One and early Term 2. Many staff upskilled themselves on using CONNECT, Microsoft Teams and Zoom. The importance of using digital technologies was highlighted and staff prepared student work utilizing digital platforms. There was much collaboration and sharing of ideas carried out throughout this time. With the low rate of COVID-19 in WA, students were able to attend school and there was no need to implement digital learning for an extended period. However, this experience provided teachers with the opportunity to become well-prepared in case of future lockdowns.

Formal graded reports were not issued in Semester One, due to the disruption in teaching programs and assessment caused by the COVID-19 lockdown and restrictions. An informal report was provided with comments only.

Pastoral care and mental health programs were a big focus of 2020, to ensure adequate support for students and families throughout a stressful time due to the COVID-19 Pandemic.



DOMAIN AREA THREE: SUCCESSFUL LEADERSHIP

Quality leadership is at the heart of every high-quality school. At Kinross PS, we recognise that staff have extensive and diverse areas of passion and expertise. We are committed to the development of these future leaders through a culture of collective efficacy and distributive leadership. The distributive leadership (DL) model at Kinross PS is at the heart of a school culture that not only builds teacher leadership capacity, but also increases community voice.

Leadership at Kinross PS

The following diagram illustrates the leadership opportunities at Kinross PS.



Achievements

- Distributed Leadership model has been a positive influence on the school. Leaders plan agendas and take responsibility for strategic planning and shared decision-making. It has provided opportunities for aspiring leaders who have been supported with Professional Learning and experience.
- In 2020 key teachers have been identified to lead Literacy and Numeracy. Leaders have been mentored and provided strategic direction by the Principal and Associate Principals.
- Performance Management processes continue to be strengthened. Teachers reflect against the Australian Professional Standards for Teachers and set goals against standards and Business Plan.
- School Leaders identify professional learning needs for staff based on Business Plan, Operational Plans and performance management processes.
- Staff have a clear understanding of the school's vision to implement school wide consistent practices to focus on improved student achievement and progress.
- Curriculum policies have been updated and scope and sequence documents created to reflect the vision of the school and the current Business Plan.
- School Board is actively involved in the school-assessment process and discussions about school improvement.
- A shared, clear school wide focus on processes and achievement has been achieved through the development of the Business Plan, Operational Plans, school policies and whole school scope and sequence documents that clearly link to classroom planning.
- Data analysis drives whole school planning.

What are we doing to improve?

- Staff will be clearly informed of the Performance and Development processes.
- Changes to Performance Management and Classroom Observations that have been negotiated with the SSTUWA and the Industrial commitments made through the letters of exchange will be effective immediately. This includes staff being able to select their own person to carry out formal observations.
- Key teachers will be trained in Classroom Observations to ensure quality processes are carried out if a teacher selects someone other than their line manager to undertake the classroom observation.
- Fully implement a lesson design and link closely to Classroom Observations for reflection and feedback.
- Strengthen the Co-Coaching/Peer Observation model in the school.
- Teacher leaders will be clearly identified for curriculum leaders, committee leaders, Year level/Phase of learning leaders and will meet regularly with admin team to discuss progress of PLCs and to be the voice of the teachers.
- Set clear agendas for all PLC meetings and upload onto CONNECT so all staff have ongoing information and direction about decisions made in meetings.
- Through PLCs leaders guide reference to the Business Plan, Operational Plans and whole school scope and sequence documents and ensure these clearly link to classroom planning and assessment.
- All staff have easy access to relevant documents – Business Plan, Operational Plans, scope and sequences documents, assessment schedule
- All new staff will receive key information as part of their induction. Provide all new staff and graduate teachers with a mentor.
- Strengthen the use of diagnostic assessment in the school and using data effectively to inform learning.
- Continue to increase the profile of the School Board in the community.
- Create a survey to identify staff interested in taking on leadership opportunities or additional responsibilities.
- Continue to negotiate duties for Level 3 Teachers and Senior teachers.

DOMAIN AREA FOUR: A SAFE, SUPPORTIVE LEARNING ENVIRONMENT

Kinross Primary School is committed to providing a safe, supportive learning environment for all students. The Health and Well-Being Committees (Be You and Sunshine Committee) work together with staff to provide quality social and emotional programs and a high level of pastoral care.

Mental Health Coordinator and School Planning

Kinross Ps has a Mental Health Coordinator who works in this space for half a day each week. The Mental Health Coordinator presides over the Be You Committee that leads mental health initiatives in our school. The committee is made up of the Mental health Coordinator (Level 3 Teacher), Principal, Associate Principal, Health Specialist, Sunshine Committee representative, School Chaplain and parent representative. The Be You committee works alongside the Sunshine Committee to plan and implement strategies to improve mental health within our community. The Sunshine Committee has a teacher representative from every year level. Mental health is a focus of our Kinross Business Plan and every year the Be You and Sunshine Committees write an operational plan to implement for the following year. Over the past 5 years we have strived to improve our learning environment and programs to cater for the needs of our students and community members.

Zones of Regulation

The school has implemented the Zones of Regulation Program to assist our students with regulating and managing their emotions. They learn about helpful strategies they can use when they find themselves in any of the zones. For example, if they are in the red zone, they can choose from tools that will help them calm down and move back to blue, yellow or green. For example, lazy 8 breathing, is a strategy they have learned. A policy has been written to support this initiative and we have been active at sharing our work with other schools. Signage has been made and put up around the school to promote the key messages.

Behaviour Management and Bullying Policies

A strong Behaviour Management Policy has been developed that promotes a positive school environment. The focus is on using restorative justice principles and the Zones of Regulation to assist students to learn how to manage their own behaviour. All parents, students and staff are aware of this policy and it is promoted on the school website.

School Clubs

Kinross PS has many clubs available for our students to encourage them to Act! Belong! Commit! These are run by interested teachers and provide various opportunities for our students and cater to different interests. Regular clubs include Jogging Club, Jump Jam Club, Crown Burswood Performance Group, Drum Beat Program, School Choir, Stem Clubs, Chess Club, Resource Rescuers, Play Group and Garden Gurus. We have also provided other opportunities including Culture Club (Aboriginal Culture), Drama Club and Lego Club. Students love to participate in these extra-curricular activities and they promote a strong sense of belonging within our community.

Mindfulness

At Kinross PS, we also promote mindfulness and meditation. Students actively participate in these relaxation sessions throughout the day, particularly after breaks. These mindful activities help the children settle down are physical activity and calm them ready for quality learning. Teachers also play relaxing music in the background during some activities. Staff also practice mindfulness beginning most staff meetings with a short session.

Special Days

At Kinross PS, we host special days and events to add to the school culture. We celebrate Harmony Week every year and the Sunshine Committee plans activities to be conducted throughout the week. A Harmony Week film is produced each year to promote the activities held during the week and is presented at a special assembly where the theme is Inclusivity. Kinross PS also celebrates NAIDOC Week, Book Week, Science Week and Maths Week throughout the year. In addition, we are in the third year of running a Health Week where we promote physical and mental health. Parents come in and support us to run a variety of activities at lunchtime including Yoga, Mindful Colouring, Fitness Classes, art activities and Jump Jam. Students also participate in extra activities throughout the week to promote good health, with a focus on mental health. This brings the whole community together to promote the Act! Commit! Belong! messages. A new banner has been made that is placed at these events to promote the message to the community at all school events. A Powerpoint slide has also been dedicated to the regular assembly format.

Peer Mediation and Playground Activities

The school has a Peer Mediation Program at the school. Year 6 students are nominated and trained at the commencement of the year. They are given special vests to wear and they are allocated duty during the week. During their duty they assist younger children with solving problems or conflict resolution and they run activities during break times. For example, once a week on Wednesdays the Peer Mediators take play equipment and music to the K/P area and run fun activities. This provides an opportunity for the Year 6

students to commit to community service and give to others, creating a sense of accomplishment and purpose. The Year 6 Faction captains are in charge of sport equipment and they have important roles to do as assistants of the PE teacher. In addition, student counsellors set up equipment every day in the playground for students to use during break times. For example, we have giant outdoor games including Chess, Twister, Snakes and Ladders, Dominoes, Corn Hole, Limbo and Jenga.

School Environment

We have transformed school spaces. A large new nature playground was constructed two years ago to add to the play space and currently a major upgrade is happening in the Kindy/Pre-Primary playground. Large colourful murals have been painted around our school to brighten the spaces. The school is building a vibrant, engaging environment to ensure our students are active at lunch time and have things to do. A new Kinross Family Centre was constructed in 2020. The centre will bring more of the community into the school, as 0-4 Playgroups will be running from the centre in 2021. In addition, a new OSHC service will run for parents providing after school hours care and vacation care. Speech Therapy and Occupational Therapy will be offered from the building and the school has committed to free screening of all our kindergarten children for 2021.

Kinross Fathering Group

Kinross PS has a Fathering Group at the school who aim to bring fathers and their children together to enjoy activities. For example, they have run a highly successful 'School Camp Out' where Dads and their children camp on the school grounds, participating in activities with their children. They have also organised Saturday activities including Lawn bowls, Bike Ride and Sausage Sizzles. The fathers also get together for social outings. This has been an invaluable way to bring our fathers into the school community and make them more involved. We also run a successful Fathers' Day breakfast for our Kindergarten Dads.

Kinross P&C

The Kinross P&C Association also works very closely with the school and supports the initiatives implemented by the school. Close relationships have been established and parents are actively involved in mental health initiatives. The parents actively fundraise and support school events by providing food and drinks at social events, assisting on the Kiss and Drive, hosting parent morning teas, planning social events, run the uniform shop and canteen and provide volunteers when the school requests them. Food packages are organised for families in crisis. A Kinross Facebook page is administered by the Kinross P&C and is a wonderful platform to inform parents of key events and promote programs within the school.

School Newsletter

A section in the school newsletter is devoted to Mental Health. The Mental Health Coordinator and School Chaplain write regular articles for parents promoting positive mental health and provide links to relevant websites to enable parents to access quality information and help if needed.

Public School Review

At Kinross PS, we were recognised in our Public School Review as having a highly positive school culture with strong partnerships embedded across the school. The reviewers wrote "High trust and caring relationships underpin the extensive commitment of staff and the community to each other and to the students. Feedback from students, parents and staff indicates that the learning environment is safe, caring and inclusive. The school prides itself on its high level of student engagement predicated on providing a wide-range of learning opportunities based on students' interests. Teachers are highly respected for their expertise and dedication to their craft, being credited by parents with going beyond expectations to provide inclusive and stimulating classrooms. Parents commented that they would be happy for any teacher at the school to teach their children."

Student Support

The school has appointed a School Chaplain for three days each week. The Kinross P&C and school funded an extra day in 2020 to ensure we have the support available for our students, particularly with difficulties faced by families with the Covid-19 Pandemic. The School Chaplain ran a variety of programs for groups of students based on identified needs. The School Chaplain's office was upgraded and redecorated space to become a special space where children feel safe and comfortable. The School Chaplain also is available for staff and parents and she often provides support and advice to adults on organisations that can assist relevant to the particular issue being experienced (e.g. Domestic Violence, death in the family, family break- ups, illness).

Kinross PS also seeks to implement externally sourced programs and workshops on a needs basis. For example, this year we ran a highly engaging session for all Year 6 students entitled 'Self-Care and Mental Health Workshop'. We have recently purchased the 'Staying Connected' Program which will be run for all students in Year 6 and the 'Real Friends' Program will be taught to a group of at-risk girls in Years 6. We will be drawing on these programs continuing into the future.

Kinross PS has created a school Sensory room. There are fidget toys, a trampoline, cushions, music, art materials, construction and toys. All students know this is a place they can go if they are feeling angry, sad or in need of a quiet space. The room is located in the office and the whole leadership team and office staff are available to support children who attend there. Students who experience issues with emotional regulation are provided with a special timeout card that they can use at any time of the day if required. Students are then counselled or provided with the support they need before being returned to class. This ensure students are feeling positive and ready to learn.

Kinross PS has a Student Services team that meets every Thursday morning. The team is made up of the Principal, Associate Principals, School Psychologist and School Chaplain. The team meets every week to discuss students at risk and to plan appropriate interventions for these students and organise meetings to discuss issues identified with parents and care givers. The team liaises closely with the relevant classroom teachers to ensure strategies are implemented to assist the student to improve their mental health and well- being.

The school has a Buddy Program where every child has a buddy. Buddy classes meet each fortnight to work together on activities that promote mental health and well-being of all students. By establishing strong connections and friendships the students feel a real sense of belonging in the school community. The older students are able to act as mentors and peer supporters and the younger children enjoy having an older child available to help them and look after them should they need it. Buddies can be called upon during times of need.

Kinross PS also has the ED-Connect initiative implemented at the school. Adult mentors come to the school as volunteers to work with children who have been identified as vulnerable and could benefit from an adult mentor. For example, we have an elderly gentleman who has been coming to the school for several years. He is well-liked by our students and he works with boys that are in need of a positive role model. He spends time with them playing games and talking to them and assisting them with their work.

Data Collection

Data was collected from students in Years 4-6 in 2020. This is the second year this data has been collected. A summary of the results can be seen below.

Wellbeing and engagement results for Kinross Primary School

The figure below shows the 2020 wellbeing and engagement results for Kinross Primary School.

The figure shows the number and proportion of students in Kinross Primary School who reported high, medium and low levels of wellbeing across a range of indicators.

	High wellbeing	Medium wellbeing	Low wellbeing	Yes	No	Missing Information	
Emotional wellbeing							Year/Term
Happiness	144	74	36	57%	29%	14%	2020
Optimism	125	88	44	49%	34%	17%	2020
Satisfaction with life	120	78	56	47%	31%	22%	2020
Emotion regulation	96	93	67	38%	36%	26%	2020
Absence of sadness^	106	93	58	41%	36%	23%	2020
Absence of worries^	87	89	81	34%	35%	32%	2020
Engagement with school							Year/Term
Important adults at school	165	89	5	64%	34%	2%	2020
Connectedness to adults at school	168	64	24	66%	25%	9%	2020
Emotional engagement with teachers	180	68	8	70%	27%	3%	2020
School climate	141	92	24	55%	36%	9%	2020
School belonging	119	80	52	47%	32%	21%	2020
Peer belonging	127	78	52	49%	30%	20%	2020
Friendship intimacy	186	36	35	72%	14%	14%	2020
Engagement (flow)	61	97	97	24%	38%	38%	2020
Absence of physical bullying^	136	100	17	54%	40%	7%	2020
Absence of verbal bullying^	98	115	36	39%	46%	14%	2020
Absence of social bullying^	114	111	26	45%	44%	10%	2020
Absence of cyberbullying^	170	67	13	68%	27%	5%	2020
Learning readiness							Year/Term
Perseverance	119	108	24	47%	43%	10%	2020
Cognitive engagement	140	83	33	55%	32%	13%	2020
Academic self concept	170	66	20	66%	26%	8%	2020
Health and wellbeing out of school							Year/Term
Overall health	78	136	44	30%	53%	17%	2020
Body image	134	84	32	54%	34%	13%	2020
Nutrition - breakfast	209	15	30	82%	6%	12%	2020
Sleep	140	46	65	56%	18%	26%	2020
Music and arts	164	37	52	65%	15%	21%	2020
Sports	146	41	66	58%	16%	26%	2020
Organised activities	224	16	18	87%	6%	7%	2020

This information allows you to compare the size of strengths and challenges among Kinross Primary School students and compare how different wellbeing and engagement issues may be related or connected.

Analysis

Emotional Well-being

Absence of worries was identified as an area of concern for our students in Years 4-6. This increased from last year. This was not surprising with the COVID pandemic emerging in 2020. Emotion regulation also is an area that needs continued attention for some students. The Zones of Regulation program has been very effective at teaching our students how to regulate their emotions.

Engagement with School

Engagement (flow) was identified as an area of concern by students. The statements rated were:

When I do an activity, I enjoy it so much that I lose track of time.

I get completely absorbed in what I am doing.

I get so involved in activities that I forget about everything else.

When I am learning something new, I lose track of how much time has passed.

This may indicate concentration and interest in remaining on task may be an issue for some students.

Data also indicates we need to do more work in creating a deeper sense of belonging for all students in the senior years.

Learning Readiness

It was pleasing to see that a high percentage of students have a positive sense of academic self-concept and were willing to persevere and engage confidently in their learning.

Health and Well-being out of school

26% of students addressed sleep as an issue for them. The same percentage were not involved in sports afterschool. Mrs Leanne Dearle, Health Teacher, will aim to present learning on the importance of sleep to our senior students and articles and information on sleep will be sent out to parents in 2021. Mrs Kaminski continues to run before and after school activities for students at Kinross PS. This includes Jump Jam, Jogging Club, Fitness Club and WAGSM.



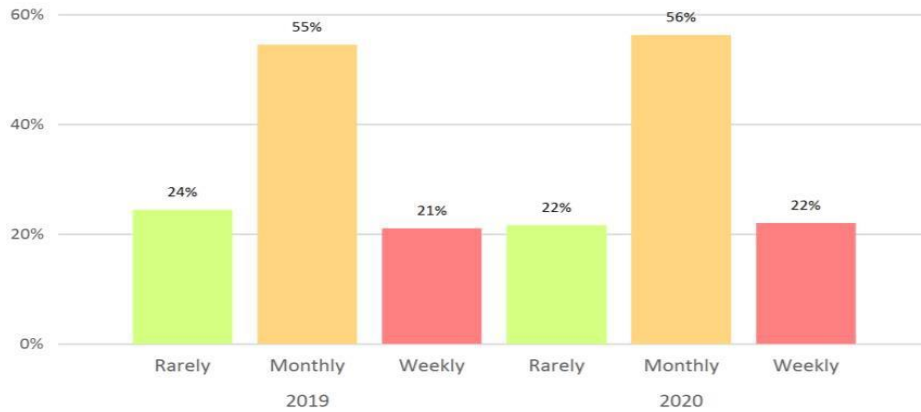
Data on Frequency of Bullying

Frequency of reported bullying across Kinross Primary School students over time

The figure and the table below show the number and proportion of students according to how frequently they were bullied (every week, every month or very rarely) across all types of bullying (physical, verbal, social and cyber).

The results allow you to consider whether the rates of bullying are higher or lower than other groups of students, whether the situation is changing over time and the number of students this represents.

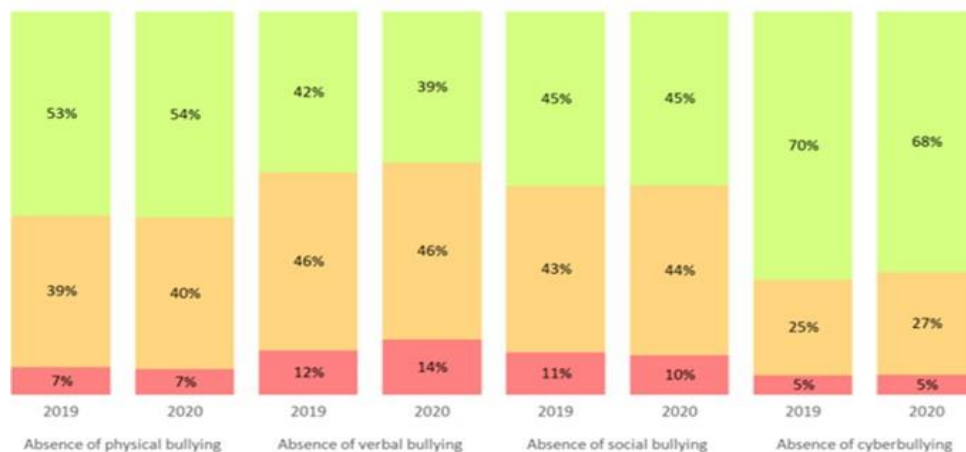
Proportion of students reporting rarely, monthly and weekly bullying, over time



Number of students reporting bullying rarely, monthly, or weekly

Number of Students	Kinross Primary School		
	Rarely	Monthly	Weekly
2019	57	127	49
2020	55	143	56

Proportion of students who reported bullying by type and year



Analysis

The data presented on frequency of bullying was concerning to staff. This data did not reflect the behaviour data we have on record. The data was taken to the senior cohort to ask them to provide further feedback and help the staff understand why this was high. It was acknowledged that the term bullying can be used for one off teasing behaviours. In addition, students informed us there was a 'no snitching or dobbing' mentality. This area will be addressed in 2021. Verbal bullying has been identified as an area for improvement and will be targeted in 2021.

DOMAIN AREA FIVE: RELATIONSHIPS AND PARTNERSHIPS

At Kinross PS, we use a range of strategies to successfully engage with the community. The DOE Engaging and Working with your Community Framework outlines 5 key domains of engaging and working with the community.

A summary of strategies utilised in 2020 can be summarised in the table below.

Dimension	Strategies
Communication	<p>A variety of forms of communication were utilized including:</p> <ul style="list-style-type: none"> • School Website-updated regularly • CONNECT-weekly messages from teachers to parents • Text messages for urgent information • School electronic newsletter-Weeks 2, 5 and 9. • Written notes as appropriate • Kinross FB page and Kinross Parent FB page <p>Kinross PS aims to communicate clearly with families about upcoming school events and activities, give plenty of notice and actively encourage their involvement.</p>
Partnerships with Parents	<p>Support and resources are provided to parents to support the connection between learning at school and home. Examples include:</p> <ul style="list-style-type: none"> • Provide videos, photos or web links with a short description of classroom learning activities to parents and families. • Opportunities given for family involvement in the classroom and school activities to extend their knowledge of how and what their children learn. This included attending school excursions (AQWA), helping with parent rosters, volunteering at sporting events • Provide information and referral services for families, to support learning and wellbeing e.g. GP, Speech Therapy, Language Development Centre, School Psychologist, School Chaplain • Resources given to reinforce learning at home including Reading Eggs, Mathletics, Lexile, take home readers and work packages. <p>Close partnerships have been established between the Kinross School Board, Kinross P&C and staff. The Kinross Fathering Project needs to be relaunched in 2021.</p>
School Culture	<p>We aim to identify strategies to shape students' sense of identity and culture, and value their place within their broader community.</p> <ul style="list-style-type: none"> • Provided both formal and informal opportunities for families to meet school staff, build their understanding of schools and celebrate children's learning. A successful Music Concert and Open Night was held at the end of Term 3, with the easing of COVID restrictions. A Mucky Duck Bush Band Picnic was held in Term One during Harmony Week. • Create a culture that recognises and values diversity within the community by celebrating special events including NAIDOC Week and Harmony Week. An Aboriginal reconciliation Action Plan was developed in 2020 and embraced by the school community. • A Kinross Fun Day was hosted at the end of the year for all students in K-6.

	<ul style="list-style-type: none"> • AUSLAN workshops were held at the school and attended by interested parents and students. • Elders of Aboriginal and Torres Strait Islander communities visited the school and presented incursions for students. The older students were spoken to about the stolen generation. • Model and demonstrate the importance of positive and caring relationships through the embedding of the Kinross CARE values in our community.
Community Collaboration	<p>Schools do not exist in isolation – they are often the central hub of their community. Kinross PS strives to maximise our position in the community to partner together with other community members, for the benefit of all.</p> <ul style="list-style-type: none"> • Gather and provide information and access for students and families on community health, cultural, recreational, social support and other programs or services on the Kinross PS website and through the newsletter. • Gather and provide information on community activities that link to learning skills and talents e.g. support local sporting clubs • Establish partnerships with other service agencies e.g. student health nurse. • Establish partnerships with local high schools, TAFE and universities to provide work experience and structured work placements for those with career aspirations in education. • Developed and implemented an outreach community service program, Containers for Change, to promote recycling in the community. • Established partnerships with local Indigenous community organisations to develop the cultural responsiveness of the school community and promote understanding of, and participation in, important community events including Harmony week and NAIDOC Week.
Decision-making	<p>Parent and community involvement in school decision-making encourages greater ownership and ensures local needs are reflected. Decisions about student needs should involve effective consultation and collaboration with stakeholders and open and transparent communication at all stages of the process.</p> <ul style="list-style-type: none"> • Kinross School Board is consulted on new school policies and parents are consulted on key changes. The Independence Initiative Policy was published in the school newsletter and parents were given the opportunity to comment and provide feedback. • A survey was sent out to determine whether the Kinross community supported changes to the school uniform. • Kinross School Board participated fully in the School review process- including preparing for the review and meeting with reviewers. • Close relationships have been forged with the Kinross School Board and Kinross P&C representatives and their feedback and views assist with decision-making. • The Kinross P&C support the school by communicating key messages on the Kinross FB page and advocate for the school and field any concerns presented.

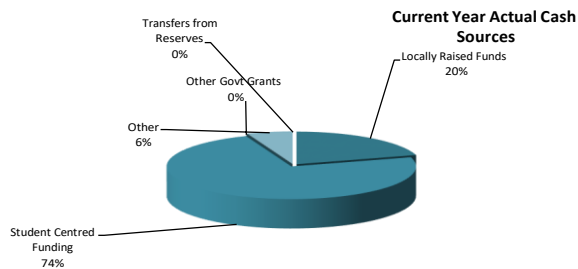
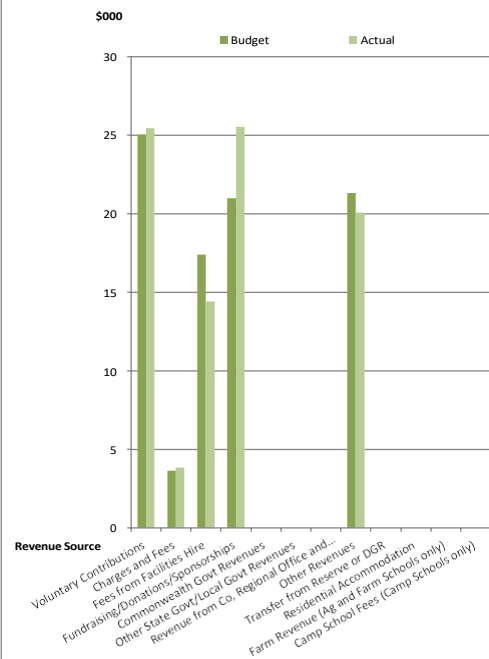
FINANCIAL SUMMARY 2020

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Kinross Primary School Financial Summary as at 21 April 2021

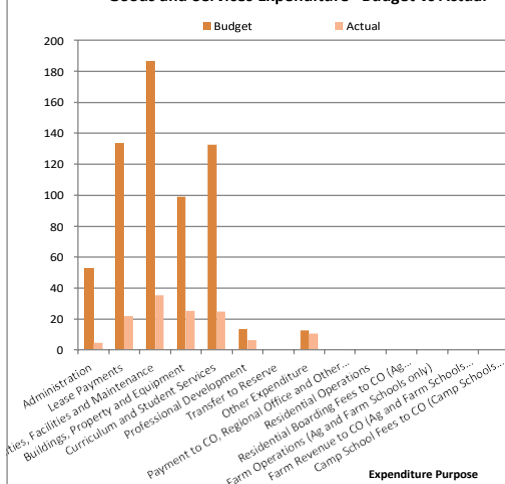
	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 25,050.00	\$ 25,451.80
2	Charges and Fees	\$ 3,642.50	\$ 3,846.50
3	Fees from Facilities Hire	\$ 17,404.54	\$ 14,404.54
4	Fundraising/Donations/Sponsorships	\$ 20,976.90	\$ 25,544.96
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 21,336.80	\$ 20,088.11
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 88,410.74	\$ 89,335.91
	Opening Balance	\$ 75,065.38	\$ 75,065.38
	Student Centred Funding	\$ 475,786.11	\$ 249,223.11
	Total Cash Funds Available	\$ 639,262.23	\$ 413,624.40
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 639,262.23	\$ 413,624.40

Locally Generated Revenue - Budget vs Actual

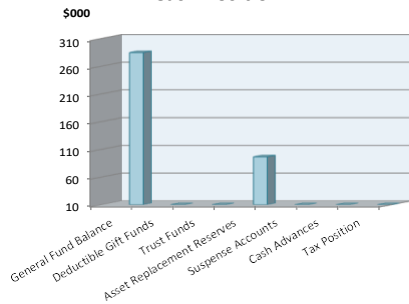


	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 52,581.22	\$ 4,874.84
2	Lease Payments	\$ 133,608.00	\$ 21,872.32
3	Utilities, Facilities and Maintenance	\$ 186,900.00	\$ 35,182.81
4	Buildings, Property and Equipment	\$ 98,958.00	\$ 25,330.29
5	Curriculum and Student Services	\$ 132,505.02	\$ 24,802.29
6	Professional Development	\$ 13,700.00	\$ 6,546.38
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 12,750.65	\$ 10,645.12
9	Payment to CO, Regional Office and Other Schools	\$ 30.00	\$ 40.00
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 631,032.89	\$ 129,294.05
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 631,032.89	\$ 129,294.05
	Cash Budget Variance	\$ 8,229.34	

Goods and Services Expenditure - Budget vs Actual



Cash Position



Cash Position as at:	
Bank Balance	\$ 378,372.68
Made up of:	\$ -
1 General Fund Balance	\$ 284,330.35
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 96,310.24
5 Suspense Accounts	\$ 2,628.53
6 Cash Advances	\$ (200.00)
7 Tax Position	\$ (4,696.44)
Total Bank Balance	\$ 378,372.68