



Department of
Education

Shaping the future

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

Context

Opened in 1969, Kingsley Primary School is located in Armadale, approximately 31 kilometres from the Perth central business district, in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 923 (decile 9).

It currently enrolls 242 students from Kindergarten to Year 6.

Kingsley Primary School is supported by a School Council.

The first Public School Review of Kingsley Primary School was conducted in Term 1, 2019. This 2023 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 school self-assessment.

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

- The leadership team undertook a consultative and strategic approach in preparing the school's self-assessment, ensuring staff understood and had input into the process.
- A broad range of staff members authentically contributed to validation discussions, elaborating on evidence and clarifying aspects of the school's performance for the review team.
- Student leaders embraced the opportunity to tour their school's facilities and described a caring, engaging and inclusive environment where they feel valued.
- The previous public school review report had a significant impact on the school and this process provided an opportunity for staff to reflect, acknowledge and celebrate the improvements made since.

The following recommendations are made:

- Continue to develop the analysis of evidence submitted and align planned actions to drive ongoing school improvement.
- Continue the process of embedding a school-wide reflective culture, ensuring data and impact on student learning remain the key determinants of judgements about school performance.

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Relationships and partnerships

An experienced and caring staff work to build connections with families to support student learning. There is a shared understanding of the importance of fostering positive relationships as the foundation for ensuring success for all students.

Commendations

The review team validate the following:

- The school is responsive to community feedback and has seen a significant improvement in the Parent National Opinion Survey data, with the average rating increasing from 3.9 in 2018 to 4.2 in 2023 across the 20 domains.
- Staff have opportunities to collaborate in phase of learning teams, as well as curriculum areas. The provision of common DOTT¹ time supports collaboration between teachers of similar year levels.
- A strong and vibrant external partnership with the Fathering Project has resulted in the increased engagement and presence of fathers around the school.
- Connections and partnerships with Aboriginal students, families and Elders are enhanced through the support of the school's Aboriginal and Islander education officer.
- The positive relationship with the South East Language Development Centre (SELDC) has resulted in the integration of students from both schools across the operations on the site.

Recommendations

The review team support the following:

- Clarify and embed agreed staff protocols and expectations to support meaningful communication with families while developing consistent practices across classrooms.
- Deepen the relationship with SELDC with a focus on accessing the expertise available on-site to strengthen the school's capacity to support students at educational risk and their families.

Learning environment

The attention given to care and respect in the interactions between staff and students has created a welcoming and safe environment. Classrooms are inviting and the ongoing grounds improvements provide a physical environment that promotes outdoor learning.

Commendations

The review team validate the following:

- Early intervention is a school focus, with identified students accessing MiniLit and MacqLit to support literacy development.
- The Kingsley Way is a well understood school-wide approach to managing student behaviour in which expectations are aligned to the school's values of respect, responsibility, resilience and excellence.
- The appointment of a 0.6 FTE² learning support coordinator provides leadership and oversight of the school's approach to catering for students at educational risk.

Recommendations

The review team support the following:

- Continue to build the cultural responsiveness of staff and engagement with the Aboriginal community through enacting the school's Reconciliation Action Plan.
- Progress intentions to further develop differentiation, including opportunities for extension, aligned to data and evidence with a consistent approach across the school.
- Incorporate trauma-informed and restorative justice practices as part of the behaviour management policy to enable staff to continue to cater for students' social and emotional needs.

Leadership

The newly appointed Principal brings a skill set that complements the strengths of the executive leadership team. Together they are committed to developing a culture of thriving teams through a range of professional learning and improvement processes.

Commendations

The review team validate the following:

- Staff appreciate the inclusive, consultative and collaborative approach to decision making employed by the leadership team. This has created trust, enabling staff to reflect on current practice and unite in their approach to improve student outcomes.
- Opportunities are provided for staff to lead, with an acknowledgement that a greater degree of distributed leadership would have a positive impact on implementing the school's improvement agenda.
- The introduction of the Kotter's 8-Steps for Leading Change provides teachers with a clear structure and process in implementing new initiatives.
- A strategic approach to school improvement is evident. Staff have developed a shared moral purpose which, together with the analysis of student achievement data, will provide the springboard from which the next strategic plan will be developed.

Recommendations

The review team support the following:

- Enact the plan to build the capacity of aspirant leaders and implement a broader model of distributed leadership.
- Progress with the intent to support change management through introducing formalised and sustainable opportunities for classroom observation and feedback on teaching practices.
- During the next business planning cycle, strengthen the alignment between strategic, operational and classroom planning, particularly in monitoring the impact of all layers of planning on student achievement.

Use of resources

The Principal, manager corporate services and Finance Committee work collaboratively to ensure decision making processes are transparent, evidence-based and monitored effectively. Resource allocation has been aligned to the needs of students and are strategically managed.

Commendations

The review team validate the following:

- The Finance Committee provides oversight of school finances and members have a sound understanding of their roles and responsibilities.
- Highly valued for their expertise, education assistants support student learning opportunities both in classrooms and through delivering targeted intervention programs.
- The deployment of a staff member to manage and integrate the use of ICT³ resources is valued and provides staff with accessible and personalised support.
- Budgets are aligned to operational plans, providing guidance to cost centre managers.

Recommendations

The review team support the following:

- Progress with the intent of seeking feedback of the school's process through undertaking a Finance and Administrative Review.
- Continue to monitor and revise replacement reserves to ensure they continue to meet the needs of the school.

Teaching quality

Schools that significantly impact student learning are characterised by a culture of high academic expectations in which teachers take personal and collective responsibility to deliver a consistent school-wide pedagogy, based on shared beliefs and clear expectations about effective teaching and learning. Kingsley Primary School is working towards this goal.

Commendations

The review team validate the following:

- The introduction of the PreLit, InitaLit, Sound Waves and 7 Steps to Writing Success programs provide an opportunity for consistency in teaching across the school.
- The English operational plan provides the school's expectations in the teaching of reading, writing, spelling and grammar and punctuation.
- The maths operational plan describes a preferred explicit lesson design enabling consistent practices across classrooms.
- The learning support coordinator supports teachers in making teaching and learning adjustments, as well as developing individual education plans to meet the needs of students at educational risk.

Recommendations

The review team support the following:

- Informed by the Quality Teaching Strategy, develop consensus between staff on a shared set of beliefs about how students learn and what good teaching practice involves.
- Based on staff shared beliefs, develop and enact an agreed evidence-based pedagogical framework which incorporates High Impact Teaching Strategies (HITS) from Kindergarten to Year 6. Ensure that a collective responsibility for commitment to the framework is in place to enable consistent practices in the implementation of HITS across classrooms.
- Progress with the intent of introducing instructional coaches to support the implementation of the agreed pedagogical framework and school-wide programs to ensure rigour and fidelity.

Student achievement and progress

A commitment to improve student outcomes is evident. A focus of developing whole-school processes for the consistent collection and systematic analysis of student achievement and progress data will support this.

Commendations

The review team validate the following:

- Elastik has been introduced to build the data literacy of staff. This tool is allowing teachers to review and analyse NAPLAN⁴ and Progressive Achievement Test (PAT) data and set teaching goals.
- The use of Brightpath to assess writing, moderate judgements and inform classroom planning is embedded and valued by staff.
- Year 3 NAPLAN results in 2023 were well above expectations in the areas of reading, spelling and grammar and punctuation.
- Whole-school analysis of NAPLAN and PAT data is undertaken and shared in staff meetings. This is used to identify future focus areas for improvement in student achievement.

Recommendations

The review team support the following:

- Continue building the capacity of staff to analyse data, track student progress, set goals, reflect on the efficacy of programs and strategies to develop a shared responsibility for student achievement and progress.
- Provide opportunities for staff across year levels to engage in moderation to support comparability of judgements about student achievement.
- Implement plans to review the assessment schedule to ensure that meaningful and relevant data is consistently and systematically collected and analysed to inform classroom planning, as well as track student progress and achievement.

Reviewers

Gary Crocetta
Director, Public School Review

Tarryn Murray
Principal, Warnbro 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.

The next review process focusing on the teaching quality domain only, is scheduled for Term 4, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Duties other than Teaching
- 2 Full-time equivalent
- 3 Information and communications technology
- 4 National Assessment Program – Literacy and Numeracy