



Department of
Education

Shaping the future

Kalamunda Primary Education Support Centre

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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Kalamunda Primary Education Support Centre opened in 1985 on a shared site with Kalamunda Primary School. Located approximately 26 kilometres from the Perth central business district the school is within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1021 (decile 4).

It provides educational programs for 67 students with special educational needs from Kindergarten to Year 6.

School Council members are dedicated and strong advocates for the Kalamunda Primary Education Support Centre. A Parents and Citizens' Association (P&C) is shared with Kalamunda Primary School.

The first Public School Review of Kalamunda Primary Education Support Centre was conducted in Term 4, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

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

- The Electronic School Assessment Tool (ESAT) submission provided an open and honest account of the school's operations, its improvement agenda and context, including the recent leadership change.
- The new Principal engaged staff in reflective conversations within small groups to identify evidence of the school's current level of performance against each domain of the Standard. This contributed to a shared understanding amongst staff of the school's strengths and the next steps for improvement.
- A range of staff, students, parents and co-located primary school leaders, contributed authentically to validation day discussions, providing valuable insights and elaborations on evidence submitted and demonstrating strong support for the school.

The following recommendations are made:

- In future ESAT submissions, continue to develop the range and depth of evidence of school performance, with an emphasis on evidence that best demonstrates the impact on student outcomes.
- Continue to engage staff in the collaborative analysis of student achievement data as part of ongoing cycles of school self-assessment.

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Relationships and partnerships

Held in high regard by the community and referred to as a village, the school actively nurtures caring and trusting relationships with staff, students, families and community members. This is contributing to a positive school culture where school community members feel a strong sense of connection and belonging.

Commendations

The review team validate the following:

- A long-standing partnership with the co-located primary school is underpinned by a commitment to working collaboratively as 2 schools on one site, which is viewed as valuable and mutually beneficial for all.
- Highly effective internal and external communication, together with extensive consultation processes, have contributed to effective school operations and a shared understanding of priorities and expectations across the school.
- Parents appreciate the high levels of support and learning opportunities for their children. Students interviewed appreciated the caring staff and the variety of learning opportunities, including art, sport and music, that are available to them.
- The School Council is highly invested in the school's strategic directions and there are opportunities for members to use their specific skill sets to contribute to ongoing school improvement initiatives and decision making.
- The joint P&C is dynamic and motivated to contribute to the school, with a view to improving outcomes for students through fundraising and support for shared school initiatives.

Recommendation

The review team support the following:

- Continue to build the partnership with the co-located primary school and explore ways to formally capture the agreed purpose and vision for the inclusive and mutually beneficial partnership.

Learning environment

The school has developed an inclusive and student-centred learning environment, supported by high levels of collaboration between teaching staff and allied professionals, and focused on meeting students' learning, self-regulation and wellbeing needs.

Commendations

The review team validate the following:

- Support for positive student behaviour is well embedded through the implementation of universal, targeted, and intensive strategies and interventions. Professional learning, targeted support from a behaviour analyst and a behaviour management handbook, aid staff in the development of behaviour plans, interventions and data analysis.
- An alternative intensive behaviour and skill building program has been established for identified students with a view to transitioning students successfully back into the classroom.
- A student services team identify, case manage and provide input into interventions and strategies for students at educational risk, in collaboration with key stakeholders.
- With a focus on supporting student self-regulation and wellbeing, staff have engaged in professional learning in creating a happy, relaxed and engaged state for optimal student learning.

Recommendations

The review team support the following:

- Continue to build cultural responsiveness guided by the Aboriginal Cultural Standards Framework and build opportunities for embedding Aboriginal cultures and histories across classrooms.
- Further engage with the personal and social capabilities to identify students' needs and use information to develop a whole-school approach to support student's social and emotional development.
- Continue to monitor and plan for the implementation of strategies to support positive student attendance.

Leadership

The newly established leadership team have prioritised staff consultation and shared decision making to ensure a smooth leadership transition and provide a strong basis for ongoing school improvement and culture building.

Commendations

The review team validate the following:

- The school's operational plans have been developed collaboratively and are aligned to the Department's strategic directions.
- Staff value the availability of leadership opportunities which are aligned to school priorities and based on staff interest and skills. Education assistants, as allied professionals, have the opportunity to apply for advanced recognition and many undertake leadership of projects or initiatives across the school.
- Teams have been established to support the implementation of whole-school initiatives such as literacy and numeracy and have oversight of the development and implementation of operational plans.
- Instructional support for staff has been provided by teacher leaders. Additionally, the speech pathologist has provided staff professional learning to support the implementation of a synthetic phonics program.

Recommendations

The review team support the following:

- Informed by Teaching for Impact, collaboratively develop an instructional framework of agreed pedagogical and instructional skills. Support implementation through professional learning, collaboration, observation and feedback.
- Continue to work collaboratively with staff to refine strategic planning documents and incorporate succinct student achievement and progress targets.
- Further build the capacity of leaders to support staff instructional skills through modelling, targeted professional learning and opportunities for feedback.

Use of resources

The new Principal is committed to working closely with the manager corporate services (MCS) and to accessing professional learning to ensure effective oversight of the school's financial and resource management.

Commendations

The review team validate the following:

- The Finance Committee work collaboratively with the Principal and MCS to monitor expenditure and develop school budgets in line with school and student needs.
- The school has negotiated a finance agreement with the co-located primary school outlining the shared site costs for both schools.
- A clear alignment is evident between strategic planning and the allocation of resources through the inclusion of projected resource costings in operational plans.
- Individual Disability Allocation funding is monitored closely with funds distributed across the school to maximise the outcomes for all students.
- Resources have been allocated for a speech pathologist and behavioural analyst to facilitate planning and support for literacy, communication and behaviour management across the school.
- Additional resources have been deployed for the development of Augmentative and Alternative Communication to support student communication competency and facilitate student voice.

Recommendation

The review team support the following:

- Progress plans for the leadership team to access professional learning in all financial management.

Teaching quality

Staff are committed to establishing the conditions for quality teaching. Evidence-based programs are being explored and introduced to support student literacy and numeracy, aligned to individual needs.

Commendations

The review team validate the following:

- Fortnightly collaboration between classroom staff and the speech pathologist is focused on the monitoring of student progress and literacy program delivery with a view to supporting consistent practices.
- Award Scheme Development and Accreditation Network (ASDAN) - New Horizons has been introduced for Year 6 students using a portfolio approach to document progress.
- Staff describe the underlying teaching philosophy in the early years as a combination of both explicit and play based. A National Quality Standard audit is completed annually and information is used to inform classroom and whole-school planning.
- Staff use ABLEWA¹ school-based assessments, a communication matrix and behaviour progress information, to develop student's individual educational plans in line with their needs.

Recommendations

The review team support the following:

- Continue to develop a whole-school approach to teaching mathematics, supported by professional learning.
- Progress plans to further embed the school's whole-school approach to literacy including further implementing the synthetic phonics program with support from the speech pathologist.
- Continue to build opportunities for staff to engage in structured collaboration with a focus on agreed instructional practices, school-wide literacy and numeracy programs and student achievement and progress.

Student achievement and progress

School leaders and staff are invested in student's success and have a strong appreciation for evidence-based decision making and the collection and analysis of student achievement and progress data.

Commendations

The review team validate the following:

- The school has developed an assessment schedule outlining the expectations and timeline for school-based assessment and analyses.
- A range of literacy, language, communication and ABLES² assessment data is centrally based with information used to support planning and decision making at the class and whole-school level.
- Individual education plan data is collected, analysed and tracked with information used to inform whole-school decision making.
- Long established processes are in place to ensure that staff have opportunities to engage in moderation centred on ABLES assessment and more recently ASDAN assessment.

Recommendations

The review team support the following:

- Progress the longitudinal mapping of student achievement data using a range of data sets to inform target setting and decision making on program efficacy.
- Continue to build the data literacy of staff through professional learning and opportunities to collaboratively analyse student achievement and progress data.
- Continue to evolve the whole-school assessment schedule, as further assessments are identified and implemented for literacy and numeracy.

Reviewers

Kim McCollum
Director, Public School Review

Julie Belohlawek
**Principal, Endeavour Education Support Centre
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 to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Abilities Based Learning Education, Western Australia
- 2 Abilities Based Learning and Education Support