



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Kapinara Primary School

Public School Review

July 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Situated in the Perth suburb of City Beach, Kapinara Primary School takes its name from a combination of two Aboriginal words; 'Kap' meaning 'water' and 'inara' meaning 'over there'.

The school is approximately 14 kilometres west of Perth in the North Metropolitan Education Region. Opening in 1967 with 121 children and three classrooms, the school currently enrolls 378 students from Kindergarten to Year 6.

In 2013, Kapinara Primary School became an Independent Public School. It has an Index of Community Socio-Educational Advantage rating of 1195 (decile 1).

The School Board collaborates with the school to set the strategic vision for the school. The Parents and Citizens' Association (P&C) provides support to the school including financial contributions to the purchase of resources. The recent completion of a nature playground, jointly funded by the school and the P&C, has extended the range of opportunities for students to engage in physical and creative play.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- An evidence-based culture has been established at Kapinara Primary School, whereby data is carefully analysed before commitments to school improvement decisions are made.
- There is a sound alignment between the evidence submitted and judgements made about performance.
- Staff were involved in identifying the best evidence sources for inclusion in the school self-assessment.
- Self-assessment conversations with teaching staff during the validation visit significantly enhanced the school's judgements about its performance.

The following recommendation is made:

- Ensure that planned actions are specific and provide clarity of direction when engaging in school improvement planning.

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Relationships and partnerships	
Professional and supportive relationships within the school community support positive student learning opportunities and outcomes. A culture of high care, underpinned by a focus on the wellbeing of students and staff, permeates all facets of the school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The supportive and effective P&C are viewed as a pivotal channel and link between the school and the very engaged school community. • The School Board is functional, committed and driven in its support of the school as it aims to deliver a new business plan. • Research and survey feedback guides the school-wide priority of developing students' personal and social skills through explicit teaching of strategies and skills. • A range of effective partnerships with the local community enable students to engage with sporting programs, specialised guest speakers and programs.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to establish and maintain high trust, staff relationships that promote professional collaboration and peer observations. • Continue to build collaborative relationships with families and the school community in order to create a shared understanding of how student learning and wellbeing can be supported.

Learning environment	
Classroom and playground environments are engineered to support the whole-child, supporting the conditions under which student academic performance and social and emotional wellbeing can thrive. The school is viewed as welcoming, supportive and open to the ideas of others.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Nature-based playgrounds and well-designed learning spaces are a feature, fostering creative play and independence. • Processes for students at educational risk are established and support teachers when differentiating teaching and learning according to need. • Data obtained from the South Australian Wellbeing and Engagement Census and the Australian Student Wellbeing Framework drives the implementation of programs and a common language in the school. • Student voice is embedded in the school and highlights genuine, transparent and effective processes between staff and students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Reference elements of the Australian Student Wellbeing Framework in the business plan. • Continue to work closely with the school psychologist in order to build the capacity of teachers to meet the needs of students requiring teaching and learning adjustments.

Leadership

Viewed as professional, accessible and supportive, the leadership team underpin the vision and intent of the school. Through high quality, respectful relationships, supports are in place for staff and students to demonstrate high standards and a strong sense of self-efficacy.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A distributed leadership structure embraces the capacity and expertise of teachers to facilitate curriculum and instructional leadership. • Effective whole-school implementation of student wellbeing approaches, science learning area strategies and Brightpath moderation inform future planning and reflect the school's improvement focus. • Year Six student leaders are developed and fostered through opportunities such as, student councillors, sports captains, class liaison representatives, technology and arts leadership roles. • Staff demonstrate a genuine commitment and capacity to effectively implement the <i>Aboriginal Cultural Standards Framework</i>.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Progress the research conducted and professional development accessed regarding student wellbeing programs, moving from the research and discussion phase to implementation of agreed actions.

Use of resources

Resourcing is aligned to the intent and priorities of strategic and operational planning. Regular monitoring by the manager corporate services (MCS) and Principal ensures current and future expenditure is well planned and compliant with the school's financial obligations.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Processes and procedures are in place to ensure sound planning, budgeting and expenditure. • Resourcing from the P&C is strategically allocated to school priority areas. • Leasing of technology is prioritised to ensure that current technologies are accessible for teachers and students. • Staff professional development and support is prioritised to enhance curriculum and program implementation.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Expand workforce planning to address and document areas of staff development, including aspirant and mentoring programs. • Continue to explore approaches and resources that support staff wellbeing.

Teaching quality

The experienced and professional teaching team are reflective of their impact and are open to change. Teachers engage in collaborative meetings and use data effectively to inform planning and drive consistency of practise.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Ongoing reviews of curriculum areas enhance content understandings and support consistency of whole-school approaches. • A focus on the implementation of the Resolve for Numeracy program and a review of mathematics proficiencies reflects the aspiration for a rich and challenging curriculum and sound grade alignment. • The integrated use of digital technologies demonstrates expertise and the capacity to apply effective and contemporary pedagogical practice. • The swift implementation of Brightpath highlights the aptitude of staff to reflect on their practice, engage in moderation and embed whole-school practices.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Pursue the intention by the leadership team to prioritise performance and development for all staff each year. • Continue to revisit the Western Australian Curriculum with a focus on the learning intentions and agreed approaches underpinning learning areas.

Student achievement and progress

The school gathers and analyses school and system level data in order to inform teaching and learning programs and drive strategic planning. An improvement focus is evident and the draft operational plans in place reflect an evidence-based approach.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Assessment rubrics developed in consultation with students make learning intentions transparent and highlight authentic student voice. • Comprehensive and collaborative On-entry Assessment Program data analysis informs planning and practice. • Aligned to the business plan, deep analysis of student achievement and progress, as measured by NAPLAN¹, is undertaken to inform future planning. • Brightpath is used effectively as a writing moderation tool. • ACER² Progressive Assessment Testing is used to track student progress and as a screening tool to identify students with additional learning needs.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review, identify, develop and support the consistent implementation of a whole-school approach to spelling. • Examine the grade allocation misalignment between teacher judgements and like-school data, and plan accordingly.

Reviewers

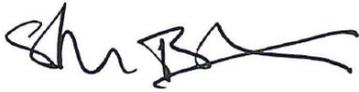
Rebecca Bope
Director, Public School Review

Geoffrey Smith
Principal, Currambine Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Australian Council for Educational Research