



Department of  
Education

**Shaping the future**

# South Kalgoorlie 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. It will also support the Principal Professional Review.

## 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

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

The school has an Index of Community Socio-Educational Advantage rating of 921 (decile 9).

It currently enrolls 299 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

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.

The first Public School Review of South Kalgoorlie Primary School was conducted in August 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 school self-assessment that outlined the school's operations and improvement agenda.

The following aspects of the school's self-assessment process are confirmed:

- The school's Electronic School Assessment Tool (ESAT) submission provided an open and honest account of the school's performance against the Standard, with many evidence sources including annotations or commentary to reinforce key information.
- In preparation for the review, a collaborative approach was taken with opportunities provided by the Principal for staff to engage in reflection and contribute to overview documents on the school's performance against the Standard.
- Knowledgeable staff spoke authentically about the school, providing insights on the evidence submitted. Together with students and parents, they provided the review team with further clarification of the school's improvement agenda.
- Ongoing school self-assessment processes are evident, and staff demonstrate ownership for student success with professional and personal responsibilities and expectations understood.

The following recommendation is made:

- Extend the range of staff and community representation during the validation visit to capture the varied voices across the school community.

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### Relationships and partnerships

A diverse school community are served by a positive and committed staff united by a strong moral purpose and shared desire to maximise the learning and wellbeing outcomes for all students.

### Commendations

The review team validate the following:

- Connections and partnerships with Aboriginal students and families are enhanced through the support of the school's Aboriginal and Islander education officers (AIEOs) and Wangkatja language teacher through informal daily connections, home visits, phone calls and formal meetings.
- A commitment to establishing sound internal and external communication is evident. Facebook and ClassDojo are the preferred communication platforms, with the additional benefit of ClassDojo translation functions, further supporting communication across the school's diverse community.
- A small but active P&C work with commitment to enhance the school's ongoing development through a range of initiatives, including fundraising and the management of a canteen service.
- Parents reported that the school is valued by its local community and that the individual care and support for students was a highlight for them.
- Members of the School Board, including the recently appointed Chair, were knowledgeable and informed. They demonstrated a clear understanding of the school's distinct contextual needs and high levels of support, articulating a clear commitment to its continued growth and progress.

### Recommendations

The review team support the following:

- Continue to build connections and trusting relationships with Aboriginal community members and families guided by the school's Reconciliation Action Plan (RAP).
- Increase connection and engagement with families from diverse cultural backgrounds to ensure strong partnerships and engagement of students with English as a second language or dialect.

### Learning environment

The school's welcoming and inclusive learning environment is characterised by a strong focus on pastoral care and identifying and meeting the individual needs of students to maximise their growth and success.

### Commendations

The review team validate the following:

- The building of cultural responsiveness is evident, anchored in strong community connections, the fostering of positive relationships and the collaborative development of a RAP. The teaching of Wangkatja local Aboriginal language is embraced by the community and enabled by a qualified teacher.
- Led by the Positive Behaviour Support (PBS) committee, PBS implementation is contributing to clear behaviour expectations and the explicit teaching of expected behaviour. With a focus on trauma informed practice through the Thoughtful Schools Project of the University of Western Australia, and a mindfulness program, the school reports improved student behaviour.
- Clear and documented processes for the early identification of students at educational risk are in place to ensure that individual needs are supported through targeted interventions such as MultiLit and reading groups. Attendance data is systematically tracked and a range of strategies are employed to support positive student attendance.
- Teachers develop IEPs<sup>1</sup> through Reporting to Parents to cater for students' individual learning needs. The learning support action team progress student referrals for external support where required.

### Recommendations

The review team support the following:

- Continue to implement a social skills curriculum and data collection. Continue to embed the implementation of Zones of Regulation.
- Continue to support the needs of students with English as a second language or dialect through early intervention and targeted support.

## Leadership

The Principal and school leaders, in collaboration with the school community have created a clear strategic direction for the school, embraced by staff. A commitment to the implementation of evidence-based programs and practice is developing and viewed by the school as critical to maximising student learning outcomes.

### Commendations

The review team validate the following:

- Instructional leadership is evident in the school's committee structure, phase meetings, mentoring, collaborative planning and teaching sprints processes.
- The leadership and staff engage in analysis of data to identify areas for improvement and inform classroom and school decision making needs. Plans to focus on case management and lift expectations for student achievement are in place.
- Adopting a strength-based approach, a number of leadership opportunities are available including phase leader roles, mentoring and education assistant leadership roles in the delivery of MultiLit, Letters and Sounds and Mind Up programs.
- Aligned to the business plan, staff engagement with operational plans and student improvement targets is supporting the implementation of key initiatives and whole-school approaches.

### Recommendations

The review team support the following:

- Continue plans to foster a culture of high expectations to raise expectations for student achievement by using a case management approach and target setting to extend and challenge students.
- Strengthen instructional leadership at all levels including further development of phase leader and mentor roles. Continue professional learning and observation to support the implementation of whole-school, evidence-based pedagogical practices.
- Continue to use teaching sprints led by phase leaders to drive consistency and low variance teaching practice.

## Use of resources

Careful planning is evident across the school to ensure that allocation of resources is aligned with strategic priorities and enables the school to cater for the distinct needs of the school community.

### Commendations

The review team validate the following:

- The Principal and manager corporate services collaborate effectively with the finance team to provide oversight of the school's financial decision making, with information provided to the School Board to ensure transparency.
- The school uses attendance, On-entry assessment data and other school and system data, to inform decisions about resource allocation to areas such as classroom support, intervention programs and engagement and attendance strategies.
- Funding is allocated to supplement psychologist time, the delivery of reading intervention by AIEOs and an occupational therapist in the Kindergarten area one day per fortnight.
- A well-resourced and aesthetically well-designed school library is effectively maintained and valued by students and staff.

### Recommendation

The review team support the following:

- Progress plans to prioritise the allocation of resources to maximise early identification and interventions, and for students with English as a second language or dialect.

## Teaching quality

Teaching staff are dedicated to improving the outcomes of their students and work in collaboration with education assistants to support student success.

### Commendations

The review team validate the following:

- The school report improved outcomes in reading and writing following the implementation of Letters and Sounds and Seven Steps to Writing programs. Together with Heggerty and daily reviews the school is working to maximise students' literacy development as they progress through the school.
- The implementation of a whole-school approach to mathematics is in the development phase with plans in place to monitor the impact on student progress.
- A classroom practices guide sets out expectations for lesson design with plans to engage with Teaching for Impact evident.
- Teachers use data and evidence to inform classroom decision making. Brightpath, Progressive Achievement Tests (PAT) assessment and the Elastik Learning data platform have been implemented with a view to support student progress monitoring, target setting and accountability.
- Teachers collaborate in teaching sprints with a current focus on guided reading and Talk for Writing.

### Recommendations

The review team support the following:

- Progress plans to engage with Teaching for Impact and further develop agreed pedagogical practices.
- Continue to progress high expectations for student achievement, consistency of practices and whole-school approaches to literacy and numeracy.

## Student achievement and progress

Embedded processes for collecting and analysing student achievement and progress data are underpinned by a clear commitment to evidenced based decision making. The school articulated a strong desire to progress case management and target setting to ensure increased levels of student achievement and progress.

### Commendations

The review team validate the following:

- A comprehensive assessment schedule is contributing to clear whole-school data collection processes. Analysis of school-based data, On-entry assessment and NAPLAN<sup>2</sup> data, is used to drive school and classroom decision making.
- Teachers reflect on a range of assessment data within collaborative teacher meetings and whole of staff meetings. Termly review meetings between teachers and school leaders provide a further point of reflection using data that has been entered into Reporting to Parents.
- Brightpath assessment is used for teachers to moderate and compare results between classes and inform decision-making about teaching and learning in the classroom.
- Intervention programs, including a reading tutor program and MiniLit, are targeting student learning gaps with plans to progress to MacqLit for Year 3 and Year 6.

### Recommendations

The review team support the following:

- Continue the use of Brightpath, PAT Reading and PAT Mathematics in conjunction with Elastik Learning to provide analysis of student progress and achievement and inform class and school decision making.
- Progress plans to identify student target groups and address the over representation of students in the lower NAPLAN bands and support the extension of students represented in the higher bands.

## Reviewers

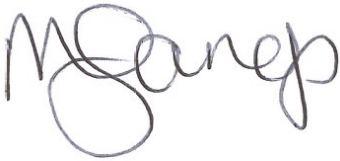
Kim McCollum  
**Director, Public School Review**

Louise Hughes  
**Principal, Waikiki 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**

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## References

- 1 Individual Education Plan
- 2 National Assessment Program – Literacy and Numeracy