



Department of
Education

Shaping the future

Kimberley 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 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

Kimberley School of the Air opened in 1960 and is located in Derby in the Kimberley Education Region. The school provides educational services to children living in remote and isolated locations.

The School has an Index of Community Socio-Educational Advantage of 949 (decile 8).

Currently there are 53 students enrolled from Kindergarten to Year 6.

Kimberley School of the Air has the support of an active parent group represented on both the School Council and Parents and Citizens' Association (P&C).

The first Public School Review of Kimberley School of the Air was conducted in Term 4, 2020. This 2024 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 structured, reflective and future focused school self-assessment.

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

- The narrative of the school's evolution of improvement was captured effectively through the school's self-assessment process. Authentic reflections demonstrating thoughtful enquiry were evident in the collaboratively developed Electronic School Assessment Tool (ESAT) submission.
- Reflective, targeted and aspirational future planned actions that will guide the school through its next cycle of strategic planning were a feature of the ESAT submission.
- Although limited in number, staff provided insightful and authentic participation in discussions. Their shared commitment to the school's improvement journey was evident.
- A tour of the on-air classrooms and school facilities, including the dispatch room, provided an understanding of the unique and distinct school of the air context.
- The engagement via WebEx of students, School Council members, P&C representatives and home tutors added value to the validation visit, reflecting a strong sense of engagement and investment in the school's transformational improvement journey.

The following recommendations are made:

- Broaden the scope of staff interviewed during the validation stage of the Public School Review process to further enhance validation of the school's self-assessment.
- To further develop an evidence-based decision making ethos, introduce robust data analysis techniques that enhance data interpretation, such as looking for patterns and trends in student and school performance.

Relationships and partnerships

In recognition of the unique nature of education delivery in these contexts, Kimberley School of the Air functions with due attention to building and maintaining relationships, ensuring a shared focus on the needs of students.

Commendations

The review team validate the following:

- Relationships between staff are professional, respectful and supportive. There is an appreciation of the importance of this in the unique environment in which they work.
- Communication is enhanced through the delivery of weekly plans to home tutors and parent phone calls to discuss student progress and ensure celebration of success. Seesaw is a further platform used to support communication.
- Parents reported high levels of gratification and trust in the school. They describe it as responsive to their needs and value the genuine care shown for their children.
- The eagerly anticipated home visits strengthen family-school partnerships and deepen staff understanding of student learning and wellbeing needs.
- The dedicated fundraising efforts of the P&C at the Derby Rodeo and Derby Picnic Races supports the participation of students in camps and funded the collaborative fishing shirts initiative.
- Home tutors are an invaluable resource to the school, engaging effectively with students through interactive sessions that augment learning programs.

Recommendation

The review team support the following:

- Introduce structured opportunities for staff collaboration, such as professional learning communities, to support staff participation in informed discussions about teaching, learning and student achievement.

Learning environment

Daily air lessons, individual weekly student/teacher meetings, home visits and special social events contribute to a learning environment in which the academic, social and emotional needs of the students and their families are prioritised.

Commendations

The review team validate the following:

- The Kimberley School of the Air virtual classrooms are environmentally print rich, engaging and inclusive. While the students' education is delivered remotely through WebEx, the school strives to deliver the same quality of education and range of opportunities as those students attending traditional schools.
- Air lessons are skilfully facilitated to achieve optimum student engagement. The use of engagement norms, strategic questioning and interactive elements such as dance enhance their participation.
- Physical resources such as laptops, sporting equipment, materials for hands-on learning and visual resources to support whole-school approaches, such as the Positive Behaviour Support matrix, are provided to families. This assists home tutors in the delivery of consistent and connected practice and the reinforcement of school-wide expectations.
- Students at educational risk receive appropriate curriculum adjustments, interventions and additional on-air time to support successful academic engagement. MacqLit and multi-age classroom groupings are effective in targeting individual learning needs.

Recommendations

The review team support the following:

- Develop a health and wellbeing strategy and introduce an on-air social and emotional learning program to support students.
- Proceed with the intent to map the school's cultural responsiveness, using the Aboriginal Cultural Standards Framework, and continue to integrate Aboriginal perspectives into the learning program.

Leadership

A rigorous improvement agenda is being driven, founded on a strong moral purpose and enthusiasm for delivering curriculum in a distinctive manner, unique to the School of the Air context.

Commendations

The review team validate the following:

- The overarching staff ethos is founded on a strong belief that authentic collaboration and consultation will result in school improvement that is achieved with integrity and fidelity.
- The prominent level of professional regard staff have for one another strengthens the collective desire to continually improve school performance.
- There is an awareness that the need for change needs to be purposeful and guided by data analysis, ensuing that implemented changes yield the desired improvements.
- Confident and competent teachers relish opportunities to lead and contribute to the implementation of consistency of planning and practice. Supported professional growth opportunities include engagement in the Stronger Smarter Approach.
- Staff have a desire to be part of a professional development culture, which includes peer observations in combination with structured instructional feedback.

Recommendations

The review team support the following:

- Develop shared ownership and alignment of strategic and operational plannings and ensure they guide classroom planning.
- Progress the introduction of instructional coaching and formalise classroom observation and feedback processes.
- Align performance management and development processes to school priorities.

Use of resources

In constrained financial circumstances, budget controls and resource deployment requires discipline and an understanding of the importance of discerning expenditure. Kimberley School of the Air is led in such a manner.

Commendations

The review team validate the following:

- Fastidious financial management by the manager corporate services (MCS) ensures financial acuity and responsive deployment of resources, further enhancing the learning opportunities for students.
- The Principal and MCS work closely with the Finance Committee to deploy school funds in a transparent manner. Coordination of satellite installations as well as provisions for internet allowances and laptop use for families are also responsibilities overseen by the Finance Committee.
- Workforce planning is future focused and accounts for the needs of students and staff, wellbeing, sustainability and system requirements. Collaboration with the neighbouring school and network colleagues to support the strategic school improvement agenda is a focus.
- The P&C and School Council have a keen interest in the financial position of the school and engage actively in mutual fundraising events.

Recommendation

The review team support the following:

- Engage a solutions-focused approach to investigating supplementary funding sources to support sustainability of innovative practices.

Teaching quality

Staff are acutely aware of the geographical isolation of the students and families attending Kimberley School of the Air. They place a high priority on maintaining effective structures that successfully connect families and home tutors to the school and with each other.

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for consistent and connected practice to thrive.
- The appointment of a curriculum writer and the innovative introduction of integrated project-based learning, sets Kimberley School of the Air apart. So too the daily 4 hour on-air teaching program, and the weekly one-on-one individual student meetings facilitated by teachers.
- The implementation of an explicit approach and targeted programs and strategies such as Spelling Mastery, Let's Decode and daily reviews are delivered with fidelity and support student engagement and achievement.
- Staff are offered the opportunity to participate in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school programs. The comprehensive suite of professional learning opportunities offered by the Kimberley Schools Project is highly valued.

Recommendations

The review team support the following:

- Collaboratively with staff, revisit the school's shared beliefs and pedagogical framework to further enhance the school improvement agenda and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Clearly define roles and responsibilities to support greater cohesion between the curriculum writer, home tutors and teachers when developing, delivering and assessing project-based learning programs.
- Introduce a disciplined dialogue approach to support purposeful data analysis to determine the effectiveness of programs and differentiate teaching and learning.

Student achievement and progress

Student performance, and by extension, school performance, is owned by all staff who share the responsibility for setting high expectations for their students to have a successful pathway to further learning.

Commendations

The review team validate the following:

- The school recognises the need to be responsive to longitudinal student achievement and progress data and is committed to the implementation of data-informed explicit teaching to address gaps in the learning of students.
- Parents and students appreciate that their teachers care deeply while also challenging them to be their best academically. Relational foundations supporting students to grow in their learning are a feature of the school.
- Staff demonstrate an understanding of the importance of aligning their judgements of student performance with the Western Australian Curriculum and there is a strength in staff knowledge of students, their data and their needs.
- Assessments and reporting on student achievement informs both students and parents. Initiation of meetings at the point of need ensures parents have a complete understanding of their child's progress and 'there are no surprises'.

Recommendations

The review team support the following:

- Continue to refine assessment practices to accurately capture student achievement, building on the current on-air assessment initiative. Consider the development of protocols to support this process.
- Establish moderation practices to ensure consistent practice and low variance in teacher judgements, considering the benefits of a collaborative approach with network colleagues.
- Introduce a school-based data collection point to support tracking and monitoring of student achievement and progress and the development of longitudinal data sets.

Reviewers

Kate Wilson
Director, Public School Review

Jacqueline Miller
Principal, Gascoyne Junction Remote Community 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 2027.



Steven Watson
Deputy Director General, Schools