



Government of **Western Australia**
Department of **Education**

Kinross College

2017

Review Findings



Independent Public School Review

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School and Review Details

Principal:	Mr Rodney Buckenara
Board Chair:	Associate Professor Geoffrey Lummis PhD
School Address:	Falkland Way, Kinross WA 6028
Number of Students:	621
ICSEA¹	1022
Reviewers:	Ms Audrey Jackson AM (Lead) Dr Karen Read
Review Dates:	9 and 10 November 2017
Initial Review Year:	2014

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*[®] website
- School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Kinross College opened in 2002 as a middle school enrolling students from Year 6 to Year 10 with students transitioning to Mindarie Senior College for Year 11 and Year 12. In 2015, Year 7 became the year of entry to secondary education in Western Australia and hence the college's enrolment was restructured with Year 7 becoming the year of entry. Because of this restructure the college has experienced a reduction in student numbers.

The local-intake area for the college has been extended to include Mindarie and the southern portion of Quinns Rocks. Concurrently the local-intake area for Mindarie Senior College has been rezoned to enable Kinross College students to attend Mindarie Senior College for Year 11 and Year 12. The college is an active participant in the Coastal Cluster of Schools which also includes Kinross Primary School, Mindarie Primary School, Quinns Rocks Primary School and Mindarie Senior College.

A significant upgrade of facilities was completed prior to starting Term 1 of 2017. Teaching and learning areas have been significantly refurbished creating a very positive environment. A food technology room and stand-alone computer rooms have been constructed and the design and technology area upgraded. Further extension and improvement of the college's facilities is planned for 2018. Since 2015 there has been a program in place to enhance the grounds and in addition to landscaping has included a project with an artist in residence working with students to create a mural in the undercover basketball courts.

Findings

- The original 2015–17 Business Plan was reviewed and amended following the appointment of a new principal in 2015 and the current plan now spans 2016–18. In amending the business plan a number of initiatives have been included to facilitate the recreation of college culture. Italian and French are being reintroduced to the curriculum and general and specialist music programs have been implemented. The recommendations of the 2014 IPS Review have contributed to the business plan with defined targets for student academic and non-academic achievement, a focus on communication with parents and specific programs to address concerns about student welfare. However, there is no clearly articulated link between the business plan and the requirements of the DPA between the college and the Department of Education.

- The 2016–18 Business Plan aims to address the learning needs and aspirations of students. It has three focus areas, “exceptional teaching and learning”, “a vibrant contemporary learning environment” and “a connected and collaborative community”. Targets and performance measures are for student academic and non-academic achievement, staff performance and community engagement. Additional targets focusing on enhancing the physical and natural environment of the college have been included.
- Targets for student academic and non-academic performance are underpinned by the targets for staff performance. These include a whole-of-school focus on explicit teaching, a focus on enhancing student engagement through the implementation of the Classroom Management Strategies (CMS) program and its extension to conference accreditation training to embed the program into school practice.
- Each learning area develops a strategic plan aligned with the targets for student academic achievement which is subject to review and revision as data becomes available. To address the targets for non-academic achievement the student services team has established a strategic plan applying the same review and revision methodology as that used in the learning areas.
- The business plan identifies focus areas targets and performance measures. However, not all targets are defined in a manner that supports data analysis in determining the degree to which they are being achieved. The reviewers acknowledge that the business plan still has some time to reach its conclusion but were concerned that on reviewing the documentation provided by the college progress towards the achievement of targets was unclear.
- The annual report provides data and generalised commentary on student performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) and the Online Literacy and Numeracy Assessment (OLNA), and on attendance and behaviour management. Sections on “adding value – our achievements” and “parent, student and staff consultation” provide the community with a broader picture of the college’s progress towards achieving the targets of the business plan.
- There is no evidence in the annual report that the college board participates in monitoring the implementation of the business plan. In discussion with the board members it became clear that they were unaware of the degree to which the targets of the business plan were being achieved.

Area for improvement

- Ensure that board members receive an annual briefing on the degree to which business plan targets are achieved which is included in the annual report.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- Academic targets in the 2016–18 Business Plan under the priority of “student academic achievement” focus on four areas: NAPLAN, OLNA, student grade achievements and “other”. The findings reported here are aligned to the 2015–17 cycle of review.
- The first NAPLAN target states that achievement will be at or above like-schools in all five test areas. NAPLAN achievement data from Year 7, 2015 to Year 9, 2017 indicates that only spelling is above like-schools and reading at like-schools. Grammar and punctuation and writing are between 5–10 points below like-schools while numeracy is well behind like-school achievement. Over the three-year period, only Year 7 reading and spelling have made some progress when considered against like-schools; Year 9 performance has declined. The overall relative achievement was –1.33 for 2015–16 and –1.84 for 2016–17. A curious trend which is evident is the drop in average NAPLAN performance of the 2016 Year 7 and 9 cohorts in all areas of NAPLAN compared to 2015 and 2017 performance. The target has not been achieved.
- The second NAPLAN target refers to increasing the percentage of students in Bands 8–10 in all test areas by 5%. Data was only available for 2016–17. In Year 7, numeracy remained constant, reading improved by 7%, writing by 8%, spelling by 17% and, punctuation and grammar by 4%. In Year 9, numeracy improved by 6%, reading by 4%, writing by 4%, spelling went backward by 1% and grammar and punctuation improved by 15%. This target was achieved in five of the 10 test areas.
- The third NAPLAN target refers to decreasing by 5% students below the national minimum standard. Data was only available for 2016–17. In Year 7, numeracy remained constant, reading decreased by 7%, writing by 2%, spelling increased by 3% and, punctuation and grammar reduced by 1%. In Year 9, numeracy decreased by 2%, reading by 4%, writing by 3%, spelling by 3% and, punctuation and grammar increased by 2%. This target was achieved in only one of the 10 test areas.

- The second area of student academic achievement refers to OLNA data. The school reported in 2015 in the annual report on percentages of students at category one to category three while in the 2016 annual report compares OLNA performance to like-schools. There is no self-assessment against the targets as outlined in the business plan. The first OLNA target aims to increase by 5% Year 10 students in category three in all test areas. The second OLNA target states to decrease by 5% Year 10 students in category one in all test areas. The college reported in 2015 in the annual report on percentages of students at category one to three. Students at category three were 72% numeracy, 84% reading and 82% writing while students at category one were 4% numeracy, 4% reading and 3% writing. There is no evidence to indicate if these targets were achieved.
- The third area of student academic achievement referred to student grade achievements. The target refers to increasing the correlation between grade distribution to like-schools. There is no evidence from the school to indicate if this target was achieved. However, general NAPLAN alignment to grade allocations (Semester 1 and Semester 2 of 2016 and Semester 1 of 2017) indicates that in Year 7 NAPLAN results are below the grade allocation, while in Year 9 NAPLAN results are both above and below the grade allocation.
- The fourth area of student academic achievement referred to “other”. The first three targets, “maintain the number of students in initial subject selection in Year 11”, “increase the number of students achieving 80 ATAR (Australian Tertiary Admission Rank) and above” and “increase the number of Kinross students achieving attainment” were not reported by the school. The fourth target to “initiate formal exam process for Years 7–10” was implemented.
- Student non-academic achievement has four focus areas: “attendance”, “student engagement and satisfaction”, “social and emotional wellbeing” and “other”. The first attendance target aims to “increase the number of students with an attendance rate of 90% and above”. Data supplied for 2015–17 indicates the percentage of students achieving 90% or above was 66.6%, 60.0% and 64.4% respectively, indicating that the target was not achieved. The second attendance target aims to “decrease the number of students in the severe attendance category”. Data supplied indicates an increase in the percentage of students in the severe category over the three-year period: 3.6%, 4.1% and 4%.
- The second focus area of student engagement and satisfaction comprised two targets related to student attribute data which were not reported on.

- The college has implemented a school-wide pedagogy of explicit teaching which has been supported through ongoing professional learning for all teachers. Evidence provided by teachers during discussions indicates that this pedagogical framework is supporting the teaching and learning environment. Reviewers visited classrooms to verify and view the pedagogy in practice. Students were readily engaged with their work in a range of classes. Teachers confirmed that classroom observation supports the development of the explicit teaching strategy.
- The school is catering for a range of student abilities through two distinct programs. One is the Kinross Education Acceleration program (Years 7–10), for students identified as requiring higher level work to complement their academic ability. Students indicated the value of this opportunity across the four core learning areas and how it was impacting positively on their learning. Compass, a reengagement program, has been implemented in 2017 in response to students who are at serious educational risk and who were very disruptive in mainstream classes. Students from the program indicated how this program has supported them with their learning and given them definite pathways post-school. The Compass teacher provided evidence to indicate the success of the program while teachers interviewed across the school indicated the positive impact of the program in enabling the teaching and learning in mainstream classes to continue without constant disruption.
- The college is employing strategies to improve literacy and numeracy across the school. The Soundwaves spelling program, CARS online diagnostic testing and STARS reading program have been implemented to support students requiring interventions. A Literacy Maths Support class has been implemented to support identified students to attain achievement standards at their year level. Numeracy interventions are supported by direct instruction mathematics and reading clinics are conducted with the support of education assistants.
- Teachers and school administrators confirmed the priority of making positive connections with other schools. Mindarie Senior College was important in establishing effective pathways for students post-Year 10. Liaising with learning area teachers from Mindarie was viewed as a productive process to align the curriculum requirements for Year 11 students. Heads of learning area (HOLAs) also indicated that they were liaising with other schools for the purposes of moderation of student work.
- Teachers affirmed that school professional learning days were focused on the teaching and learning program with emphasis on explicit teaching and classroom behaviour management. Collaboration occurs across the college in learning areas, albeit there are different modes of this in practice. Frequency of these

meetings does vary dependent on the learning area, but HOLAs indicated that monitoring of teaching and learning is a focus.

- Performance management has a structured process, but it was not employed in all learning areas. While most teachers were performance managed in their first teaching area, some were not. Some teachers indicated that they received no performance management in their second area of teaching. Of concern is the lack of performance management and support offered to one of the teachers interviewed. Teachers confirmed that classroom observation was supporting their development, particularly reinforced by the graduate teachers. The manager corporate services indicated there was no performance management of support staff rather an informal process, which support staff confirmed.
- Research has informed the practice of classroom teachers across the school. Evidence provided to the reviewers indicate a strong link to current educational research in implementing key strategies such as explicit teaching, CMS and literacy.

Area of strength

- The whole-school pedagogical change to explicit teaching has been effectively implemented across the college providing a common language around pedagogy.

Areas for improvement

- Improve the writing of targets in the academic and non-academic achievement aspect to ensure that they are measurable.
- Improve teacher judgements of student performance to create better alignment with student achievement standards.
- Ensure all teaching and support staff are performance managed.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- A self-assessment and review schedule of student performance targets over the three-year cycle of the 2016–18 Business Plan, was not presented to the reviewers. Members of the school board who were interviewed confirmed that HOLAs had presented data to them at board meetings during the cycle of the business plan. However, board members could not confirm a self-assessment process in which they then reviewed the data to validate performance against the business plan targets. For the purposes of student performance monitoring, there was no connection between the business plan and the commitments required in the DPA.
- There are six HOLAs who presented evidence to indicate that they were monitoring student performance through learning area plans in 2016 and 2017. Across the learning areas there was inconsistency as to which data was being reported on, how it was being reported and how it was being interpreted. NAPLAN was monitored in English and mathematics while some learning areas were monitoring grade performance against like-schools. Some of the learning area data was reported as percentages while some was reported as numbers of students, hence viewing of the data in some instances is confusing. The analysis of the data across all cohorts was limited, so strategy implementation to address deficits are general rather than specific. All HOLAs indicated that they were trying to connect to other schools for the purposes of assessment and moderation. In most instances, the connection between the business plan and learning area outcomes was not explicitly evident. For example, there was no longitudinal summary of learning area performance against the student grade achievement target across the three-year cycle. However, it is evident that the HOLAs are on a continuum of development in monitoring student performance and are collaborating effectively with colleagues.
- Teachers indicated that they were engaged in monitoring student performance within their classes which included grade allocations, common assessment tasks for the purposes of moderation and for some, NAPLAN data. Student performance was also discussed at collaborative meetings.

- Student services monitored and reported on attendance and suspension data across the three-year cycle. Discussions with the student services team indicate that there are whole-school processes in place to address the targets established in the business plan, which they are reporting on.
- The 2015 and 2016 annual reports contain evidence that the college reviews some of its performance annually. However, notably, the reporting of performance of the targets as specified in the business plan are not evident in the annual reports. The annual reports are presented to the board.
- The annual reports and previous school review are available online at the Department of Education and college websites.

Areas for improvement

- Improve, in the next phase of planning, the college self-assessment process through consideration as to how the student outcomes being reported on, can be brought together in a succinct summary for the full three years of the cycle.
- Align the processes and structures for the reporting and monitoring of student performance across the college with explicit links from the business plan to learning area plans.
- Investigate professional learning opportunities for all college administrators (Levels 3–6) and develop board members' capacity in student performance monitoring.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- The principal confirmed that all education programs are designed and delivered in accordance with legislation and policy. The reviewers are confident that the implementation of the Western Australian Curriculum and Assessment Outline is on track as per the schedule. There are six learning areas: English; mathematics; humanities and social sciences; science; health and physical education; and a composite of the arts and technology. In addition, there is a student services team with two level three leaders. Parents and students interviewed were satisfied with the delivery of the curriculum and the opportunities that were presented for their education.
- In addition to the curriculum delivery, the college has implemented a range of programs to support student engagement. The implementation of the CMS program supports the focus on explicit teaching. All staff have been trained in CMS while five staff members have all become CMS conference accredited trainers. All staff are observed in the context of this strategy and are provided feedback on the implementation in the classroom. Teachers confirmed the value of the CMS training and the application of this to their classroom practice. The whole-school approach and a common language to manage student behaviour is having an overall positive impact on the learning environment. The school is in the process of implementing the Positive Behaviour Support framework to complement the CMS.
- The student services team are primarily responsible for overseeing the social and emotional wellbeing of students which includes attendance and behaviour. The team comprises two student service managers, a school psychologist (0.6), a student engagement coordinator, a student leadership coordinator, a positive recognition coordinator, a learning support coordinator and four year coordinators. The team indicated that they focus on positive rewards for behaviour and intervention for behaviours which place students at risk.
- A teacher advisory group (TAG) has been implemented for one hour per week to develop student, teacher and parent relationships. Students are allocated a group and meet weekly with their TAG teacher. Student responses to the TAG program suggested that there was no common focus during the weekly meeting. A positive recognition program called Vivo has been implemented to encourage positive behaviours. While this has been successful, the team are reviewing the

impact of the program in response to diminished student engagement. Students confirmed that they would like recognition to happen more quickly rather than once at the end of term. Parents were full of praise for the efforts the school made in keeping them informed of any issues which may arise with their children.

- A clearly defined process for monitoring student attendance and monitoring students at most serious risk was evident. The student services team have implemented a mental health first aid program run in three 75 minute sessions for all Year 10 students. Staff have been trained in the Gatekeeper program to ensure students at risk are effectively supported and monitored. The student services team stated that child protection and safety are reinforced throughout the school at collaborative staff meetings. The process of managing identified students at risk is very clear and well known to staff.
- Students can engage in a range of additional programs outside the curriculum. Student leadership is encouraged through a student council that meets weekly while a college creed has been developed by students, for students about behaviour and pride in their school. The Western Australian Police Ranger Cadet program has been in operation at the school since 2003 and continues to provide excellent opportunities for the cadets to be involved in a range of excursions and functions in representing the school. The program enables students to be ambassadors for their school which has been viewed positively by the community. Students have participated in World Challenge events in Mexico (2014) and Sri Lanka (2016) with the intent of further opportunities planned.
- The college grounds and environment presented as orderly and calm. The classrooms present as a vibrant sea of colour with information for students to reflect on during their classes which includes learning area strategies, explicit teaching delivery model and behaviour standards.
- The program delivery at the college is well managed, providing opportunities for students in furthering their education. Clear links exist between Kinross College and Mindarie Senior College in aligning curriculum delivery and in preparing students for transition to Year 11. Parents and students, particularly Year 10, were confident with the established transition processes.
- The reviewers are confident of the sustainability of the program delivery.

Areas of strength

- The whole-school coordinated approach to the implementation of CMS and the impact this has had on developing teacher capacity and the learning environment for students.
- The management of students' social and emotional wellbeing, particularly those who present at high level risk.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The workforce plan, which provides a comprehensive analysis of the staff profile, is aligned to the business plan to facilitate the achievement of the goals of the three overarching focus areas of the business plan.
- The workforce plan has a focus on the future. It identifies that to meet the goals of the focus areas which link to college culture and pedagogy, staff induction processes and graduate mentoring will need to be a priority as will succession planning and leadership development. In a proactive response the college has made a significant investment in professional learning with the involvement of all teaching staff and education assistants in the CMS program. To ensure the continuity of CMS a number of staff who have completed the foundation program are engaged in conference accreditation training which will embed the program in school practice.
- The college is collaborating in a research project called 'Supporting Positive School Culture through Interpersonal Engagement' which is a joint project between Edith Cowan University, Hampton Senior High School, Kinross College and Mindarie Senior College. The project aims to empower school leaders to develop, implement and evaluate professional learning programs that promote enhanced staff relationships. Both teaching and support staff are engaged in the project. The principal reported that the results to date are supporting a positive staff culture.
- In recognition that there is an increasing need for support in promoting student wellbeing the student services area has been extended by the appointment of a second Level 3 classroom teacher. This appointment is in part a response to concerns expressed in surveys of parents/caregivers regarding student safety.
- Having identified the need to provide a program to engage students with severe behavioural problems a special program, Compass, has been established. Resources have been applied to appoint a program coordinator teaching and engagement, to lead implementation of the Compass program.
- To ensure effective use of resources a full review of support staff roles is being undertaken in 2017 to improve efficiency, communication and support within the college.

Areas of strength

- The use of resources to support teaching and learning across the college.
- The engagement in research to promote the wellbeing of both teaching and support staff.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

- The membership of the board of Kinross College is representative of both the school and the local community. The chair, who took up office in 2014, has considerable experience in the governance of educational institutions as a member of governing bodies including serving as chair of these bodies. The chair and one of the community members have significant experience in governance. However, none of the members have undertaken formal training available for the members of the boards of IPS. The reviewers consider that there would be benefit in ensuring that all members, particularly those new to the board and school governance, are aware of their role and are offered opportunities to develop the skills needed to provide effective governance through IPS board training on offer. The board has not conducted a review of its performance and the reviewers recommend that a board survey be introduced and conducted on a regular basis.
- The DPA has not been presented to the board for endorsement and members were unaware of both its content and its importance in the governance of the college. Additionally there was no evidence in board minutes that annual reports were presented to the board for formal endorsement. Further it was of concern to the reviewers that the annual report contained no reference to the board and its role in the college.
- It was clear from discussion with the chair that he is actively engaged in furthering the development of the college particularly regarding its enrolment profile which is included as a target in the business plan. Through the chair the college has been able to establish a link to Edith Cowan University resulting in a research project.
- Board members advised that they had been briefed on, and had endorsed, the business plan. At each meeting operational aspects of the college's academic, behavioural and cultural programs were considered. HOLAs provide briefings on student performance. The briefings are supported by data presentations and have a focus on critical reflection reviewing what is and proposed solutions when improvement is necessary. The principal presents a report at each meeting which covers both current activities and, as appropriate, future planning. Topics covered are recorded in the minutes of meetings. However, it was unclear whether there was a formal report of performance against the targets of the business plan.

- To better inform the board on all aspects of school performance and provide a basis for its review the reviewers suggested that the School Performance Monitoring overview published in Schools Online would provide an evidence base for briefing members on the college's performance.
- The board is advised of the results of the National Opinion Surveys completed by parents, students and staff. These surveys are linked to the third focus area of the business plan, "connected and collaborative community". In addition, data on targeted surveys such as the introduction of examinations is reported.
- The manager corporate services confirmed that the board was provided with a copy of the current financial statements at each meeting. However, the reviewers noted that the format used is not appropriate for use in the context of the one-line budget introduced by the Department of Education. It was also noted that board minutes lacked information on the level of engagement of the board in the development of the annual budget, its endorsement and periodic review.
- To ensure that the board is fully briefed on progress against the targets of the business plan and fulfils its responsibilities in regard to the endorsement of the DPA and the annual report the reviewers suggested that a timetable be established linking these requirements to the calendar of board meetings. Endorsements should be formally recorded in minutes of meetings.

Areas for improvement

- Introduce an annual survey of board performance linked to the provision of opportunities for members to engage in training.
- Include in the annual report a component on the work of the board which includes endorsement of the report by the chair.
- Include the formal endorsement of the DPA and the business plan in the minutes as appropriate.
- Develop a cycle of reporting to the board to include NAPLAN and OLN results and presentations by learning areas linked to the achievement of the targets in the business plan and record these in the minutes of meetings.
- Ensure engagement by the board in the review of the budget for the year and minute the presentation of financial reports using the appropriate format.

Cluster

How well has the cluster met its purpose for this school and supported improved student learning?

Findings

- The college is an active participant in the Coastal Cluster of Schools. The cluster is conceived as forming an education pathway for students from Kindergarten to Year 12. The cluster comprises the three primary schools which are in the local-intake area for Kinross College, namely Kinross Primary School, Quinns Rocks Primary School and Mindarie Primary School, together with Kinross College and Mindarie Senior College to which Kinross students have access at the end of Year 10.
- The cluster is well organised and the schools have a shared understanding of its role. It operates on the premise that by working together, sharing best practice and resources the quality of learning will be enhanced and equip students with the appropriate skills and knowledge for their journey through school and beyond.
- Representatives from the schools meet each term with the role of chair shared among the member schools. The cluster aims to facilitate student transition between the phases of schooling through shared approaches to teaching and learning.
- The focus on common pedagogy and, where appropriate, implementing common programs eases the transition from primary to middle school. To extend the focus on a smooth transition between phases of schooling Kinross College and Mindarie Senior College have established a program of teacher exchange.
- Professional learning opportunities are shared by the schools in the cluster. For example a program on direct instruction conducted at Kinross College was open to teachers at the three primary schools.
- A two-yearly professional learning day has been established and in 2018 the focus will be 'the art of resilience'. The program has been opened to teachers from schools beyond the cluster.

Areas of strength

- The shared understanding of the role of the cluster in the support of students' learning journeys.
- The effective organisation of key activities such as the two-yearly professional learning day to support teaching and learning.

Conclusion

As a middle school Kinross College is committed to the provision of a teaching and learning environment that allows each student to develop their skills and talents in preparation for the next phase of their education. The redevelopment of the buildings to create teaching areas that better promote learning and a focus on teaching strategies are directed to the achievement of this goal. This focus is demonstrated by the explicit instruction model of teaching that is being implemented and supported by the CMS program. The college has made a commitment to ensuring that both programs are embedded in practice through professional learning and, in the case of CMS by providing the opportunity for five teachers to complete conference accreditation training.

The leadership has focused on strengthening college culture with the reintroduction of Italian and French, the introduction of specialist and general music programs and the support of the school-based Police Ranger Cadet program.

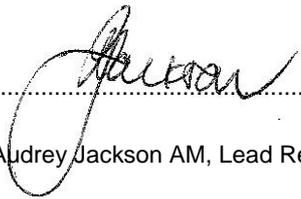
There is an emphasis on community engagement through events that showcase the college which is welcomed by parents. Parents are supportive of the goals of the college and appreciate the efforts made to support each student in their learning.

To extend the sense of community engagement it would be timely to review the role of the board and to ensure that the college community is made aware of its role and function.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Kinross College, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Ms Audrey Jackson AM, Lead Reviewer

6 February 2018

Date



Dr Karen Read, Reviewer

6 February 2018

Date



Mr Ken Perris, Director,
Independent Public School Review

12 February 2018

Date