



Department of
Education

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Kambalda West District High School

Public School Review

March 2020

PUBLIC SCHOOL REVIEW

Purpose

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

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

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused 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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

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

Context

Kambalda West District High School opened in 1974. It is located within the Goldfields Education Region, 56 kilometres south-east of Kalgoorlie-Boulder and 628 kilometres from Perth.

Residents of the town of Kambalda largely support the mining industry. It is experiencing a downward trend in population and is very transient by nature. This transience is also reflected in staff movements at the school.

The school has an Index of Community Socio-Educational Advantage rating of 898 (decile 9). Currently there are 233 students enrolled from Kindergarten to Year 10 with the school having experienced a recent decline in numbers.

Kambalda West District High School enjoys a positive relationship with the local community and benefits from a hard-working Parents and Citizens' Association (P&C) and an active School Council.

Exposure to career possibilities, potential success and planning for the future of students has become an important focus for leaders and staff in the education provided at the school.

School self-assessment validation

The principal submitted a broad school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the current school context.
- The school selected a range of information as evidence for their self-assessment.
- Leaders and staff had knowledge of what had been contributed to the ESAT.
- There was alignment between the performance evidence and the broad range of actions planned for the future.
- Knowledge of the need for a culture of reflective practice was evident in the ESAT and during the validation visit.
- The school visit yielded information that served to add value to the school self-assessment and assisted with validation.
- Parents representing the School Council and P&C engaged openly in the validation visit, providing insights to enhance the review process.

The following recommendation is made:

- Continue to embed a reflective culture at the individual teacher, phase of learning and school levels, to assess the impact of planned intentions.

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Relationships and partnerships	
<p>Turnover of staff and leaders in recent times had resulted in a diminished level of trust and support from within the community. The newly-appointed leaders have worked hard to foster positive relationships and partnerships within the school and with the broader community.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Community confidence in the school has been enhanced through the establishment of a playgroup, providing a service otherwise unavailable in the town. • Effective partnerships are sought proactively to optimise student support. These include with agencies such as the YMCA¹, Headspace and Centrecare. • Parents are provided with opportunities to engage in well regarded educational workshops and sessions to support their child's education. • Staff articulated appreciation for the sense of empowerment resulting from their involvement in the school self-assessment process.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Increase the public profile of the school through exposure via modes of communication including social media. • Enhance student/teacher and student/student relationships to develop student resilience in the small school context. • Broaden opportunities for student exposure to pathways beyond school.

Learning environment	
<p>Establishing and maintaining a safe, orderly and inclusive learning environment is a priority for the leaders. Adherence to whole-school processes and procedures has enabled observable progress towards the conditions desired.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Attendance concerns are being addressed successfully through improved protocols regarding monitoring and support. • Student behaviour expectations founded on the values of respect, excellence, aspiration, connection and harmony have been articulated clearly and are supported to ensure a more positive learning environment. • Student services staff are embedding quality intervention programs, support and case management strategies for students at educational risk.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Embed protocols for monitoring student attendance consistently. • Re-invigorate the PBS² framework implementation to embed expectations; create norms; revise current strategies; and identify required actions. • Develop a strategic plan to ensure that the areas of the National Quality Standard requiring attention are prioritised. • Engage with Kalgoorlie and Kambalda education networks to develop a transition plan to optimise opportunities and pathways for all students.

Leadership

Leaders demonstrate a unified purpose in establishing the pre-conditions for school and student success. They have articulated a clear vision for the essential elements of school improvement and priorities for short-term and long-term attention.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Leaders are creating and embedding a structured, aligned and supportive environment where staff are provided clarity about the purpose for all actions. • Commitment to a supportive and organised learning environment and its alignment to teaching and learning underpins key directions. • Realigned leadership responsibilities have provided greater direction for staff to support operational needs.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Collaboratively develop the business plan with reference to priorities identified by the school's self-assessment process. • Conduct a school cultural audit to identify key foci in the development of a contextually appropriate model for change management. • Identify the critical elements of staff accountability to be developed and incorporated into the formulation of the business plan. • Engage deeply with the ACSF³, to develop cultural responsiveness.

Use of resources

Self-assessment processes under the current leaders have determined that strategic and operational resourcing requires significant attention. Appropriate consideration has been given in this review to the priority needs of current students and future directions.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student characteristics funding is used to implement evidence-based programs to support improved student outcomes. • Resourcing is committed to essential support for curriculum programs and school improvement strategies. • The manager corporate services (MCS) plays a key role in resource management and is recognised as an integral part of the leadership team.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Embed formalised procedures for the principal, MCS and the Finance Committee to optimise the oversight of resource allocation decisions. • Ensure ongoing budgetary process reviews facilitate optimal financial and workforce planning given changing staffing commitments. • Rationalise human resources to facilitate optimal deployment and impact. • Develop an asset and replacement plan to ensure adequate reserves are in place to meet the current and future needs of the school. • Ensure business plan priorities receive appropriate budget consideration.

Teaching quality

The school improvement agenda initiated under the current leadership is committed to the development of a culture of high performance and high care. There is an identified need for teaching to be targeted to student need through consistent whole-school approaches.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff articulated a sense of value and empowerment as a result of collaboration in the school curriculum improvement process. • The creation of the early childhood focus document has provided a summary of combined pedagogies and an agreed overview. • A business plan insert, developed by leaders, successfully prioritised the most relevant targets to guide the teaching and learning focus for staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop staff capacity to differentiate the curriculum to promote progress and cater for the needs of all students. • Prioritise budget allocations to resource technologies to support staff to engage students in digital learning. • Review the Performance Management and Development (PM&D) process to ensure that it contributes to the capacity building of staff. • Embed PM&D processes aligned to AITSL⁴ Australian Professional Standards for Teachers and priorities outlined in the business plan.

Student achievement and progress

Long-term National Assessment Program – Literacy and Numeracy (NAPLAN) student performance data are variable. As a consequence, leaders are facilitating processes to focus on teaching pedagogy and data analysis to inform plans for improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Professional learning for leaders has facilitated staff capacity to more accurately identify students in the NCCD⁵ collection process. • Significant improvement has been noted in students previously achieving lower grades. • Successful implementation of SEN⁶ planning through Reporting to Parents has resulted in academic goal setting more reflective of student ability.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Embed processes for rigorous assessment, data analysis, moderation and reporting practices across all learning areas and year levels. • Formalise guidelines for reporting and articulate clearly the requirements of teachers to ensure the fidelity of feedback to parents. • Enhance staff engagement in data analysis through professional learning communities to determine areas for ongoing improvement linked to the business plan. • Enhance processes to initiate, implement, monitor and analyse individual and group education plans.

Reviewers

Brett Hunt
Director, Public School Review

Hayley Taylor
Principal, Cunderdin District High School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Young Men's Christian Association
- 2 Positive Behaviour Support
- 3 Aboriginal Cultural Standards Framework
- 4 Australian Institute for Teaching and School Leadership
- 5 Nationally Consistent Collection of Data on School Students with Disability
- 6 Special Educational Need