



Department of
Education

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Kimberley School of the Air

Public School Review

October 2020



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 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 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

together with the Funding Agreement for Schools.

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.



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Context

Kimberley School of the Air is located in Derby in the Kimberley Education Region. The school provides educational services to children living in remote and isolated locations such as cattle and research stations, Aboriginal communities and tourist ventures across the Kimberley, and travelling families.

The school commenced operations in 1960 at the Royal Flying Doctor Service base at Derby Airport before transferring to temporary facilities at Derby District High School. In 1981, the school moved into its own building and in 2002 moved again into a purpose designed facility with cutting-edge educational technology.

Currently, there are 26 students enrolled from Kindergarten to Year 6. Kimberley School of the Air has an Index of Community Socio-Educational Advantage of 975 (Decile 7).

The school has an active parent group represented on both the School Council and Parents and Citizens' Association (P&C). They work collaboratively to benefit the school and its students.

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 school's Public School Review was postponed in Term 2, 2020 and rescheduled for Term 4 due to the impact of COVID-19.
- A clear framework was used to present the school's self-assessment in the Electronic School Assessment Tool (ESAT).
- Evidence provided was specific in nature and supported the summary of each domain.
- The Principal led the development of the ESAT with input from all staff.

The following recommendation is made:

- Further refine the school's self-assessment processes and include reference to the ESAT in an annual internal review cycle.

Public School Review

Relationships and partnerships	
<p>Kimberley School of the Air partners with families in very unique ways and has built mutually respectful relationships despite the vast distances between them.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Parents describe the school as responsive to their needs and value the genuine care shown for their children. • School staff have a very good understanding of their students' social and emotional needs. Bonds are formed through on-air lesson time and biannual camps in Broome. • The school has a positive working relationship with neighbouring Derby District High School. The schools share professional learning opportunities and resources. • Staff are collaboratively implementing the Kimberley Schools Project and are demonstrating a commitment to working differently for the benefit of students. • Home tutors are an invaluable resource to the school, engaging effectively with students through interactive sessions that augment learning programs.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore partnerships with local business and industry in supporting and promoting the work of the school across the Kimberley.

Learning environment	
<p>The school finds creative ways to provide a learning environment comparable to mainstream schools. The 'school room' is different for each family and with is designed to provide an engaging educational space for student learning.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Each on-air lesson begins with the school song, which symbolises the 'call to air'. Students are encouraged to wear their school uniform during the school day. • Regular school assemblies via WebEx provide opportunities to share information and celebrate student achievement. • Individual Education Plans are developed for students at educational risk. The school psychologist, based at Derby District High School, is available to support students when required. • The biannual camp has students and families gather in Broome. The camp provides an occasion to connect as a school and provides students with opportunities to interact socially with their peers. • The school is using Zones of Regulation to assist with emotional self-regulation.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Modify the language of Zones of Regulation to be more culturally sensitive.

Leadership

The school leadership team are leading the change in school direction with strong support from the P&C and School Council. Contemporary practice is the cornerstone for improvement.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Engagement of the leadership team with the Kimberley Schools Project is resulting in renewed enthusiasm within the teaching group. • Teachers are supported and mentored in Let's Decode, daily reviews and Explicit Instruction. • The Principal is providing leadership opportunities in progressing the school improvement agenda. • The school is embarking on a new strategic planning cycle with the school community supportive of its direction. • Student engagement and achievement is at the centre of decision making.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Engage with the Aboriginal Education team in order to embed the Aboriginal Cultural Standards Framework. • Explore increasing the student population by engaging directly with remote Aboriginal communities.

Use of resources

Kimberley School of the Air has managed the reduced budget effectively over time with the implementation of the student-centred funding model. Consultation with families has provided greater understanding of the school's financial position.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The manager corporate services works closely with the Finance Committee to deploy financial resources in a transparent manner. • The P&C and School Council show interest in the financial position of the school and engage actively in mutual fundraising events. • Workforce planning is preparing the school for changes due to the retirement of long-term staff. The intent is to recruit staff with relevant knowledge and skills to progress the shift in pedagogy outlined in the new strategic plan.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Align the needs of Aboriginal students and the Aboriginal Cultural Standard Framework more directly with the targeted Aboriginality funding.

Teaching quality

The school has traditionally utilised the School of Isolated and Distance Education (SIDE) resources. This has served them adequately, however, the leadership team recognise the need to provide more explicit and engaging learning experiences for their students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Kimberley Schools Project provides professional learning, resources and networking opportunities for staff to enhance student learning. • The school has increased the time of on-air lessons across year groups. Additional one-on-one lessons are provided for students at educational risk. • The new HASS¹ and science programs are being received well by students. Parents indicate their enthusiasm and engagement during the tutor led lessons. • There is evidence of improvements in student writing as the school moves away from the SIDE materials to more teacher directed lessons. Formative assessment is more immediate with the use of photos and other technologies. • Staff are fully engaged in the new direction of teaching and learning. Feedback is provided through mentoring by the leadership team.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Engage staff in meaningful analysis of student progress data. Utilise the Progressive Achievement Tests data being collected to gain a better understanding of student performance and areas for improvement. • Continue to review and develop learning programs specific to the Kimberley context. Use student voice to guide this work and measure engagement.

Student achievement and progress

There is a small cohort of students at Kimberley School of the Air. This can impact NAPLAN² results from year to year, however, longitudinal data shows the school tracking with like schools.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school is using new and innovative ways to measure student performance. • Student attendance has improved due to the enhanced connection attributable to information and communications technology (ICT) upgrades. • There is an understanding of the need for professional growth in teacher quality. Engagement in the Kimberley Schools Project is providing structures to support this. • The school provides regular feedback to families on student progress. This is enhanced by the fact that most home tutor their children.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Create a data analysis schedule that accurately reflects student progress. Use case studies to celebrate individual student success.

Reviewers

Vicki McKeown
Director, Public School Review

Iain Browning
Principal, Roebourne District High School
Peer Reviewer

Endorsement

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 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Humanities and Social Sciences
- 2 National Assessment Program – Literacy and Numeracy