



Department of  
Education

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Public education  
**A world of opportunities**

# Kalannie Primary School

## Public School Review

May 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (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

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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.



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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

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Established in 1930, Kalannie Primary School is situated 260 kilometres north-east of Perth, within the Wheatbelt Education Region. Located in the Shire of Dalwallinu, the town of Kalannie and surrounding farms have a population of approximately 200.

Kalannie Primary School gained Independent Public School status in 2015. Currently there are 40 students are enrolled from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage of 1009 (decile 5).

Parent and community contributions are highly valued by the school, which is the hub of the community. The Parents and Citizens' Association (P&C) assists the school with fundraising for upgrading school facilities and resources and also supports school events. Parents and community members, along with staff, are also members of the active School Board.

## School self-assessment validation

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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 understanding of the current school context.
- The Standard was shared with all staff and members of the School Board to guide discussions relating to the school's self-assessment.
- The school visit yielded information that added value to the school's self-assessment submission and assisted with validation.
- Parents representing the School Board and P&C engaged openly in the validation visit, providing insights to enhance the review process.
- There was alignment between performance evidence and the broad range of actions planned for the future.
- The self-assessment process provided an opportunity for the school community to reflect on their improvement journey.

The following recommendations are made:

- Continue to engage in reflective practice that identifies the actions required to create and sustain the conditions for successful students.
- Use the ESAT to guide ongoing self-assessment of the school's progress against the Standard.

## Public School Review

### Relationships and partnerships

Staff are united and passionate about fostering positive relationships, with the intent of improving learning outcomes for all students.

#### Commendations

The review team validate the following:

- The school is highly valued by the community and supported through the partnerships it has established with local businesses, the CWA<sup>1</sup>, Kalannie Community Resource Centre and the Shire of Dalwallinu.
- The School Board and P&C have a sound understanding of the complexity of a small school and the important contribution they can make to strengthening communication between the school and the community.
- Relationships between parents and staff are open and positive, with parents readily making contact with the school and teachers to provide feedback.
- The P&C are excellent ambassadors for the school, advocating for the students and providing additional funds for individual items or projects, camps, playground equipment, resources and dance lessons.
- All members of the school community treat each other with respect, as evidenced in the results of the National School Opinion Parent Survey in 2018 and 2020.

#### Recommendations

The review team support the following:

- Continue to work with the School Board to clarify responsibilities and processes, to further strengthen their contribution to decision making.
- The School Board to explore ways to further strengthen communication and engagement of families.

### Learning environment

The school prides itself on providing a welcoming setting for families and visitors and a safe, caring and calm learning environment for students.

#### Commendations

The review team validate the following:

- Long-term stability of teaching staff and their knowledge of the students gives confidence to parents in the school's ability to care for their children's wellbeing.
- Teachers work collaboratively and in the best interest of students. They collectively support students at educational risk to engage in meaningful learning opportunities.
- Staff know the children and treat them as individuals. Students report feeling safe, happy and well connected to the school.
- The school recognises the cultural diversity of the community and is actively encouraging the engagement of the Filipino community.
- Collegial, trusting relationships exist amongst staff, with an emphasis on professional and personal support.

#### Recommendations

The review team support the following:

- Further strengthen cultural understanding and appreciation of Aboriginal culture through engagement with the Aboriginal Cultural Standards Framework.
- Investigate ways to provide greater student voice and opportunities for students to share their views relating to school practices.
- Continue investigating and implementing whole-school programs such as Zones of Regulation.

## Leadership

There is collective confidence in the school leadership, characterised by an open and inclusive style that affirms staff commitment to improving student performance.

### Commendations

The review team validate the following:

- The school community acknowledges and appreciates the benefit of having sustainable leadership, which is attributed to the commitment of the long-serving Principal.
- Staff and the School Board engage with, and contribute to, the development of the school's business and operational plan.
- The leadership's approach to policy review and development is highly consultative, providing meaningful opportunities for staff and parents to have input.
- The Principal is responsive to parent and Board feedback and addresses issues and concerns in a respectful and timely manner.

### Recommendations

The review team support the following:

- Develop a school-wide leadership structure, aligned to the business plan, that enables staff to build their leadership capacity and contribute to the development of their peers.
- Continue to develop classroom observation practices that link to whole-school literacy and numeracy expectations.

## Use of resources

Financial planning and budget management are in place to make certain that resource allocations relate specifically to the improvement of student outcomes.

### Commendations

The review team validate the following:

- The Principal and manager corporate services work together to ensure appropriate allocation of the one-line budget.
- In collaboration with the Principal and School Board, the P&C makes significant contributions, aligning their plans and priorities to provide additional resources that will enrich the students' experience of schooling.
- Financial and human resources are used to deliver education programs that provide all students with opportunities to achieve high levels of proficiency.
- Student characteristics funding is used to implement appropriate teaching and learning adjustments to support the students for whom it is intended.
- Staff are required to clearly articulate in operational planning all costs, including staff relief payments, and a clear alignment to the business plan.

### Recommendations

The review team support the following:

- Continue to review succession plans to facilitate continuity of school operations.
- Review current support programs to ensure teaching and learning adjustments are meeting the needs of identified students.

## Teaching quality

Staff demonstrate an enthusiasm for their core business of teaching and learning. The school has invested in teaching quality for the purpose of developing whole-school approaches and consistency in the delivery of purposeful, engaging and relevant learning opportunities for students.

### Commendations

The review team validate the following:

- Collaborative structures have been established, allowing staff to share their knowledge and experience to improve teaching practice for the benefit of all students.
- Teachers feel a collective responsibility for all students and willingly share their knowledge of students' strengths and weaknesses enabling class teachers to implement individualised approaches to students learning.
- Standardised assessments are being used by staff to inform the development of their teaching and learning programs.
- Teachers provide detailed information to education assistants to guide the implementation of Individual and Group Education Plans.

### Recommendations

The review team support the following:

- Investigate professional learning opportunities for education assistants to strengthen support programs.
- Continue to investigate ways to seek quality feedback from students and parents on the level of classroom engagement.
- Continue to work with staff to consolidate a school-wide pedagogical framework to provide greater consistency in the teaching of literacy and numeracy.

## Student achievement and progress

The school is actively seeking to consolidate its approach to the collection and analysis of student data.

### Commendations

The review team validate the following:

- In recognition of the small school population and the diversity in student cohorts, the school is shifting towards the measurement of individual student progress in determining success.
- The school is refining processes for tracking individual student achievement and progress, and working to identify assessment tools that can guide teacher planning.
- All staff are engaged in monitoring and reviewing school data to assess the effectiveness of whole-school and classroom programs.

### Recommendations

The review team support the following:

- Continue to review and refine the school's assessment schedule to ensure that it informs teachers of student progress and guides teacher planning.
- Explore options to moderate with the Inland Lighthouse Network Lead Teachers' initiative.

## Reviewers

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Lou Zeid  
Director, Public School Review

Tracy Pickering  
Principal, Wagin District High School  
Peer Reviewer

## Endorsement

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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 2, 2024.



Melesha Sands  
Deputy Director General, Schools

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## References

1 Country Women's Association

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