



Department of
Education

Shaping the future

North 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 in student achievement and progress.

The Statement is between; the Department of Education, 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

Established in 1902, North Kalgoorlie Primary School is situated within one of Kalgoorlie's oldest suburbs, Lamington, approximately 600 kilometres east of Perth. Part of the Goldfields Education Region, the school is located within the city of Kalgoorlie-Boulder. In 2017, the school became an Independent Public School.

Students come from varied backgrounds, with many from fourth generation Kalgoorlie-born families, some working within the mining industry and others from various Aboriginal groups across the State or country.

Currently, there are 492 students enrolled at the school from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 984 (decile 6).

Strong community support is demonstrated by the active School Board and the dedicated Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The school engages in a continuous cycle of self-assessment. The whole-school self-assessment schedule drives the work of leaders and staff.
- The Principal completed the Electronic School Assessment Tool (ESAT) with the support of senior leaders. Staff were provided with opportunities to contribute feedback on the evidence selected for submission.
- Dialogue between the school and the Director, Public School Review, prior to the validation visit, enhanced the ESAT submission.
- A number of staff, students and parents participated in conversations throughout the validation visit, each providing further elaboration to support aspects of the ESAT submission.

The following recommendations are made:

- Familiarise staff with the Standard and the domains outlined in the School Improvement and Accountability Framework, to consolidate their understanding of school self-assessment.
- Utilise the Standard and the ESAT for ongoing self-assessment practices between school review cycles.

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Relationships and partnerships

Positive relationships underpin the interactions within the school and with parents, carers and the broader community.

Commendations

The review team validate the following:

- Everyone is welcomed and valued by the school. Effective partnerships support the school in providing a holistic approach to understanding the needs of students and the community.
- There are multiple platforms for communicating with families that cater for a variety of preferences and accessibility to technology.
- Staff are invested in the school with relationships based on trust and valuing others. Every student is well-known by all and a collective responsibility for their wellbeing and performance is guided through professional collaboration.
- The local community values the school as evidenced through survey data, Welcome Day attendance and requests for enrolment from outside the local intake area.
- The School Board actively advocates for the school and contributes to school governance and policy development.
- The P&C provides significant support for the school in maintaining a profitable canteen and uniform shop. Strategic succession planning supports new members settle into their roles.

Recommendation

The review team support the following:

- Actively seek opportunities to engage families who traditionally have limited interaction with the school.

Learning environment

Considerable effort in creating and sustaining a safe, caring and inclusive learning environment is providing the conditions that promote positive health and wellbeing for staff and students.

Commendations

The review team validate the following:

- Students describe a caring school environment where they feel safe and supported, highlighting the way multi-year groups interact in the yard during break times.
- A willingness to share or assist colleagues is creating a culture of care and support amongst staff.
- The Social and Emotional Wellbeing Committee is working with staff to embed initiatives utilising the Be You and Growth Mindset frameworks to enhance student learning in STEM¹.
- Student behaviour is guided by the Responsible Behaviour Plan, which is reviewed annually. Parent survey data indicate satisfaction for the way student behaviour is managed by the school.
- The school uses data to identify and respond to student difference. Transition of information between years of schooling assists with classroom planning.
- Documented plans identify social and emotional needs and learning adjustments for students at educational risk. Case management and professional learning for staff ensure plans are addressing student needs.

Recommendations

The review team support the following:

- Progress the work of the Aboriginal Cultural Standards Committee in becoming increasingly responsive and build on the efforts to have greater visibility of Aboriginal culture and identity throughout the school.
- Continue to operationalise the school priority to significantly improve the attendance of Aboriginal students.

Leadership

Leaders guide staff in continual cycles of school self-assessment, ensuring an understanding of the alignment of school planning with the Department's strategic directions.

Commendations

The review team validate the following:

- The 2021-2024 Business Plan outlines the priorities and strategies identified collaboratively with staff to progress the school's improvement agenda.
- The school self-assessment schedule drives all decisions across the school, including at the individual classroom level. The schedule is explicit in its intent and is clearly understood and articulated by all staff.
- Distributed leadership, through committee structures, progress school priority areas. Phase of learning representatives ensure operational plans are embedded in the work of all teachers.
- Leaders ensure staff are well supported to progress school priority areas, providing time and resources where required. Staff are fully committed to their work and appreciate opportunities to provide feedback that is acted upon by leaders.
- Instructional leadership guides the work of teachers. Peer observation and coaching for beginning teachers is targeted and linked to school priorities and the AITSL² Australian Professional Standards for Teachers.
- Professional review processes for teachers include an element of goal setting for improvement in achievement data for groups of students.

Recommendation

The review team support the following:

- Continue to formalise a coaching model that is available to all staff by providing professional learning in observation and feedback for coaches.

Use of resources

As evident in each of the domains of the School Improvement and Accountability Framework, finance and resource decisions are aligned directly to the business and operational plans and the school self-assessment schedule.

Commendations

The review team validate the following:

- The Principal and manager corporate services work in collaboration to ensure financial and resource management decisions are directed to the priorities of the school and that this year's funds are allocated for this year's students.
- As evidenced by resourcing to enhance the music program, additional funding requests are considered by the Finance Committee in a timely and informed way.
- Financial management information is presented regularly to the School Board ensuring good governance and accountability.
- Decision making is evidence based. Funds to improve the outdoor play environment were prioritised in response to an audit against the National Quality Standard. This has led to an improved learning environment for Pre-primary students.
- Prudent use of leasing arrangements is ensuring information and communication technology resources are up to date and reliable in supporting learning programs for students.
- The school ensures system priorities are funded appropriately. Targeted Initiatives funding is used to resource additional education assistants to support identified students.

Recommendation

The review team support the following:

- Review and update the workforce plan to address the change in future need.

Teaching quality

Evidence-based decision making is guiding ongoing self-reflection using systemic and school-based data at the whole-school, phase of learning, classroom and individual student levels.

Commendations

The review team validate the following:

- The 'Whole-School Approach: Consistent Practices' plan is reviewed by all staff at the commencement of each school year. Staff make a commitment to these practices ensuring consistency across the school.
- Self-assessment processes are embedded deeply in the school with staff data literacy a feature in determining the school progress against business and operational plan targets.
- Student achievement and progress data influence classroom planning and the selection of whole-school approaches for improvement in identified areas of literacy or numeracy.
- Differentiation plays an important part in addressing learning gaps for individuals and groups of students requiring intervention.
- Professional learning is purposeful and links directly to the school self-assessment schedule and the consistent practices identified by the school.
- Opportunities for collaboration exist to plan for, act on, and assess student learning and to build the capacity of staff to make consistent judgements on student achievement.
- Student voice, through the 'My Class' surveys, is providing teachers with feedback on their practice.

Recommendation

The review team support the following:

- Consider articulating the common elements of lesson design identified in the Consistent Practices plan into a visual document for staff and students.

Student achievement and progress

There is a collective commitment to continual school improvement by all staff. Student achievement and progress data drive all decisions across the school.

Commendations

The review team validate the following:

- Year 5 NAPLAN³ showed higher achievement than like schools in all tests in both 2016-2018 and 2017-2019. Maths Milestones and Brightpath are whole-school approaches used to address lower progress than like schools identified in 2017-2019 data in numeracy and writing.
- Year 3 and 5 NAPLAN comparative performance data show expected achievement against the predicted school mean in all areas excluding reading, with below expected and above expected achievement in Year 3 and Year 5 respectively.
- The school uses a blend of standardised testing, system and school-based data to inform teaching and learning. PLD⁴ Spelling assessments completed each term are showing improvements in Pre-primary and Year 1.
- The Student Achievement and Progress Tracker is central to the work of the school in providing multiple data points for consistency of teacher judgement and grade alignment.
- PAT⁵ reading and mathematics data are used to identify students making little progress, and for intervention, additional educational assistant time and instructional guidance and coaching for teachers.

Recommendation

The review team support the following:

- Continue to refine the data sets identified in the school self-assessment schedule.

Reviewers

Vicki McKeown
Director, Public School Review

Jaclyn Redfearn
Principal, Rockingham Beach 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 scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering, mathematics
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy
- 4 Promoting Literacy Development
- 5 Progressive Achievement Tests