

# ANNUAL REPORT 2021



**KINROSS  
COLLEGE**

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

# KINROSS COLLEGE ANNUAL REPORT 2021

## FROM THE COLLEGE BOARD

The Board continues to remain focussed on the long-term goal of securing Years 11 and 12 at Kinross College. Previous school surveys have consistently indicated that the vast majority of parents would like the educational benefits of a Senior High School status. The Board is looking forward to working constructively with the local member for Burns Beach, the Minister for Education and senior members of the Department of Education to achieve educational equity for the local community.

The completion of the School's internal review process (ESAT) ratified many of the positive programs at the school. Covering the 6 areas of Student Achievement and Progress, Teaching Quality, Relationships and Partnerships, Use of Resources, Learning Environment and Leadership, the review was very thorough. The Executive summary is included late in the report.

On behalf of the entire College Board, I hereby formally endorse the College's Annual Report

Yours sincerely,

**Dr Geoff Lummis**

Chair of the Kinross College Board and  
Associate Professor at Edith Cowan University's School  
of Education



## FROM THE COLLEGE EXECUTIVE TEAM

Dear All,

Although our achievements last year continued to be within the context of a global crisis influencing every level of society, we still as a school community shone through in order to achieve the best outcomes for our students. Whilst COVID-19 in 2021 may have appeared to have less effect across the Western Australian community on some levels compared to other parts of the world, the impact was still greatly felt on a practical and social-emotional level. The impact continued to transform our practices and the day-to-day workings of the college. From this adversity however, we have become very adept at being flexible, responsive, innovative, supportive and focused on the core of what matters the most.

As a school we were able to demonstrate our resilience and success as part of the Public-School Review Process which took place in November 2021. The college received glowing feedback. The school was commended for many aspects, just some of which included:

- *Staff collaboration is the foundation of strong collegiate relationships that drive a range of innovative strategies to enhance the engagement of all students.*
- *A comprehensive and connected student services structure links all levels of intervention and support across the school. Significant resourcing provides high-level wrap-around care for SAER students and is reinforced through effective communication and rigorous processes to address student 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 individual need.*
- *Supportive, receptive and proactive school leaders acknowledge good teaching practice and show awareness of their professional needs through targeted support and guidance*

- *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.*

Student attendance has continued to be an area that has had significant impact on in-class lesson delivery. Teachers continued to provide comprehensive online curriculum which was appreciated by the parent community. Lower attendance levels have however had some impact on overall achievement, and this is an area we will continue to address moving forward.

The school has developed strong process to ensure student achievement along with wellbeing is at the forefront of all planning.

**Mrs Dale Beaton**  
Principal



### ***THE EXECUTIVE TEAM:***

**Dale Beaton**  
Principal

**John Avenell**  
Associate Principal

**Jeanavieve Walia**  
Associate Principal

**Heather Butler**  
Manager Corporate Services



## 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 an Independent Public School for Year 7-10 students living in Burns Beach, Kinross, Mindarie and the southern portion of Quinns Rocks. All students who live within the local area are eligible to enrol at Mindarie Senior College for Years 11 and 12.

The communities comprising the Kinross/Mindarie local intake area are generally middle class, residing in separate dwellings, primarily houses. The school community is predominantly 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 fly out (FIFO) occupations. The community is supportive of the college in principle and numbers attending school functions are increasing. P&C and School Board representation is low.

### INTAKE SCHOOLS

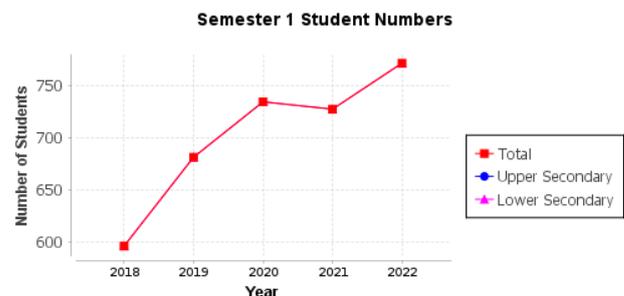
Kinross Primary	33.5%
Quinns Rocks Primary	16%
Mindarie Primary	14%
Somerly Primary	9.5%
Currabine Primary	7%
Others (21 schools)	19.8%

### COLLEGE ENROLMENT PROFILE

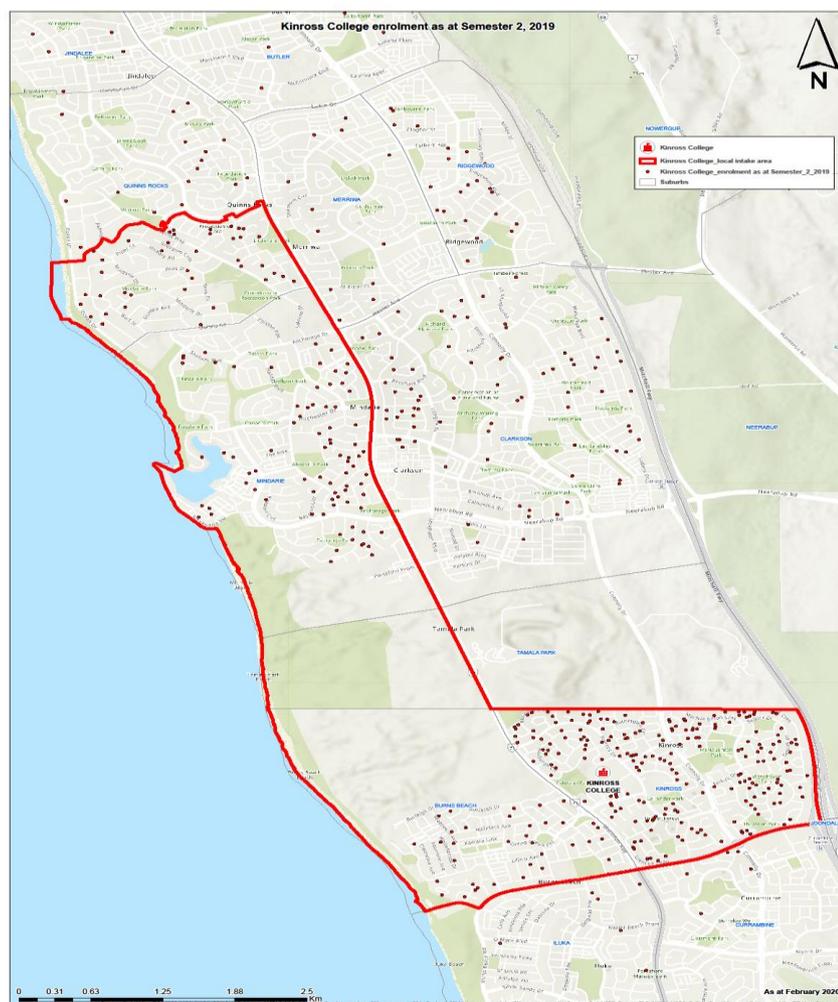
The enrolment figures for 2021 (as at Semester 2) were as follows:

- 190 students in Yr7
- 188 students in Year 8
- 203 students in Year 9
- 163 students in Year 10

A total of 744 students in all. Over the past 5 years numbers continue to increase, contrary to those predicted by the DoE. The offer of relevant courses such as those described overleaf, significant value adding via extra-curricular opportunities, academic improvement and closer contact with our Primary feeder schools appears to be the reasons for KC becoming the school of choice in the area (refer enrolment locations map).



## Enrolment locations for Kinross College for 2021



## STUDENT OUTCOMES

### ***THE COLLEGE PROGRAM***

Kinross College offered all 8 Learning Areas in 2021 with two Languages (French and Italian) providing a pathway for students from Kinross, Mindarie and Quinns Rocks Primary schools. Specialist programs were available to all students in the areas of Health and Physical Education, The Arts including visual and performing arts, media, design and technology, information technology and music via general classes and music enrichment classes as well as IMSS (Instrumental Music School Services) lessons and the use of a private provider, Forte.

Academically talented students were catered for through our school based extension program (KEA). Students experiencing difficulty are catered for through Individual Education Plans (IEP) and support programs such as the Yr7 Literacy and Numeracy (LITMAS) focus classes and Year 8 LIPS classes. Students with specific learning difficulties have been integrated into appropriate year levels and receive additional support through education assistant aide time.

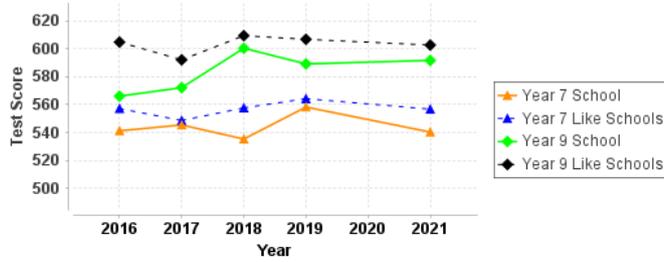
### ***SIMILAR SCHOOLS AND ICSEA***

The ICSEA or Index of Community Socio-Educational Advantage is a scale that is computed for each school. It was developed to enable fair and meaningful comparisons between schools on the basis of the performance of their students in NAPLAN. It does not use information concerning the wealth of parents or resources of a school. In 2021 Kinross College's ICSEA was 1030 that places us slightly above the average. Statistically Similar Schools (Like Schools) are: Lesmurdie SHS, Greenwood SC, Woodvale SC and Dalyellup College.

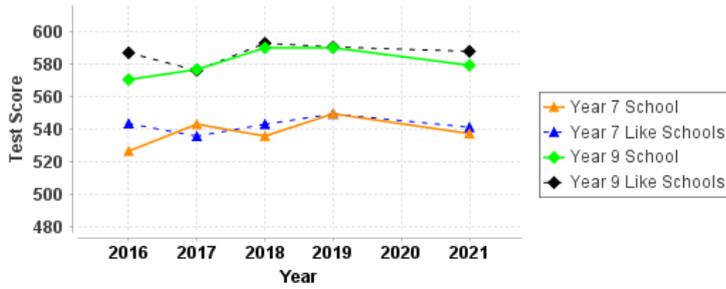
# NAPLAN PERFORMANCE

Due to the impact of COVID-19 there was no NAPLAN conducted for Years 7 or 9 in 2020.

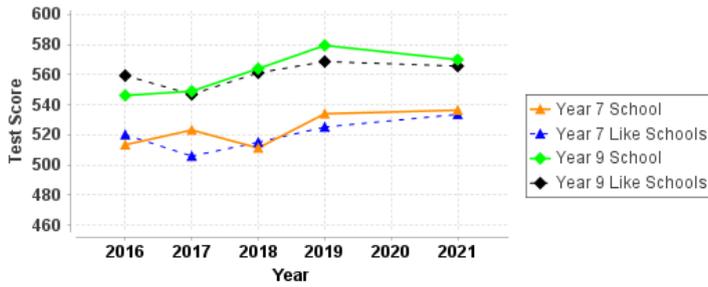
**Average Numeracy Score**



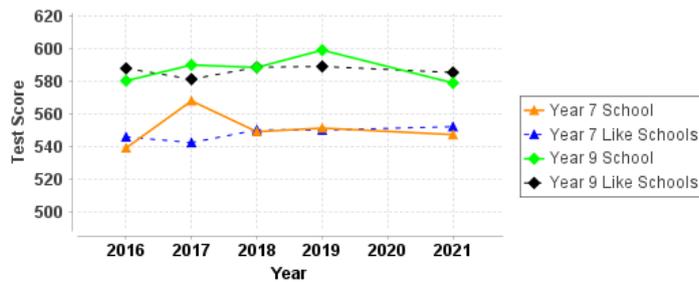
**Average Reading Score**



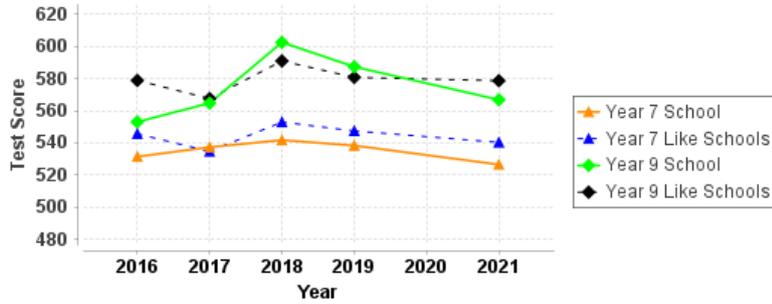
**Average Writing Score**



**Average Spelling Score**



**Average Grammar & Punctuation Score**



**NAPLAN Comparative Performance Summary**

	Year 7			Year 9		
	2018	2019	2021	2018	2019	2021
Numeracy	-0.4	-0.1	-1.3	0.5	-1.0	-0.9
Reading	0.2	0.8	-0.5	0.6	0.0	-1.1
Writing	0.4	1.1	0.4	0.5	0.5	-0.5
Spelling	0.6	0.0	-0.4	0.4	-0.0	-0.4
Grammar & Punctuation	0.0	-0.5	-0.8	1.3	1.3	-0.3

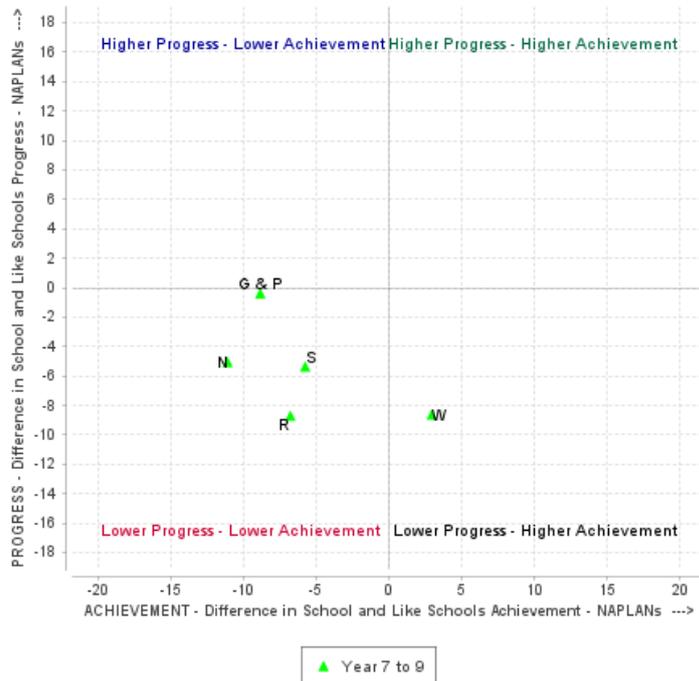
- Above Expected - more than one standard deviation above the predicted school
- Expected - within one standard deviation of the predicted school mean
- Below Expected - more than one standard deviation below the predicted school mean
- If blank, then no data available or number of students is less than 6

The recent focus on Writing has seen our results remain above like schools for that component on NAPLAN. Apart from Yr9 Numeracy, all year groups and areas have seen a decline in results since 2019. The reduction of attendance due primarily to Covid-19 and the subsequent loss of curriculum time is probably a major contributing factor to this.

The removal of a structured spelling program and less focus on Grammar and Punctuation via the XXXXXX program has also seen a fall in NAPLAN scores, particularly with G&P.

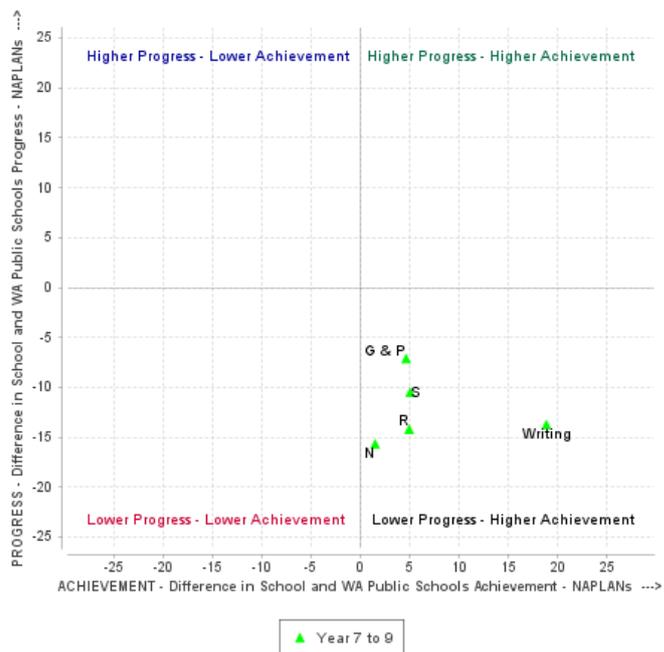
### Student Progress and Achievement Compared with Like Schools

NAPLAN (2019 to 2021)



### Student Progress and Achievement Compared with WA Public Schools

NAPLAN (2019 to 2021)



The above graphs also highlight the improvement in our Writing results, especially when compared to WA Public schools. The disappointing results however is the lack of progress that is occurring across the board. Again, loss of curriculum time due to Covid-19 could be a contributing factor to this lack of progress. In response to this data we have embarked upon the use of the Best Performance program to analyse the NAPLAN and PAT data for our students. This program not only identifies historical areas of weakness in student learning, but provides structured and proven lesson outlines that will specifically target gaps in student knowledge and understanding, allowing for our teachers to progress students in the areas of English, Maths and Science.

# ONLINE NUMERACY AND LITERACY ASSESSMENT 2021

*Compared to Like Schools (% students who have demonstrated the standard)*

% of students gaining OLNA qualifications			
	Year 9	Year 10	Not Qualified
Kinross College	20.0	37.9	42.1
Like Schools	30.7	31.4	37.9

*Yr 10 Progression (% sts who have demonstrated the standard)*

	Rd1 (March)	Rd2 (September)	% improvement Rd1 to Rd2
Numeracy	74.0	81.3	7.3
Reading	81.0	86.5	5.5
Writing	76.0	85.8	9.8

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.

Compared to like schools we see a similar trend where the number of students demonstrating the standard is well below Like schools in Year 9, but significantly higher than like schools by the time they finish Year 10. The not qualified numbers indicate students that still have to demonstrate one or more components of the OLNA assessment.

Results for student progression (demonstrating the standard) by the end of the year are similar to 2020. There was a slight improvement in Numeracy and Writing with Reading slightly lower. The percentage improvements are also similar to previous years.

Congratulations to the large number of students who have successfully completed their OLNA. We also had a large number of students move from Category 1 to Category 2, indicating that their improvement in the Achievement Areas this year has put them in a good position to pass OLNA in 2022.

## STUDENT MANAGEMENT INFORMATION

### *Attendance % Secondary Year levels (End Sem 1)*

	Y7	Y8	Y9	Y10
2018	93	91	89	85
2019	90	88	87	86
2020 Sem1	82	80	77	77
2020 Sem2	85	84	80	79
2021 Sem1	87	85	83	80
2021 Sem2	85	82	79	77
WA Public schools 2021	88	85	83	82

Due to COVID-19, attendance data for 2020 is unreliable

The re-engagement of students after Covid disruptions continues to be an issue, particularly with older students in Years 9 and 10. Prior to this, attendance at Kinross College continued to be above WA public schools. Increased funding in Student Services has been provided to try and deal with the mental health issues that have come out of the loss of connection with school for a large number of our students. It is hoped that this input will see our attendance percentages once again be above WA public schools.

### 2021 Suspensions - overview breakdown into years

Year Group	Number of students	Number of suspensions	Total number of days	Number of days for top 5 students	Top 5% of total days
7	30	46	160	66	35
8	51	113	315.5	100.5	32
9	36	97	275.5	110.5	40
10	41	88	245.5	97	39.5
<b>TOTAL</b>	<b>158</b>	<b>344</b>	<b>996.5</b>	<b>374</b>	<b>37.5</b>

There was a 25% increase in the number of students suspended in 2021, with the number of suspensions (16%) and total number of days (43%) higher when compared to 2020. The significant increase in number of days is a result of zero tolerance to violence at KC and more severe sanctions for students recording and distributing violent acts. Yr8 students have the most suspensions with this cohort continuing to break school rules. This is similar to last year.

As with previous years, nearly 37.5% of the suspensions across the school were attributed to only a few (20) students, with one Yr9 student contributing 46.5 days. A quarter of these students now participate in our Compass program.

Physical aggression towards other students (N3), Abuse, threats harrassment or intimidation of students (N4) and of staff (N2) were the highest categories. The DoE's policy to reduce violence in schools resulted in more suspensions and significantly more days suspended for students who acted in an aggressive manner towards others. To address the increase in physical aggression towards other students, staff continue to perform 3 duties per week. The embedding of the Positive Behaviour Schools process and RISE (Respect, Inspire, Support, Excel) values, revamping of the TAG program and a positive focus on the RISE ticket reward program will hopefully see a decrease in the above numbers for next year.



**2021 DESTINATIONS FOR THE 2020  
YEAR 10 COHORT**

Out of the 153 students that left Kinross College at the end of Year 10 in 2020, 138 (90%) went to Mindarie SC, 4 (2.6%) attended a different senior high school, 3 (2%) enrolled at Youth Futures and 2 to at SEDA College. 6 (4%) either enrolled in TAFE, a traineeship or employment. This is the lowest percentage of our students choosing Mindarie SC.



## ADDING VALUE – OUR ACHIEVEMENTS



### A snapshot of our achievements over 2021:

- Very successful Addams Family Production
- Student Services initiatives such as Bullying day, RU OK day during MH week, immunisation programs.
- School laptop program now available to Yr7 and 8 students
- New uniform transition at the end of this year
- Development of TAG classes
  - Social emotional curriculum eg resiliency
  - Elevate study program
  - Fun Day Friday activities
- RISE values embedded in TAG curriculum
- RISE reward tickets continue
- Yr 7 Zoo Camps. 7 in total in Term 1 as part of the transition program
- P&C Colour Fun Day
- Containers For Change program. Proceeds to go to the P&C.
- Online schooling and increased use of SEQTA
- As well as the usual Beach Carnival, Rangers activities etc
- Further development of the “gaming” club
- Supporting tutors during school hours to support students
- Further development of 'learning support' classroom - wobble stools and egg chair.
- Continue paper recycling across the school
- Worms and compost - using scraps from canteen
- Science week activities with local area primary schools as well as the Science show.
- PAT testing in Science, English and Mathematics
- Grand Prize Draw RISE raffle tickets as part of the reward program (sponsored by the P&C).
- Continue to grow our relationships with ECU, UWA and Curtin universities by offering placement of Practicum teachers to be mentored by our staff.
- Engaging with the community via nights such as Meet the TAG teacher, Arts Showcase, Colours and Honours, Yr 10 Presentation night.

- Excursions to WA ballet, PARTY program, Lightning Carnivals for all years, Scitech, a wide range of sports tournaments including rugby, soccer and triathlon.
- Partnerships with Kinross Primary school with the continuing Sportsfun program.
- Wide range of guest speakers for Health, Maths and Students Services sessions.
- Further development of a Specialist Basketball program utilising state Under 17 coach and PE staff member Adam Gunnis.
- Further development of the Specialist Soccer program including relationships with private providers 2Halves.
- Police Rangers continuing to attract students and still the largest Unit in the state.
- Student Leadership group involvement in fundraising initiatives and setup and running of assemblies, Colours and Honours and Yr10 Presentation night.
- Enrichment Activities during breaks such as Chess competitions, Lego comps, Jigsaws, Circus, gaming, Yr 7 Soccer Comp, 3x3 basketball comp, Maths help, board games.
- A large variety of clubs offered including Yr7 Science Enrichment club, debating club, Nap club, Auslan club, Anime and Manga club, Keeping up with KEA, LOTE club and Dungeons and Dragons.
- Before school events such as Singing club, Yr7 Basketball and Soccer Academies, Green Teens, Netball training.
- Harry Potter bookclub sleep over.
- China Day excursion following study of “Chinese Cinderella” novel
- Maths help session during break times throughout the week

**Learning initiatives:**

- Year 7 LITMAS intervention
- Year 8 LIPS classes
- Year 9 OLNA support – Maths
- Continued development of music as a course offering via structured music classes and choir, including IMSS (Instrumental Music School Services) instrumental lessons.
- Continued development of the “Compass” program to re-engage some highly disruptive students in Yrs 7 to 10.
- Continued development and growth of a structured language program for French and Italian to provide a pathway for our students from Kinross and Mindarie primary schools.
- Education Perfect online program for all subjects across the school and Maths Space for the KEA students in Mathematics.



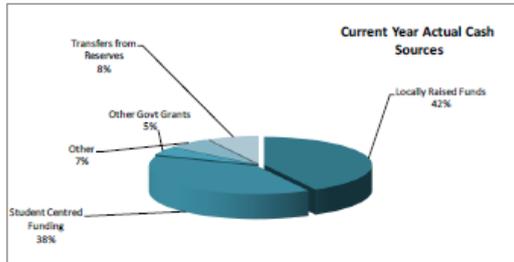
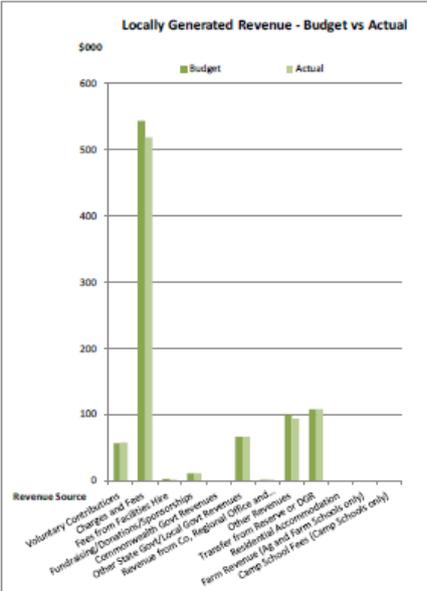
# FINANCIAL SUMMARY AS AT 31 DECEMBER 2021

The following information outlines the financial performance of the Cash component of the Kinross College budget for the year 2021.

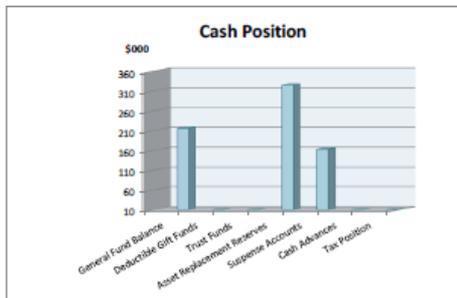
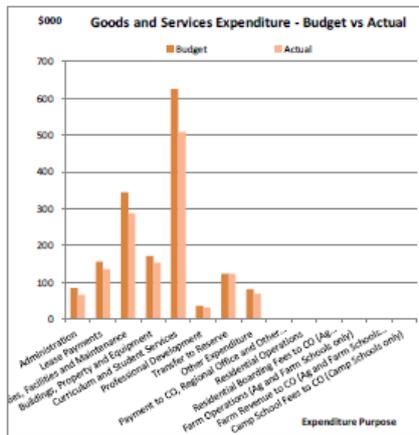


## Kinross College Financial Summary as at 31 December 2021

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	\$ 56,034.00	\$ 57,438.75
2 Charges and Fees	\$ 542,615.00	\$ 517,595.92
3 Fees from Facilities Hire	\$ 1,800.00	\$ 1,500.00
4 Fundraising/Donations/Sponsorships	\$ 10,909.00	\$ 11,041.19
5 Commonwealth Govt Revenues	\$ -	\$ -
6 Other State Govt/Local Govt Revenues	\$ 65,800.00	\$ 65,800.00
7 Revenue from Co, Regional Office and Other Schools	\$ 1,313.00	\$ 1,312.50
8 Other Revenues	\$ 98,570.00	\$ 93,200.46
9 Transfer from Reserve or DGR	\$ 107,724.00	\$ 107,724.00
10 Residential Accommodation	\$ -	\$ -
11 Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12 Camp School Fees (Camp Schools only)	\$ -	\$ -
<b>Total Locally Raised Funds</b>	<b>\$ 884,755.00</b>	<b>\$ 855,612.82</b>
Opening Balance	\$ 187,952.93	\$ 187,952.93
Student Centred Funding	\$ 546,519.66	\$ 539,209.33
<b>Total Cash Funds Available</b>	<b>\$ 1,619,227.59</b>	<b>\$ 1,582,775.08</b>
Total Salary Allocation	\$ -	\$ -
<b>Total Funds Available</b>	<b>\$ 1,619,227.59</b>	<b>\$ 1,582,775.08</b>



Expenditure - Cash and Salary	Budget	Actual
1 Administration	\$ 84,232.93	\$ 64,065.18
2 Lease Payments	\$ 155,829.00	\$ 134,922.65
3 Utilities, Facilities and Maintenance	\$ 344,918.00	\$ 286,307.94
4 Buildings, Property and Equipment	\$ 171,339.00	\$ 152,176.60
5 Curriculum and Student Services	\$ 624,394.00	\$ 508,974.20
6 Professional Development	\$ 34,535.66	\$ 29,527.73
7 Transfer to Reserve	\$ 122,700.00	\$ 122,700.00
8 Other Expenditure	\$ 81,279.00	\$ 68,932.35
9 Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10 Residential Operations	\$ -	\$ -
11 Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12 Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13 Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14 Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
<b>Total Goods and Services Expenditure</b>	<b>\$ 1,619,227.59</b>	<b>\$ 1,367,606.65</b>
Total Forecast Salary Expenditure	\$ -	\$ -
<b>Total Expenditure</b>	<b>\$ 1,619,227.59</b>	<b>\$ 1,367,606.65</b>
Cash Budget Variance	\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 691,047.25
Made up of:	\$ -
1 General Fund Balance	\$ 215,168.43
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 324,624.35
5 Suspense Accounts	\$ 163,265.47
6 Cash Advances	\$ 1,400.00
7 Tax Position	\$ (11,611.00)
<b>Total Bank Balance</b>	<b>\$ 691,047.25</b>

# Appendix 1: 2021 Funding Agreement for Kinross College



Department of Education

Schedule A

## Student-Centred Funding Statement

As at 23 March 2021

<b>School:</b>	Kinross College	<b>School Year:</b>	2021
<b>Region:</b>	North Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	28.73

### Student-Centred Funding - 2021

Per Student Funding:	\$6,777,210.00
Student and School Characteristics:	\$1,163,004.18
Disability Adjustments:	\$56,858.00
Targeted Initiatives:	\$119,420.35
Operational Response Allocation:	\$45,020.01
Regional Allocation:	\$0.00
<b>Total 2021:</b>	<b>\$8,161,512.54</b>
Transition Adjustment:	\$0.00
<b>Total After Transition Adjustment:</b>	<b>\$8,161,512.54</b>

### Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	184.00		\$1,717,640.00
Year 8	183.00		\$1,708,305.00
Year 9	196.00		\$1,829,660.00
Year 10	163.00		\$1,521,605.00
<b>Total</b>	<b>726.00</b>		<b>\$6,777,210.00</b>

### Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	15.00	\$30,795.00
Disability	60.47	\$458,838.95
English as an Additional Language or Dialect	2.00	\$5,766.00
Social Disadvantage	144.00	\$109,868.07
<b>Sub Total</b>		<b>\$605,268.02</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$557,736.16
Locality		\$0.00
<b>Sub Total</b>		<b>\$557,736.16</b>
<b>Total</b>		<b>\$1,163,004.18</b>

**Student Characteristics Funding (Detailed) – At Census**

	Funded Student FTE	Amount
Aboriginality	15.00	\$30,795.00
<b>Disability</b>		
Disability	17.00	\$415,584.00
Educational Adjustment	43.47	\$43,254.95
<b>Disability - Total</b>	<b>60.47</b>	<b>\$458,838.95</b>
<b>English as an Additional Language or Dialect</b>		
English as an Additional Language or Dialect	2.00	\$5,766.00
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
<b>English as an Additional Language or Dialect – Total</b>	<b>2.00</b>	<b>\$5,766.00</b>
<b>Social Disadvantage</b>		
Social Disadvantage Decile 1	21.86	\$29,393.31
Social Disadvantage Decile 2	53.06	\$48,198.05
Social Disadvantage Decile 3	69.08	\$32,276.71
<b>Social Disadvantage - Total</b>	<b>144.00</b>	<b>\$109,868.07</b>
<b>Total Student Characteristics</b>		<b>\$605,268.02</b>

**Note:** Please refer to the appropriate support sheet for further details on the calculations in the table above.

**Targeted Initiatives (Detail)**

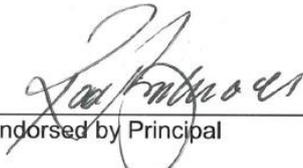
	Amount
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$21,136.98
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,132.67
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,479.51
Targeted Initiative: School Psychologists - IPS Flexibility	\$53,191.68
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,479.51
<b>Total</b>	<b>\$119,420.35</b>

**Operational Response Allocation (Detail)**

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$45,020.01
<b>Total</b>	<b>\$45,020.01</b>

## Signatories to the agreement

The Funding Agreement 2021 (with Schedules A and B attached) is endorsed by the principal, noted by the school council/board chair and minuted in the school council or board meeting record. The agreement is maintained on file with the Statement of Expectations and Support.

  
\_\_\_\_\_  
Endorsed by Principal

  
\_\_\_\_\_  
Noted by School Council/Board Chair

21/06/2021

