



Department of
Education

Shaping the future

Kalamunda Primary School

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

Context

Established in 1895, Kalamunda Primary School is located approximately 20 kilometres east of Perth within the South Metropolitan Education Region. The site is shared with Kalamunda Primary Education Support Centre (ESC) and the Kalamunda Dental Therapy Centre.

The school has an Index of Community Socio-Educational Advantage rating of 1076 (decile 2).

There are currently 357 students enrolled from Kindergarten to Year 6.

Kalamunda Primary School has the support of a School Council and Parents and Citizens' Association (P&C), both shared with Kalamunda Primary ESC.

The first Public School Review of Kalamunda Primary School was conducted in Term 4 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of improvement.

School self-assessment validation

The Principal submitted an informative school self-assessment.

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

- School Council members and parent representatives participated enthusiastically in validation visit discussions, reflecting a passionate sense of engagement and investment in the school's ongoing development.
- Collaborative strategies were used to engage all staff in the school's self-assessment process. The candid and genuine participation of staff during the visit demonstrated a strong commitment to continuous school improvement.
- Recommendations from the 2019 Public School Review have been addressed in the strategic plan and the report was used to inform the school's internal self-review processes.
- Students provided some valuable insights about their school which added positively to the validation process.
- The review provided an opportunity for staff to celebrate achievements and for the leadership team to reflect on how they might best integrate the Standard in future strategic planning.

The following recommendations are made:

- Carefully consider the choice of evidence and analysis in each domain to ensure it is the most appropriate to support the judgement made in meeting the Standard and accurately describe the impact on students.
- Continue to engage all staff and stakeholders in regular and collaborative school self-assessment processes aligned to planning.

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Relationships and partnerships

A shared focus on working together in the best interests of students and enhancing learning opportunities has created productive, positive relationships and partnerships between the school and its community.

Commendations

The review team validate the following:

- A strong sense of ownership is evident in the work of both the School Council and P&C. School Council members engage earnestly to support governance and P&C representatives organise events to support the provision of resources and facilitate an avenue for families to connect.
- In response to community feedback the school has implemented a communication plan to ensure pertinent information is disseminated in a timely, appropriate and efficient manner. Effective use is made of a variety of online platforms including Connect, Consent to Go, Facebook and Instagram.
- Through the Aboriginal Cultural Standards Framework Committee, partnerships with members of the Noongar community have resulted in the painting of a Six Seasons mural and the creation of the Kalamunda Primary School Acknowledgement Song. Both demonstrate the school's intent to create a culturally responsive environment and embed Aboriginal perspectives in the learning program.
- A productive and respectful relationship with the co-located Kalamunda Primary ESC enables collaboration that results in positive and valued outcomes for all stakeholders.

Recommendations

The review team support the following:

- Reintroduce the 2 yearly implementation of the National School Opinion Survey for parents/carers, staff and students. Share and analyse the information collected with the School Council and use this to inform decision making.
- Enhance the School Council's capacity to provide good governance through developing a deeper understanding and analysis of the student achievement and progress data collected.

Learning environment

Student and staff wellbeing is at the heart of the learning environment at Kalamunda Primary School. The community values the ethos of high care for every child, which results in a sense of belonging and connection. This is underpinned by a shared responsibility for the wellbeing of all and a collective accountability for creating a safe place of learning.

Commendations

The review team validate the following:

- A priority on improving the physical conditions has resulted in the creation of a welcoming and engaging environment that provides a variety of opportunities for students to interact.
- Teaching students to understand and regulate their emotions is an identified priority. Zones of Regulation is being implemented to support this initiative.
- Positive Behaviour Support is evident with the values of Belonging, Excellence, Compassion, Respect and Resilience having a strong visible presence across the school.
- A well-considered and documented students at educational risk procedure ensures the resources of the student services team are allocated to best address the needs of students.

Recommendation

The review team support the following:

- Continue to identify and implement opportunities to engage student voice beyond senior students to inform decision making at both a classroom and whole-school level.

Leadership

A strong relational approach, underpinned by respect, care and trust, characterises leadership at Kalamunda Primary School. The leadership team is seen as collaborative, cohesive, supportive and responsive.

Commendations

The review team validate the following:

- Through the distribution of responsibilities staff are provided with many opportunities to lead. This mid-level leadership drives the school's instructional agenda through the work of committees and Phase of Learning Teams.
- The Western Australian Future Leaders Framework is used to identify and develop aspirant school leaders. Staff reported feeling valued and empowered on their leadership journey.
- Strategic planning is informed by the Department's Focus documents and align to the system's strategic direction.
- The English Plan 2023 outlines the assessment schedule and pedagogical expectations for the teaching of reading, viewing, writing, spelling, speaking and listening, and is acknowledged as a useful reference document for staff.

Recommendations

The review team support the following:

- In future strategic plans, set student achievement and improvement targets that are aligned to the school's context to encourage richer and more meaningful conversations around the plan's impact on improving student learning.
- In alignment with the school's desire to manage staff workload, give consideration to the number and priority of new initiatives and strategies to be implemented within the next strategic planning cycle.
- To support the leadership teams' careful approach to change management, articulate for stakeholders the operationalisation of the school's strategic plan.

Use of resources

The Principal and manager corporate services (MCS) have an open and communicative relationship, working together to allocate resources to meet the needs of students.

Commendations

The review team validate the following:

- The Finance Committee has processes in place that ensure resources are allocated in accordance with the Department's policies and priorities and supports the implementation of the school's priorities.
- In collaboration with colleagues in the Kalamunda Primary ESC, the Principal and MCS have been successful in attracting resources to enhance the physical environment.
- The management of reserve accounts and schedules for the timely replacement and purchase of assets and resources is being effectively managed by the MCS.
- A comprehensive Financial Management Handbook for staff supports their role as cost centre managers to monitor expenses, meet responsibilities and maintain controls.

Recommendations

The review team support the following:

- Develop a workforce plan that supports the school to resource the implementation of the school's strategic plan, manage changing staff demographic and meet the future needs of the community.
- Explicitly link funding to strategic and operational planning, making clear to all stakeholders the resources required to address school priorities.

Teaching quality

Experienced staff demonstrate a commitment to their role and an openness to reflect, learn and build on their professional capacity to meet the learning needs of students. A theme, focused on reducing the variability of practice across teachers, is evident.

Commendations

The review team validate the following:

- The Kalamunda Primary Teaching Model was developed in collaboration with staff and introduced to increase consistency in the use of high impact teaching strategies across classrooms.
- A published set of teaching and learning expectations for staff and students makes explicit, for all stakeholders, the factors the school strives to embed that support sustained student progress and achievement.
- A co-designed set of operational expectations is implemented to reduce variability of common place routines between classes. This supports teachers to create classroom environments that are predictable and consistent for students.
- The school-based EXCEL program develops creative and critical higher order thinking skills in students. Targeted academic extension students are identified to engage with complex information, abstract ideas or advanced skills in a collaborative way.

Recommendations

The review team support the following:

- Enhance instructional support for teachers through the implementation of an agreed process for peer observation and feedback, to drive quality teaching and consistent use of High Impact Teaching Strategies.
- Continue to support teachers to implement the Kalamunda Primary Teaching Model by contextualising what this looks like in key learning areas and as already done in the English Plan 2023.

Student achievement and progress

It is expected that student data informs school practice. Collaboratively, through individual teams and as a whole-school, data is analysed and lines of inquiry interrogated to identify areas for improvement.

Commendations

The review team validate the following:

- Whole-school data is collected using OneDrive and divided into class and year levels. This enables a collaborative approach in monitoring student achievement and progress where leaders, teachers and education assistants add and review data, track progress and plan collaboratively across the whole-school.
- Teachers are implementing Brightpath in writing and numeracy to moderate and assess for diagnostic purposes. This assists teachers in making judgements of progress and achievement and informs planning.
- Processes are in place that regularly review the assessment schedule to ensure teachers are equipped with contemporary and effective tools to monitor learning and to develop teaching plans that meet the needs of their students.

Recommendations

The review team support the following:

- Continue building staff expertise in data literacy to inform practice and ensure progress and achievement is analysed in the context of what students bring with them to Kalamunda Primary School.
- Implement the Year 1 Phonics Check, available through the Literacy Hub.

Reviewers

Gary Crocetta
Director, Public School Review

Trudy Jones
Principal, Mullaloo Heights Primary School
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 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools