Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

# Kewdale Primary School

## Public School Review

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# 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

Opened in 1915, Kewdale Primary School is located approximately 10 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 995 (decile 5).

Currently, it enrols 252 students from Kindergarten to Year 6 and over 30 different languages are spoken by families in the school community.

The school benefits from the contributions of a dedicated School Council and active Parents and Citizens' Association (P&C).

The first Public School Review of Kewdale Primary School 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:

- Clear school plans, aligned to the domains of the Standard, provided guidance to the staff and Principal in undertaking self-assessment in preparation for the review.
- As members of professional learning communities (PLCs) and committees, as well as collectively at whole-staff meetings, staff prepared evidence and provided this to the Principal for inclusion in the Electronic School Assessment Tool (ESAT) submission.
- The community and staff demonstrated good knowledge of the review process and the Standard, inclusive of its domains and foci.
- Meetings during validation enabled the passionate staff to have conversational engagement with the review team and demonstrate their knowledge of the school's efforts to meet the Standard.
- A brief tour of the school grounds and the input of families, community members and a broad selection of students from Years 3 to 6, added value to the validation visit.

The following recommendation is made:

- Where possible, and operational circumstances permitting, incorporate the deputy principal and manager corporate services in the reflections meeting at the commencement of the day.

## Public School Review

### Relationships and partnerships

Staff and students have adopted 2024 as the year of gratitude. There is a palpable sense of the cohesiveness of the community that supports the school in its journey to support the achievement of success for all students.

**Commendations**

The review team validate the following:

- Parents, staff and students are encouraged to provide feedback to the school through the National School Opinion Survey and Tell Them From Me surveys. From 2023 to 2024 the school's McKinsey and Company organisational health index rose from 63 to 82.
- The valued chaplain assists students one-on-one, supports classes at the request of teachers and helps distribute donated groceries to families through relationships established with 2 major local churches.
- Healthy collaborative structures are a feature of the school. Staff enjoy their work as they feel that they are embarking upon the same journey.
- Members of the School Council have undergone training to support them in their roles. Council members are passionate advocates for the school in the community and meetings where they maintain a connection to the school's strategic aims that they describe as being in a good state.
- Communication between families and the school are well maintained. Family members describe the school's messaging as timely and provided in a multitude of formats to meet their accessibility needs.

**Recommendation**

The review team support the following:

- Continue to embed processes for the school community to become involved in ongoing school self-assessment and strategic planning.

### Learning environment

The values of Kindness, Respect and Resilience are embedded through the school and supported by a behaviour matrix, developed through a school wide values survey.

**Commendations**

The review team validate the following:

- A culturally responsive environment has been established, led by the cultural responsiveness team and its supporting strategic plan, as well as a dedicated Aboriginal and Islander education officer who is timetabled to support students in classes.
- Students are provided with increased levels of responsibility as part of their transition to secondary school. Membership of the Green Team is an opportunity provided for students to show leadership before Year 6.
- Messaging from the school to homes promoting school attendance are positively phrased. Staff take a proactive role in communicating rapidly with families when absences occur.
- Staff identify students for literacy intervention through MiniLit. Selected students learn in small groups and their data is shared between education assistants and classroom teachers to ensure consolidation at classroom level.
- The valued learning support coordinator balances collaborative planning with the school psychologist and supporting staff and students in classrooms. Guidance is provided to teachers on the construction of individual education plans using the Special Educational Need planning tool.
- Families are included in the annual handover of student achievement data between teachers, ensuring the ability for staff and students to establish a positive relationship for the next school year.

**Recommendations**

The review team support the following:

- Implement strategies to maintain progress in meeting the aims of the National Quality Standard action plan.
- Continue to seek opportunities for students, such as the Green Team, to have school decision making input.

## Leadership

The Principal has brought a refreshing perspective into the school with broad staff buy-in to the new and coordinated strategic approach. Defining the school's moral purpose has assisted to focus the work of all staff.

### Commendations

The review team validate the following:

- The motivation for a partnership with the Fogarty Foundation originated from the desire of leaders and staff to convert hard work into improvements in students' results, and success has been achieved through this.
- Feedback on teaching is provided between staff, aligned to group norms and given in the spirit of building improved results for students. The leadership expertise of staff is harnessed through these collaborations.
- Change is led consultatively with a growth mindset by the Principal. The school undertakes a 'What is going well? And even better if?' appreciative inquiry process aligned to the steps of the Neil Dempster Change model.
- Two level 3 teachers lead literacy and numeracy, while a suite of professional learning committees afford staff opportunities to perform leadership roles, supported by emerging leaders professional learning.
- The agenda of PLC meetings is teacher driven and aligned to school improvement documents. Minutes are shared between PLCs so that trends in data and research can impact beyond the point of discovery.
- The 'Blue File' is the ongoing handbook reference for policy and procedures for staff. The smaller A to Z induction folder provides a succinct overview and is used by staff new to the school.

### Recommendations

The review team support the following:

- Continue to embed the coaching culture through performance management processes aligned to the AITSL[1] Professional Standards for Teachers.
- Continue to use an appreciative inquiry positive psychological model for the implementation of change.

## Use of resources

The manager corporate services is invested in the priorities of the school, exemplified by the consultation and prioritisation of funds for the school's participation in the Fogarty EDvance School Improvement Program and associated professional learning.

### Commendations

The review team validate the following:

- The sourcing of local, state and federal funding grants over recent years has assisted the school to make significant improvements to the grounds, buildings and library that extend student learning. The refurbished community room provides an area where families feel welcomed to enter the school.
- The P&C fundraises in support of its priorities of building community and providing students with opportunities. Healthy revenues through initiatives have assisted the provision of resources and events.
- Annual budgeting processes allow staff the ability to apply for funding aligned to school priorities, overseen and approved by the Finance Committee and endorsed by the School Council.
- Workforce planning incorporates contingencies for expected fluctuations in student enrolment numbers.
- Planning is undertaken for expenditure on professional learning ensuring that staff are upskilled to drive school initiatives. Opportunities for staff training provided at the school by staff have increased.
- Computers for student use are available in the laboratory, the library and class sets of iPads in classrooms ensure that students have access to technology supporting their learning, including extension through engagement in robotics.

### Recommendations

The review team support the following:

- Establish a timeline for allocating resources to the elements of the National Quality Standards action plan.
- Continue to build flexibilities into the workforce plan to ensure the sustainability of programs and initiatives while accommodating staff long service leave and potential retirements.

## Teaching quality

Students hold teachers and allied professionals in high regard. They value their efforts to provide instruction that meets their needs and supports their learning progression at all ages and stages of the curriculum.

### Commendations

The review team validate the following:

- The school has a strong strategic plan for the delivery of quality teaching under the Department's QTS[2] and has successfully applied to participate in the Leading Cultures of Teaching Excellence program.
- Staff have the opportunity to engage in instructional coaching with the expressed aim of ensuring that every teacher teaches like the best, with low variance instruction experienced by students between classrooms.
- Leaders and staff commit to work with programs for at least 3 years post implementation to confirm that a data-based momentum for change exists to address student achievements and progress rates.
- The agendas of PLC teams are aligned to the assessment schedule with data demonstrating the gains that students are making. PLC meetings are a safe space for staff to undertake with check ins ensuring that staff can enter these discussions without prejudice.
- Planning undertaken by staff is targeted using the Elastik platform. Data collected outside of Elastik is maintained on a spreadsheet on the S Drive and easily accessible to guide staff planning.
- The agreed instructional model is regularly reviewed, and staff are prepared to continue to refine the structure ensuring it is meeting the needs of their students.

### Recommendations

The review team support the following:

- Through in-class coaching and support, improve differentiated learning opportunities by building staff capacity to implement effective differentiation in the classroom.
- Incorporate the skills of lead teachers in modelling and coaching the planned delivery of whole-school programs, aligned to the appreciative inquiry approach.

## Student achievement and progress

Momentum for change in the school comes from student achievement data. The success of students in the 2023 NAPLAN[3] is correlated to the alignment of whole-school evidence-based teaching programs and pedagogies.

### Commendations

The review team validate the following:

- Families are kept informed about the academic outcomes of their children. They feel that their children are prepared thoroughly by the school for their next academic steps and equipped with the accompanying life skills. Parents of students at educational risk are included alongside staff in the planning process to meet their needs.
- Aspirational targets have been set for the achievements of students and these have been largely realised. The current focus of staff is upon maintenance of recent levels of success experienced by students.
- Numerous assessment platforms, utilised as part of the assessment schedule, identify students in need of intervention. Student data in literacy and numeracy is reviewed fortnightly by staff.
- A National Quality Standard self-assessment has been validated through a verification visit. Staff are committed to converting the 2 final areas identified as 'working towards' to 'achieved' through an improvement plan.
- Data for student wellbeing is monitored to assess the impact of wellbeing activities such as the morning running club, the focus on the 'year of gratitude' and the Green Team leadership opportunity for students.

### Recommendations

The review team support the following:

- Continue to engage in professional learning on assessment platforms to enhance the data literacy of staff.
- Empower the strategic committees to set aspirational targets that define success for students.

| Reviewers | |
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| Rohan Smith<br>**Director, Public School Review** | Natalie Bracegirdle<br>**Principal, West Morley Primary School**<br>**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 Australian Institute for Teaching and School Leadership
2 Quality Teaching Strategy
3 National Assessment Program – Literacy and Numeracy