



Department of  
Education

**Shaping the future**

# Kinross College

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Kinross College is located in the northern Perth suburbs, approximately 30 kilometres from the Perth central business district. It is within the North Metropolitan Education Region.

The college opened in 2002 and became an Independent Public School in 2012. Facilities are modern and include a performing arts theatre, design and technology studios, lecture theatres and an alfresco area for students. There is a close partnership with Mindarie Senior College, helping to provide transition for students to senior schooling.

Currently, there are 715 students enrolled from Year 7 to Year 10. Kinross College has an Index of Community Socio-Educational Advantage of 1033 (decile 3).

Community support for the college is demonstrated through the work of Board members and Parents and Citizens' Association (P&C) representatives.

## School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- In preparation for the Public School Review, the leadership team led a self-assessment process that engaged and incorporated the perspectives of staff and school community representatives.
- The school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard.
- A range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the improvement agenda.
- Validation visit meetings strengthened the review team's understanding of the evidence in the ESAT submission. Participants delivered consistent messages that built on claims in all domains throughout meetings.

The following recommendation is made:

- Moderate ongoing college self-assessment practices, via reference to the Standard, to monitor college performance.

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### Relationships and partnerships

A focus on building positive and supportive relationships between students, staff and families is based on shared responsibility for the education of students through community collaboration and partnerships.

### Commendations

The review team validate the following:

- Support for families in need is provided by the Kinross Community Pantry service. Partnerships with local supermarkets, community members and the organisations: SecondBite; Foodbank Western Australia; local churches; and the Australian Red Cross, provide fresh food and essential supplies for the college to distribute by way of weekly food baskets.
- A range of effective strategies are utilised to engage and communicate with staff, students, parents and community. The continued implementation of SEQTA<sup>1</sup>, as a one-stop information management and communication system, will further streamline communication to all stakeholders.
- The Kinross College Board provides advocacy for and effective governance of the college, with representatives from many of the diverse backgrounds of the wider community.
- Staff collaboration is the foundation of strong collegiate relationships that drive a range of innovative strategies to enhance the engagement of all students.

### Recommendation

The review team support the following:

- Continue to expand SEQTA to include the 'Learn' and 'Engage' modules and enable communication with parents about social, behavioural and academic progress through one platform, including progress and formal reporting.

### Learning environment

A variety of engaging learning environments support a focus and effort by staff on making learning targeted, unique and engaging.

### Commendations

The review team validate the following:

- A comprehensive and connected student services structure links all levels of intervention and support across the college. Significant resourcing provides high level wraparound care for SAER2 students and is reinforced through effective communication and rigorous processes to address student needs.
- The impact of the Compass Engagement Program is supporting students with complex needs. A philosophy of 'stage not age' drives Tier 3 intervention with individualised attendance, behaviour and education plans creating a unique support system based on specific needs.
- A Positive Behaviour Support (PBS) approach reinforces behaviour expectations across the school and is aligned to embedded values of RISE - Respect, Inspire, Support and Excel. Values are explicitly taught, modelled and rewarded.
- An inclusive environment that is welcoming and responsive to all students includes: a gaming room; Japanese Animi room; Harry Potter room; a library - showcasing diverse cultures; Aboriginal art works; and welcome to country signage. Varied enrichment activities within these spaces reflect and support a strong pastoral care focus.
- Social and emotional development and wellbeing is supported through the TAG Program which builds positive relationships, connection and belonging to the college community.

### Recommendations

The review team support the following:

- Progress a commitment to embed culturally responsive Aboriginal perspectives across the school via a Reconciliation Action Plan.

## Leadership

Leadership across the college is collaborative. Opportunities for staff to lead and build their capacity to impact on the delivery of positive learning experiences is a focus and there is a clear vision to grow the college to support future opportunities for the Kinross community.

### Commendations

The review team validate the following:

- Alignment between the current business plan and the strategies in place to achieve priority targets in learning area plans are informed by staff and the College Board.
- A variety of pathways to leadership, both formal and informal, are offered and supported across the college to attract and retain quality staff, improve induction processes, provide mentoring support and offer early leadership opportunities.
- CMS<sup>3</sup> and Instructional Strategies for Engagement (ISE) professional learning have impacted positively on classroom management and are being further supported through the implementation of the PBS. A commitment to train additional Conference Accredited Trainers will further embed and lead teacher practice.
- Performance management is a targeted process where teachers set improvement goals based on student feedback via the Pivot Student Perception Survey tool aligned to the AITSL<sup>4</sup> Australian Professional Standards for Teachers.
- Supportive, receptive and proactive school leaders acknowledge good teaching practice and show awareness of their professional needs through targeted support and guidance.

### Recommendations

The review team support the following:

- Consider the impact of implementation timelines on staff when introducing new programs and processes.
- Further support leadership development via the Western Australian Future Leaders Framework and consider resourcing dedicated time for staff to lead their portfolios.

## Use of resources

Planning, management and monitoring processes for the use of resources are aligned to college operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

### Commendations

The review team validate the following:

- Resourcing supports a range of specialist programs and learning areas and is aligned to all planning. Evidence-based allocations target student needs and focus on engagement of students with diverse learning opportunities.
- Budgeting, monitoring and reporting requirements are overseen by the Finance Committee with membership inclusive of teaching, executive and school support staff. A constitution and timeline informs all decisions and corporate services staff work with cost centre managers to ensure spending compliance.
- The school funded Compass Engagement Program offers an alternative setting to support student behaviour, re-engagement and the provision of a highly individualised curriculum for students from trauma backgrounds.
- A detailed workforce plan informs the schools planning and future capacity to meet immediate, short-term and long-term staffing needs. Planning considerations and challenges are clearly identified and a clear strategic direction for human resource decisions is evident.

### Recommendation

The review team support the following:

- Explore the expansion of the Compass Engagement Program through targeted resourcing.

## Teaching quality

A shared commitment to quality teaching is driven by a collaborative teaching culture and a clear focus on providing opportunities for all students to engage and thrive at the college.

### Commendations

The review team validate the following:

- The Kinross College Pedagogical Framework (KCPF) identifies the drivers and expectations of pedagogy and shared beliefs for all staff. Evidence-based practice, including: John Fleming's Model of Explicit Instruction; Marzano's Taxonomy; Classroom Management Instructional Strategies; and ISE are the foundation of the KCPF.
- A clear planning process for all learning areas references student achievement data to inform plans for improvement at the classroom and cohort level. Student feedback further informs future improvement goals.
- Differentiated teaching is informed by formative and summative assessments, diagnostic testing and informal observations of students. The academic support coordinator leads staff to ensure the correct level of support for student learning is provided, documented and communicated to parents.
- Professional learning builds staff capacity to improve student outcomes. Whole-school, team and individual development needs align to the business plan and performance management planning. The Pivot student survey tool provides additional feedback from students and allows teachers to track improved practice.

### Recommendations

The review team support the following:

- Maintain the integrity of the KCPF through embedding the Explicit Teaching model and CMS across the college to drive collective teacher efficacy and accountability through classroom observations and feedback.
- Reintroduce an instructional coach to target professional learning that drives consistent teaching practice across the college.

## Student achievement and progress

There is a collective understanding, ownership and drive to address the need for improvement in student achievement and progress in literacy and numeracy.

### Commendations

The review team validate the following:

- On-entry ability testing, via ACER<sup>5</sup>, provides early baseline data and complements awareness of learning needs and gaps identified by a comprehensive enrolment and transition process. Year 7 mathematics, science, reading and vocabulary via PAT<sup>6</sup> and other diagnostic assessments in English also serve to support the needs of students new to the college.
- Disappointment with the 2021 NAPLAN<sup>7</sup> results are being addressed by reintroducing proven, evidence-based teaching strategies to support improvements in levels of students' literacy and numeracy.
- The Kinross College Data and Assessment Schedule is driven by learning areas and student services with semester reviews completed by the executive team.

### Recommendations

The review team support the following:

- Expand and embed the use of SEQTA Analyse and Best Performance (EdCompanion) to support staff with high quality, detailed data analysis and teaching strategies.
- Provide opportunities for internal and external moderation to strengthen consistency of teacher judgements and alignment to NAPLAN results. Consider using the Brightpath moderation tool for writing.
- Continue to implement the Kinross College Mathematics Improvement Plan to ensure greater progress between Years 7 to 9 as well as improved grade alignment.

## Reviewers

Steve Dickson  
**Director, Public School Review**

Raymond Denholm  
**Principal, Palmyra Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Saron Education Quality Teachers' Assistant
- 2 Students at educational risk
- 3 Classroom Management Strategies
- 4 Australian Institute for Teaching and School Leadership
- 5 Australian Council *for* Educational Research
- 6 Progressive Achievement Tests
- 7 National Assessment Program – Literacy and Numeracy