



Department of  
Education

**Shaping the future**

# Kalgoorlie School of the Air

## 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 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, 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Kalgoorlie School of the Air (SOTA) is based in Boulder, in the Goldfields Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1015 (decile 4).

Kalgoorlie SOTA currently enrolls 97 students from Kindergarten to Year 6.

Kalgoorlie SOTA has the support of a School Council and the Parents and Citizens' Association (P&C).

The first Public School Review of Kalgoorlie SOTA was conducted in September 2019. This 2023 Public School Review report provides a current point of reference for the school's 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 Electronic School Assessment Tool (ESAT) submission provided an account of the school's operations in addressing its improvement agenda.
- In preparation for the review, opportunities for staff to reflect on the school's performance against the Standard were facilitated by the Principal. Many staff also had opportunities to make direct entries into the ESAT submission, providing a strong staff voice.
- All staff participated enthusiastically in the validation visit interviews, sharing their views and perspectives on the school's context, operations and performance across each domain of the Standard.
- The review was considered by the Principal to be a positive experience that clarified areas of strength in the school's improvement journey, and afforded a deeper understanding of areas for further development.

The following recommendations are made:

- Strengthen the validity of judgements made about school performance with strong analysis of contextually appropriate evidence and link planned actions for improvement to this analysis.
- In preparation for future ESAT submissions, include a final opportunity to refine and distil the school's evidence and analysis to ensure a coherent and focused account of the school's performance.
- Continue to build school self-assessment through rigorous, robust processes that capture the school's demographic. This will inform decision making to maximise engagement, achievement and wellbeing of all students, including those from travelling contexts.

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### Relationships and partnerships

A collegial staff work collaboratively with a focus on building positive relationships with students and families through both online and face to face learning experiences. Morning muster provides a valued opportunity for students to connect online with the Principal and peers, building their sense of connection to the school.

### Commendations

The review team validate the following:

- The collaboratively developed school vision and values underpin respectful and collegial working relationships across the school community.
- Communication is enhanced through weekly home tutor meetings and parent phone calls to discuss student progress and ensure celebration of success. Seesaw and Facebook are further platforms to support communication.
- Parents interviewed value the school highly, including the support provided to their children and the sense of community that has been established. Students appreciate the opportunity to connect with each other in both online and face to face forums, and through their participation in school camps.
- The work and contribution of the P&C is driven by a large group of families committed to the school's ongoing development and improvement.
- An invested School Council have input into strategic planning and engage in discussion on school financial management. Training to support members' ongoing understanding of their governance role is planned.

### Recommendations

The review team support the following:

- Continue to build connections and partnerships with all families.
- Explore culturally responsive and contextually relevant approaches to increase opportunities for all families to provide feedback on school performance. Use information to inform ongoing improvement to meet the needs of all students.
- Continue plans for the School Council to access training and continue to build a membership that is representative of the school community.

### Learning environment

The school is committed to creating a safe and inclusive environment where all students can engage in meaningful and relevant learning. The school's vision of respect, compassion, collaboration, and integrity is embraced by the staff and is evident in their interactions with families, home tutors and students.

### Commendations

The review team validate the following:

- With a view to developing cultural responsiveness, a Reconciliation Action Plan (RAP) has been developed by staff with input from Narragunnawali: Reconciliation in Education. Shared with all staff and the School Council, plans are in place to introduce the RAP to the wider school community.
- Home visits for participating families strengthen family-school partnerships and deepen staff understanding of student learning and wellbeing needs.
- The Support Teacher Learning (STL) works collaboratively with staff, home tutors and parents to identify, plan for and support students at educational risk (SAER), or those with additional needs. Individualised plans and programs are informed by assessment, observation and feedback.
- The school has implemented Zones of Regulation, Protective Behaviours, and Cyber Safety to support student wellbeing. Staff report high levels of positive student behaviour.

### Recommendations

The review team support the following:

- Review and develop a comprehensive social and emotional learning curriculum and scope and sequence, driven by an operational plan and informed by student data and evidence.
- Continue to develop cultural responsiveness in collaboration with staff and Aboriginal community members guided by the Aboriginal Cultural Standards Framework.

## Leadership

The Principal is valued for their leadership and development of a positive culture that fosters respectful relationships, high care and individualised support for students to succeed.

### Commendations

The review team validate the following:

- Alignment between the school's business plan, operational plans and classroom planning is evident. Staff have reflected on the strategies of the plans to assess how they are being addressed.
- Instructional support is provided to new staff by senior teachers including guidance and mentorship for developing programs, online/air lessons and engaging with families. The Principal meets with staff formally and informally to discuss professional practice, curriculum and student achievement.
- Staff access a range of professional learning including the current focus on Letters and Sounds. Staff reported high levels of informal sharing of practice and collaboration across the school.
- The Principal, STL, senior teacher and manager corporate services (MCS) attended Leadership Institute professional learning that has supported the review of observation feedback structures and improved target setting for strategic planning.
- Staff described a range of opportunities to lead and to be part of school committees such as the moderation and wellbeing committees.

### Recommendations

The review team support the following:

- Strengthen distributed leadership through the development of robust leadership roles linked directly to strategic priorities including literacy and numeracy.
- Develop instructional leaders who can provide professional learning and support to staff for the implementation of agreed pedagogical practices and whole-school programs, with a focus on consistency and low variance teaching.

## Use of resources

The Principal and newly appointed MCS work collaboratively with the Finance Committee to manage the allocation of resources in line with strategic priorities and plans. The MCS has attended a range of professional learning to ensure confidence in the role.

### Commendations

The review team validate the following:

- Staff understanding of financial management is supported through the school's Financial Management Handbook and familiarisation of the Finance Committee with the constitution and the operation guidelines.
- The Finance Committee monitors spending in line with strategic planning including review of the one-line budget and comparative budget.
- Aligned to strategic priorities, the school allocates funds to resource school camps and support home visits. Resources are also deployed for additional education assistant time, assistive technology, and intervention programs.
- The resourcing of professional learning for staff and home tutors including the Home Tutor Seminar and Cultural Competency training by the GALCAC<sup>1</sup> is evident.
- Funding for an STL facilitates oversight of student achievement and provides support to teachers and home tutors who support student learning and wellbeing.

### Recommendation

The review team support the following:

- Continue to ensure that resource decision making, and allocation reflects the school's changing demographic to ensure the ongoing delivery of a high-quality education for all students.

## Teaching quality

A committed staff work collaboratively with an understanding of the importance of positive relationships and belief that every student has the potential to be successful.

### **Commendations**

The review team validate the following:

- The school has completed an audit focused on aligning educational programs and scope and sequence to the Western Australian Curriculum.
- Teachers plan programs and provide guidance and support for home tutors to assist delivery of curriculum content and provide support for student learning.
- With a view to further developing language and literacy, the school is currently implementing Heggerty, Letters and Sounds and Seven Steps Writing, with professional learning evident.
- Staff collaborate to plan curriculum with a focus on meeting the requirements for whole-school approaches and progressing student achievement.
- Assessment and reporting are supported by internal and external moderation processes with teachers reporting their engagement with the School Curriculum Standards Authority Judging Standards.

### **Recommendations**

The review team support the following:

- Progress planned intentions to review the early years program and align to the Early Years Learning Framework.
- Strengthen the whole-school approach to literacy and numeracy. Agree on evidence-based pedagogy and programs, and support consistent practices through professional learning, observation and feedback.
- Formalise and structure staff collaboration with a focus on further strengthening consistent practices and pedagogy to maximise student achievement.
- Continue to strengthen staff capacity to identify and address student learning needs through differentiation.

## **Student achievement and progress**

The school has a strong commitment to data and evidence-based decision making. A range of system and school-based data is collected and analysed to inform classroom and school decisions.

### **Commendations**

The review team validate the following:

- Guided by the whole-school assessment schedule, student progress is assessed throughout the year including in formal teacher/STL meetings and through reviewing and documenting student progress against targets.
- Plans are in place for teachers to attend the Kalgoorlie Network moderation for English in Term 3, 2023.
- Individual Education Plans are developed using the Reporting to Parents module in addition to the semester reports.
- A feedback report is completed once student work is returned to the school, informing parents and tutors how students are progressing and how to further improve.
- Student achievement targets are set and monitored to identify student progress. The school operations plan includes SAER targets.

### **Recommendations**

The review team support the following:

- Increase staff data literacy and opportunities to engage in disciplined dialogue on achievement data.
- Explore further diagnostic assessments to deepen understanding of student learning gaps and inform interventions.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Louise Hughes  
**Principal, Waikiki 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 Public School Review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Goldfields Aboriginal Language Centre Aboriginal Corporation