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D19/0522211

Kalamunda Primary School

Public School Review

November 2019

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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.

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Context

Established in 1895, Kalamunda Primary School has been located at its current site since 1925. The school is situated in the hills community of Kalamunda, approximately 20 kilometres east of Perth within the South Metropolitan Education Region. The site is shared with the Kalamunda Primary Education Support Centre (ESC) and the Kalamunda Dental Therapy Centre.

There are currently 360 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1081 (decile 2). Positive relationships and readiness for school are developed through the school's pre-Kindergarten program.

Kalamunda Primary School leverages the expertise of specialist staff to offer all five arts subjects of music, drama, dance, visual arts and media that provide a pathway into the Kalamunda Senior High School's performing arts specialist program. Selected Year 5 and Year 6 students are also provided opportunity to access the senior high school's academic excellence scholarship program. Whole-school academic and social learning is complemented through the provision of Indonesian, Australian sign language (AUSLAN) and Noongar languages and physical education.

The school has extensive grounds that include nature play and structured areas, netball and basketball courts, a large oval, a multi-purpose hall and undercover area, a well-resourced library and a school canteen.

Parents and the local community are involved in providing support to the school through the School Volunteer Program and the School Council. An active Parents and Citizens' Association, shared with the Kalamunda Primary ESC, supports shared goals through collaborative fundraising activities and community events.

School self-assessment validation

The principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Whole-staff collaboration and engagement in the consideration of evidence informed the school's self-assessment and Electronic School Assessment Tool (ESAT) submission.
- Multiple sources of credible evidence were incorporated in the school's self-assessment.
- An appropriate balance of data and other evidence provided reflective commentary with a strong contextual focus.
- Planned actions were aligned to the school's assessment of its performance and were elaborated on during the school visit.
- A number of staff and parent representatives engaged actively and contributed their reflections in support of the school.
- High expectations for ongoing rigour and a shared accountability for genuine collaboration and evidence-based reflective practice is evident.

The following recommendation is made:

- Enhance analysis of the school's data or descriptions of the impact of strategies, programs, policies or initiatives, as detailed in the ESAT, to evidence the judgement of performance.

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Relationships and partnerships

The principal leads an emphasis on building strong and sustainable relationships and partnerships. Students, staff and families demonstrate high care, trust and respect, which is underpinned by a community-minded approach to meet the needs of every 'Kalamunda Kid'.

Effectiveness	The review team validate the following: • Both schools work in partnership to provide coordinated support and cross-integration across the school site for the benefit of all students. • Parents view school staff as highly trained and skilled, and provided positive feedback about their child's health, wellbeing and educational progress. • Engagement in whole-school events is high and parent expertise is leveraged to support specialist learning programs. • Planned events provide ongoing opportunities to acknowledge, respect and celebrate the school's families' diverse cultural backgrounds. • Partnerships with local industry and government services offer access to student sport clinics, health and first aid learning and staff development. • Active engagement with the network supports collaborative learning, curriculum development and student transition continuity.
Improvements	The review team support the following actions: • Strengthen School Council induction, governance and influence through module training and a comprehensive review of the Terms of Reference. • Develop a communication plan that raises the school's reputation and profile as a provider of quality education, and streamlines comprehensive, timely and consistent exchanges of information, feedback and progress.

Learning environment

A culture of respect and inclusivity is promoted through a shared ownership for prioritising and balancing students' wellbeing, interests and strengths at the centre of all planning.

Effectiveness	The review team validate the following: • A strong student services model ensures a case management approach and alignment between strategies for attendance, behaviour and students at educational risk. • Early identification is enhanced through speech screening, which informs intervention planning in collaboration with the speech therapist and LSC[1]. • Positive behaviour is supported by a comprehensive whole-school policy. • The health and wellbeing plan incorporates explicit values education and social and emotional learning programs that include Zones of Regulation, DRUMBEAT, Rainbows, protective behaviours and the pastoral care assembly. • Student clubs extend positive relationships and academic enrichment.
Improvements	The review team support the following actions: • Continue to refine resources, expectations and explicit lessons around the behaviour matrix to enhance consistency and impact of the PBS[2] program. • Consolidate the school's pedagogical philosophy to early childhood learning and align with system priorities and the National Quality Standard.

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Leadership

School leadership is based on the premise that there is a 'champion' for every initiative. Described as supportive and responsive, the leaders have clear expectations for new and existing staff as active contributors who are invested in the school's positive learning culture.

Effectiveness	The review team validate the following: • A cohesive staff culture of collaboration and support is nurtured through planned events, activities and involvement in school improvement. • Ethical and shared leadership with the principal of the ESC, for the co-design and development of combined school initiatives, is evident. • A distributed leadership model incorporates staff interest and strengths and promotes shared responsibility for student improvement processes through engagement in a range of committees and school priority teams. • Learning area leaders provide instructional and curriculum leadership, and review progress and plan with their learning area team members. • A comprehensive plan to embed the *Aboriginal Cultural Standards Framework* through the Arts curriculum, across all learning and throughout the school environment, has been established. • Leadership identification and development is enhanced through involvement in the Western Australian Future Leaders Framework trial. • Year 6 students work with teachers and peers to support younger students, coordinate events and progress initiatives across the school.
Improvements	The review team support the following actions: • Clearly align operational plans and strategies to the targeted achievement of whole-school and specific cohorts' progress and achievement indicators. • Further develop a shared language to describe the school's evidence-based practice and connection to continuous improvement.

Use of resources

Expenditure is responsive to fluctuating enrolments and changing needs and focused on improving outcomes for students at whole-school, group and individual levels.

Effectiveness	The review team validate the following: • The MCS[3] leads the management of school funds and transparent decision making processes that involve the well-informed Finance Committee. • A comprehensive workforce plan responds to current and future scenarios. Staff interests and strengths are used strategically across the school. • Professional learning is aligned to school priorities and specific targets. • Purchases are made following research and evidence of impact processes.
Improvements	The review team support the following actions: • Implement strategies to facilitate the early identification of students with EAL/D[4] and obtain appropriate resources to support targeted intervention. • Introduce OneNote to enhance learning area review collaborative planning. • Ensure funding is explicitly linked to strategic and operational planning. • Increase staff accountability, autonomy and ownership in managing resources, cost centre allocations and purchasing processes.

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Teaching quality

Staff are collaborative and open to new ideas for development and improvement. Extending consistency of effective teaching practices and whole-school approaches is a current focus.

Effectiveness	The review team validate the following: • Professor John Hattie's *Politics of Collaborative Expertise* is used to support moderation conversations around teaching beliefs and practices. • Connected practice is augmented by strategic links between professional learning, collaborative planning, mentoring and classroom observations. • An instructional teaching model promotes shared understanding and language for the expected structure of a lesson. • Curriculum planning focuses on achieving a year of student growth. • A whole-school literacy approach incorporates Letters and Sounds, Sound Waves spelling and guided reading and writing. The Think Mentals series is used as the foundation for Year 2 to Year 6 numeracy learning. • Staff leverage the expertise of colleagues to improve their own practice, which includes support from specialist teachers to enrich learning opportunities. • The use of common assessment tasks throughout the year facilitates moderation and informs student progress and planning.
Improvements	The review team support the following actions: • Strengthen continuity of learning across the middle years of schooling. • Continue the expansion of STEM[5] learning opportunities by fostering professional partnerships that support staff and program development. • Align observations with performance management feedback processes.

Student achievement and progress

Multiple sources of student achievement and progress data are monitored by members of the senior leadership team. NAPLAN[6] results are consistently comparable with like schools.

Effectiveness	The review team validate the following: • Parents report that their child is 'high school ready'. Over half of graduating students access high school specialist programs. • A range of programs and teacher led strategies support differentiation, targeted learning and intervention for students identified at academic risk. • Progressive Achievement Tests longitudinal data are used to monitor student progress and to set whole-school, classroom and individual targets. • Annual learning area reviews of data validate effective practices and are used to identify and improve achievement in targeted areas.
Improvements	The review team support the following actions: • Enhance school-wide capability and ownership of assessment for purpose, data collation and analysis to inform classroom and team planning. • Investigate opportunities to further extend higher order thinking. • Develop a student exit survey to identify areas of strength, validate practice and inform future planning.

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Reviewers

Merrilee Wright
Director, Public School Review

Neil Mccallum
Principal, Woodvale Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of ‘Effective’.

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

1 Learning Support Coordinator
2 Positive Behaviour Support
3 Manager Corporate Services
4 English as an additional language/dialect
5 Science, technology, engineering and mathematics
6 National Assessment Program – Literacy and Numeracy

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