

# ANNUAL REPORT 2016



**KINROSS  
COLLEGE**



*“Developing inspired, ambitious and considerate adolescents to work with integrity towards excellence”.*

# ANNUAL REPORT

## 2016



*The 2016 College Report provides parents and members of the wider community a summation of the events, activities and performance of Kinross College. It also outlines the College's targets for 2017.*

2016 marked a significant year for Kinross College. The \$7.5 million upgrade and refurbishment of Brearley, Stirling and Forrest Learning Communities, a new Food Technology room, the construction of isolated Computing rooms and an upgrade to Design and Technology commenced and was completed on time prior to the start of 2017. The new facilities look amazing and have provided our students with a modern, state of the art learning environment that they can all be proud of.

Further development of the grounds has seen the front playground equipment moved to Kinross Primary school, resulting in a heavily utilised open area for the Year 7's. Mature trees have been planted along the walkway to Stirling and will provide a beautiful shaded area in years to come. The elevated garden beds have also been changed with mature shade trees replacing the low shrubs. Further development in 2017 will see synthetic turf placed below these trees and provide wonderful seating areas for students.

Two heavy duty steel table tennis tables have been situated in the Stirling undercover area and allow a large number of students to actively participate during break times. This is the start of a concerted effort by our Student Services team to engage students during break times.

The appointment of a Level 3 coordinator to run an alternative learning program, called Compass,

to re-engage a number of highly disruptive Year 7 and Year 8 students will start in 2017 to improve the educational opportunities not only for students in the program, but for the entire student population.

Our key Focus areas for the 2016-2018 Business Plan are:

- Exceptional teaching and learning
- A vibrant and contemporary learning environment
- Connected and collaborative community

## THE COLLEGE AND ITS CONTEXT



Kinross College lies in the northwest corridor 32km from the Perth CBD. The College is a short distance north of Joondalup and east of Burns Beach with proximity to the Mitchell Freeway, rail and arterial road connections – Marmion Avenue. Kinross is the local public school for Years 7 to 10 students from Burns Beach, Kinross, Mindarie and the southern portion of Quinns Rocks. All students who live within this new catchment area are eligible to enrol at Mindarie Senior College for Years 11 and 12.

The communities comprising the Kinross/Mindarie local intake area (LIA) are generally middle class, residing in separate dwellings, primarily houses. The school community is predominately English, South African and a mix of other European nationalities. Most families have both parents working and are a mix of mostly para-professional and trades; an increasing number undertaking fly in and fly out (FIFO) occupations. The community is supportive of the College in principle, but can be reluctant to attend school functions, P&C meetings or seek School Board representation.

### ***COLLEGE STAFF PROFILE***

The 2016 school staffing structure was based on an Executive team comprising of a Principal and two Associate Principals. Six Heads of Department managed the learning areas with two Level 3 Student Services Managers overseeing student welfare. A Level 3 Coordinator was appointed at the end of year to run the Compass Program and assist staff to develop behaviour management strategies for their classes. Staff are chosen through local merit selection where possible.

### ***COLLEGE ENROLMENT PROFILE***

The enrolment figures for 2016 (Semester 2) were as follows:

- 149 students in year 7
- 141 students in year 8
- 175 students in year 9
- 185 students in year 10

# STUDENT OUTCOMES

## THE COLLEGE PROGRAM

Kinross College offered 7 of the 8 Learning Areas in 2016 with LOTE not offered, however, French and Italian planned for 2017. Specialist programs in health and physical education, the arts, including visual and performing arts, media, design & technology and information technology were available to all students as well as the reintroduction of music. This was via general classes, music specialist and choir as well as SIMS instrumental lessons.

Academically talented students were catered for through our school based extension program (Kinross Extension and Acceleration - KEA) and the 'shadow' class. Students experiencing difficulty are catered for through Individual education plans (IEP) and support programs with significant time and resources allocated to a Learning Support Coordinator. Students with specific learning difficulties have been integrated into appropriate year levels and receive additional support through education assistant aide time.

## NAPLAN PERFORMANCE

Percentages of students in top 20%, middle 60%, bottom 20% of the State and among like schools.

Assessment Areas		Year 7	Year 9
Numeracy	Top 20%	18	9
	Middle 60%	72	74
	Bottom 20%	10	18
Reading	Top 20%	19	16
	Middle 60%	63	64
	Bottom 20%	18	20
Writing	Top 20%	18	18
	Middle 60%	76	68
	Bottom 20%	6	15
Spelling	Top 20%	23	20
	Middle 60%	67	65
	Bottom 20%	10	15
Grammar and Punctuation	Top 20%	16	15
	Middle 60%	75	66
	Bottom 20%	9	19

### The National Assessment Program Literacy and Numeracy:

**Numeracy:** The Year 7 cohort has seen a reduction in the percentage of students in the Middle band. Pleasingly, most seem to have moved into the top 20%, with a few falling into the bottom 20%. The Year 9 cohort however has seen a decrease in performance with students falling from top to middle, and from middle to bottom bands. The impact of large staff change-over in the mathematics department in the past couple of years has contributed significantly to this. Moving forward there is a concerted effort to expose new

staff to Explicit Teaching principles via professional development. There will also be a focus in 2017 of using online quizzes to identify areas of weakness in basic arithmetic skills to assist students to progress to higher concepts in mathematics.

**Literacy:** Improvements over the past couple of years appear to have plateaued in the NAPLAN areas of reading, writing and language conventions (spelling, grammar and punctuation) with a general trend of increasing percentages of

students into the middle band from the top. An exception to this is in reading, where the middle band students moved both up and down. There was a decline from top to middle and middle to bottom in Year 9 grammar and punctuation. This is due to a change in regards to writing of text type from persuasive writing to imaginative writing – including narrative writing and informative writing. Our focus for 2017 is to improve our data in all

areas by 4% and move our tail end up and improve how we extend our top students. Use of Explicit Teaching in all classes is expected, all years are to engage in journal writing and maintain a reading log. In regards to spelling we are have found success in using the Soundwaves program and use of Cars & Stars to help improve our reading data.

It is disappointing to note that all of the NAPLAN performance data was below like schools.

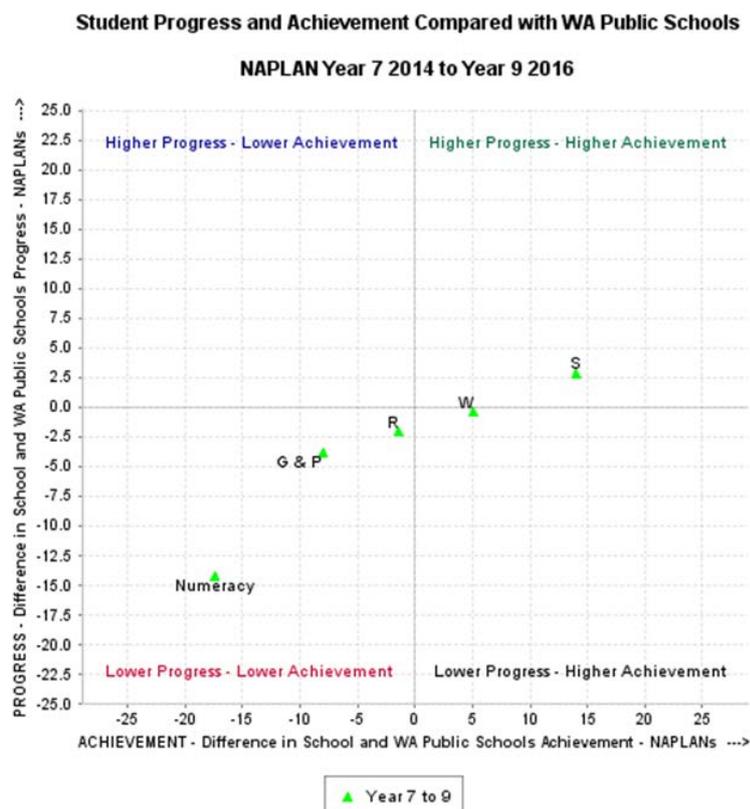
### NAPLAN COMPARATIVE PERFORMANCE SUMMARY

	Year 7				Year 9			
	2013	2014	2015	2016	2013	2014	2015	2016
Numeracy	-0.2	-1.4	-0.5	-0.9	-0.6	-1.0	-0.8	-1.6
Reading	-0.4	-0.9	-0.6	-0.8	-0.6	0.0	0.5	-0.5
Writing	0.3	-0.9	0.3	-0.1	-0.4	-0.3	-0.2	0.0
Spelling	0.9	0.7	0.5	-0.2	-0.3	0.0	0.1	0.3
Grammar & Punctuation	0.4	-1.3	-0.5	-0.8	-0.2	-0.9	-0.1	-0.9

**Above Expected** - more than one standard deviation above predicted school mean

**Expected** - within one standard deviation of predicted school mean

**Below Expected** - more than one standard deviation below predicted school mean



Spelling continues to show very pleasing results with high achievement and high progress. Writing and reading have reduced in both progress and achievement, but are still at acceptable levels. Grammar and Punctuation has progressed more than last year, but the level of achievement has fallen. Numeracy has reduced in both achievement and progress.

# ONLINE NUMERACY AND LITERACY ASSESSMENT 2016

Students in Year 10 are required to demonstrate a minimum standard of literacy and numeracy to achieve a Western Australian Certificate of Education (WACE) upon graduation at Year 12.

The OLNA has been designed by the School Curriculum and Standards Authority to measure the literacy and numeracy skills identified as necessary for functioning in society post-senior secondary schooling; for example, skills associated with shopping, managing a household budget, writing a job application and communicating with others.

Students who achieve band 8 during Year 9 NAPLAN are deemed to have demonstrated the minimum standard. Our results in this area are comparable to like schools. The application of our staff and students from the middle of Year 9 into Year 10 has improved to the extent that Kinross College students have out-performed like schools with a higher percentage of our Year 10 students passing OLNA, resulting in a lower percentage not qualifying at this point in time. This will assist students as they move beyond Year 10 into Year 11, TAFE or employment.

## Online Numeracy and Literacy Assessment (OLNA) Current student standing 2016

	YEAR 9	YEAR 10	NOT QUALIFIED
<i>Kinross College</i>	26.9%	45.2%	28.0%
<i>Like Schools</i>	27.6%	41.9%	30.5%



## STUDENT MANAGEMENT INFORMATION

Attendance 2014, 2015 and 2016 continues to be above WA public schools. Our focus is still to improve the attendance of students in the severe and at risk categories and to increase the number of students attending school on a regular basis. Some of the strategies implemented to achieve this include the monitoring of attendance through TAG classes, regular attendance reviews by Student Services managers, Year Coordinators and front office personnel, parent contact, social and emotional programs via TAG and engagement programs such as Try-a-Trade and Work Experience. The Kinross College Attendance Guidelines have been updated and implemented as well as a regional attendance initiative.

2016 Attendance		
Year Group	College %	State %
7	93	91
8	88	88
9	87	87
10	88	86

2016 Suspensions					
Year Group	Number of students	Number of suspensions	Total number of days	Number of days for top 4 students	Top 4% of total days
7	23	64	117.5	59.5	50.6
8	14	71	179	121	67.6
9	28	46	80.5	28.5	35.4
10	19	38	75.5	47.5	62.9
<b>TOTAL</b>	<b>84</b>	<b>219</b>	<b>452.5</b>	<b>256.5</b>	<b>56.7</b>

There were fewer students suspended in 2016 than in 2015, but the total number of suspensions was higher, resulting in more total days suspended. Year 8 students accounted for nearly 40% of the total suspensions. As with previous years, a small group of repeat offending students were responsible for a greater number of these days. Two thirds of the suspensions in Year 8 were attributed to 4 students. Over half of the suspensions across the school were attributed to 16 students.

The increase in N6 category (violation of school Code of Conduct, behaviour management plan, classroom or school rules) is probably due to increases in expectations on students by staff to follow directions and school rules. This one area accounts for the total overall increase from 2015.

The creation of the Compass engagement program for 2017 (comprising of seven Year 8 and three Year 7 students) along with the whole school Classroom Management Strategy (CMS) training will hopefully have a positive impact in this area as staff learn methods of better dealing with disruptive and inappropriate behaviours displayed by some students.

The number of physical assaults on other students (N3) increased, (54 male and 7 female) leading to discussions with the male population by the school Executive team about their behaviour. A 'Stop The Violence #Walkaway' booklet was also created with newspaper articles designed to have students, suspended for violence towards others, reflect on the effects that violence can have on all involved,

particularly one-punch attacks. This booklet is used as the basis for discussion at the student's re-entry meeting and seems to have been effective in reducing the number of students re-offending.

Pleasingly there was a decrease in the N5 (wilful offence against property) category. It is hoped that the new buildings will increase the student's respect for their school and this will result in a positive cultural shift at Kinross College.

### ***DESTINATIONS FOR THE 2016 YEAR 10 COHORT***

Out of the 185 students that left Kinross College at the end of Year 10 in 2016, 174 (94%) went to Mindarie SC, 9 (5%) attended a different senior high school and 2 (1%) did not continue with school studies in 2017.



## ADDING VALUE - OUR ACHIEVEMENTS

A snapshot of our achievement over 2016:

- The \$7.5 million upgrade and refurbishment of Brearley, Stirling and Forrest learning communities, a new food technology room, the construction of isolated computing rooms and upgrade to design and technology.
- Re-introduction of music as a course on offer via structured music classes and choir for Year 7 students, including SIMS instrumental lessons. This initiative re-connects our students with music to add that missing link between our primary schools and Mindarie SC.
- Development of the 'Compass' program to re-engage some highly disruptive Year 7 and Year 8 students.
- Continual improvement of our use of SEQTA as a communication tool for parents.
- Nine students entered the Perth round of the World Scholars Cup and all secured places at the second rounds in Bangkok and Prague. One student, our Head Boy, got through to the finals at Yale University, USA where he secured more medals and successes.
- Use of assessment outlines by all learning areas to record student performance and allow discussions on progress to occur between students, teachers and their TAG teacher.
- Motivational quotes around the school to focus students on achievement of educational goals.
- Partnership with UWA to integrate two master's degree Social Work students for a total of 30 weeks into the Student Services team as part of their practicum.
- Installation of two E-boards into learning communities.
- Continue to grow our relationships with ECU, UWA and Curtin universities by offering placement of Practicum teachers to be mentored by our staff.
- Completion of Triads program where staff have the opportunity to observe and discuss each other to assist in their development as teachers.

### ***WORLD CHALLENGE TOUR - SRI LANKA***

In 2016, eleven Year 10 Kinross College students participated in a three week World Challenge Expedition to Sri Lanka. Students completed a number of hikes to famous Sri Lankan cultural and historical sites and also hiked the famous UNESCO Heritage site Knuckles Ranges. As part of a community project the students worked at Godamunne Junior School helping to refurbish and improve facilities and renovate the play

area. Teamwork, personal organisation, leadership and challenging oneself in a unique environment were the key criteria of the expedition. It was wonderful to see the students interact in a mature manner with people they met on the journey and make a positive contribution to a rural community, embracing a new culture in challenging and unfamiliar surroundings.



## PARENT STUDENT AND STAFF CONSULTATION

The 2016 Kinross College parent school opinion survey was conducted in September 2016. 114 responses were recorded, double the number in 2015. Areas covered in the survey included school leadership, student wellbeing, learning progress, student support and communication, student behaviour management and teacher expectations.

85% of the respondents were female with an even spread over years 7-10. Key points taken from the results are:

- Teachers set high expectations and are approachable to parents.
- Control of student behaviour is a concern to parents.
- Parents believe that their child's teachers are good teachers.
- 96% of parents are in favour of a school uniform with 86% stating their child wears the uniform every day. 73% are happy with the uniform polo shirts, the item liked most and the girls cuffed shorts liked the least.

- Exams are supported by parents, but mostly in Year 9 and Year 10 (above 90% in favour). This falls to 68% in favour of exams for Year 7's.
- 95% of parents are in favour of suspensions for issues such as student bullying or violence towards others.
- Half of parents support the Bring Your Own Device program.
- 69% support the College becoming a senior high school. Those with concerns were mainly around ensuring that the standards at Mindarie SC would be offered at Kinross in Year 11 and Year 12.

Many parents provided extended answers to the questions in the survey. These responses varied considerably in their content, but will be taken into account when actions for 2017 are being planned.



# FINANCIAL SUMMARY AS AT 31 DECEMBER 2016

The following information outlines the financial performance for the year 2016.

Our second year with the Student Centred Funding Model (SCFM) commenced with a carry-over of \$264,126 in salaries, which allowed some flexibility with salaries to cash transfer, enabling us to achieve some significant improvements which were prioritised by the Finance committee.

Our contingencies previous year closing balance of \$262,037 together with the 2016 cash component of the SCFM, ensured adequate funding to provide many new resources, to achieve a number of improvements across the College and to continue planning for future projects.

Our reserve funds continue to support replacement of various equipment and resources across the college and allow for future planning into 2017. Significant funds have been utilised through 2016 for replacement of nine classroom sets of furniture for Brearley and purchase of replacement furniture for the new HASS staff studies in Brearley west retreat and numerous incidental replacements such as pinup boards and whiteboards in various rooms. Further funds have been reserved for replacement of furniture for Forrest, refurbishing of Forrest and Stirling east retreats, re-carpeting of the Forrest and Stirling staff studies and re-carpeting the IA, at the commencement of 2017.

Due to the significant carry over from 2015 in Salaries, we were able to transfer a total of \$250,000 to Cash in two payments, made in May and July. These funds were targeted towards achieving some of our prioritized list of significant improvements across the College and to top up reserve funds for the 2017 furniture replacements.

Significant prioritised purchases made in 2016 included:

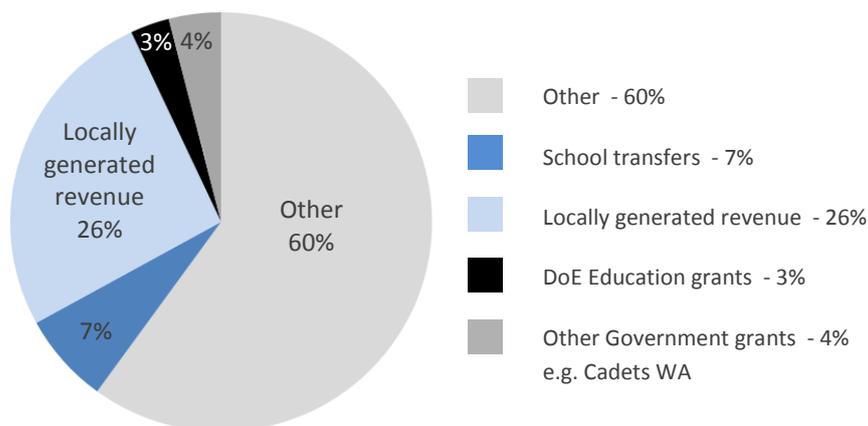
- Two e-Boards, with further funds being reserved for e-Board purchases and replacement of flat screen tv's in 2017 after the building program is complete.
- Two outdoor ping pong tables for the students to use. These acquisitions have proved to be very popular with the students and are constantly in use.
- Refurbishing Brearley and Forrest west retreats with new blinds, carpets and paintwork.
- Four windows cut into the west facing wall of Forrest west retreat to provide a view across the soccer pitch. Forrest west retreat has now become the PE Department staff studies.
- Brearley west retreat has now become the HASS staff studies due to the original Brearley staff studies being renovated in the 2016 building program, creating the first proper, whole school, staff room.
- Refurbishment of IA book shelving.
- Cabling and power for two computer labs in Hayes with sets of carrels being purchased and set up in each lab. This is the start of long term plans for this area, to turn it into the IT hub of the College.

Improvements to the college grounds were held back due to the building modifications but there are plans to re-consider proposed projects in 2017.

Despite the disruption of the building program for the second half of the year, considerable improvements have been managed across the College during 2016 and will continue into 2017.

Again our overall collection rate for Voluntary Contributions continues to be low, which is extremely disappointing, considering the valuable resources and outstanding facilities we provide our students. However, it did increase by 2% with the 2016 collection rate being 58%.

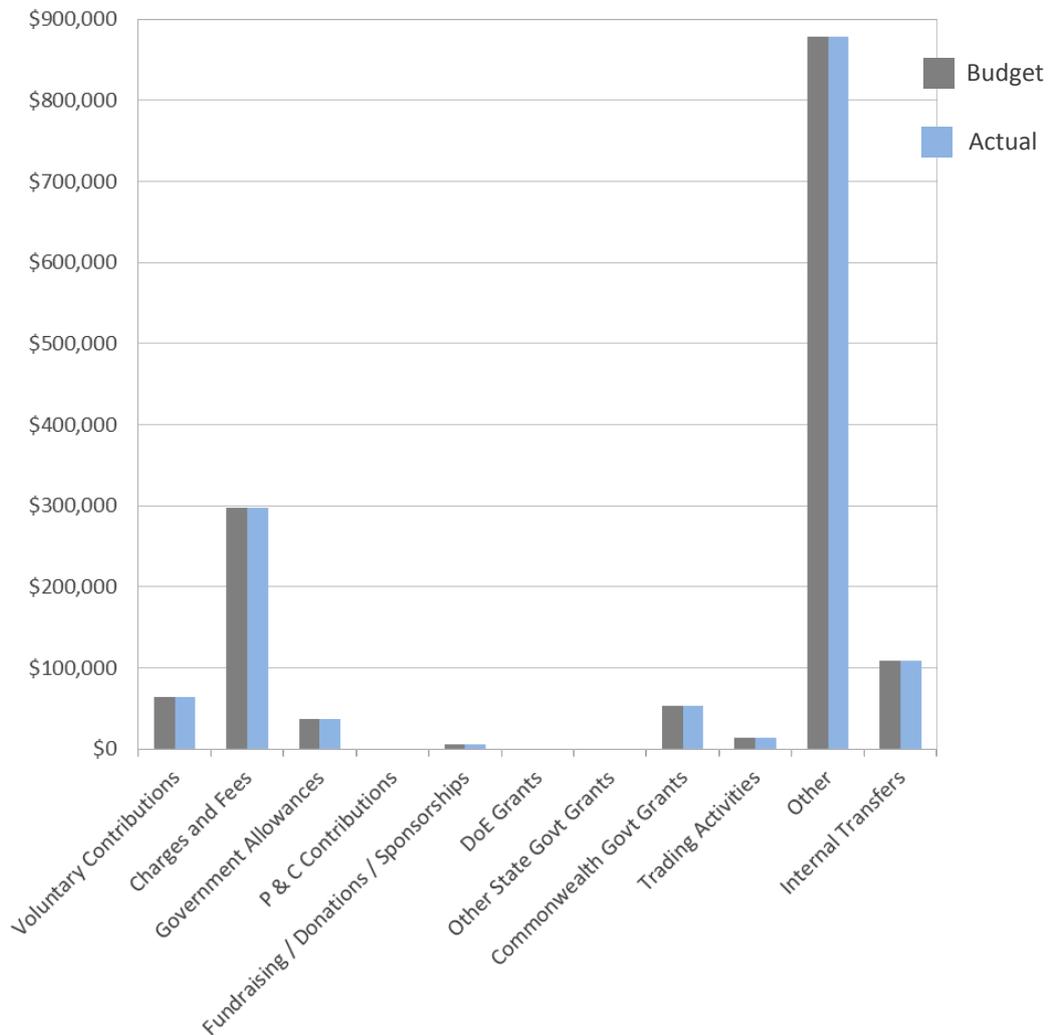
## Current Year Actual Revenue Sources



## Revenue – Budget vs Actual

Revenue - Cash	Budget	Actual
Voluntary Contributions	63,440.00	63,439.50
Charges and Fees	297,599.00	297,598.17
Government Allowances	36,920.00	36,920.00
P & C Contributions	-	-
Fundraising / Donations / Sponsorships	5,840.00	5,840.00
DoE Grants	-	-
Other State Govt Grants	-	-
Commonwealth Govt Grants	52,497.00	52,497.50
Trading Activities	14,045.00	14,045.00
Other	878,876.15	878,877.19
Internal Transfers	108,138.09	108,138.09
Total	1,457,355.24	1,457,355.45
Opening Balance	262,037.00	262,036.59
<b>Total Funds available</b>	<b>1,719,392.24</b>	<b>1,719,392.04</b>

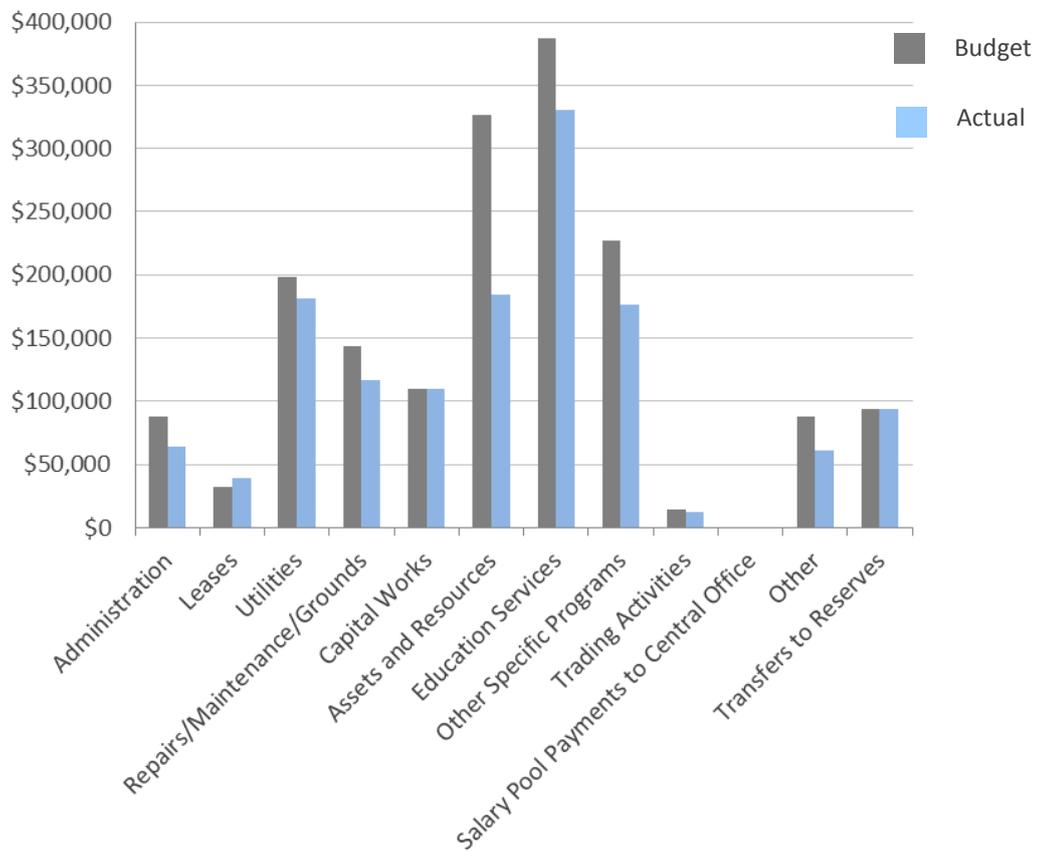
The actual figures represent funding and income received from all sources; the budget figures represent the allocation to revenue accounts across the College. 'Other' refers to areas such as facilities hire and self-funded activities.



## Expenditure – Budget vs Actual

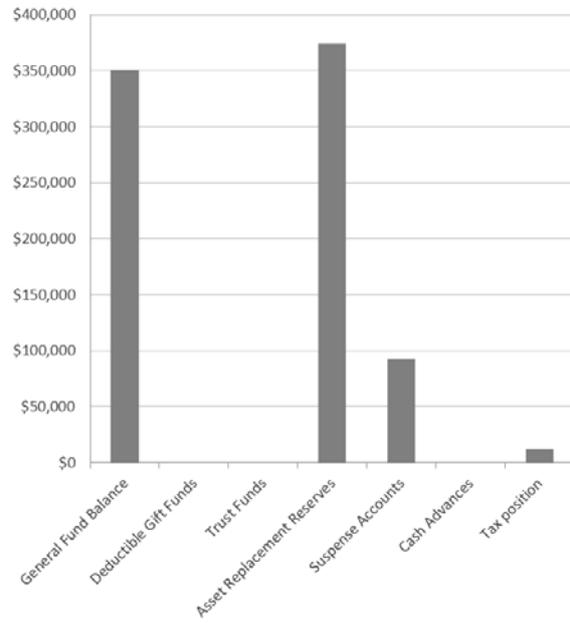
Expenditure	Budget	Actual
Administration	88,169.65	64,074.80
Leases	32,041.00	39,483.35
Utilities	198,400.00	181,210.79
Repairs/Maintenance/Grounds	143,236.00	117,101.87
Capital Works	109,342.00	109,248.59
Assets and Resources	326,231.99	184,453.27
Education Services	386,927.00	330,343.58
Other Specific Programs	226,786.60	176,299.69
Trading Activities	14,045.00	11,796.05
Salary Pool Payments to Central Office	0.00	0.00
Other	88,329.00	60,759.88
Transfers to Reserves	94,266.00	94,266.00

The budget column represents monies allocated to expenditure areas; the actual column refers to monies spent. 'Others' refers to self-funded areas such as excursions (overseas tours) and school camps.



## Cash position as at 9 January 2017

<b>Bank balance</b>	<b>\$ 803,689.17</b>
<i>Made up of:</i>	
General Fund Balance	\$ 350,354.17
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$ 374,556.35
Suspense Accounts	\$ 92,183.65
Cash Advances	-\$ 750.00
Tax position	-\$ 12,655.00
<b>Total Bank Balance</b>	<b>\$ 803,689.17</b>



### SOME OPPORTUNITIES FOR KC STUDENTS





**KINROSS  
COLLEGE**  
Believe • Act • Achieve

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