



KINROSS COLLEGE

BUSINESS PLAN **2016-2018**



KINROSS
COLLEGE

PROUDLY AN INDEPENDENT PUBLIC SCHOOL

BELIEVE ACT ACHIEVE





OUR DISTINCTIVE AND INSPIRING SCHOOL

Kinross College is a school like no other. Established originally as a purpose built middle school in 2002, it now caters for students in years 7 to 10, making it the only specialist middle school within the metropolitan area.

Proudly an Independent Public School – our College benefits from the support of our local community who are excited about our future and are keen to see our school strive for even greater success. Uniquely, almost half our students’ families have come from the United Kingdom, making Kinross and surrounding areas the highest density of English migrants in any suburb of Australia.

We are committed to being an effectively functioning and moral community, grounded in sound values that are consistently applied and lived by staff and students in all aspects of the College’s activities. With an aim to deliver far more than outstanding academic results, and a focus beyond just the achievement of grades – we seek to develop the whole child as a unique and valuable individual. We see our role as an educational community to provide the platform for an adolescent to action their dreams.

As a College community we recognise that every child matters every day and we strive to involve the community at all levels in the education of their children. We understand that genuine and cohesive connections with our community are essential to establishing a positive and supportive learning environment, and we embrace the renowned African proverb that asserts that “it takes a whole village to raise a child”.

OUR EVOLVING SCHOOL COMMUNITY

The foundations for our future success have been established and our school community is ready to take the next step as a progressive and innovative organisation. We are committed to preparing students for their future in an ever changing world.

With the support of the School Board, we have initiated the process to evolve Kinross College to cater for students in Years 11 and 12, a process which is supported by the Department of Education and will occur during the life of this plan.

In addition, we will see the culmination of an extensive and exciting facilities improvement plan. We recognise that our students and staff need access to high

quality resources and facilities, and with this in mind our internal teaching spaces will be transformed from open areas into state-of-the-art classrooms, equal to any educational facility in Australia. The State Government has committed almost seven million dollars to this project and will ensure that Kinross College retains its status as a modern and innovative school with a vibrant and inspiring learning environment.





OUR PLAN

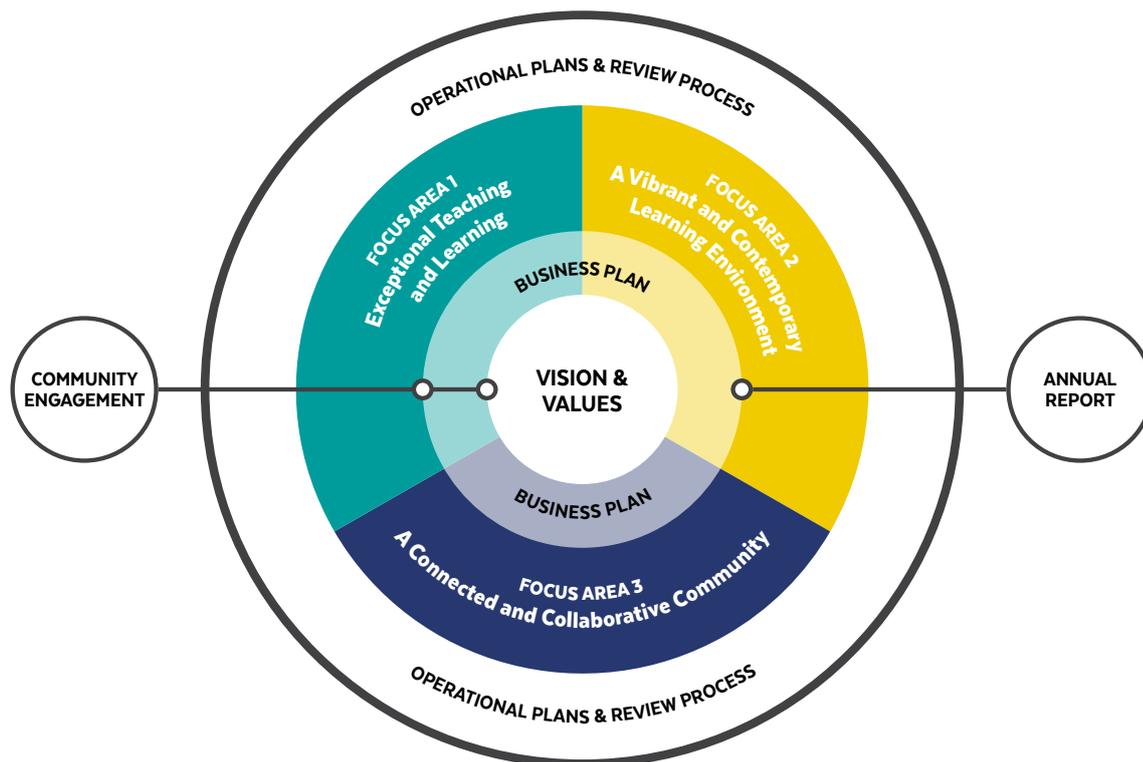
This Business Plan sets the direction for Kinross College from 2016 to 2018. It is unashamedly future focussed and addresses the learning needs and aspirations of students so they can embrace life in a rapidly changing 21st century world.

‘The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.’ Alvin Toffler, Learning for the 21st Century, 2003.

Embodied in this plan is a high level approach to how we can achieve our vision. It details the College’s priorities, strategies and methods for measuring success.

The focus areas and content are purposely targeted at a strategic level. Operational plans will be developed in key functional areas that will describe in detail the key actions required to implement the strategies in this plan.

Figure 1 below demonstrates how the Business Plan intersects with other school planning



EXCEPTIONAL TEACHING AND LEARNING

At Kinross College we strive to develop our students' academic skills as well as their emotional and social intelligence to prepare them as confident and productive members of the community. We nurture their creativity, support them to embrace change and inspire their imagination so they can become confident global citizens displaying high levels of compassion and integrity.

WHAT WE SEEK TO ACHIEVE

STUDENTS

- Increased levels of academic achievement
- Enhanced social, emotional and physical development
- High levels of student engagement across multiple learning contexts
- Self-directed learners who take ownership for their learning
- Confident and competent learners, who are who ready for the future

STAFF

- Best practice teaching and learning methods
- Optimised professional support and capability
- A high degree of academic rigour.
- A common language for effective teaching and learning
- Expertise in curriculum development and delivery
- Strong and capable leadership
- High levels of teacher recognition and support

WHAT WE WILL DO

STUDENTS

- Create high-quality student engagement programs that support children to enhance their learning, underpinned by Explicit Instruction as per the John Fleming Model
- Establish an outstanding Specialist Performing Arts Program and Specialist Soccer Program.
- Continue to apply and acknowledge high standards and expectations regarding students' work.
- Provide a diverse curriculum offering that is differentiated to ensure learning options are offered to students across a range of capability.

STAFF

- Cohesive whole school approach to the development of a responsive, engaging and relevant curriculum
- Use Department of Education Assessment Outlines as the course assessment and data entry mechanism.
- Train all staff in explicit teaching techniques, using the John Fleming model.
- Build staff capacity to deliver effective classroom management strategies, through use of TRIADs – classroom observation initiative, reflective teaching models and professional coaching.
- Establish a Professional Learning Plan that is linked to accountability processes, targets school initiatives and grows expertise.



- Increase academic enrichment opportunities through the Kinross Extension and Acceleration Program (KEA) to nurture creativity, problem solving, critical thinking, higher order thinking and mindfulness.
- Effectively engage students with specific learning needs through a supported learning model, underpinned by Individual Education Plans.
- Expand student access and exposure to current technology through integrating information technology across the curriculum through the use of the Bring Your Own Device (BYOD) program.
- Provide formal examinations across all year levels - with results used to inform future planning.
- Offer extensive extra curricula opportunities including homework classes; holiday classes; clubs and special programs.
- Implement use of the Department of Education's Connect program to enable students and parents direct access to information and communication including course outlines, assignments and marks.

- Extend external leadership networks to strengthen the school as a professional networked learning community with a high level of intellectual capital.
- Effectively utilise SEQTA, the whole-school information database to track students' progress and communicate with all relevant stakeholders.
- Continue recruitment, development and retention of quality staff with a passion for and expertise in teaching
- Foster a culture of effective performance and development through professional learning, collaboration, mentoring and coaching.
- Establish a comprehensive faculty plan that will enable the transition of staff, programs and pathways to cater for Year 11 and 12 students, including supporting staff to develop an advanced understanding of ATAR and VET.
- Provide an induction program for new and graduate staff that will assist their transition to the College.
- Assess potential to engage Edith Cowan University and Melbourne University to host teachers at Kinross College as an integral part of teacher lesson demonstrations for undergraduate students. Staff to then use these in peer review and feedback.

A VIBRANT AND CONTEMPORARY LEARNING ENVIRONMENT

At Kinross College it is our objective to shape each student's desire to learn. We do this by providing a supportive and challenging learning environment that encourages each child to believe, act and achieve.

WHAT WE SEEK TO ACHIEVE

LEARNING FACILITIES AND RESOURCES

- A world class learning facility that provides motivating and engaging learning spaces which caters for the needs of all students, staff and the community
- Provision of cutting edge educational resources to support learning including high-quality digital platforms that enable personalised learning experiences

COLLEGE CARE

- A welcoming and inviting learning environment, where students and staff are confident to take risks and challenge themselves
- A healthy and active environment, where positive health and well-being is supported, involving high levels of care and attention
- An active, inclusive and connected learning community that embraces and celebrates diversity.
- A community that shows compassion, tolerance and acceptance of others
- High standards of behaviour and personal conduct

WHAT WE WILL DO

LEARNING FACILITIES AND RESOURCES

- Provision of state of the art teaching and learning facilities via the \$7million facility master plan upgrade including remodelled classroom designs, lay-out and fit-out to meet contemporary learning styles.
- Installation of new Information and Communications Technology equipment, including "e-Boards" that

COLLEGE CARE

- Enhance the Teacher Advisory Group (TAG) to ensure each student has a supported and monitored pastoral care journey throughout their time at the school - recognising that every child matters every day.
- Conduct regular student contact activities including assemblies to focus on key pastoral care issues and behaviours.
- Implement a Social and Emotional Curriculum that will support positive mental health.
- Showcase student achievement and effort through a variety of recognition methods including the Kinross College Showcase, honour boards and awards linked to the College values.
- Enhance student leadership and advocacy opportunities to provide a stronger student voice in decision making.
- Entrench systems and support for effective student services



can be adapted for a variety of learning purposes.

- Establishment of a purpose built Student Services facility to provide the venue for high levels of pastoral care services.
- Regeneration of outdoor areas to create lively but functional spaces for social engagement, physical activity and outdoor learning
- Create an annual improvement plan of school facilities and resources.
- Development of environmentally sustainable practices across the school in the use of utilities and resources.

through the provision of leadership roles to govern effective pastoral care processes.

- Implement the use of SEQTA student data management system to record pastoral care, academic and attendance all student services data and utilise the data to communicate with parents and students.
- Engage with agencies to ensure a holistic wrap around service is provided to students at educational risk.
- Partner with the University of Western Australia to provide access to trainee social workers, Masters students and nurses to support the learning of identified students.
- Extend the VIVO student recognition program to reflect and entrench the School Values.
- Establish high standards and expectations regarding students' presentation, dress code and interactions with others.
- Develop specific staff and student well-being programs that foster positive morale, personal health and productivity.
- Reinforce a robust behaviour management and development policy that is fair, just and based on restorative practices and a "no blame" approach.
- Establishment of clear role statements for all staff within the College.

CONNECTED AND COLLABORATIVE COMMUNITY

At Kinross College we know that outstanding schools foster strong and mutually beneficial relationships with all members of the school community. We therefore are committed to creating a welcoming hub where partnerships flourish with parents, community organisations, local businesses and other educational institutions.

WHAT WE SEEK TO ACHIEVE

- Increased community engagement, support and investment in the College.
- Enhanced relationships with parents and families to support them to develop their capacity as proactive partners in their child's education.
- Greater external partnerships that create mutual benefit for the school and the community.
- An atmosphere of mutual care, respect and cooperation.
- Effective governance processes that engage parents, the community and staff in a high-functioning organisation.
- Improved connections with stakeholders, supported by effective communication methods.
- Increased pathways and connections for in and out of school programs and initiatives.
- High levels of student, staff and community satisfaction with their school (survey data)

WHAT WE WILL DO

PARENTS AND FAMILIES

- Establish the "Fathering Project" to inspire and equip fathers and father figures to engage with their children and to actively support their learning and engagement at school.
- Consult parents on the information or training they seek to best support their child's learning

LOCAL COMMUNITY GROUPS, AGENCIES AND BUSINESSES

- Enhance existing interagency programs including the WA Police Ranger Cadets program to cater for more students.
- Develop a database on local community groups and businesses. Hold a forum/s to invite them to partner with and invest in key initiatives such as community events, awards and other mutually beneficial initiatives.
- Foster the ongoing development of alliances with community, industry and tertiary partners to enrich curriculum and expand learning pathways.

EDUCATION INSTITUTIONS

- Develop stronger partnerships with other local government schools through the ongoing development of the "Coastal Cluster", which provides a consistent standard of



- Conduct motivating and engaging information and training sessions that foster partnerships with parents in educating their child.
- Develop an effective student progress reporting regime where students, parents and families are aware of progress made, and where support can be provided to enhance learning outcomes.
- Use contemporary communication tools, including online resources and social media that provide a variety of opportunities to inform and seek input on school initiatives.

- Continue the “Red Squad” initiative with the WA Police Academy to provide positive role models and engagement between Police and students in supportive activities.
- Develop connections and partnerships with arts based organisations and community groups in the establishment of the College as a Specialist Performing Arts School.
- Develop connections and partnerships with Football WA and local soccer clubs in the establishment of the College as a Specialist Soccer School.
- Continue to undertake extra curricula activities that provide various community engagement opportunities for students including Rangers; Drumbeat; Circus; Shine (girls); World Challenge community service program and tours.

education quality and a pathway of learning from primary to lower secondary and upper secondary.

- Enhance the partnerships with Edith Cowan University to undertake research on pastoral care and with the University of Western Australia to engage trainee social workers, Masters students, and nurses in supporting students.
- Engage with Edith Cowan University and Melbourne University for potential staff involvement in supporting undergraduate training.

OUR TARGETS AND PERFORMANCE MEASURES



1. STUDENT ACADEMIC ACHIEVEMENT

	TARGETS*	PERFORMANCE MEASURES**
NAPLAN	<ul style="list-style-type: none"> NAPLAN achievement will be at or above 'like schools' in all five test areas. Increase the 5% of students in Bands 8-10 for all test areas. Decrease by 5% students below the national minimum standard in all test areas. 	<ul style="list-style-type: none"> NAPLAN data
OLNA	<ul style="list-style-type: none"> Increase the 5% of Year 10 students in Category 3 in all test areas. Decrease the 5% of Year 10 students in Category 1 in all test areas. 	<ul style="list-style-type: none"> OLNA data
STUDENT GRADE ACHIEVEMENTS	<ul style="list-style-type: none"> Increase the correlation between grade distributions to like schools. 	<ul style="list-style-type: none"> SAIS data
OTHER	<ul style="list-style-type: none"> Maintain the number of students in initial subject selection in Year 11. Increase the number of students achieving 80 ATAR and above. Increase the number of Kinross students achieving attainment. Initiate formal exam process for years 7 -10 	<ul style="list-style-type: none"> Data provided by Mindarie Senior College

2. STUDENT NON-ACADEMIC ACHIEVEMENT

	TARGETS*	PERFORMANCE MEASURES**
ATTENDANCE	<ul style="list-style-type: none"> Increase the number of students with an attendance rate of 90% and above. Decrease the number of students in the severe attendance category. 	<ul style="list-style-type: none"> SIS and SEQTA attendance data
STUDENT ENGAGEMENT AND SATISFACTION	<ul style="list-style-type: none"> Increase % of students achieving 'Consistently' in attribute data "Sets goals and works towards them with perseverance". Decrease % of students achieving 'seldom' in all attribute data. To enhance and modify the existing 'Colours & Honours' system to create a more competitive and professional showcase of student achievement. To also include a recognition of former students by way of a 'Walk of Honour' 	<ul style="list-style-type: none"> SAIS /RTP data Student survey SAIS data/RTP Feedback from parents and former students
SOCIAL AND EMOTIONAL WELL-BEING	<ul style="list-style-type: none"> Maintain and improve student well-being. Introduce a TAG (Teacher Advisory Group) for students. Reduce the number of Physical altercations between students 	<ul style="list-style-type: none"> Student, parent and staff surveys. ECU Research Project (staff) Vivo data SEQTA Pastoral Care Report Data
OTHER	<ul style="list-style-type: none"> To re-introduce and develop a music program. To re-introduce and develop a language program. 	<ul style="list-style-type: none"> Student and staff surveys ECU Research Social Work Investigation

3. STAFF PERFORMANCE

	TARGETS*	PERFORMANCE MEASURES**
CAPACITY DEVELOPMENT	<ul style="list-style-type: none"> Staff use highly effective teaching practices as evidence through staff and student surveys and engagement in explicit teaching CMS. Increase in the understanding and application of the GROWTH coaching model as evidenced in staff survey data. Develop curriculum and pedagogical coaches. Implement classroom observation model to assist teachers reflect on on their teaching practices and student learning outcomes. 	<ul style="list-style-type: none"> CMS Feedback Staff Survey re: Grad Support Data Triad data and feedback
USE OF ICT	<ul style="list-style-type: none"> Continue to increase % of staff using innovative technological practices to enhance their curriculum delivery. Increase opportunities for all staff in the use of technology to enhance teaching, learning and work practices. 	<ul style="list-style-type: none"> BYOD Use Eboard Challenge - data
SOCIAL AND EMOTIONAL WELL-BEING	<ul style="list-style-type: none"> To increase the positive staff culture within the College. 	<ul style="list-style-type: none"> ECU Research Staff survey
STAFF ENGAGEMENT AND SATISFACTION		<ul style="list-style-type: none"> Staff survey/ Workforce Analysis
OTHER	<ul style="list-style-type: none"> To increase the number of teachers mentoring practicum teachers. Continue investigation into a micro-teaching program via video conferencing between Edith Cowan Institute for Educational Research and Professor David Clark at Melbourne University. 	



4. COMMUNITY ENGAGEMENT

	TARGETS*	PERFORMANCE MEASURES**
PARTNERSHIPS	<ul style="list-style-type: none"> To establish and develop our work with UWA Social Work Department. College Board to raise awareness within the parent group and wider College community of its role and operations. To increase board participation from the College Community. To continue to focus and improve our role within the Coastal Cluster of Schools in particular to embrace transition and image. To continue to maintain and foster effective community partnerships. Increase the participation rate of the BYOD program 	<ul style="list-style-type: none"> ECU Partnerships Fathering Project Student/Parent/Community Surveys
PARENT ENGAGEMENT AND SATISFACTION	<ul style="list-style-type: none"> Maintaining positive parent satisfaction as evidenced in survey data. Enhance the image of Kinross College within the community. To increase communications and engagement with parents regarding student outcomes, College activities and operations. 	<ul style="list-style-type: none"> Student/Parent/Community Surveys SEQTA, email communications (e bulletins), College Facebook page, SMS's and Website

5. OTHER

	TARGETS*	PERFORMANCE MEASURES**
	<ul style="list-style-type: none"> To enhance the natural and physical environment of the College to develop a sense of appreciation and respect for their place of learning by both staff and students. Ideas include: <ul style="list-style-type: none"> Artist in residence Mural Garden beds Toilet facility enhancements Motivational signs Litter and waste management. 	<ul style="list-style-type: none"> Graffiti and vandalism statistics Survey of student habits and opinions Anecdotal gardener and cleaning staff input
	<ul style="list-style-type: none"> To initiate the idea to the Department of Education and the State Government for the need for Kinross College to establish a Yr 11 & 12 cohort and therefore become a Senior High School. 	

ABBREVIATIONS:

• BYOD	Bring your own device program	• SAIS	Student Achievement Information System
• CMS	Classroom Management Strategy	• SAR	Student Attendance Reporting
• NAPLAN	National Assessment Program - Literacy and Numeracy	• SEQTA	Online student information tool that allows for accurate, timely records and communications home
• OLNA	Online Literacy & Numeracy assessment	• SIS	Student Information System
• RTP	Reporting To Parents	• VIVO	Student reward system

*What we seek to achieve

**Tools to measure achievement

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PROUDLY AN INDEPENDENT PUBLIC SCHOOL

At Kinross College we recognise and celebrate the cultural heritage of our students and families. In particular, we acknowledge and respect our continuing relationship with the Noongar People, the traditional custodians of the land upon which the campus stands.