



Department of
Education

Shaping the future

Kambalda Primary School

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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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

Context

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 101 students from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 900 (decile 9).

The school is supported by an active Parent and Citizens' Association (P&C) and School Council.

The first Public School Review of Kambalda Primary School was conducted in July 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

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:

- The school's self-assessment submission delivered an account of the school context and well managed operations.
- A cycle of reflection, and accountability towards improvement, is supported through a school self-assessment schedule aligned to the domains described within the Standard.
- Preparation for the Public School Review consolidated the improvement focus of the school and connects the work done by the staff to develop the next school plan.
- The Principal has aligned the processes for Public School Review and Principal Performance Review.
- The school's self-assessment was enhanced by conversations held during the validation visit with supportive, enthusiastic members of the school community, staff members and students.

The following recommendations are made:

- Strengthen the validity of judgements made about school performance with strong analysis of contextually appropriate student performance evidence. Link aspirational planned actions for improvement to this analysis.
- Distil the Electronic School Assessment Tool (ESAT) submission to quality selections of analysed evidence that focusses on measuring the school's impact on student outcomes.

Public School Review

Relationships and partnerships

A culture of mutual respect and high care has been fostered between staff, students and the community. Local businesses, and the active P&C and School Council, have traditionally contributed towards developing the school environment and learning opportunities. Recent learning about palaeontology, geology and apiculture (beekeeping) are examples of this.

Commendations

The review team validate the following:

- Data sets from satisfaction surveys are regularly used to inform improvement actions and indicate high levels of positive regard for the school. Parents are proud of the way students interact with each other.
- High levels of trust are evident, especially from parents of students with additional needs who feel well supported by the school and value the expertise provided by staff.
- Effective communication is demonstrated through a range of media and focussed meetings to inform parents about the expectations for student learning and behaviour.
- Opportunities for students to present to community groups and participate in community events has enhanced student confidence and reinforced the positive reputation of the school.
- Parents, students and visitors feel welcomed and supported by staff when they attend the school.

Recommendations

The review team support the following:

- Investigate further opportunities for staff to collaborate in purposeful structures that improve student outcomes.
- Consult with local Aboriginal families, and other cultural experts, to develop a broad, shared understanding of Aboriginal history and enhanced cultural competency for all staff.

Learning environment

The focus of the leadership team is on creating a nurturing, harmonious environment where students feel safe and supported. The school community is proactive in addressing this priority.

Commendations

The review team validate the following:

- Students at educational risk are identified and provided with differentiated support. Individual plans are monitored and communicated to parents regularly.
- Sound processes are in place to positively manage behaviour, attendance and engagement. Staff expectations are consistent and well supported through clear policy and shared responsibility.
- The wellbeing of staff and students has been strategically prioritised within the 2023-2025 business plan cycle.
- The natural outdoor environment provides valuable opportunities for quality, creative play contributing to students' general wellbeing and learning.

Recommendations

The review team support the following:

- Formalise the expectation that behaviour data is logged by all staff, allowing the monitoring and analysis of quality data to drive focussed improvement.
- Further monitor and develop the cultural competency of staff by continuing to refer to the Aboriginal Cultural Standards Framework as a guide to planning.
- Maintain the focus on finalising a Reconciliation Action Plan developed with Aboriginal families and staff.

Leadership

The staff and community appreciate and respect the leadership of the Principal and deputy principal. This team provides a clearly articulated direction linked to planning that is aligned with the Department's priorities.

Commendations

The review team validate the following:

- Providing a suite of professional learning, aligned to focus areas and priorities, has steadily developed the ability of all staff to better meet the diverse needs of students.
- Guidance and instructional support are provided through clear documentation that outlines expectations of what to teach, how to teach it and how to assess student learning.
- The ability to apply evidence-based approaches is growing in sophistication through a staff performance development process with built in accountability and support.
- Celebration of success is a feature of the learning culture of the school and recognises the efforts of staff to grow professionally.

Recommendations

The review team support the following:

- Strategically develop aspirant leaders in order to maintain a sustainable distribution of quality curriculum leadership.
- Refer to pertinent student performance data in reviewing the impact of instructional approaches and programs.

Use of resources

There is a clear intent to ensure resources are deployed in a targeted way to optimise learning outcomes for all students. Significant additional funding is provided by local businesses through a grant application process.

Commendations

The review team validate the following:

- Significant resource allocation to professional learning ensures staff have a suite of contemporary instructional strategies to meet student needs.
- Good communication, and regular meetings, underpin the professional relationship between the Principal and manager corporate services resulting in compliant processes.
- Thoughtful selection of staff, and matching specific roles to professional strengths, ensures that students receive the support they need to flourish.
- Funding to support a Breakfast Club has resulted in improved attendance and engagement and provided an opportunity to do social/emotional check ins with students.

Recommendations

The review team support the following:

- Ensure that there is a tangible link between the student characteristic funding provided for Aboriginal students and those with English as an Additional Language or Dialect, and the programs and initiatives that support their learning.
- Maintain a focus on monitoring the workforce to mitigate expected shortfalls and meet the skillset needs of the school.
- Evaluate financial and human resource allocation to ensure that maximum impact on student achievement is attained. Judicious provision of information communication technology tools and maintenance is a vital part of this.

Teaching quality

Staff work from a documented set of school-based guidelines for consistent teaching practices. These were developed through targeted professional learning and sharing during informal collaboration. Staff demonstrate a shared ownership of responsibility for student success.

Commendations

The review team validate the following:

- Differentiation features in intervention, classroom planning and lesson structure in order to meet the specific learning needs of each student.
- Staff are supported to implement consistent whole-school approaches and structures including Visible Learning, lesson design, Brightpath and scope and sequence documents.
- Structured feedback from peers and the leadership team is a valued aspect of staff development providing opportunities for professional growth and connected practice.
- An appetite to continue to build the professional capability of staff in assessment and reporting to parents is evident.

Recommendations

The review team support the following:

- Maintain a focus on improving the ability of staff to analyse systemic and school data in order to create teaching plans that maximise impact on student performance.
- Employ the Quality Teaching Strategy to reflect on existing pedagogical practices and refine their implementation to build efficacy and sustainability of practice.

Student achievement and progress

Staff have access to student achievement data and some opportunity for analysis and reflection. Student achievement and progress is an area the school is focussing efforts to continue to improve.

Commendations

The review team validate the following:

- An overall upward trend in the comparative performance of Year 3 and Year 5 students has been achieved in NAPLAN¹ numeracy, reading and spelling assessments over six years.
- For 2022 NAPLAN, where more than 6 students were tested, the performance in all tests for Year 3 and Year 5 was within one standard deviation of the predicted school mean.
- Staff compile comprehensive student profiles with information to facilitate effective transitions from year to year and inform teaching plans.
- A disciplined dialogue is employed to guide staff analysis of data and is building a more sophisticated understanding of practical ways to use data effectively.

Recommendations

The review team support the following:

- Build aspirational targets into the next school plan to inspire high performance in student achievement and progress compared to contextually similar schools.
- Explore network and online options to provide staff with moderation opportunities that enhance consistent teacher judgements.

Reviewers	
Jennifer Graffin Director, Public School Review	Benjamin Ratz Principal, Amaroo 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy