



School Report 2006

KINROSS PRIMARY SCHOOL

West Coast District School of the Year



The purpose of Kinross Primary School is to provide a quality education for all students. Students should develop their full potential in academic, social, physical, cultural, creative and practical areas, and be equipped to make a valuable contribution to the community.

We are proud to provide this school report for 2006. The Kinross Primary School was opened in 1995 and since that year, the community has strongly supported the school and its initiatives. When walking into the school the tone and spirit is immediately evident. Further investigation reveals a strong ethos with a focus on positive relationships and on quality learning and teaching programs. The parents, staff and students are intensely proud of the school and its achievements. Kinross is a very caring and inclusive school.

Staffing Profile



Staff Management

Kinross School is a 'local selection of staff' site and the school selects staff by advertisement and merit appointment. In 2006, DET required schools to appoint staff from a Refereed Teacher Process. Panels were formed and a selection process was conducted. Once appointed to the school, each staff member participated in an accountability and performance management process related to the position held. The school is very proud of its staff and their commitment to the school is outstanding.

Staff Attendance

	2005	2006
Teaching Staff	95%	96%
School Support Staff	94%	96%
All Staff	95%	96%

Staff Retention

The proportion of teaching staff retained in a program year from the previous year.

Changeover in Staff from 2005 to 2006	
Total teaching staff 2006	
Teaching staff retained from previous year	88
New teaching staff this year	8
Staff Retention Rate	92%

Teacher Qualifications

All teaching staff meet the professional requirements to teach in Western Australian schools and are registered with the Western Australian College of Teaching.

Expenditure & Teacher Participation in Professional Learning

All teaching staff have engaged in eight days of professional learning. The total Professional Learning Expenditure (salaries and course costs) was \$98 959 for 2005/2006.

Expenditure Table	
Number of Primary Teaching Staff	40
Minimum Days	8
Average Salary Rate	\$275
Sub Total	\$88000
School Budget Expenditure	\$10 959
Total PL Expenditure	\$98959

Professional Learning activities included School Information System operation, First Steps in Writing, Child Protection, School Planning and Accountability, Student Reporting, ICT and First Aid Training.



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Infrastructure & Enrolment

Class Structures

Year	Classes	Students
K	4	80
PP	4	96
Yr 1 to 5	20	549
Total	28	728

Budget

The school has a finance committee that follows an established procedure to formulate and monitor the school budget in accordance with the provisions of Financial Administration and Audit Act (FAAA). Resources are managed according to school priorities identified through the school planning process. Adequate reserves are held in accounts to support forward planning plus repair and replacement requirements. Asset Registers are maintained according to Department of Education policy.

Comparative Budget Report (31 / 12 / 2006)

<i>Income for 2006</i>	
Opening Balance	\$ 20,000
Balance of Revenue Acc Recd	\$425,168
Funds in Reserve	\$ 60,218
Funds Available for 2006	\$ 505,386
<i>Expenditure for 2006</i>	
Balance of Expenditure Accounts	\$385,000
Petty Cash Advance	\$ 200
Tax Position	\$ 3,458
Balance Remaining	\$ 116,728

Student Information

Student Attendance

The average attendance rate (percentage)

2005		2006	
School	State	School	State
94.6%	93..2%	94.6%	92.8%

Suspension Rates

No students were suspended from this school in 2006.

Student Forum

In addition to an active and supportive parent group, the school has a Student Forum. The group meets regularly and represents the student views about school operations. The school recognises the value of such a group of conscientious young people.

School Student Council

The school enjoys the leadership of a wonderful group of student councillors. These students undertake leadership roles throughout the semester and provide a wonderful model for other students.



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Parental Involvement & Support

School Council

Throughout 2006, the School Council met each term to consider school matters related to their role at Kinross. The group also endorsed the contributions and charges schedule and the school plan for 2006. The support of the members to influence the broad direction of the school has been appreciated.

Parents and Citizens Association.

The P&C Assn at Kinross has been an extremely active body that enjoys good attendances at its meetings. The level of voluntary support is commendable, an achievement that the whole community should reflect on with pride.

The P&C has requested a contribution from parents to fund initiatives that support the school. In addition, the P&C conducted a number of fundraising events that raised valuable funds for the school. The P&C Assn funded pavement, ICT projectors, book prizes, new staging and completed the air conditioning of the school. This is a valued and significant contribution.

The P&C is also conscious of the need to run non-profit activities that bring the community into the school and strengthen relationships.

Volunteer Parents

Throughout the school, there is significant evidence of parent volunteers assisting in classrooms, in the library, on excursions, in the canteen, coordinating lost property and coordinating Ashton Scholastic Book sales to name a few. The school considers itself very fortunate to enjoy this level of support.

Parent, Student and Teacher Satisfaction

A bi-annual survey of parent, student and teacher satisfaction with the school is undertaken. The results are collated and the information is used to develop successive school plans. The survey is extensive and the school gains significant and valuable information from the survey process. The information is shared with the staff, P&C Assn and the School Council. The survey request information in two sections -

“What do you like about the school and its programs?”

What are areas for possible improvement?”

Learning Environment

Accommodation

The learning environment at Kinross adequately meets the needs of students although some rooms are cramped and small group withdrawal areas for activity sessions are limited. The school welcomed the location of the PEAC Centre on the school site in 2006.

Safety and Health

The school has an elected occupational health and safety officer who inspects the school regularly with the principal. Potential hazards are reported immediately and rectified. An evacuation procedure is documented and published. Drills are held several times each year and the procedures are reviewed accordingly.

Grounds

While the school is still relatively young, there is a need to provide more play facilities, trees, shrubs, etc. There are plans to progressively upgrade the facility. The P&C recognises the need for this to occur and fully supports the initiative.

Information about School Management

School e-planning

The School e-Plan for 2006 was drafted in consultation with the School Council and the school staff. The school embarked on an innovative approach to school planning which represents a paperless format. The e-plan documents the school focus areas for 2006 and outlines strategies to achieve agreed goals.

Review Survey Undertaken

At the end of Term Two, a survey of the school community was undertaken. The survey was conducted as part of the Inclusive Schools initiative. The results were compiled and presented at the school review day. The recommendations influenced planning for 2006. The School e-Plan for 2006 was endorsed by the School Council.



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Highlights of 2006

School of the Year

The entire school community was thrilled to be awarded the West Coast District "School of the Year" Award for 2006. This is a significant achievement and recognises the quality work done by the school to improve outcomes for students.

Principal of the Year Finalist

Our Principal, Doug Booth, was one of six finalists for the Rotary Principal of the Year Award. The award recognised Doug's contribution to Kinross Primary School.

Award of Excellence ~ Natalie Kaminski

Our very own Natalie Kaminski was selected as West Coast District "Award of Excellence" in 2006. Natalie was also a finalist for the Premier's Teacher of the Year Award. This recognition is well deserved and a fitting tribute to such a wonderful teacher.

Kinross Planning Guides

The school has designed a significant Curriculum Planning Guide. The planning guides have the potential to save a significant amount of planning time for staff. There has been significant external interest in the project.

School Volunteer Program

The School Volunteer Program continues to grow and we recognise the coordination by Natalie Beck. The program has been well received and is very successful.

Kidzclub

Kidzclub will expand to accommodate year 4 students in 2007. Coordinated by Helen Piggott, the program attracts RAP funding from the West Coast District. The project promotes appropriate behaviours and social development amongst students.

Reporting to Parents

At Kinross, we believe a contemporary approach to reporting to parents is essential. An extensive survey conducted across the school community has resulted in our 'Reporting to Parents' policy being reviewed for the commencement of the 2006 school year. A parent teacher interview was also conducted at the end of Semester 1. The changes are consistent with the Curriculum, Assessment and Reporting Policy released by the Department of Education and Training.

Open Days

Parents are invited into classrooms to view student work on special open days during WA Week and Education Week.

Special Events

In terms of community involvement, the ANZAC service attracted wide community interest. This has become a highly valued inclusion on the school calendar. The WA Week activities in 2006 involved hundreds of parents who enjoyed the opportunity to participate in the learning program and dancing.

The Arts

In terms of the Arts, the school choir featured at the West Coast Song Festival, performed at the Kinross Care Centre and sang beautifully at Winthrop Choral Festival. The school performed to a very high standard at the Burswood WAGSMS festival concert. We also provided comperes for the concert who were outstanding.



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Curriculum Implementation

The school implemented a varied professional development program tailored to meet individual needs.

Information Communication Technologies (ICT) Planning

Marie Beardsell was appointed to the school as the ICT Deputy Principal. Marie has maintained and enhanced the momentum of the ICT program in the school. Marie redesigned the School Website and developed the e-planning formats for staff. This is a significant initiative and highly innovative. This project will be expanded in 2007.

The integration of ICT into curriculum offerings was enhanced with clear evidence of teachers working together on planning, teaching and assessment strategies. All staff access the notebooks for teachers (NB4T) and participate in relevant training. There is significant evidence of use of these computers at Kinross.

In terms of teacher development in ICT, the Kinross web page is updated regularly throughout the year and publicised throughout the community. The intranet is an integral part of classroom use as is the acclaimed Kinross e-essentials. All staff had an opportunity to access training on the use of School Information System software. In 2006 all classrooms used the attendance module.

Performance Management and Professional Learning

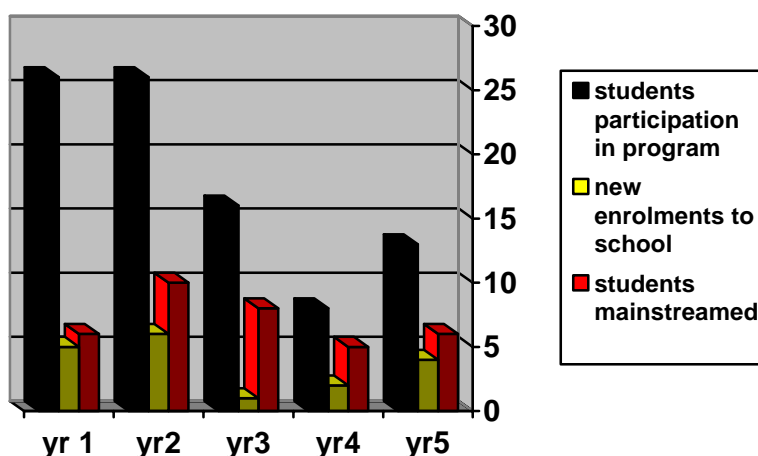
All new staff complete induction programs and training programs are designed to be completed on school development days. All staff undertake Performance Management with their individual line managers.

Inclusive Schooling

Kinross has developed and promotes a culture consistent with inclusive schooling. Applications for assistance to Schools Plus have resulted in a number of 'special needs' Education Assistants being appointed to Kinross Primary School.

Our Inclusivity Deputy Principal, Christine Byrne, accepted the role of Learning Support Coordinator (LSC) for Kinross Primary. Chris supports staff to develop Individual Education Plans; to access outside agency assistance; and to develop inclusive practices.

Reading Assistant Program



The Reading Assistance Program at Kinross Primary School caters for children identified with Specific Learning Difficulties in Literacy. The program uses an eclectic approach to build skills. 2006 Reading Program Results

Diagnostic testing is completed at the end of each semester. The reading program catered for **91** students in 2006 (**18** new enrolments were placed throughout the year). Throughout the year **35** children had reached their year level reading age and thus concluded with the program and were able to participate at year level in their own classroom.

Year 1 children at risk were referred and tested in term three, **28** students were placed in the program. Progress was made with all students in the 18 weeks in the program with **6** of these students reaching their year level age by the end of the year requiring no further intervention.



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Curriculum Implementation (Continued)

Early intervention is shown to be working with SAER. 32% of children placed in the program throughout the year were mainstreamed, no longer requiring intervention in 2007. Another indicator for early intervention success has been the reduction in the size of the groups as the children get older.

Individual Education Plans (IEP's), Group Educational Plans (GEP's) and Individual Behaviour Plans (IBP)

The number of Individual Plans developed and implemented in the school has grown with teachers successfully using plans as working documents. The plans support the reading program; address areas of concern, provide extension for students, support students developmental progress, address social, emotional and behavioural problems and lift the self-esteem and confidence of the children. In **2006, 123** students plans were developed to address individual needs.

Individual Plans for 2006 is as follows:

Year 1 - 13 students

Year 2- 36 students

Year 3- 32 students

Year 4- 12 students

Year 5- 15 students

Academic remediation – 87

Social skills development - 4

Academic extension – 17

English as a Second Language – 2

Behaviour Management – 13

(Some students having several areas addressed)

Inclusivity

In 2006, outside agency assistance was accessed from; Therapy Focus, Department of Community Development, Centre for Inclusive Schooling, ESL Student Services, WA Deaf Institution, Lions Hearing, Association, SPELD, Hospital School Services, Vision Impairment Services, and Language Development Centre.

Student Services

A collaborative model involving the School Psychologist, Associate or Deputy Principal, Class Teacher, Special Needs Assistant (if appointed), Parent/s and outside agencies is used successfully at Kinross Primary School. Consistent with a 'no surprises' approach, the aim of the model is for all stakeholders to have a shared responsibility in the child's education and outcomes documented at meeting. This model ensures the school manages students at risk effectively.

The following figures represent Case Management for 2006

Case Conferences

There were **92** case conferences provided to parents and teachers

Consultations

11 parents were provided with consultation

Many of these case conferences resulted in assessment testing (and subsequent assistance from outside agencies and Schools Plus in the form of extra EA time) from our school Psychologist. A number of students have received follow up mentoring, counselling, anger management and observation for intervention.

Talented and Gifted, Extension Programs

Teachers are encouraged to provide extension opportunities within their classroom programs. The school also provides extension programs for children who benefit from more challenging tasks. One hundred students participated in TAGS Programs in 2006: Year 4 and 5 students attend PEAC which is now located on the school site.



Information about Learning Programme and Student Outcomes

Some Background Information

In our outcomes focused approach to learning and teaching, desired outcomes are specific and measurable, representing levels of progress or growth along a continuum. There is still a strong emphasis on 'core' learning. Time is provided and the learner continues until the outcome can be demonstrated. The focus of instruction is on what the learner needs to learn to achieve the outcome. There is a greater focus on allowing the learner to succeed.

Learners are encouraged to develop independence and responsibility for goal setting and there is a greater emphasis on cross curriculum understandings. Teachers strive to be facilitators of learning selecting from a repertoire of instructional strategies. Broad ranges of assessment practices are used. Teachers make 'on balance' judgements from collected evidence about achievement.

Given this context and philosophy, the Kinross staff is moving closer to the cross curricula approach supported by strong beliefs, a vision, quality professional development, learning activities and organisational structures that support ongoing development.

An eclectic approach is used in the teaching program at Kinross. With a focus on phonemic awareness, programs such as Letterland and teaching Handwriting, Reading and Spelling Strategies (THRASS) are the main strategies used to develop the children's understanding of English. To support this there is a strong emphasis in early intervention programs that target children at risk. Through the assistance of the reading program and small group work, using the Education Assistant, the school is achieving considerable success in addressing those at risk.

Value Added

Our students have continued to benefit from the following programs -

- Reading Assistance Program
- Kidzclub
- Gifted and Talented Program
- You Can Do It Program
- Clubs including, Dance for Boys, History, Guitar, Young Writers, Library, Mouseketeers, Young Artists, Drama and Choir.
- Student Forum and Student Council
- LOTE Carnivale
- WA Week Activities
- Visiting Performers
- Jungle Gym
- In-term Swimming

School Focus Areas for 2006

Theme: Time to Teach

- Complete First Steps Writing Module
- Foster ICT Enriched Classrooms
- Undertake SIS Recording and Reporting including the use of PIPS, WALNA & WALNA First Cut
- Implement ECE Best Practice Guidelines
- Use Curriculum Guides as part of Phase of Learning Team Planning
- Promote KPS Classrooms and Teaching Programs in the Community
- Address System Priorities Initiatives

School Focus Areas for 2007

Theme: Time to Teach

- Complete First Steps Literacy Modules
- Foster ICT Enriched Classrooms
- Undertake SIS Recording and Reporting including the use of PIPS, WALNA & WALNA First Cut
- Implement ECE Best Practice Guidelines
- Use Curriculum Guides as part Phase of Learning Team Planning
- Promote KPS Classrooms and Teaching programs in the Community
- Address System Priorities Initiatives



Kinross Primary School Report 2006 WALNA Information

WALNA ANALYSIS & DATA

Western Australian Literacy and Numeracy Testing (WALNA)

The National Literacy and Numeracy Testing has been completed since 1998 and tests year 3 and 5 students. The tables below indicate the 2006 WALNA testing results in Reading, Writing, Spelling and Numeracy. The School Mean is compared to the State Mean and "Like Schools" Mean. "Like Schools" are the other schools in the state that are also considered to be in Band 6. A Socio-Economic Index is used by the Department of Education and Training to determine "Like Schools". The scores are the raw Western Australian Monitoring Standards in Education (WAMSE) score, which allows results to be compared across year levels and over time.

Reading	Year 3	Year 5
School Mean	308	394
State Mean	293	373
"Like Schools" Mean (Band 6)	311	390
KPS students in top 25% of the state	24%	16%
KPS students in middle 50% of the state	58%	66%
KPS students in bottom 25% of the state	18%	18%

Writing	Year 3	Year 5
School Mean	280	392
State Mean	257	364
"Like Schools" Mean (Band 6)	274	384
KPS students in top 25% of the state	25%	20%
KPS students in middle 50% of the state	60%	67%
KPS students in bottom 25% of the state	15%	13%

Spelling	Year 3	Year 5
School Mean	280	419
State Mean	272	398
"Like Schools" Mean (Band 6)	291	417
KPS students who performed above the National Benchmark	81%	88%
KPS students scored close to the National Benchmark	10%	6%
KPS students who did not meet the National Benchmark	9%	6%

Numeracy	Year 3	Year 5
School Mean	372	450
State Mean	336	402
"Like Schools" Mean (Band 6)	352	418
KPS students in top 25% of the state	34%	46%
KPS students in middle 50% of the state	58%	45%
KPS students in bottom 25% of the state	8%	9%

Proportion of Yr 3 & Yr 5 Students meeting national reading, writing, spelling & numeracy benchmarks

	Numeracy	Reading	Writing
Year 3	91.2%	95.1%	95.1%
Year 5	92.2%	95.7%	90.4%
Number of Students Attempting Each Task			
	Numeracy	Reading	Writing
Year 3	102	102	103
Year 5	116	117	115

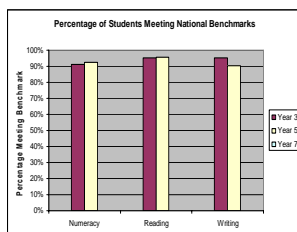
Including State figures (Government)

	Numeracy		Reading		Spelling		Writing	
	School	State	School	State	School	State	School	State
Year 3	91.2%	87.7%	95.1%	92.7%	91%	81.6%	95.1%	84.0%
Year 5	92.2%	85.1%	95.7%	89.3%	86%	79.3%	90.4%	84.4%

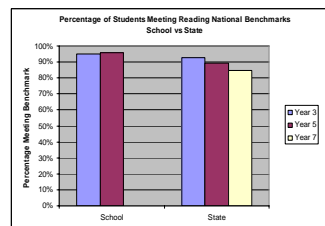


Kinross Primary School Report 2006 WALNA Information

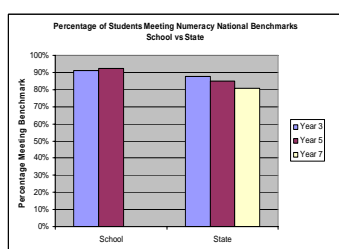
Percentage of Students meeting National Benchmarks



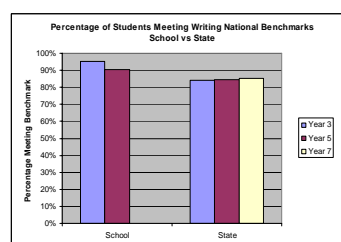
Percentage of Students Meeting Reading National Benchmarks: School Versus State



Percentage of Students Meeting Numeracy National Benchmarks: School versus State



Percentage of Students Meeting Writing National Benchmarks: School versus State



Changes in the benchmark from 2005 to 2006

The percentage point change in students achieving national benchmarks

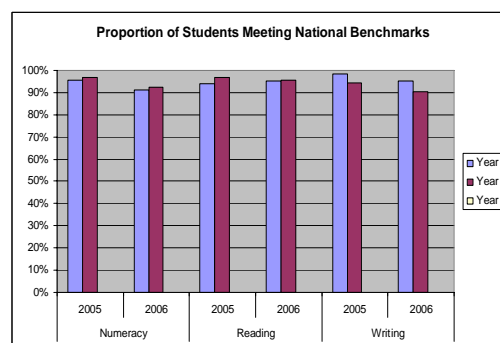
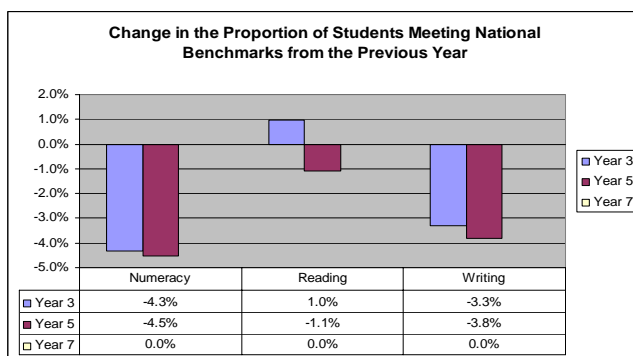
	Numeracy	Reading	Writing
Year 3	-4.3%	1.0%	-3.3%
Year 5	-4.5%	-1.1%	-3.8%

Number of Students Attempting Each Task

	Numeracy		Reading		Writing	
	2005	2006	2005	2006	2005	2006
Year 3	67	102	68	102	65	103
Year 5	124	116	125	117	122	115

The above percentage changes are derived from the following results


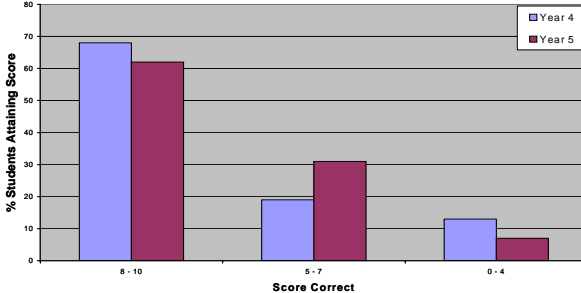

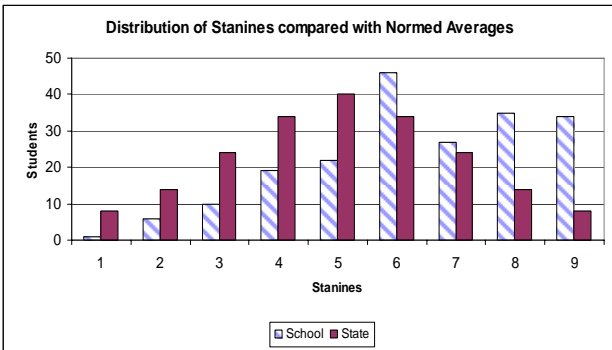


	Numeracy		Reading		Writing	
	2005	2006	2005	2006	2005	2006
Year 3	95.5%	91.2%	94.1%	95.1%	98.5%	95.1%
Year 5	96.8%	92.2%	96.8%	95.7%	94.3%	90.4%



Kinross Primary School Report 2006

Information about Student Outcomes


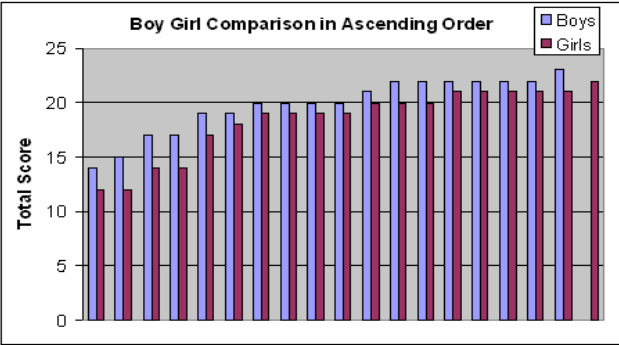

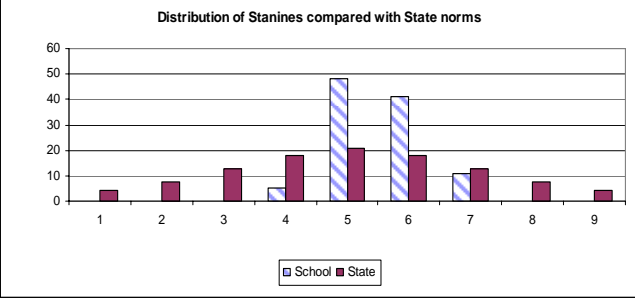



Data Collection	General Information & Data Analysis																														
<div style="text-align: center;">  </div> <p style="text-align: center;">Teacher Made Test Years 4 & 5</p>	<p>LANGUAGES OTHER THAN ENGLISH</p> <p>Italian is taught at Kinross. The children have an exciting and interesting program that uses a variety of resources and activities to assist them with their understanding. These are complimented with such activities as Pasta making.</p> <p>The students are exposed to a variety of authentic text types to provide them with the opportunity to listen to and observe the cultural aspects of Language use. The students are involved in activities based on themes to explore cultural traditions, attitudes and beliefs, and social issues. The activities are integrated as much as possible into other Learning Areas.</p> <p style="text-align: center;">Year 4-5 Senior LOTE Test Results</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Year 4-5 Senior LOTE Test Results</caption> <thead> <tr> <th>Score Correct</th> <th>Year 4 (%)</th> <th>Year 5 (%)</th> </tr> </thead> <tbody> <tr> <td>8-10</td> <td>~68</td> <td>~62</td> </tr> <tr> <td>5-7</td> <td>~20</td> <td>~32</td> </tr> <tr> <td>0-4</td> <td>~15</td> <td>~8</td> </tr> </tbody> </table> </div> <p>Students in Year 4 and 5 were required to read a passage in Italian and answer a set of questions in English to assess comprehension. These results indicate students in Year 4 and 5 are progressing well to make meaning from texts in the Italian Language and are working towards achieving outcomes in the Viewing, Reading and Responding strand.</p>	Score Correct	Year 4 (%)	Year 5 (%)	8-10	~68	~62	5-7	~20	~32	0-4	~15	~8																		
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<div style="text-align: center;">  </div> <p style="text-align: center;">Mathematics Easymark Years 2, 3 & 4</p>	<p>MATHEMATICS</p> <p>There is a strong emphasis on a “hands on approach” particularly in the junior classes where it is imperative that the students have a good grasp of concepts before moving into more problematic work in the middle and upper classes. There is also a very strong emphasis on place value and number.</p> <div style="text-align: center;">  <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Distribution of Stanines compared with Normed Averages</caption> <thead> <tr> <th>Stanines</th> <th>School (%)</th> <th>State (%)</th> </tr> </thead> <tbody> <tr><td>1</td><td>~1</td><td>~8</td></tr> <tr><td>2</td><td>~5</td><td>~13</td></tr> <tr><td>3</td><td>~10</td><td>~23</td></tr> <tr><td>4</td><td>~18</td><td>~33</td></tr> <tr><td>5</td><td>~22</td><td>~40</td></tr> <tr><td>6</td><td>~45</td><td>~33</td></tr> <tr><td>7</td><td>~25</td><td>~23</td></tr> <tr><td>8</td><td>~35</td><td>~13</td></tr> <tr><td>9</td><td>~33</td><td>~8</td></tr> </tbody> </table> </div> <p>As with WALNA results this data reflects a sound level of understanding with a large number of students at stanine 9 and a bell curve with a skew to the right.</p>	Stanines	School (%)	State (%)	1	~1	~8	2	~5	~13	3	~10	~23	4	~18	~33	5	~22	~40	6	~45	~33	7	~25	~23	8	~35	~13	9	~33	~8
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<div style="text-align: center;">  </div>	<p>TECHNOLOGY & ENTERPRISE</p> <p>The school is fortunate to have a number of staff who have expertise in this area and as a result there is much sharing, between the year levels, of ideas and teaching strategies.</p>																														
<div style="text-align: center;">  </div>	<p>SCIENCE</p> <p>In Science there is a strong emphasis on practical activities with the “Primary Connections” series receiving a strong emphasis at Kinross. There is also a very strong push towards environmental issues. Paper recycling and can collection also received emphasis. Kinross Primary is also a Water Wise school and has an emphasis on water use and conservation embedded in its science program.</p>																														

Kinross Primary School Report 2006

Information about Student Outcomes



Data Collection	General Information & Data Analysis
<div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold; color: blue;">Physical Education MSE Year 3</p>	<h3 style="color: green; margin: 0;">HEALTH & PHYSICAL EDUCATION</h3> <p>Kinross has always enjoyed considerable success on the sporting field. The school participates in interschool athletics. The students enjoy a diverse program that covers all sports including dance and swimming.</p> <p>A strong emphasis is also given to healthy life styles with recognition of Crunch n' Sip week, fitness and social issues dealing with bullying.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Health and PE was broken into two tests, throw and catch and games skills. Overall in the throw and catch, the children scored slightly above the state mean. However, when broken down into girls and boys, the girls were below the state norm. In game skills the students scored well above the state norm both as a combined group and when separated into girls and boys.</p>
<div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold; color: blue;">Society & Environment Easymark Years 2, 3 & 4</p>	<h3 style="color: green; margin: 0;">SOCIETY & ENVIRONMENT</h3> <p>There is emphasis in this area to ensure basic knowledge facts are taught. (eg names of the states, capital cities, oceans of the World, etc.)</p> <p>Place and Space</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Data indicates that SOSE Place and Space is well understood with the majority of the school scoring in stanine 6 through to stanine 7. There were no students below stanine 4</p> <p>Investigation, Communication and Participation Data for these strands suggests sound performance with the majority of the students scoring between stanine 7 and stanine 9.</p> <p>Resources Again a very good understanding was demonstrated. The majority of students scored between stanine 7 and stanine 8</p>
<div style="text-align: center;">  </div> <p style="text-align: center; font-weight: bold; color: blue;">Pips Testing Early Childhood Intervention</p>	<h3 style="margin: 0;">PIPS Assessment 2006</h3> <h4 style="margin: 0;">Teacher Assessment of PIPS in Action</h4> <p>The pre primary students are tested using PIPS in the first two weeks of school, then again in November. This test on 96 students was done by one person to ensure consistency with results. Information gathered in numeracy and literacy from the initial testing governed the pre primary program throughout the year and enabled teachers to group children for direct teaching instruction. Results in November showed significant value added on all students.</p>