



Department of  
Education

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Public education  
**A world of opportunities**

# East Kimberley College

## 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 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:

	<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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East Kimberley College is located in the eastern extremity of the Kimberley Education Region of Western Australia and is approximately 37 kilometres from the border shared with the Northern Territory.

Established in 1976, the college is situated on a large site in the centre of Kununurra. In 2013, an extensive building program was completed and East Kimberley College now offers attractive, modern facilities for the 1066 students currently enrolled. It has an Index of Community Socio-Educational Advantage rating of 882 (decile 10).

Electing to engage with the Kimberley School Project (KSP) in Term 4 of 2018, the college undertook a name change in 2019 to emphasise its capacity to cater for student needs from Kindergarten to Year 12. KindiLink establishes positive connections with schooling and PEAC<sup>1</sup> and GAT<sup>2</sup> extension opportunities exist. Their 'school of choice' mantra drives their focus on gaining and maintaining community pride in East Kimberley College.

A wide range of senior schooling curriculum offerings, including a highly successful ATAR<sup>3</sup> stream, General courses and VET<sup>4</sup> certificates ensure that students can engage in pathways that support their destination of choice. The Kimberley Education for Life pathway serves as an excellent indicator of the quality partnerships which exist between school, local workplaces and TAFE<sup>5</sup>. The transition rate into traineeships, apprenticeships and employment from this program is high.

The School Council and Parents and Citizens' Association work to support the college and acknowledge the highly supportive staff who, despite the remote location, provide excellent opportunities for all students.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- A broad scope of evidence was selected for analysis.
- Staff were provided with opportunities for genuine collaboration and reflection in the school assessment process.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A range of people were involved in the scheduled meetings, including students, parents, teachers, support staff and representatives from partnership agencies.
- The school's self-assessment was enhanced by the conversations with members of the school community during the validation visit.
- The staff demonstrate a shared ownership and passion for student success with professional and personal responsibilities understood and evident.

The following recommendation is made:

- Be discerning when determining what to upload to the Electronic School Assessment Tool. Select evidence to direct the reviewers' attention to the relevance of the documentation in light of current circumstances and planned improvements.

## Public School Review

Relationships and partnerships	
Positive working partnerships, especially between other agencies and the college, are evident and a shared vision overcomes many of the issues related to transiency of staff. The parent community and students appreciate the enthusiasm of teaching staff and acknowledge the Principal as a driving force behind the high morale and respectful relationships that exist.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• The School Council is conversant with the requirements of their role and the Chair is proactive in engaging the membership in decision making.</li><li>• Local partnerships are embraced. Organisations such as the Clontarf Foundation and the Graham (Polly) Farmer Foundation work in concert to the ultimate benefit of students through the Clontarf Foundation program for Boys, the Girls Academy and the Kununurra Follow the Dream program.</li><li>• The college actively seeks support from Statewide Services and acts on advice provided, leading to improved student outcomes.</li><li>• A newly appointed public relations officer oversees the college's Facebook page and this is proving to be an excellent communication tool.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Establish a communication policy to gain consistency with the flow of information between the college and the parent community.</li><li>• Strengthen the strategic approach to interagency connections, consolidating meetings and determining key personnel for liaison purposes.</li><li>• Consider including Year 5 and Year 6 students in 'Creating the Dream' as a precursor to the Follow the Dream program.</li></ul>

Learning environment	
The school's motto to 'Seek, Strive, Believe, Achieve' epitomises the growth mindset that is embedded in the 'KNX Code'. College-wide expectations are supported through explicit teaching of expected behaviours, a reward system and a Good Standing policy.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• Comprehensive SAER<sup>6</sup> processes ensure that targeted interventions concerning student interpersonal social behaviours are data driven, evidence-based and effective.</li><li>• The vibrant Student Council take pride in being the voice of the student body. They demonstrate a strong civic responsibility and are eager to extend their influence into the junior school.</li><li>• Mental health and wellbeing is a priority area and a wide variety of interventions to support this initiative are embedded in practice.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Continue to prioritise attendance. Introduce proven strategies, currently in place in the senior school Good Standing policy, into the primary years.</li><li>• Audit current wellbeing programs with a view to consolidating them within a framework such as Be You. Be strategic and selective so that fewer priorities are well-resourced and fully embraced.</li></ul>

## Leadership

A relatively new leadership team has been acknowledged for their willingness to invest in the college, gradually embedding quality practices and taking the time to appreciate the efforts of staff that have proven fruitful in the past.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The executive team demonstrates unity of purpose and a shared vision to drive school improvement.</li> <li>• Aspirational goals for full implementation of the ACSF<sup>7</sup> are prioritised. The college is intent on being culturally responsive in an authentic and meaningful way.</li> <li>• The new business plan is aligned to the strategic intent of the Department with a complementary focus on high care and high achievement.</li> <li>• Comprehensive performance management processes exist for teaching staff and, outside of the KSP coaching, informal classroom observations also take place.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Establish consistency of classroom practice across the whole school, reinforcing the high expectations, support and accountability in key priority areas to combat transiency. Formal classroom observations will support this.</li> </ul>

## Use of resources

The current leadership inherited some challenging circumstances that demand tight fiscal management to replenish reserve accounts and ensure the long-term viability of the college. Prudent budgeting is in place to attain this goal.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• There is a clear and defensible link between budgeting and school plans.</li> <li>• The newly appointed MCS<sup>8</sup> and her support staff ensure financial processes are transparent, fully understood and adhered to by cost centre managers.</li> <li>• A strategic workforce plan meets current needs. In particular, AIEOs<sup>9</sup> and EAs<sup>10</sup> have been deployed in accordance with their specialised knowledge and experience to drive, or support, key initiatives. An ICT<sup>11</sup> replacement schedule is in place to ensure suitable access to digital learning opportunities across the college.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Prioritise the creation of a strategically aligned reserve plan.</li> <li>• When creating the much needed ICT upgrade plan, include a focus on training so that use of these resources are embedded in curriculum. Encourage teacher champions of ICT to continue to offer peer support.</li> <li>• Share specific details regarding the deployment of staff so the entire school community fully appreciates the reasoning behind workforce planning decisions.</li> </ul>

## Teaching quality

The continual challenge of maintaining consistency of programs and practice, given the high transiency rate of teachers in Kununurra, is off-set by the relentless dedication shown by teachers to students, to the profession and to the local community.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A strong commitment to explicit instruction over several years is being consolidated through the KSP. The Explicit Instruction Committee is establishing engagement norms across the school.</li> <li>• Moderation processes, including small group moderation partnerships in senior schooling, are embedded in practice. Grade alignment is clear.</li> <li>• Collaborative meetings, with common DOTT<sup>12</sup> provided, empower teachers to forge robust collegiate networks within the school. Informal mentoring and coaching occurs regularly.</li> <li>• Shared programs, often located on Connect, reduce the impact of staff turnover. Teachers are encouraged to personalise programs to cater for specific cohorts with their professional judgements being respected.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Review, then consolidate, the robust scope and sequence documents which exist in the primary years.</li> <li>• Continue to reinforce the importance of a whole school approach to pedagogy. Embracing the East Kimberley College way of teaching and learning via warm ups, daily reviews, clear lesson intentions and plough backs, is essential.</li> </ul>

## Student achievement and progress

Aiming to encourage local families to view the college as their preferred option, staff demonstrate a shared commitment to ensuring that every student is given the best possible opportunity to learn and thrive.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The data literacy of staff is high and reflective practices result in targeted interventions through IEPs<sup>13</sup> and GEPs<sup>14</sup>.</li> <li>• Longitudinal NAPLAN<sup>15</sup> data indicates higher achievement and higher progress in many domains, with value-adding evident from Year 3 to Year 5.</li> <li>• A select ATAR pathway caters for a small cohort of university bound students. In 2018, the awarding of two SCSA<sup>16</sup> certificates of distinction and one merit, coupled with some exemplary ATAR results, including two 99+, indicate academic rigour.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Ensure continuity of program delivery via induction programs centred on capacity building of new staff.</li> <li>• Increase VET offerings to cater for the diverse needs of students.</li> <li>• Transition to Letters and Sounds in the junior primary setting and extend evidence-based literacy intervention into senior schooling.</li> </ul>

## Reviewers

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Kath Ward  
**Director, Public School Review**

Dale Mackesey  
**Principal, Mount Hawthorn 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 Primary Extension and Challenge
- 2 Gifted and Talented
- 3 Australian Tertiary Admission Rank
- 4 Vocational Education and Training
- 5 Technical and Further Education
- 6 Students at educational risk
- 7 Aboriginal Cultural Standards Framework
- 8 Manager Corporate Services
- 9 Aboriginal and Islander Education Officer
- 10 Education Assistant
- 11 Information and communication technology
- 12 Duties other than teaching
- 13 Individual education plan
- 14 Group education plan
- 15 National Assessment Program – Literacy and Numeracy
- 16 School Curriculum and Standards Authority