



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 School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Kalgoorlie School of the Air opened in 1962 and is based in Boulder, approximately 600 Kilometres from the Perth central business district. The school is situated in the Goldfields Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1029 (decile 3) and currently enrolls 83 students from Kindergarten to Year 6. Its unique cohort of students may live on isolated stations or be travelling with their families and require a tailored educational experience.

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

The last Public School Review of Kalgoorlie School of the Air was conducted in Term 1, 2023. This 2026 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:

- A genuinely self-reflective culture underpins the school's improvement efforts, with staff and leaders demonstrating a shared commitment to evaluating and enhancing the service the school provides. This mindset shaped the consultative processes used to assess school performance.
- The Electronic School Assessment Tool submission provided a clear and coherent account of the current and emerging school context, outlining student and school performance and the planning priorities guiding improvement.
- The assessment clearly articulated the school's responses to the recommendations outlined in the 2023 public school review and how those actions have progressed the improvement agenda over time.
- Staff were encouraged to take on domain oversight that distributed leadership to measure performance against The Standard, demonstrating a collective responsibility for recording progress.
- The School Council understands the value of robust self-assessment processes and supports the development work of the school.
- During the validation visit, a broad range of staff, invested community representatives and students, provided insights that enhanced the review process. These interactions were a mix of face-to-face meetings or via Microsoft Teams and Webex to enable isolated students, parents and partners to contribute their perspectives and provided the review team with a deeper understanding the schools context.
- Staff reported that the self-assessment was a positive and productive experience that afforded the opportunity to celebrate the many ways in which the school was effective and continues to grow through dedication and hard work.

Relationships and partnerships

A deep understanding of the educational needs of students and their family support system, combined with exemplary collaborative practice, underpins the highly effective communication and relational approach of the school.

Commendations

The review team validate the following:

- The value and success of home tutors is assured through professional learning, Curriculum Chatter and tailored home visit support. Parents report high levels of relational trust and genuine partnership in the education of their children, with highly valued opportunities to contribute to curriculum development and provide feedback.
- A values-based workplace culture has been successfully developed by the Principal and positively supported by staff. Using data from the Psychosocial Pulse and PSI¹ Culture surveys, improvement actions centre on developing trust, open communication, shared celebrations and mutual support.
- The diverse membership of the School Council effectively represents the school community, providing good governance and a focus on continued improvement. Financial assistance and family support is provided through the strong partnership between the school and its P&C.
- Connection, belonging and 'outside the box' opportunities to demonstrate learning are intentionally built through the morning muster, excursions, camps, performances and face-to-face sessions at the school.
- The network of Schools of the Air enables collegial support, shared planning and delivery of major events and learning experiences to enhance opportunities and outcomes for isolated students.

Recommendation

The review team support the following:

- Focus on developing innovative ways to strengthen student belonging, student and staff wellbeing and productive partnerships.

Learning environment

The school places strong importance on productive engagement and wellbeing to ensure an inclusive and culturally safe workplace and learning environment. Diversity is well-supported through activities and programs under overarching values of respect, integrity, compassion and collaboration.

Commendations

The review team validate the following:

- Very clear expectations for positive behaviour, participation and communication are established and reinforced through the On-Air Rules, Student Behaviour Support Policy and the Instructional Blueprint.
- Students at educational risk, and students who learn differently, are identified and well-catered for within a holistic approach that considers a tiered planned intervention and support for families to build restorative emotional regulation and wellbeing.
- Reinvigorating the You Can Do It program has enhanced a consistent whole-school approach to social emotional language and positive relationship development. It has strengthened partnerships between home and school to support resilience, confidence and self-awareness.
- Students have access to a wide range of opportunities to have agency in their education by sharing interests and experiences through Dusty the Camel, participating in feedback processes and contributing to online assemblies, face-to-face events and milestone celebrations.
- The distinctive physical environment consists of the base School of the Air in Kalgoorlie, homes on stations and those of travellers in diverse locations. Staff expertly understand the challenges and opportunities of each context and provide academic, social and emotional supports with a high level of care and dedication.

Recommendation

The review team support the following:

- Further embed culturally responsive practices and whole-school wellbeing initiatives through ongoing professional learning and community partnerships.

Leadership

The Principal garners the respect and support of staff, students and the school community through strategic and compassionate leadership that places student achievement and wellbeing at the centre of all decision making.

Commendations

The review team validate the following:

- School improvement actions are clearly communicated in an evidence-based business plan and operational plans that identify targets, action and monitoring designed to improve specific student outcomes.
- The expert program coordinator and teachers provide home tutors with planning resources, quality professional learning and support at point of need to promote consistent, effective curriculum implementation across home classrooms.
- The school improvement cycle and Whole School Improvement Schedule provide information and a structured process to implement incremental improvement and measure the impact of development initiatives.
- Consultation with students, staff, families, the wider community and the School Council led to the development of branding that authentically reflects the school's values, identity and contemporary direction.
- The workforce development plan uses evidence of student need to determine what leadership roles will support students best and ensure resources are applied with optimal impact. Examples of these roles are a level 3 education assistant, marketing officer and program coordinator.

Recommendation

The review team support the following:

- Sustain the expansion of distributed leadership based on aspiration and expertise to strengthen staff leadership capability and succession planning.

Use of resources

The unique needs of students accessing their education remotely and through visits to the school in Kalgoorlie, requires distinctive resource allocation. Meticulous planning and staff expertise ensure that students have the equipment and resources to access the curriculum inclusively.

Commendations

The review team validate the following:

- A suite of financial governance documents and processes ensures that staff have the information and skills to carry out oversight responsibilities and expend funding in line with the identified priorities of the school.
- Sustainable, prudent resource management of loan material ensures that students have access to a wide range of library books, reading programs, intervention materials, laptops, iPads and headphones.
- Expenditure decisions are regularly reviewed by leadership and teaching staff against student engagement data, participation trends, program efficacy and whole-school priorities to ensure that the impact of resourcing decisions drives sustained improvement.
- The imperative to build a sense of connection and belonging to the school drives careful planning to ensure students have equitable access to home visits, school visits, excursions and vital camps. The value placed on these activities by staff, students and families is significant and focuses efforts to sustain them.

Recommendation

The review team support the following:

- Use established analysis of student achievement, engagement and demographic data to explicitly align described planning priorities to resourcing allocations.

Teaching quality

Differentiated pedagogical approaches are designed by expert practitioners to meet the identified needs of students learning remotely. Decisions about planning for learning and selecting appropriate approaches are based on education research and the competent analysis of comprehensive data sets.

Commendations

The review team validate the following:

- Guided by the Kalgoorlie School of the Air Instructional Blueprint, Teaching and Learning Operations Guide, scope and sequence documents and the teaching and learning cycle, staff collaborate to implement consistent high standards in teaching and assessment practices.
- Goals and actions for staff growth are developed through self-reflection as part of a valued performance development process focused on targeted professional learning, peer support and Scaling Up Success in Remote Schools Program coaching in structured cycles.
- Feedback to students is a potent aspect of the learning cycle with multimodal submissions through Seesaw, including photographic and video evidence, supporting authentic assessment practices that allow teachers to observe student thinking, questioning and independence.
- Impressive support is provided to home tutors who appreciate the opportunities to grow as educators through learning practical teaching strategies and curriculum with opportunities to ask questions and share knowledge in Home Tutor Seminars.

Recommendation

The review team support the following:

- Maintain the focus on evaluating the impact of whole-school teaching programs to ensure that they align with the developing needs of students and the Western Australian Curriculum.

Student achievement and progress

The school-wide collection of systemic and school-based data is both instructional and comprehensive. Staff consistently analyse this data to plan for ongoing achievement and progress, particularly for individual students but also groups and cohorts of students.

Commendations

The review team validate the following:

- School improvement priorities are clearly outlined in strategic and operational documents and illustrate a clear intent to positively impact student achievement and progress.
- A redesigned Management Information System has improved the visibility of student progress allowing for stronger oversight and adjustment of learning support opportunities and intervention. It supports improved information sharing and a well-established disciplined dialogue related to student performance.
- The school routinely triangulates NAPLAN², Progressive Achievement Tests, Dynamic Indicators of Basic Early Literacy Skills and school-based assessments which indicate sustained growth in student achievement and progress over time.
- Use of the Elastik tool and Diagnostic Mathematics assessment allows staff to identify individual and group gaps in learning and address them systematically through targeted teaching.
- The Writemark assessment allows teachers to use evidence of writing achievement and progression to individualise instruction and provide targeted feedback for improvement.

Recommendation

The review team support the following:

- Maintain planned moderation opportunities to strengthen confidence and consistency in teacher judgements in the allocation of grades and reporting to parents across the curriculum.

Reviewers

Jennifer Graffin
Director, Public School Review

Shane Rutter
**Principal, Meekatharra School of the Air
Peer Reviewer**

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 Parental School Involvement
- 2 National Assessment Program – Literacy and Numeracy