

**West Coast Education District**

**STANDARDS REVIEW  
REPORT**

**KINROSS PRIMARY SCHOOL**

**Prepared by**

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**(GROUP 3)**

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## **STANDARDS REVIEW REPORT KINROSS PRIMARY SCHOOL**

### **School Context**

Kinross Primary School was established in 1995 as a level 5 K-7 Primary School. Due to large enrolments, 1000 plus students in 2000, and pressure from the community a Middle School, Kinross College, was established in 2002. The school caters for students from Year 6 to 10 and took the pressure off Kinross Primary by taking the Year 6 and Year 7 cohort from the primary school. There are currently 566 primary students enrolled in Years 1 - 5, 80 Kindergarten (4 year olds) and 86 Pre Primary (5 year olds) students in pre compulsory programs. Following Year 5, children move on to Kinross College for Years 6 – 10.

The context of the Kinross community has changed considerably since the school first opened in 1995. From stable two parent home ownership families there has been a change to many single parent rental families. In recent times there has also been an increase in migrant students with approximately 20% of students coming mainly from the United Kingdom and South Africa. Students attending the school are characteristically from the suburb of Kinross, with some enrolments from families residing in nearby suburbs.

In 2008 the population has increased slightly from 2007 with student numbers being 705 in Semester 1 in 2007 and 734 in Semester 2 2008. This increase is mainly due to the half cohort moving out of the school.

Generally student behaviour and cooperation at Kinross Primary School is very good. Parents as a rule are very supportive of the school, its teachers and the program. Bullying issues are minimal and generally of a low order. There have been no suspensions at Kinross Primary School for a number of years.

There does appear to be a steady flow of students in and out of Kinross Primary. Since January last year. Before Kinross Collage was built approximately one third of the top Year 7 cohort was lost to the private school system. One of the reasons for this was that parents were reluctant to send their children to Clarkson Community College.

Significant funding has been allocated to support Information Communication Technologies with an emphasis on Interactive Whiteboard placement in classrooms and the provision of computers in each room. The computers have internet access while web quests and multi media presentations feature on the school intranet site. Digital still, and video, cameras are used extensively. Staff access Kinross e-ssentials as a one stop shop of electronic resources and Kinross Planning Guides which are school developed to assist teachers with planning their programmes. Wireless net access has been provided in various areas of the school.

At Kinross Primary School, parents and care givers are recognised as important contributors to their child's social, physical, cultural, moral and intellectual development. Their contribution includes helping with the implementation of a range of in-class programs; assisting with extra curricula activities; participating in the school decision making process via an active P&C and School Council; supporting the ongoing development of the school resources and facilities via the P&C and attending parent information sessions and meetings.

Issues to do with the Kinross Precinct are also high on the agenda although, there is now a much better appetite for change. Firm decisions need to be made sooner rather than later regarding what year levels are going to be on which campus. General feedback from the community is that parents would much prefer Year 6 students at Kinross Primary School rather than Kinross College. A restructure of the communities at Kinross College for the

Year 6 and 7 students has had a positive effect on the parent body as this was one of the major complaints from parents in the past. Decisions to be made about a common school uniform and logo have stalled in recent times and need to be reactivated.

### **School Self-Assessment Process**

Self assessment is an ongoing process at Kinross Primary School and undertaken at a number of levels.

- Year Level teams
- Phase of Learning teams
- Leadership team
- Learning areas committees/leadership teams
- Administration team
- P&C/School Council
- Parent body

Kinross Primary School has streamlined process for Review of the School Plan and is aligned to the School Improvement and Accountability Framework. The review involves all staff and school leaders who review programs and make recommendations for future program in the school. Whole school data is collected according to the MIS Collection Schedule. This was developed collaboratively as part of the Assessment Policy to ensure that data collection informed both the classroom teacher and also the overall direction of the school.

### **Student Academic Achievement Revealed by System Assessment Data**

The school makes excellent use of data, full range including EARS, First Cut, and SSAS data. Outstanding, penetrating examination of data that sets the direction for school improvement. The school has appropriate points of comparison to assess its performance and applies its findings to develop and implement plans for sustainable improvement.

At Kinross Primary School there is an analysis of a wide range of student academic data including:

- WALNA data
- First Cut (WALNA)
- Pips
- Easy Mark Writing Years 2
- Easy Mark Reading Year 4
- Curriculum Bases Assessments compared over time
- Reading Assistance Program data, Neale Analysis
- Common assessment tasks
- IEPs K-5 effectiveness data
- Learning journals - KP

### **Standard of Student Achievement Revealed by Teacher Assessment Data**

The school has established a process for teachers to work together and engage in discussion about learning and teaching. Teams undertake common assessment tasks linked to Schedule A and collaboratively work to validate judgements about student achievement. These tasks will be embedded in the Kinross Planning Guides in the future. Collaboration between specialists teachers and classroom teachers continues throughout the year to plan and monitor programs. They also collaborate to substantiate entries for the behaviour section of semester report. Teachers also work together to guarantee there is a common understanding of the behavioural descriptors of the report.

At Kinross Primary School teacher assessment data a very thorough, all staff are given a terrific amount of material and there is an expectation that this will be used to micro analyse student performance. This is an outstanding area of performance. Clearly teachers know what the achievement targets are and teach to them. Moderation and analysis processes are outstanding.

The school has complex and highly refined strategies in place to ensure consistency and comparability of teachers' professional judgements of standards of student achievement ensuring validity and reliability. The school makes specific and detailed judgements about the standards of student performance analysing and synthesising data to determine achievable target for all students. Processes for the analysis of student performance data are comprehensive, well led and clearly linked to planning for improvement at whole of school and team levels.

### **Standard of Student Non-Academic Data**

The school monitors student behaviour and has well developed and actioned plans targeting the development of values, attitudes and acceptable behaviours. At Kinross Primary School there is a strong emphasis on behaviour and the social outcomes and this is reflected in the school plan.

There is also an analysis of a wide range of student non-academic data including:

- Behaviour Data
- IBMP data
- Values 1 to 3 to 5
- Attendance information
- Boys in Education
- Parent satisfaction survey
- Staff satisfaction survey
- Enrolment trends
- Kidzclub

### **Annual Report**

The Kinross Primary School Annual Report was well presented, easy to read and demonstrated the effectiveness of school programs.

### **Conclusion**

Kinross Primary School continues to perform at a high level, meets expectations and student progress is good. The school has developed and implemented action plans to develop teacher capacity and build coherent and consistent pedagogy on a whole school level. The school is openly accountable to its community and provides relevant and accurate information about the school's and student's standards of achieving through effective reporting to parents and the School Annual Report.

The school's analysis and judgements of student performance data leads to the identification of relative strengths and eliminate weaknesses.

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