



Department of  
Education

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Public education  
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# Kinross Primary School

## Public School Review

February 2020

# PUBLIC SCHOOL REVIEW

## Purpose

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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. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Kinross Primary School is located approximately 31 kilometres 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.

Students' learning opportunities are extended through high levels of staff and community out-of-school-hours coordination of performing arts, sport, digital technologies, the Fathering Project and Aboriginal education programs.

The school has an Index of Community Socio-Educational Advantage rating of 1045 (decile 3). Currently there are 677 students enrolled from Kindergarten to Year 6.

There is a strong sense of community at Kinross Primary School, which is supported by the School Board and the Parents and Citizens' Association (P&C).

## School self-assessment validation

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The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The leadership team worked together to develop their skills in the use of the Electronic School Assessment Tool (ESAT) by reading the ESAT Help Guide as well as consulting with colleagues in preparation for the review.
- Staff attended in-school professional learning about the ESAT and the school review process in preparation for group work. This helped them identify areas of school effectiveness and planned improvement for each domain. Collated staff feedback on self-assessment was displayed, referred to and refined over time.
- Employing the distributed leadership model, the principal and deputy principals each took responsibility for the preparation and coordination of specific self-assessment areas.
- Suitable, comprehensive evidence was submitted, assisting with validation of school analyses and judgements.
- School Board members were active participants in the pre-review consultation phase and were familiar with the contents of the final ESAT submission.
- The staff, students and community participated positively and enthusiastically during the school validation visit meetings, adding depth, detail and value to the written submission.

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<b>Relationships and partnerships</b>	
High trust and caring relationships underpin the extensive commitment of staff and the community to each other and to the students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The School Board understands its governance role, citing recent involvement in the development of the business plan, good standing policy and school uniform changes as evidence of active engagement.</li> <li>• The P&amp;C facilitates fulfilment of the school's 'wish list' through fundraising and profitable operation of the canteen and uniform shop.</li> <li>• The Fathering Project fosters positive, inclusive relationships between fathers and their children through events like the school Camp Out.</li> <li>• Highly valued volunteers support academic and social and emotional needs of identified students through the EdConnect program.</li> <li>• Collaborative work with the RUMA<sup>1</sup> network provides opportunities to moderate teacher grade judgements in pursuit of consistency.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Strengthen relationships with the Elder and the traditional owners of the land.</li> </ul>

<b>Learning environment</b>	
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.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Behavioural expectations are understood by students and supported through the Zones of Regulation framework, which includes student access to a sensory room and garden to reset their behaviour independently.</li> <li>• The well-maintained and inviting school buildings and grounds have been enhanced by the installation of a nature playground, developed collaboratively with students, the community and an Aboriginal artist.</li> <li>• The Health and Wellbeing Committee works collaboratively with the Be You action team to monitor and respond to areas of student and staff need.</li> <li>• The wraparound support provided by the student services team has built strong relationships with students and parents and integrates expertise from the school psychologist, chaplain and outside agencies.</li> <li>• The Resource Rescuers sustainability and recycling program has raised staff and student awareness of environmental issues and resulted in the school halving the cost of waste bin hire.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Trial a literacy intervention program in 2020 for students at educational risk in Year 4 to Year 6 using the Sounds~Write and CARS and STARS<sup>2</sup> programs.</li> <li>• Trial an integrated curriculum extension program one day per week.</li> </ul>

## Leadership

Acknowledged as being approachable and available, the united leadership team complements each other's curriculum and relational leadership strengths, benefitting staff development.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Use of effective change management strategies has resulted in implementation and refinement of whole-school approaches leading to sustained student success.</li> <li>• A distributed leadership structure, with clear roles and responsibilities of the leadership team, has provided clarity to staff on who to approach for support.</li> <li>• Visionary leadership, coupled with persistence, has led to the unique commitment of a government-funded family centre to be built on school grounds, serving the dual purpose of supporting community and school programs.</li> <li>• The <i>Aboriginal Cultural Standards Framework</i> is utilised to reflect on behaviours, attitudes and practices, which informs opportunities for improved action.</li> <li>• Weekly professional learning community meetings support collaboration, consistency of practice and teacher development through planning, moderation and the sharing of best practice.</li> <li>• Teachers participate in staff performance development and management, which includes classroom observations and feedback.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Develop a Reconciliation Action Plan.</li> <li>• Continue to enhance a positive school culture through all staff following the Staff Code of Conduct and Team Norms.</li> </ul>

## Use of resources

The highly competent manager corporate services (MCS) supports the principal and the Finance Committee with updates on the school's financial position and by developing projections of the financial impact of different options.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• There is clear alignment between strategic, operational and financial planning.</li> <li>• The Finance Committee meets regularly to review the school's budgets, with members actively contributing to discussions and decisions.</li> <li>• The school leases ICT<sup>3</sup> equipment and has purchased additional bandwidth to support the number of devices on the school site.</li> <li>• School resourcing is used to employ education assistants to facilitate small group interventions using evidence-based resources and programs.</li> <li>• Student characteristics funding is allocated to support the students for whom it was intended.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• As a succession planning strategy, develop the capacity of the school officer by enhancing her knowledge of the one-line budget.</li> </ul>

## Teaching quality

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.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• An explicit lesson design is used consistently in all classrooms.</li> <li>• The principal and deputy principals are curriculum experts who model lessons and strategies to support and coach teachers to develop their skills.</li> <li>• Whole-school approaches to teaching include guided reading and T4W<sup>4</sup>.</li> <li>• Cognisant and reflective of the National Quality Standard, the early childhood pedagogy represents a balanced curriculum of play-based and intentional teaching.</li> <li>• Specialist music, art, Italian and physical education teachers enhance students' opportunities to excel by inspiring them to be successful in their areas of interest.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Refine and embed the use of First Steps Mathematics and Dr Paul Swan Maths strategies and resources.</li> <li>• Embed the use of Sounds~Write as an intervention tool in early childhood.</li> <li>• Extend the ICT coaching model to enhance teachers' capacity.</li> <li>• Explore the use of learning sprints as a strategy to support learning for students at educational risk.</li> </ul>

## Student achievement and progress

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.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Consistent NAPLAN<sup>5</sup> data for the previous six years reveals that, in both Year 3 and Year 5, student achievement has been within one standard deviation of the predicted school mean.</li> <li>• Student NAPLAN progress from Year 3 to Year 5 has been in the high achievement and high progress category for reading and spelling in 2018 and 2019.</li> <li>• The school's curriculum, assessment and reporting policy clearly outlines assessment expectations for each year level.</li> <li>• A range of data sources are analysed to inform the Response to Intervention model including the Kindergarten Assessment Tool, On-entry Assessment Program and the CARS and STARS literacy program. This model ensures that the needs of all students are met through differentiated curriculum.</li> <li>• School-based data collection includes Progressive Achievement Tests in reading, mathematics, and science as well as other diagnostic assessment tools.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Investigate and trial the use of Brightpath with a small group of teachers in Semester 2, 2020.</li> </ul>

## Reviewers

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Laura O'Hara  
Director, Public School Review

Lynnette Bates  
Principal, Campbell Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2023.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 'Right Up Marmion Avenue'
- 2 Structured diagnostic and instructive literacy program
- 3 Information and communications technology
- 4 Talk for Writing
- 5 National Assessment Program – Literacy and Numeracy