



Department of  
Education

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Public education  
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# Kambalda Primary School

## Public School Review

July 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Kambalda Primary School is located 55 kilometres south of Kalgoorlie-Boulder in the Goldfields Education Region.

Enrolments at the school fluctuate due to the transient nature of the local mining industry. Currently, Kambalda Primary School enrolls 88 students from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 922 (decile 9).

The school's current priorities include Social and Emotional Learning, STEM<sup>1</sup> and Literacy.

Kambalda Primary School has developed a number of community partnerships which are enhanced through a series of regular celebratory and learning enrichment events. The school is supported by an active Parent and Citizens' Association (P&C) and a vibrant School Council (Council).

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The public school review process was viewed by the leadership team as an opportunity for reflection across school improvement focus areas and to drive a critique of the school's current self-assessment cycle.
- During meetings, staff brainstormed the effectiveness of school activities across each of the School Improvement and Accountability Framework domains. This included judgements about current levels of performance, consideration of available evidence, and reflection as to areas for improvement.
- Eleven staff identified domains of personal interest and/or skillset and worked in small groups to develop a school improvement narrative for this domain. The Principal reports that this process has led to a higher level of staff contribution, with new levels of ownership demonstrated.
- The self-assessment submitted through the Electronic School Assessment Tool (ESAT) included a frank outline of the areas in which the school is operating effectively and foci for improvement.
- A broad range of staff and community members actively participated during the validation visit, adding significant value to the information submitted through the ESAT.

The following recommendations are made:

- Harness the energy and ownership demonstrated by staff during the school reflection phase and the public school review validation visit, by empowering staff to engage further at all levels of the school improvement cycle.
- Enhance accountability processes by using classroom level data analysis to drive whole-school analysis and the identification of specific improvement targets across year levels and learning areas.
- When submitting the school's self-assessment via the ESAT, include the evidence that best supports the judgements about school performance, noting how this evidence links to the judgements made.

## Public School Review

Relationships and partnerships	
<p>The Kambalda Primary School P&amp;C and Council highlight the strong reputation that the school has within the local community, emphasising the school's inclusive ethos and the welcoming nature of the school leadership team and classroom staff.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Communication processes are well-established and effective. Paper-based methods of communication are supported by a range of online means at classroom, whole-school and community levels.</li> <li>• Purposeful community partnerships balance school enrichment activities with the development of a sense of community contribution and spirit.</li> <li>• Staff-student and staff-parent relationships are positive. A targeted focus on student resilience involved Council and parent consultation.</li> <li>• The Council effectively balance their governance duties with a broader contribution to reviews of policy and school performance. Council members highlight the school's receptiveness to community input and ability to follow endorsements through.</li> <li>• The P&amp;C is small but productive, connecting with the broader school community through a Facebook page, fundraising and community events.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue the targeted focus on staff wellbeing, team building and facilitation of staff contribution to school improvement activity.</li> </ul>

Learning environment	
<p>A solid, data informed focus on supporting student academic progress, social and emotional growth, positive behaviour and regular attendance is evident.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Within the context of MAG<sup>2</sup> classrooms, learning is scaffolded by year level with ability based, individualised differentiation enhancing SAER<sup>3</sup> inclusion.</li> <li>• YCDI<sup>4</sup> Five Keys to Success values and skill priorities are determined by the aggregation of student performance ratings. Post-intervention progress is measured and shared at staff meetings.</li> <li>• A scope and sequence built on the YCDI social and emotional learning program is evident. Values are taught, acknowledged and rewarded at school assemblies, are recognised in newsletters and link to the school Behaviour Policy.</li> <li>• The Bright Minds<sup>5</sup> partnership provides a proactive response to supporting the therapy needs of identified students and incorporates both in-class support of students and capacity building of staff.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Embed social and emotional learning as a priority in the next strategic plan.</li> <li>• Extend the innovation of buddy-bench safe places to the main playground.</li> <li>• Enhance the existing 1-2-3 Magic<sup>6</sup> and emotional coaching strategies for supporting behaviour by extending de-escalation strategies to students with high support needs.</li> </ul>

## Leadership

Reflective leaders set high expectations and support staff to meet these standards. Increased focus on the purposeful engagement of staff in determining school-wide directions is emerging.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Staff engage with school improvement activities through reflective contribution as highlighted by their input into the public school review.</li> <li>• Staff reflection against the ACSF<sup>7</sup> included personal and school-level analysis against each domain and is leading to culturally responsive school planning.</li> <li>• Performance management feedback mechanisms, including classroom observations and verbal and written feedback are valued by staff.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Build staff engagement and confidence when contributing to consultative decision making and school improvement. Enhance interaction with, and leadership of, the resultant improvement plans and/or initiatives.</li> <li>• Use the development of the new strategic plan as an opportunity to revisit the school vision, ensuring strong alignment between the vision and plans.</li> <li>• Ensure that each level of school planning (strategic, operational, and teaching and learning support documentation), has clarity in terms of purpose. Establish clear links between each planning level.</li> <li>• Embed cultural recognition plans that resulted from recent ACSF reflection.</li> <li>• Consider simplifying performance management documentation.</li> </ul>

## Use of resources

The school engages in considered financial and workforce planning that reflect local needs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Principal and Manager Corporate Services refer to school improvement foci and consult with cost centre managers and the Finance Committee when establishing the school budget and allocating resources.</li> <li>• A pre-Kindergarten school readiness program is well regarded by the community.</li> <li>• Student characteristics funding is used to support targeted employment of school support staff, provide additional teacher time, and implement initiatives such as Bright Minds therapy, MacqLit<sup>8</sup> and MiniLit<sup>9</sup> programs.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Enhance sustainability by developing a document that articulates agreed approaches to teaching and learning beliefs, social emotional support, curriculum, assessment and planning. Use this document to support targeted staff recruitment, induction and development.</li> <li>• Establish, or confirm, a firm evidence-base for intervention approaches.</li> <li>• Continue to provide the Council with financial updates as required.</li> </ul>

## Teaching quality

A 'staged approach' to implementing the iSTAR<sup>10</sup> gradual release model is supporting the establishment of shared beliefs about effective teaching, with further expansion planned.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• An agreed assessment schedule supports teachers to establish student achievement baselines and determine the initial focus for teaching.</li> <li>• Teachers use data to inform planning and differentiation in classrooms.</li> <li>• An “<i>English at KPS</i>” document describes expectations for teaching literacy.</li> <li>• A coordinated, whole-school STEM focus incorporates classroom ‘mini-challenges’ with further enrichment learning opportunities planned.</li> <li>• Brightpath<sup>11</sup> and mandated writing tasks support the moderation of teacher judgements, with staff collaborating to determine achievement levels.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Use the development of the next strategic plan to critique whole school teaching and learning approaches and ensure that strategic and operational plans, curriculum documents and policies reflect approaches.</li> <li>• Build on the success of the “<i>English at KPS</i>” document by developing a document that articulates agreed expectations for teaching mathematics.</li> <li>• Extend staff professional understanding of the ABLES<sup>12</sup> modules and use of ABLEWA<sup>13</sup> strategies to inform IEP<sup>14</sup> development and review.</li> </ul>

## Student achievement and progress

Given the small number of students in each year level cohort, the school implements a range of school-based assessments that measure student achievement and progress. There is an intent to review historically administered assessments to ascertain their current relevance.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Senior teacher mentor support of graduate teachers includes micro-planning, lesson modelling, and provision of differentiated teaching and learning adjustments for students receiving A-D grade allocations, with IEPs developed for students receiving an E grade.</li> <li>• Use of school-based data informs improvement at the classroom level. In the senior class, MathsOnline<sup>15</sup> is used at the beginning of each year to identify students in need of targeted support, and at the end of the year to measure progress. Mathletics<sup>16</sup> is implemented with extension students.</li> <li>• Student achievement and progress as a result of the MacqLit/MiniLit program is routinely shared with teachers and parents. Teachers note alignment between the program and classroom practice.</li> <li>• Parents are engaged in conversations about their child’s achievements.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Critique the purpose of assessment instruments included in the assessment schedule, ensuring direct links to strategic planning.</li> <li>• Reference classroom, school-based and systemic assessments when developing an electronic whole-school student tracking system.</li> <li>• Add MacqLit/MiniLit assessments to the school assessment schedule.</li> </ul>

## Reviewers

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Stuart Percival  
Director, Public School Review

Leonie Clelland  
Principal, Treendale Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter  
A/Deputy Director General, Schools

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## References

- 1 Science, technology, engineering and mathematics
- 2 Multi-age grouping
- 3 Students at educational risk
- 4 You Can Do It
- 5 Paediatric Therapy services
- 6 Effective Classroom Discipline for Children
- 7 Aboriginal Cultural Standards Framework
- 8 Reading intervention program
- 9 Early literacy program
- 10 Framework – inform/inspire, show/share, try/transfer, apply/act, review/revise.
- 11 Assessment and evaluation program
- 12 Abilities Based Learning and Education Support
- 13 Abilities Based Learning Education, Western Australia
- 14 Individual education plan
- 15 Online mathematics planning resource
- 16 Online learning resource for students