



Department of
Education

Shaping the future

Kelmscott 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

Kelmscott Primary School is close to the foothills of the Darling Scarp, approximately 24 kilometres from Perth, in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 963 (decile 7).

Currently it enrolls 355 students from Kindergarten to Year 6.

Kelmscott Primary School became an Independent Public School in 2013 and is supported by the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Kelmscott 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 and rigorous school self-assessment.

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

- The leadership team facilitated a data collection and analysis process inclusive of all staff, which led to widespread, enhanced understanding of the school's performance.
- This understanding resulted in targeted strategic and operational planning being owned and valued by staff. During the self-assessment, an opportunity to refine improvement targets in these plans was identified.
- Enthusiastic members of staff, students and community groups provided positive affirmations of the work of the school during validation meetings conducted by the review team.
- The school's leadership reported that the Public School Review process had sharpened their focus on the key elements of their ongoing transformation agenda and allowed them to make judgements about the impact of selected strategies.

The following recommendations are made:

- Maintain the focus on regular self-assessment within the domains of the Standard, concentrating efforts on measuring the impact on student outcomes.
- Strengthen the alignment between the analysis of evidence and strategic planning for improvement.

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Relationships and partnerships

Positive, productive relationships with stakeholders continue to be modelled by the committed leadership team and underpin a sustainable culture of excellence. The development of a school charter has merged the valued traditions and history of the school and its plans to meet the ongoing needs of its community.

Commendations

The review team validate the following:

- Members of the School Board advocate strongly for the school and support effective governance and improvement planning. The school has co-opted community members with diverse skills to enhance these efforts.
- The sustained commitment of P&C members has led to the maintenance of a canteen and uniform shop as well as support towards ongoing beautification projects at the school.
- Valued partnerships with Curtin University, Down South Therapy and Fremantle Speech Pathology Services afford the school the opportunity to provide early intervention in speech and occupational therapy.
- The feedback from staff, students and parents through the National Schools Opinion Survey demonstrates high levels of satisfaction with the school. This feedback is a cause for celebration and affirms the school's efforts to transform the environment and culture.

Recommendation

The review team support the following:

- Progress the planned collaboration with the Westfield Park Child Parent Centre to facilitate support to families of 3 year-olds through a Kindergarten program.

Learning environment

The school's physical environment complements the natural environment and has been considerably improved to engage students within a landscape that invites creative play and learning. Parents are active partners in the school's efforts to create a safe, caring and inclusive learning environment.

Commendations

The review team validate the following:

- Staff consistently demonstrate high expectations and a shared responsibility for positive behaviour through a set of agreed values, language and rewards tied to the Positive Behaviour Support program. These values set the tone for good relationships between staff, students and parents.
- Considerable knowledge and a tiered intervention model support students with additional needs. These students are provided with data driven and targeted teaching that embraces high care principles.
- The school has made a determined commitment to build authentic cultural competency within its community. A relational approach and valued Reconciliation Action Plan have been facilitated through the work of the Aboriginal and Islander education officer (AIEO), who connects Aboriginal families with the school.
- Staff and student wellbeing have been developed within a caring culture. A focus on recording baseline data relating to self esteem and social emotional learning provides a sound basis for planning and action.
- An effective student services team, including a chaplain and AIEO, provides a high level of pastoral care supporting individuals and families with dignity.

Recommendations

The review team support the following:

- Enhance the formal processes for attendance and investigate the potential for increased engagement to improve student achievement and progress.
- Maintain a focus on building parent connection to the school with a view to strengthening student outcomes.

Leadership

Staff describe the leadership team as credible, well-respected and energetic about the vision for the school's improvement. This vision is well understood, acted upon by stakeholders and aligns with the Department's strategic direction.

Commendations

The review team validate the following:

- The consultative process utilised to develop a school charter has created a strong impetus for dynamic change and growth. Regular revisions of the charter have ensured a consistent approach to implementation and widespread acceptance across staff and the community.
- Consultation with staff and analysis of data are key to creating an informed team unified in action towards better student outcomes. Staff are willing to extend their efforts because they have a common moral purpose.
- Teacher's performance development processes incorporate a self-assessment of their implementation of the agreed pedagogical framework. A balance of support and accountability from leaders ensures staff are focused on building instructional capacity.
- Key teachers have undertaken roles in leadership, enhancing the use of data, distributing decision making and leading professional learning. Aspiring leaders are supported to build their leadership strength.

Recommendations

The review team support the following:

- Incorporate an accepted change model with a schedule that maps the considerable change already paying dividends and the plans for future improvements. This will allow the school to celebrate advances, illustrate a sustainable trajectory and manage staff wellbeing.
- Maintain a focus on the appointment and development of middle leaders to continue to build the capacity of teams to meet the diverse needs of students, including the planned appointment of an impact coach.

Use of resources

Significant funding allocated to refreshing the physical environment and communicating successes has supported the positive reputation of the school within its community. Resources are expended prudently and flexibly with a focus on building the capacity of staff to meet diverse student needs.

Commendations

The review team validate the following:

- A productive relationship between the Finance Committee, manager corporate services and the Principal ensures that financial and human resources are strategically managed.
- Strategic efficiencies, identified through careful financial management, have provided the opportunity for the school to refurbish and refresh elements of the outdoor and indoor learning environment.
- Students can participate in 21st century learning because information and communication technology hardware and teacher development of digital skills are well supported through the budget planning process and the contribution of the active P&C.
- A significant financial commitment has been made to professional learning that ensures staff have a common language in, and capacity to fully implement, whole-school approaches. An example is the demonstrated value gained from John Fleming workshops and coaching on-site.

Recommendation

The review team support the following:

- Regularly monitor the impact of resourcing allocations based on evidence of their effect on improving student achievement and progress.

Teaching quality

Differentiated curriculum and teaching is designed by experienced practitioners to meet the identified needs of students. Decisions about planning for learning, and selecting appropriate approaches, are based on research and the increasingly competent analysis of comprehensive data sets.

Commendations

The review team validate the following:

- The development of an agreed suite of professional learning, accessed by all staff, provides a foundation for consensus on what to teach and how to teach it in classrooms. A comprehensive induction and subsequent refresher sessions support the consistency of implementation over time.
- The school has developed a collaborative culture described by staff as powerful, flexible and purposeful. Within this, a range of professional activities, including planning, assessing, moderation and data analysis, contribute significantly to teacher efficacy.
- The implementation of consistent approaches to teaching and assessment in literacy and numeracy within a pedagogical framework is progressing well. Significant staff buy-in to agreed whole-school approaches in identified priorities is evident.
- The development and sharing of resources by staff on Teams has resulted in efficiencies and widespread sharing of successful strategies. Instructional support through videos is an example of this.

Recommendations

The review team support the following:

- Continue to consult with staff to develop peer observation and coaching for growth in instructional capability.
- Extend the use of High Impact Teaching Strategies, including warm-ups, to specialist programs.

Student achievement and progress

Staff place high priority on the collection, analysis of and response to data and what it is telling them about collective student performance. The school is striving to create a culture where the importance of data informed decision making is embedded across classrooms and increasingly informs planning.

Commendations

The review team validate the following:

- Staff have access to a central repository of student achievement data and opportunity for guided analysis and reflection. They identify gaps in student knowledge in collaborative teams and respond by including pertinent teaching points in daily reviews.
- Data is collected on a range of social emotional and wellbeing measures as well as academic achievement. This allows staff to create a comprehensive profile of the development of each student and plan improvements.
- Staff are aware of the ongoing commitment required to consolidate and build upon the improvement in students' results. This is exemplified by their recent efforts to establish the preconditions for learning, the creation of comprehensive plans and a tangible lift in the capacity of staff.
- The school has established aspirational goals to be at or above the national mean in all areas tested in NAPLAN¹ by the end of the next business cycle in 2026. The steps towards this are outlined in plans with ambitious, monitored targets.
- Reading, particularly in the upper primary years has been identified as the next priority area and research based on the Science of Reading is being used to drive a new whole-school approach.

Recommendation

The review team support the following:

- Maintain a focus on staff participation in moderation activities to further improve the alignment of grade allocations with achievement indicated by standardised testing.

Reviewers

Jennifer Graffin
Director, Public School Review

Alessandra Morrone
**Principal, Marangaroo 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy