



ANNUAL

REPORT

2022



**KINROSS
COLLEGE**

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

2022 ANNUAL REPORT

FROM THE COLLEGE BOARD

I am pleased to present this formal Board report on behalf of the Kinross College Board. As Chair, it is my responsibility to keep the Board informed about the progress and achievements of the school, as well as to outline our ongoing objectives. This report highlights our continued focus on securing Years 11 (2024) and 12 (2025) at Kinross College, which has consistently been supported by the majority of parents in previous surveys.

The Board remains steadfast in its commitment to achieving senior high school status at Kinross College. Through extensive surveys conducted among parents, it has been established that there is a strong desire for the educational benefits associated with offering Years 11 and 12. We believe that this expansion will provide enhanced opportunities for our students and help them thrive academically, preparing them for future success.

To attain this goal, the Board is dedicated to working collaboratively with key stakeholders, including the local member for Burns Beach, the Minister for Education, and senior members of the Department of Education. By fostering constructive partnerships and advocating for educational equity in the local community, we aim to create an environment where all students can excel.

The completion of the School's internal review process, known as the Education Standards and Accountability Tools (ESAT), has provided valuable insights into the performance and effectiveness of Kinross College. The ESAT review covered six essential areas: Student Achievement and Progress, Teaching Quality, Relationships and Partnerships, Use of Resources, Learning Environment, and Leadership.

The ESAT review was conducted with great thoroughness, and we are pleased to report that many of the positive programs at the school were ratified through this process. The Executive summary, which is included later in this report, provides a concise overview of the key findings and outcomes of the review.

The Executive summary of the ESAT review highlights the following key points:

- **Student Achievement and Progress:** The review recognized the significant progress made by Kinross College in fostering student achievement and ensuring their ongoing progress. It acknowledged the dedication of our teachers and the effectiveness of our academic support systems.
- **Teaching Quality:** The ESAT review confirmed that the teaching quality at Kinross College is commendable, with a focus on creating engaging learning experiences and providing individualized support to students. The expertise and professionalism of our teaching staff were acknowledged as key strengths.
- **Relationships and Partnerships:** Kinross College has established strong relationships and partnerships within the community. The review highlighted the positive impact of these collaborations in enriching the educational experience and supporting the overall development of our students.
- **Use of Resources:** The ESAT review recognized the efficient and effective use of resources at Kinross College. It commended the school's ability to allocate resources wisely, ensuring maximum benefit for the students and enhancing the learning environment.
- **Learning Environment:** The review found that Kinross College fosters a positive and inclusive learning environment, promoting student well-being and engagement. The dedication of staff in creating a safe and supportive atmosphere was acknowledged as a significant factor in student success.
- **Leadership:** The ESAT review highlighted the strong leadership at Kinross College. The Board's strategic vision, in combination with the dedication and guidance provided by the school's leadership team, was recognized as instrumental in achieving positive outcomes for students and staff.

On behalf of the entire Kinross College Board, I officially endorse the College's Annual Report. The report showcases our achievements, challenges, and ongoing efforts to enhance the educational experience.

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,

2022 saw the return of relative normality following the disruptions caused by the COVID-19 pandemic, although we did have to work hard to coax some students back to school and provide some extra support to a number of others.

Staff continue to provide our students with a wide range of before and after school activities and camps as well as break time events and clubs.

The library continues to be a popular and safe environment for our students during break times.

Our continued growth in numbers, with increasing enrolments from outside our local intake area is evidence that Kinross College has become the school of choice in the area. It is hoped that this increases the pressure on the Department to increase the scope of our school to include Upper School classes in the near future.

Our Bring Your Own device laptop program is growing in popularity with students and staff, the latter working hard to provide relevant, engaging programs of study through this electronic medium.

Student care and Mental Health continues to be a priority at Kinross College. Wellbeing check in's during TAG provided students with a new platform to access the Student Services team. This new initiative allowed for early identification of issues affecting our students and subsequent actions by staff to assist.

Finally, as we continually strive to improve our services to our students and the wider community, I would like to thank all of our staff for their efforts this year, by going above and beyond to provide a safe, healthy learning environment for our students.

Yours faithfully

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, currently 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 families, residing in separate dwellings, primarily houses. The school community is predominantly English, New Zealand, 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

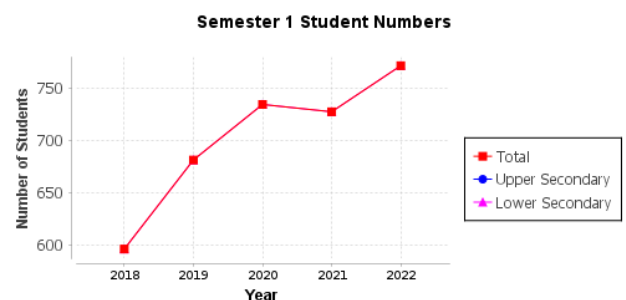
Kinross Primary	33.5%
Quinns Rocks Primary	16%
Mindarie Primary	14%
Burns Beach Primary	New School
Others (22 schools)	36.3%

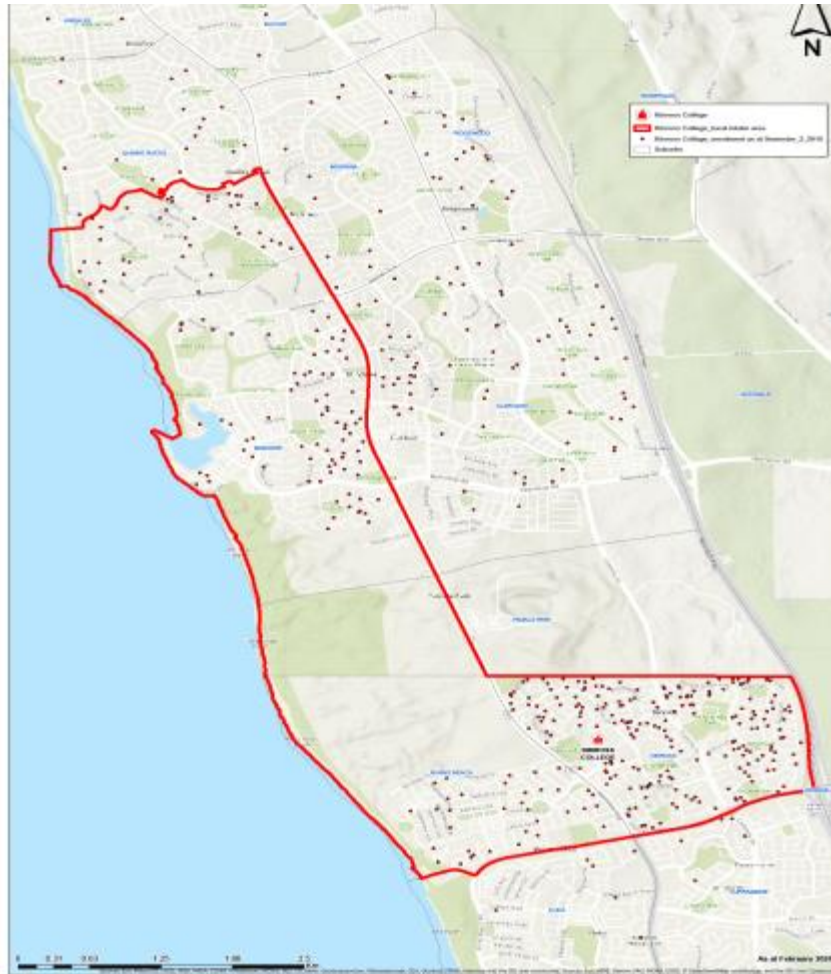
COLLEGE ENROLMENT PROFILE

The enrolment figures for 2022 (as at Semester 2) were as follows:

- 212 students in Year 7
- 173 students in Year 8
- 179 students in Year 9
- 195 students in Year 10

A total of 759 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 2022

STUDENT OUTCOMES

THE COLLEGE PROGRAM

Kinross College offered all 8 Learning Areas in 2022 with 3 Languages (Auslan, 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 Year 7 Literacy Support 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.

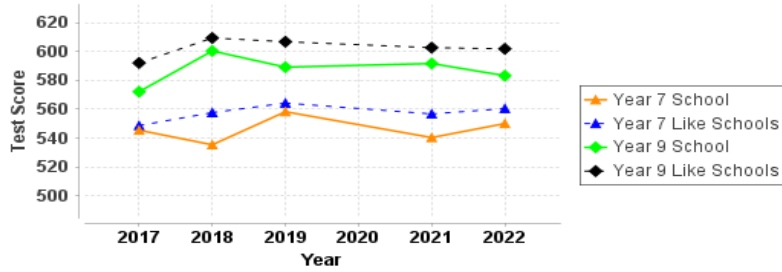
SIMILAR SCHOOLS AND ICSEA

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 2022 Kinross College's ICSEA was 1033 that places us slightly above the average. Statistically Similar Schools (Like Schools) are: Lesmurdie SHS, Greenwood SC, Woodvale SC and Dalyellup College.

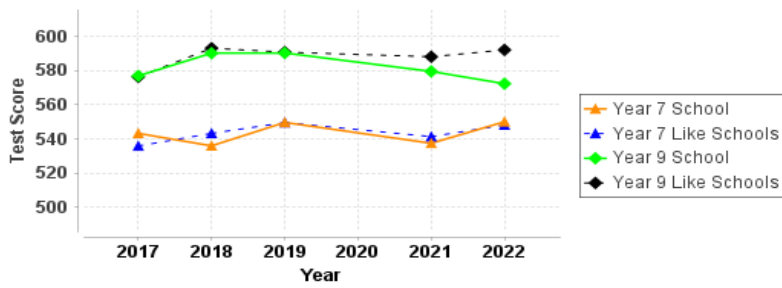
NAPLAN PERFORMANCE

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

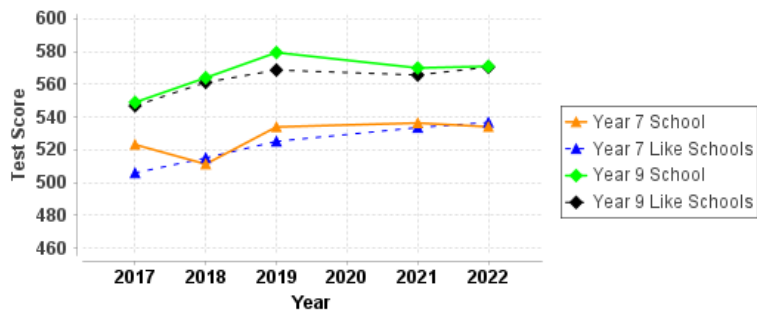
Average Numeracy Score



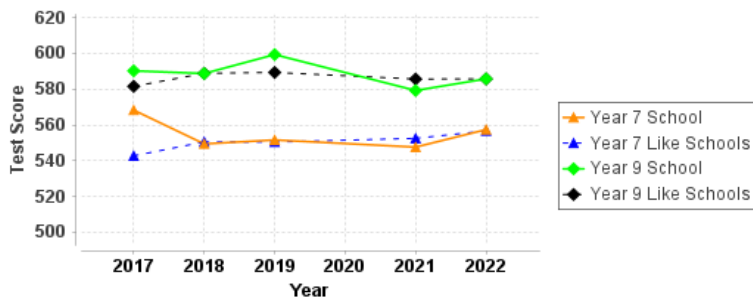
Average Reading Score



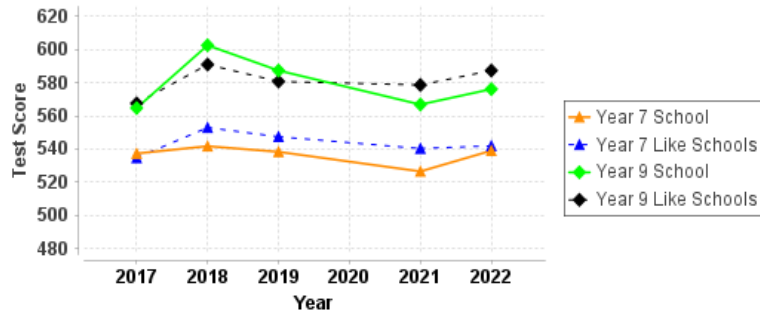
Average Writing Score



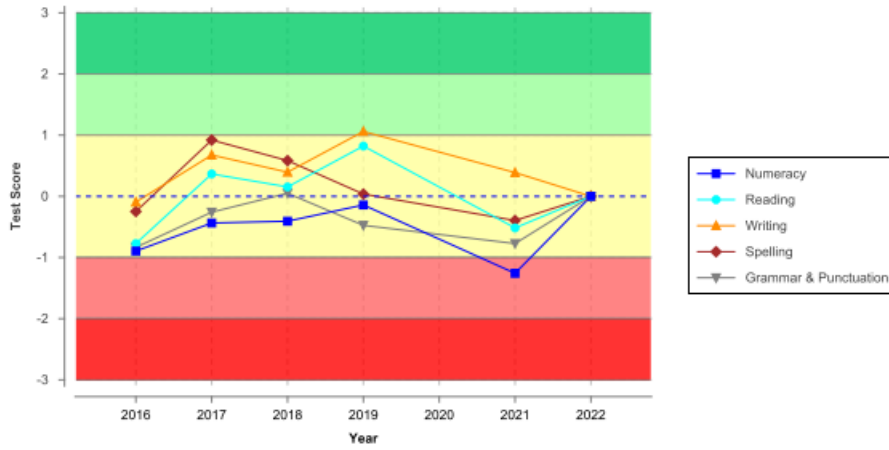
Average Spelling Score



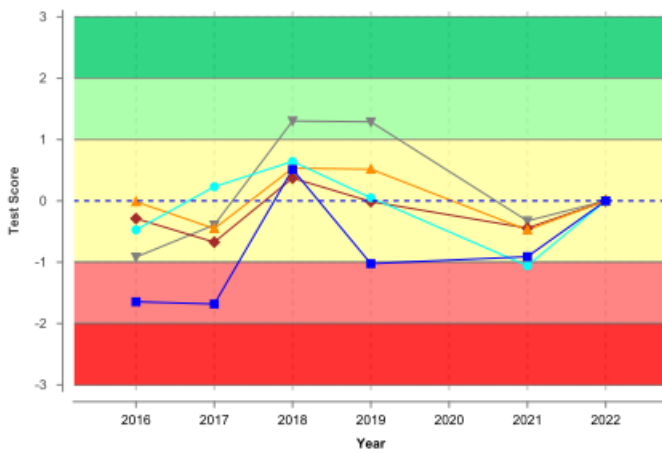
Average Grammar & Punctuation Score



Year 7 Comparative Performance



Year 9 Comparative Performance



Anecdotally, the Year 7 cohort seems to be stronger academically than the previous year. This is reflected by the rise to be equal to like schools in most of the NAPLAN tests, and closer to like schools in Numeracy.

The decline in Year 9 Numeracy can be attributed in part to a reduction in the number of classes from 7 to 6, resulting in bigger class sizes. This not only impacted the amount of teacher time per student, but also resulted in increased off task behaviours in classes.

The decline in Year 9 Reading scores can be attributed to a move to an online CARS and STARS program where the delivery was not explicitly taught and was self-paced by students. They seemed to take less care and were less accountable when answering the questions following this method. The continued focus on Writing resulted in scores similar to Like Schools. The development of a needs specific specialised spelling program for Year 9 students reflected an improvement back up to Like Schools, with the reimplementation of a formalised spelling program in Year 7 again improving results in Spelling and Grammar and Punctuation to around Like Schools.

For 2023, the focus will be back on Explicit Teaching, hard copy CARS and STARS with the pace controlled by the teacher and a continuation of the school-based spelling program.



ONLINE NUMERACY AND LITERACY ASSESSMENT 2022

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

	Year 9	Year 10	Not Qualified
Kinross College	19.8	45.8	34.4
Like Schools	33.4	41.4	25.2

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 (successfully completed all 3 tests) is well below Like schools in Year 9, but higher than like schools in Year 10. The not qualified numbers indicate students that still have to demonstrate one or more components of the OLNA assessment is above Like schools.

Results for student progression (demonstrating the standard) by the end of the year are similar to 2021. There was a large improvement in Reading, a slight improvement in Writing with Numeracy 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 2023.

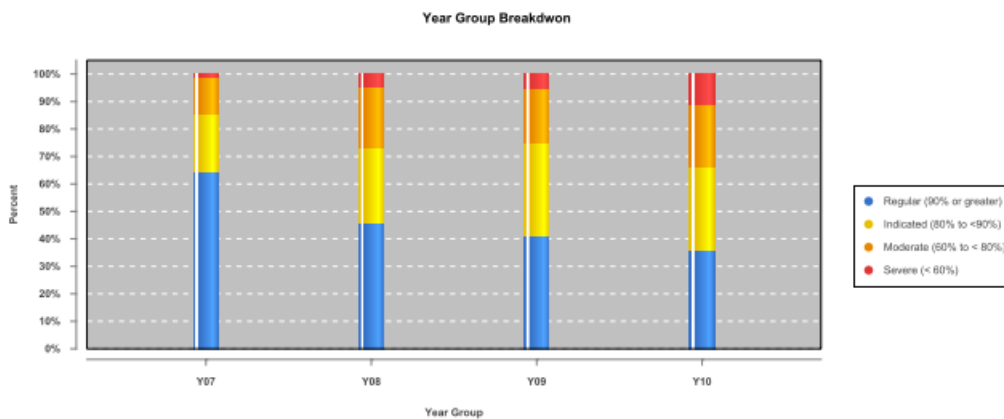
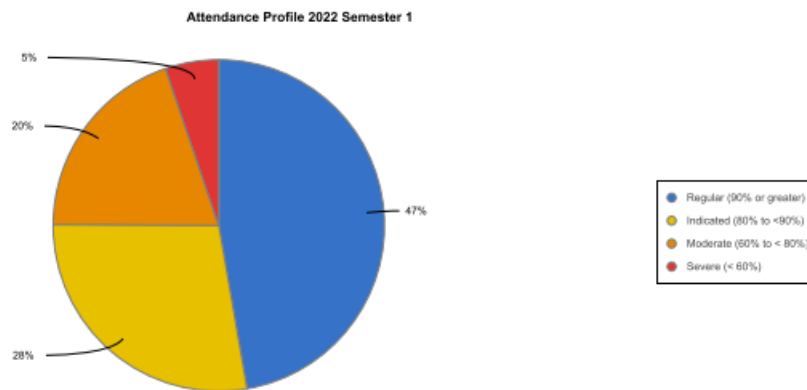


STUDENT MANAGEMENT INFORMATION

Attendance

Attendance % Secondary Year levels (Sem 1)

	Y7	Y8	Y9	Y10
2020	90	89	86	86
2021	87	85	83	80
2022	90	85	85	81
WA Public schools 2022	85	81	79	79



Students in Years 7-9 appear to have re-engaged with school following the COVID disruptions of 2020 with attendance by these cohorts well above WA Public schools. Year 10 attendance is above WA Public schools, but by a smaller margin. The new target for Kinross College is to increase Year 10 attendance and also to improve the percentage of students regularly attending school.

2022 DESTINATIONS FOR THE 2021 YEAR 10 COHORT

Out of the 153 students that left Kinross College at the end of Year 10 in 2021, 138 (90%) went to Mindarie SC, 4 (2.6%) attended a different senior high school, 3 (2%). Additionally 3 students (2%) enrolled at Youth Futures, 2 students went to SEDA College and 6 students (4%) either enrolled in TAFE, a traineeship or moved into employment. This is the lowest percentage of our students choosing Mindarie SC.

OTHER DATA ANALYSIS

Use of Pivot, an external provider to collect and analyse data with respect to 2 areas.

1. Student wellbeing via weekly student check ins in TAG sessions.
2. Teacher improvement via Student Survey on Teaching information.

Student Wellbeing

The student surveys conducted each week to gauge the wellbeing of students were used to measure 3 domains: Resilience, Safety and Belonging. The initial baseline data had a good response from students, however as the year progressed it became more difficult to engage the students in the activity and the data became less valid. Early data helped the TAG teachers, RISE Coordinators and Student Services to identify students that required assistance in one or more of the domains. This continued with students who indicated that they “were struggling” at different times throughout the year. Overall, the Student Wellbeing component of the program did not meet our requirements or expectations and will be discontinued in 2023.

Teacher improvement

Students complete a survey twice yearly providing direct feedback on their perception of their teachers performance whilst teaching them. This data is analysed at a school, Department and individual level. Targeted improvement strategies were developed from this data to improve teaching and therefore student outcomes. This was incorporated into staff Performance Development conversations. Overall staff appreciated the feedback from their students and formulated goals to improve their teaching from the data.



ADDING VALUE - OUR ACHIEVEMENTS

A snapshot of our achievements over 2022:

- Student Services initiatives such as Bullying day, RU OK day during MH week, immunisation programs.
- School laptop program now available to Year 7, 8 and 9 students.
- Pivot wellbeing check in's
- Fun Day Friday activities
- RISE values embedded in TAG curriculum
- RISE reward system digitally linked to SEQTA with tickets for raffle draws awarded based on total points.
- Year 7 Zoo Camps. 7 in total in Term 1 and Term 4
- P&C Colour Fun Day
- Containers For Change program. Proceeds to go to the P&C.
- 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, AGAT in HASS
- 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, The Arts Showcase, Colours and Honours, Year 10 Presentation night.
- Excursions to WA ballet, PARTY program, Lightning Carnivals for all years, 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, board games and "just dance".
- 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 Homework club.
- Before school events such as Singing club, Yr7 Basketball and Soccer Academies, Green Teens and guitar ensemble.
- Harry Potter book club sleep over.
- China Day excursion following study of "Chinese Cinderella" novel
- Maths help session during break times throughout the week

Learning initiatives:

- Year 7 Literacy Support classes
- Year 8 LIPS classes (Literacy Support)
- 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 Years 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.



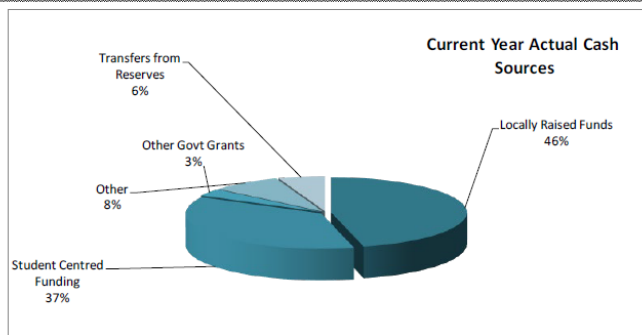
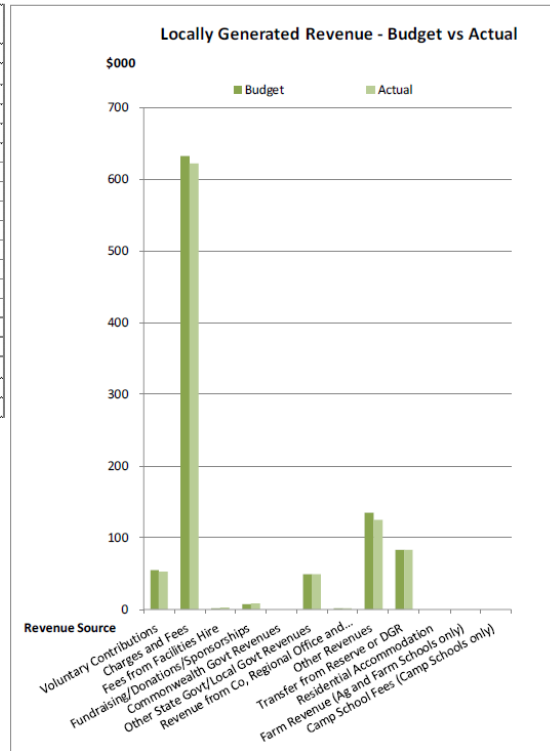
FINANCIAL SUMMARY AS AT 31 DECEMBER 2022

The following information outlines the financial performance of the Cash component of the Kinross College budget for the year 2022.

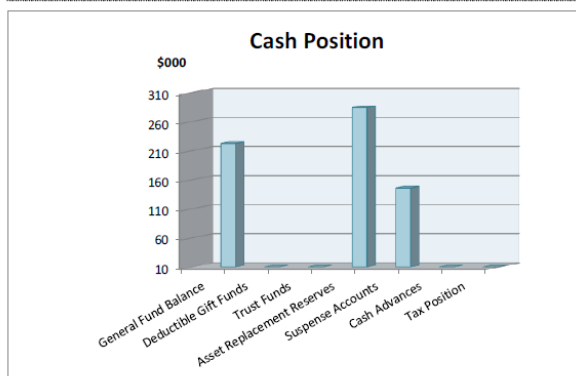
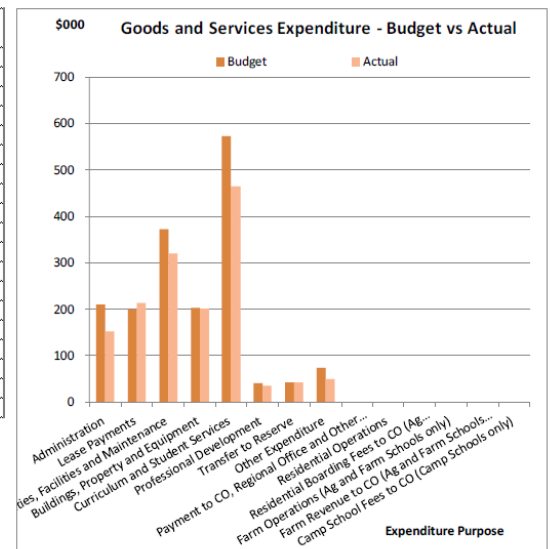


Kinross College Financial Summary as at 31 December 2022

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 54,121.00	\$ 52,504.75
2	Charges and Fees	\$ 632,987.00	\$ 622,809.03
3	Fees from Facilities Hire	\$ 1,800.00	\$ 2,000.00
4	Fundraising/Donations/Sponsorships	\$ 7,365.00	\$ 7,544.96
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 49,185.00	\$ 49,185.00
7	Revenue from Co, Regional Office and Other Schools	\$ 981.00	\$ 980.91
8	Other Revenues	\$ 134,259.65	\$ 124,348.75
9	Transfer from Reserve or DGR	\$ 82,749.00	\$ 82,749.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 963,447.65	\$ 942,122.40
	Opening Balance	\$ 215,168.77	\$ 215,168.43
	Student Centred Funding	\$ 538,104.00	\$ 541,455.73
	Total Cash Funds Available	\$ 1,716,720.42	\$ 1,698,746.56
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,716,720.42	\$ 1,698,746.56



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 209,461.45	\$ 151,771.63
2	Lease Payments	\$ 198,870.00	\$ 213,891.08
3	Utilities, Facilities and Maintenance	\$ 372,458.00	\$ 320,272.25
4	Buildings, Property and Equipment	\$ 202,863.20	\$ 200,256.10
5	Curriculum and Student Services	\$ 572,288.00	\$ 464,173.77
6	Professional Development	\$ 40,781.00	\$ 34,675.56
7	Transfer to Reserve	\$ 42,341.00	\$ 42,340.60
8	Other Expenditure	\$ 73,179.00	\$ 49,073.21
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)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 1,712,241.65	\$ 1,476,454.20
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,712,241.65	\$ 1,476,454.20
	Cash Budget Variance	\$ 4,478.77	



Cash Position as at:	
Bank Balance	\$ 632,074.60
Made up of:	\$ -
1 General Fund Balance	\$ 222,292.36
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 284,215.95
5 Suspense Accounts	\$ 145,853.65
6 Cash Advances	\$ (400.00)
7 Tax Position	\$ (19,887.36)
Total Bank Balance	\$ 632,074.60



Student-Centred Funding Statement

As at 21 March 2022

School:	Kinross College	School Year:	2022
Region:	North Metropolitan Region	Aria:	0
		Distance to Perth (km):	28.73

Student-Centred Funding - 2022

Per Student Funding:	\$7,311,393.00
Student and School Characteristics:	\$1,281,343.96
Disability Adjustments:	\$47,832.00
Targeted Initiatives:	\$114,064.00
Operational Response Allocation:	\$25,142.87
Regional Allocation:	\$0.00
Total 2022:	\$8,779,775.83
Transition Adjustment:	\$0.00
Total After Transition Adjustment:	\$8,779,775.83

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	214.00		\$2,029,362.00
Year 8	180.00		\$1,706,940.00
Year 9	178.00		\$1,687,974.00
Year 10	199.00		\$1,887,117.00
Total	771.00		\$7,311,393.00

Student and School Characteristics Funding – At Census

	Funded Student FTE	Amount
Student Characteristics		
Aboriginality	22.00	\$45,870.00
Disability	59.92	\$606,658.38
English as an Additional Language or Dialect	1.00	\$2,928.00
Social Disadvantage	149.14	\$113,125.33
Sub Total		\$768,581.71
School Characteristics		
Enrolment-Linked Base		\$512,762.25
Locality		\$0.00
Sub Total		\$512,762.25
Total		\$1,281,343.96



Student Characteristics Funding (Detailed) – At Census

	Funded Student FTE	Amount
Aboriginality	22.00	\$45,870.00
Disability		
Disability	19.00	\$565,431.00
Educational Adjustment	40.92	\$41,227.38
Disability - Total	59.92	\$606,658.38
English as an Additional Language or Dialect		
English as an Additional Language or Dialect	1.00	\$2,928.00
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
English as an Additional Language or Dialect – Total	1.00	\$2,928.00
Social Disadvantage		
Social Disadvantage Decile 1	21.82	\$29,798.64
Social Disadvantage Decile 2	51.16	\$47,121.76
Social Disadvantage Decile 3	76.16	\$36,204.93
Social Disadvantage - Total	149.14	\$113,125.33
Total Student Characteristics		\$768,581.71

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	\$14,297.02
Targeted Initiative: In School State Funded Chaplaincy Program	\$22,519.99
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,648.96
Targeted Initiative: School Psychologists - Manage own school psychologist FTE	\$53,949.07
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$11,648.96
Total	\$114,064.00

Operational Response Allocation (Detail)

	Amount
Operational Response: Additional Cleaning Time Coronavirus (COVID-19)	\$25,142.87
Total	\$25,142.87

Signatories to the agreement

The Funding Agreement 2022 (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