



Department of
Education

Shaping the future

Kyilla 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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

Kyilla Primary School is located four kilometres from the Perth central business district in the suburb of North Perth and within the North Metropolitan Education Region.

The school opened in 1945 and is positioned next to Kyilla Park, which offers open space as a play and sporting area for the students. The park is also used by the Parents and Citizens' Association (P&C) to run the Kyilla Community Farmers' Market each Saturday morning. In 2015, the school became an Independent Public School.

Currently, there are 360 students enrolled from Kindergarten to Year 6. Kyilla Primary School has an Index of Community Socio-Educational Advantage of 1127 (decile 1).

The local community plays a big part in supporting the school and the work of the P&C. Further support is provided through the work of the School Board.

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 School Assessment Summary in the Electronic School Assessment Tool (ESAT) submission outlined the context of the school and the significant changes in their approach to school improvement.
- The process of preparing for the Public School Review was in keeping with the ongoing and embedded procedures for self-assessment at the school.
- Working with staff, each leader took responsibility for choosing the most appropriate information and evidence for a domain/s of the School Improvement and Accountability Framework, using the domain foci to guide their work.
- Leaders described the process as validation of what has been done since the school was last reviewed through the Independent Public School review process. They described the ESAT submission as guiding them to 'tell the story of the school'.
- A number of staff, students, School Board and P&C representatives participated in conversations throughout the validation visit, each providing further elaboration to support aspects of the ESAT submission.

The following recommendation is made:

- Utilise the Standard and the ESAT for ongoing school self-assessment practices between school review cycles.

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Relationships and partnerships

The school recognises the importance of developing positive and mutually respectful relationships both within the school and the broader community, for the benefit of its students.

Commendations

The review team validate the following:

- A culture of working in collaboration is evident throughout the school community, with the commitment of all stakeholders to work together to enhance student learning.
- Highly respectful relationships drive the interactions within and beyond the school. All parties' contributions are valued with equal voice in determining what is in the best interest of students.
- There is a strong focus on effective and transparent communication across the school and with families. Ensuring EAL/D¹ families are kept informed demonstrates the inclusive mindset of the school.
- The school is a meeting 'hub' within the community and parents are encouraged to be actively involved in the school. The highly functional P&C runs a successful Saturday Market every week, which brings in significant resources to the school.
- The school is highly valued by the community as demonstrated by the consistent desire for out of local intake area enrolments seeking the small and caring environment for their children.
- The School Board members have a broad range of skill sets that bring benefit to the school. In addition to their governance role, they are strong advocates for the school and were instrumental in the development of the building project currently underway.

Recommendation

The review team support the following:

- Work with the School Board to participate in the Board Effectiveness Survey annually.

Learning environment

A safe, caring and inclusive learning environment enhances student learning. A culture of community exists with staff, students and parents all contributing to the learning process.

Commendations

The review team validate the following:

- As a Positive Behaviour Support school, students and staff share the meta-language of 'expected behaviours' and school values. This is promoting the good behaviour that is evident across the school.
- The school is culturally responsive and focuses on building the 'next generation' with a deep understanding of Aboriginal histories, peoples, cultures and languages.
- There is a strong focus on health and wellbeing, which is measured annually through the Wellbeing and Engagement Census. Embedded programs such as Grow Your Mind and URSTRONG are developing the social and emotional skills of students.
- Student councillors and prefects facilitate student voice and survey peers to identify areas of interest. As committee members, they carry out action research to bring ideas to fruition.
- Robust processes exist in the identification, monitoring and support of students at educational risk. Knowing each student and their families, as well as the ongoing communication, external agency involvement and regular case management reviews, ensures high levels of care and intervention are maintained.

Recommendation

The review team support the following:

- Continue to progress the important focus on building a culturally responsive school community.

Leadership

Leaders share a common vision for the school and actively engage staff in ongoing self-assessment and strategic planning that uses evidence-based school improvement frameworks.

Commendations

The review team validate the following:

- Leaders engaged in the Leading School Improvement: Making it Happen Masterclass in 2017 and regularly revisit the work of Vic Zbar. This significant work has provided the school community with clarity of the school's vision and direction.
- The Principal's astute understanding of the change management process has guided staff in using data to make evidence-based decisions. Regular self-assessment against the National School Improvement Tool is used to measure progress and plan for improvement.
- Strong alignment exists between strategic, operational and classroom planning. Detailed plans reflect business plan priorities and strategies to ensure a focus on continual improvement in student achievement and progress.
- Performance and development documentation is updated each year to reflect Department initiatives and school priorities. All line managers are trained in GROWTH² coaching and support teachers through self-reflection and the setting of SMART goals.
- Engaging in the Mount Lawley Hub Network's commitment to the Western Australian Future Leaders Framework has been invaluable in building the next group of leaders. As well as driving initiatives within the schools these aspirant leaders are driving network committees.
- The inclusion into the Centre for Excellence in the Explicit Teaching of Literacy and Empowering Leaders of Mathematics program will enhance the instructional leadership that is evident in the school.

Recommendation

The review team support the following:

- Further refine the performance and review process by strengthening classroom observation and feedback.

Use of resources

As demonstrated in each domain of the School Improvement and Accountability Framework, the school's use of resources is strategic in its intent and aligns with the contextual needs of students and the school.

Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively in monitoring the ongoing financial management of the school. Transparent financial and resource management aligns directly to business plan focus areas.
- The budget process involves cost centre managers articulating the funding requirements needed to action the strategies of their operational plans.
- The School Board plays an important role in financial governance, being provided with an in-depth report aligned to the business plan focus areas by the manager corporate services.
- The small amount of student characteristics funding received by the school is allocated to support the students for which it is intended. The school has prioritised education assistants for literacy intervention.
- Workforce planning aligns to student need. Specific attention is placed on recruiting staff that have an understanding of working collaboratively and implementing whole-school approaches.

Recommendation

The review team support the following:

- Monitor the workforce plan in view of student enrolments and diversity of personnel.

Teaching quality

A shared commitment to ensure consistency of teaching practice is reducing classroom variability across the school.

Commendations

The review team validate the following:

- Systemic and school-based data is used to inform whole-school approaches and curriculum delivery. Teachers identify students requiring differentiation, intervention or documented planning through this process.
- Whole-school approaches including Talk for Writing and synthetic phonics are embedded in every classroom. Agreed pedagogical practices (HITS³) are used consistently by teachers across the school.
- Formal and informal collaboration is adopted by all staff with common duties other than teaching time providing for staff to plan for and assess student learning.
- Moderation with year group teachers, below and above, provides the opportunity for staff to develop a deeper understanding of expected achievement standards.
- The school assessment schedule and the individual student tracking tool ensure a continuous cycle of review of student achievement and progress.
- The school acknowledges the importance of STEAM⁴ and have invested in ICT⁵ provision and immersing students into a range of learning experiences to address these general capabilities.
- Leaders ensure all staff have a comprehensive understanding of the agreed whole-school approaches and practices providing ongoing professional learning for new staff.

Recommendation

The review team support the following:

- Articulate the shared belief about teaching and learning, the whole-school approaches and pedagogical practices into a common agreed framework.

Student achievement and progress

The business plan focus area 'Effective use of data to drive decision making' demonstrates the school's priority to increase the data literacy of staff to directly impact student achievement and progress.

Commendations

The review team validate the following:

- School priorities are embedded in all planning documentation with student achievement targets monitored at all levels of the school.
- Leaders interrogate systemic and school-based data and engage staff in disciplined dialogue to build their capacity and confidence in making informed judgements about student achievement and progress.
- NAPLAN⁶ 2021 data is above like schools in Year 3 and Year 5 in all assessment areas with the exception of Year 5 Grammar and Punctuation.
- Student progress and achievement (2019-2021) data showed higher progress-higher achievement compared to like schools in Spelling, Reading and Writing.
- The school has worked to improve grade alignment identified through system 'lines of inquiry' in 2017. Moderation including Brightpath, and unpacking the School Curriculum and Standards Authority Judging Standards have resulted in greater consistency over time.
- A focus on mathematics through the three year commitment to Empowering Leaders of Mathematics was identified through evidence of inconsistency in NAPLAN comparative performance in numeracy.

Recommendation

The review team support the following:

- Develop a scope and sequence for and embed Explicit Instruction in Grammar and Punctuation.

Reviewers

Vicki McKeown
Director, Public School Review

Sharon Marchenko
Principal, Bull Creek 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 scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 English as an Additional Language or Dialect
- 2 Goals, Reality, Options, Will, Tactics, Habits
- 3 High Impact Teaching Strategies
- 4 Science, technology, engineering, the arts and mathematics
- 5 Information and communications technologies
- 6 National Assessment Program – Literacy and Numeracy