Department of
Education

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Katanning Primary School

Public School Review

August 2019

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 focussed 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

Opening in 1890, Katanning Primary School is located in the inland town of Katanning, 285 kilometres from Perth in the Wheatbelt Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 866 (decile 10). There are currently 191 students enrolled from Kindergarten to Year 6. A KindiLink program supports early development and builds strong connections between the school and families.

With over half of the students having a language background other than English and Aboriginal students representing a third of the student population, cultural diversity is valued and celebrated.

Becoming an Independent Public School in 2013, the school is supported by a School Board. The Parent and Citizens' Association plays an active role in fundraising in addition to building relationships between the school, families and the wider community.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A broad scope and multiple sources of evidence provided a well-considered account of the school's current performance.

- Strong knowledge of and alignment between evidence presented, contextual factors and planned actions was highlighted in the submission.

- Staff, parents and community members enthusiastically engaged during the validation visit and further enhanced the school's self-assessment.

The following recommendation is made:

- Ensure actions identified through future self-assessments are specific and inform improvement planning.

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Relationships and partnerships

Staff and community strongly advocate for the school and work as partners in the best interests of students. Written endorsements to support the school's nomination for the 2019 Western Australian Premier's Primary School of the Year award are testament the strong relationships and connections that exist.

Effectiveness	The review team validate the following:
	• The School Board has a sound understanding of their roles and responsibilities. They engage in training and have the capacity to support the strategic direction of the school.
	• Various communication processes focus on effective community engagement and building of connections.
	• NSOS[1] data from parents, staff and students reflects high levels of satisfaction and the school's genuine intent to seek specific feedback.
	• Significant and varied partnerships enable the school to provide a range of learning opportunities and experiences within and beyond the school.
Improvements	The review team support the following actions:
	• Further enhance the effectiveness of the Board through training and by co-opting members who reflect the cultural diversity of the school.
	• Continue to consult and work with community and service groups when preparing the next business plan.

Learning environment

The school has a culture of high expectations and strong sense of community. The learning environment is student focussed, engaging and welcoming. The school embraces its diversity and capitalises on opportunities to involve the community and students in decision making.

Effectiveness	The review team validate the following:
	• There is a strong commitment to foster and promote regular attendance from the early years with communication measures and initiatives in place.
	• Underpinned by the PBS[2] framework and a behaviour support policy, there are shared and comprehensive approaches to managing behaviour.
	• Strategies to provide pastoral care is a feature of the school. There are a significant number of supportive programs in place to foster wellbeing, through engagement that maximises educational opportunity.
	• Clear processes underpin how SAER[3] students are identified and supported. Intervention programs, staff expertise and ongoing communication contribute to the school's capacity to cater for all students.
Improvements	The review team support the following actions:
	• Continue to communicate and monitor aspirational targets for attendance. Explore strategies to address attendance concerns with families from the wide range of cultures represented at the school.
	• Continue to maintain a consistent approach to PBS through training and review of data and tools.

Leadership

The leadership team is highly visible, experienced and passionate about creating the conditions for staff and students to thrive. The leaders are viewed as honest, trustworthy and enablers of positive change.

Effectiveness	The review team validate the following: • The Aboriginal Education Leadership team acknowledge the positive impact of programs in the school. The team provide support, guidance and expertise about culturally respectful practices in the community context. • The Principal seeks and embraces opportunities to engage with the community to improve student outcomes and opportunities. • There is strong ethos based on culturally responsive attitudes, values and behaviour. Guided by the ACSF[4], regular staff reflection is undertaken and targets for continuous growth are identified. • Shared and established processes and structures are outlined in a staff handbook, which supports new staff and ensures consistency of practice. • Change is strategically and effectively managed in a supportive manner to ensure staff commitment to, and sustainability of, programs.
Improvements	The review team support the following action: • Ensure the sustainability of Aboriginal Education Leadership team through the provision of shared meeting times.

Use of resources

Physical, financial and human resources are deployed effectively to address the needs of students. The finance committee have sound financial literacy skills and are involved in decision making processes that are aligned to increasing outcomes.

Effectiveness	The review team validate the following: • The manager corporate services is a key member of the leadership team who works in partnership with the Principal to ensure that resource decision making is transparent and monitored effectively. • Strategic allocation of resources facilitates the provision of programs and timetabling approaches that are driven by the needs of students. • Well-established processes and procedures are in place to support the effective planning, monitoring and reporting of the school's resources, finances and budgets. • Staff are provided with relevant training and are upskilled to implement financial responsibilities, as outlined in the staff handbook.
Improvements	The review team support the following actions: • Building on current leadership development plans, continue to identify and support the development of aspirant leaders. • Explore further options for EAL/D[5] staff to support the needs of the EAL/D students.

Teaching quality

Staff are passionate, caring and committed to the belief that all students can achieve success. A collaborative and stable teaching team engage in reflective practices and disciplined dialogue approaches, in order to measure their impact and effectiveness.

Effectiveness	The review team validate the following:
	• Curriculum leaders drive the development, implementation and review of whole-school planning and approaches to literacy and numeracy.
	• Staff are provided with professional learning opportunities aligned to school priorities. Strategic focus areas, including whole-school approaches and data informed practice, are a feature of early close and staff meetings.
	• Aligned to the AITSL[6] Australian Professional Standards for Teachers, performance management processes enable staff to reflect, set goals and seek feedback about their practice.
	• There is a shared understanding and intent to apply consistent moderation practices that ensure informed grade allocations.
Improvements	The review team support the following actions:
	• Implement consistent moderation practices across the school.
	• Formalise and implement peer observation practices across all year levels.

Student achievement and progress

The ongoing progression of student achievement is aligned to data informed practices and is monitored through whole-school data collection. Staff consider and analyse a range of data to inform classroom planning and improvements.

Effectiveness	The review team validate the following:
	• Staff and parents report that the intervention approaches of MacqLit[7] and MiniLit[8] have resulted in increased student confidence. An initial review of data also reflects increased student achievement. Individual needs and interests of students are catered for through differentiated teaching, provision of clubs and academic extension programs.
	• A range of data sources including NAPLAN[9], Westwood, PAT[10], Words Their Way, Brightpath and Talk for Writing are used to make informed decisions about achievement and progress.
	• The Little Learners and KindiLink early childhood programs strengthen the strategies that support transition to school and increase connections and confidence for children and their families.
Improvements	The review team support the following actions:
	• Continue to review the impact of MacqLit and MiniLit through whole-school, documented tracking approaches.
	• Access resources and explore approaches to support EAL/D students and their families.

Reviewers

Rebecca Bope
Director, Public School Review

Karen Giacomucci
Principal, Carnaby Rise 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
A/Deputy Director General, Schools

References
1   National School Opinion Survey
2   Positive Behaviour Support
3   Students at educational risk
4   Aboriginal Cultural Standards Framework
5   English as an additional language/dialect
6   Australian Institute for Teaching and School Leadership
7   Reading intervention program
8   Early literacy program
9   National Assessment Program – Literacy and Numeracy
10 Progressive Achievement Tests