



Department of  
Education

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Public education  
**A world of opportunities**

# South Kalgoorlie Primary School

## Public School Review

August 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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South Kalgoorlie Primary School is located within the city of Kalgoorlie, 595 kilometres east of Perth, in the Goldfields Education Region.

The school currently enrolls 396 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage rating of 896 (decile 9).

Established in 1904, the school has a rich history and a diverse range of students with approximately 23 per cent of students being Aboriginal and 18 per cent coming from a language background other than English.

The Parents and Citizens' Association (P&C) and School Board support the school and help to foster strong bonds between the school and the wider community.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The school's approach to school self-assessment begins with analysis of student achievement data at class review meetings at the end of each term, with further analysis by year level teams and collaboration between leaders and administrators.
- Student achievement data analysis occurs at individual student and classroom levels prior to 'building up' resultant findings to inform operational plans.
- Whole-staff reflection as to operational plan targets and strategy attainment occurs each term, fostering a feeling of staff contribution and responsibility. These plans are seen as working documents, with an intent to enhance direct links to assessment instruments.
- The school self-assessment, as submitted through the Electronic School Assessment Tool (ESAT), provided a thorough articulation of the school's existing processes and intended improvements, with less evidence of the outcomes of data analysis.
- Several staff contributed to the ESAT by reflecting on school performance and/or in the process of submission.
- Year level teams identified the school's activity across each domain of the School Improvement and Accountability Framework, critiqued the supporting evidence available and brainstormed improvement actions. Staff then reviewed the submission from the perspective of the operational plan leader, whole-school, administrator and School Board.
- Contribution from staff, parents and students during the review validation day, added significantly to the school self-assessment presented through the ESAT. This included discussion of evidence that supported judgements as to current performance and improvement intentions.

The following recommendations are made:

- Continue to review reporting to parents processes.
- Facilitate engagement of staff in school self-assessment and improvement planning across all School Improvement and Accountability Framework domains at individual student, classroom, operational plan and whole-school levels.
- When developing future ESAT submissions, be discerning when considering what to include as evidence, annotating selected documents to direct reviewers to the relevance of the information uploaded.

## Public School Review

Relationships and partnerships	
<p>The School Board and P&amp;C highlight the friendly, approachable and community focussed nature of staff, parents and students. The school's reputational capital is said to be improving, with stronger connections to the broader community developing.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Communication processes between home and school include ClassDojo, Facebook, and newsletters. Staff are reported to be receptive to feedback; respond to concerns; and are approachable and well organised.</li> <li>• The P&amp;C is active in school activities, supporting the operations of the school canteen and a five day per week breakfast club.</li> <li>• A broad range of community partnerships support the enrichment of student learning activities and targeted intervention for students at risk.</li> <li>• The School Board engages actively in the school improvement process.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to build purposeful and strategic community partnerships that enhance fundraising, access to grants, and student learning opportunities.</li> <li>• Review School Board effectiveness prior to the development of parent-friendly discussion protocols for meetings. Develop a consistent communication process between the Board and the wider community.</li> </ul>

Learning environment	
<p>A deliberate approach to the engineering of learning spaces is adopted, including the Wangkatja classroom, Yarning Circle, Haven alternative playroom and the junior nature playground. Students have contributed design ideas to the proposed senior nature play area.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The PBS<sup>1</sup> framework underpins behaviour management approaches. Analysis of PBS data indicates a reduction in behavioural referrals, with evidence of links to IBP<sup>2</sup> development and student performance tracking.</li> <li>• Teachers and education assistants take an active role in a LSAT<sup>3</sup> which supports teachers to identify and profile SAER<sup>4</sup>, plan IEPs<sup>5</sup>, track student progress and meet professional learning needs.</li> <li>• A detailed referral and tracking system supports SAER management with an intent to build in attendance targets and enhance IEP quality assurance.</li> <li>• Liaison with the Connected Beginnings Program is facilitating a coordinated approach to the referral and interagency support of Aboriginal children, aged 0-5 years.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement fully the MindUP™ curriculum across the school.</li> <li>• Provide low level behaviour response consistency, an agreed approach to Tier 3 student support, and a Good Standing policy through full implementation of PBS.</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate PBS principles when reviewing the behaviour policy.</li> <li>• Enhance the interface between classroom teachers and the LSAT through more efficient and easily understood referral and support processes.</li> </ul>
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## Leadership

The senior leadership team are supported by several skilled teachers and education assistants who undertake curriculum and student support leadership roles ably and proactively.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Leaders responded to NSOS<sup>6</sup> staff feedback by critiquing communication processes; providing clarity of student behavioural expectations through the PBS framework; and reconfiguring staff representation in decision-making groups.</li> <li>• Classroom, team and administration leaders implement initiatives that support student health and wellbeing including fitness; Jump Jam; YCDI<sup>7</sup>; Be You; Gatekeeper; the Haven alternative playroom; Wangkatja classroom; and extensive arts and drama opportunities. Connected practice is emerging.</li> <li>• A whole-school attendance tracking document results in a tiered response to supporting positive attendance with RPAs<sup>8</sup> developed as required.</li> <li>• Staff reflection against the ACSF<sup>9</sup> led to a focus on building culturally responsive learning environments, with integrated practice evident through the Wangkatja LOTE<sup>10</sup> program, arts and languages community engagement programs, cultural studies guest speakers and Yarning Circle.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Embed processes that identify, determine and communicate new initiatives.</li> <li>• Extend the existing process of supporting staff health and wellbeing through fun activities. Focus on the mental models that staff adopt towards issues such as the ownership of quality communication processes.</li> <li>• Further reflect on the ACSF, set new goals and develop responsive plans.</li> <li>• Continue to focus on engaging and connecting with Aboriginal families.</li> </ul>

## Use of resources

The school manages its one-line budget resources within a context of enrolment fluctuations.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Links between the school budget and improvement plans are monitored by the MCS<sup>11</sup>, leadership team and the Finance Committee.</li> <li>• Student characteristic funding is used to support a broad range of targeted intervention programs, implemented by teachers, EAs<sup>12</sup> and the AIEO<sup>13</sup>.</li> <li>• Workforce planning emphasises a focus on supporting quality graduate teachers to build their capacity to become highly competent teachers.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to invest in EA training, emphasising agreed approaches such as MiniLit<sup>14</sup>/MultiLit<sup>15</sup> and behavioural supports.</li> <li>• Continue to monitor one-line budget efficiencies and reserve planning.</li> </ul>

## Teaching quality

Higher and clearer standards and expectations are emerging as the school seeks to implement agreed approaches to teaching and learning more consistently.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Leaders provide effective curriculum leadership with an intent to focus on more consistent implementation of agreed instructional approaches.</li> <li>• A whole-school commitment to teaching and learning programs is evident through the Letters and Sounds, Top Ten Mathematics, iSTAR<sup>16</sup> in mathematics, 7 Steps to Writing approaches and the PBS framework.</li> <li>• The MiniLit, MultiLit, Word Attack and Letters and Sounds programs serve as examples of staff use of data to inform planning and differentiation.</li> <li>• Highly skilled EAs implement the MiniLit and MultiLit programs by tracking achievement and providing feedback to parents and teachers.</li> <li>• Peer coaching processes are in place and are owned and valued by staff.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Incorporate teaching adjustments in class review meetings consistently.</li> <li>• Conduct a NQS<sup>17</sup> staff audit, identify improvements and implement plans.</li> <li>• Embed the Kindergarten preparation program, liaising with local day care providers and Wanslea Family Services' Connected Beginnings program.</li> <li>• Review performance management and observation approaches, with a focus on embedding differentiated performance development opportunities.</li> </ul>

## Student achievement and progress

With the exception of Year 5 numeracy, NAPLAN<sup>18</sup> comparative performance is within expectations, with all learning areas except numeracy indicating an upward performance trend.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• An agreed assessment schedule incorporates instruments that are linked to program implementation. Student performance data are recorded on a tracking document that is reviewed each team with analysis at individual student level and links to LSAT referrals as required.</li> <li>• Phase leaders interrogate a range of systemic and school-based data with the broader leadership team, identifying targeted intervention strategies.</li> <li>• AEDC<sup>19</sup> and OEAP<sup>20</sup> data, liaison with the Connected Beginnings program and a Kindergarten readiness play-based program support the school to identify the needs of early childhood students and drive programs.</li> <li>• SAIS<sup>21</sup> data stimulates whole-school, classroom and individual student achievement discussions at collaborative, team and class review levels.</li> <li>• First Cut analysis supports SEN<sup>22</sup> identification and planning.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Link formative assessment outcomes in mathematics to the identification of differentiated teaching points and targeted planning.</li> <li>• Expand and embed the use of ABLE WA<sup>23</sup> and RTP SEN<sup>24</sup>.</li> <li>• Embed consistent approaches to the review of student performance data.</li> </ul>

## Reviewers

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Stuart Percival  
Director, Public School Review

Troy Withers  
Principal, Tambrey 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 Positive Behaviour Support
- 2 Individual behaviour plan
- 3 Learning Support Action Team
- 4 Students at educational risk
- 5 Individual education plan
- 6 National School Opinion Survey
- 7 You Can Do It!
- 8 Responsible Parenting Agreement
- 9 Aboriginal Cultural Standards Framework
- 10 Languages Other Than English
- 11 Manager Corporate Services
- 12 Education Assistant
- 13 Aboriginal and Islander Education Officer
- 14 Early literacy program
- 15 Literacy intervention program
- 16 Inform/inspire, show/share, try/transfer, apply/act, review/revise
- 17 National Quality Standard
- 18 National Assessment Program – Literacy and Numeracy
- 19 Australian Early Development Census
- 20 On-Entry Assessment Program
- 21 Student Achievement Information System
- 22 Special Educational Need
- 23 Abilities Based Learning Education, Western Australia
- 24 Reporting to Parents Special Educational Need