



Department of
Education

Shaping the future

O'Connor 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

Established in 1996, O'Connor Primary School is situated within the Goldfields Education Region in Kalgoorlie-Boulder, approximately 590 kilometres east of Perth, co-located with O'Connor Education Support Centre.

Currently, there are 794 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 919 (decile 9).

In 2011, O'Connor Primary School became an Independent Public School.

Community support is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of O'Connor Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

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

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

- A highly organised approach was taken to the self-assessment ahead of the Public School Review, allowing broad participation among staff and the coordination of judgements on school performance.
- A feature of the school's Electronic School Assessment Tool (ESAT) submission was the ordered and structured approach to the presentation of evidence and its clear alignment with the Standard.
- The innovative use of the ADAPT by Design software platform assisted all staff involved in preparing the ESAT submission to track tasks and avoid duplication of work.
- Staff and leaders involved in the review process demonstrated sound knowledge of the Standard and took authentic ownership of the analysis of the student achievement data that was presented.
- A genuine focus on utilising self-assessment reflections in the determination of planned actions was evident in the ESAT submission. There was synergy between observations of the school's current impact and its future plans.
- The participation of staff from a diverse range of roles, student leaders across 4 leadership role categories, families and community members assisted the review team to validate the school's ESAT submission claims.

The following recommendation is made:

- In future review validations, limit the involvement of senior leaders in meetings to allow the authentic voice of staff to be incorporated. In particular, the external relationships and partnerships meeting should be quarantined as a forum solely for family and community members.

Relationships and partnerships

Families appreciate the dedication of staff in ensuring that their children are recognised and cared for as individuals. This is achieved through relational approaches and the provision of engaging learning experiences.

Commendations

The review team validate the following:

- A strong campus agreement between the school and the Education Support Centre enables the collegial flow of expertise between staff, sharing of resources and provides additional opportunities for students.
- The Goldfields Regional Education Office provides staffing support to maintain positive relationships with local Aboriginal families, fostering the sharing of culture and language in classrooms and throughout the school grounds.
- School events are well attended by families, including recent weekend picnics held at the school, aimed at opening the facilities to provide a sense of ownership among the community.
- Closed and public Facebook pages and Compass notices ensure families are kept informed of events and initiatives. Feedback is collected from families and staff using Google Forms on a needs basis.
- Local businesses give generously to the school through the P&C, who contribute to school projects and work efficiently to add value to the experiences and sense of belonging of staff and students.
- The membership profile of the School Board reflects the local community. Members are aware of their governance role and the ways in which they can support the school transparently and collaboratively.

Recommendations

The review team support the following:

- Explore options for increased family involvement in classrooms, including harnessing opportunities to celebrate the academic success of students.
- Continue to support the P&C through shared promotion of active participation in the association.

Learning environment

Staff and student wellbeing is a clear priority of the school, demonstrated through the provision of a full-time wellbeing coordinator who meets high demand for their support with great care for all stakeholders in the locally developed role.

Commendations

The review team validate the following:

- Professional learning in classroom management skills, supported by in-house conferencing, builds the capacity of teachers and allied professionals to implement low-key strategies.
- Home visits, Youth Police Team and Regional Office resources assist staff to encourage student attendance. Positive parent connections are considered vital in maintaining regular school attendance.
- The high quality of planning and provision for the learning of students in the early years has been further strengthened through participation in the externally funded PECE¹ Parenting Program.
- Aboriginal community songs in language provide students and staff with instant engagement with culture. A parent advisory group advises the school on reconciliation and the development of protocols and plans.
- Effective collaboration and data sharing with Kalgoorlie-Boulder Community High School enables a smooth transition for students from the primary to secondary environment.
- SSEN/D² provides support in building staff capacity to meet the needs of students with disability, which includes participation in professional learning to tailor learning for students with Autism Spectrum Disorder.
- Students enjoy the opportunity to be faction captains, counsellors and peer support leaders, and participate in the school's Reconciliation Action Plan (RAP) group. They are aware of and strive to live the school's FAIR³ values.

Recommendation

The review team support the following:

- Progress plans to create a structured inclusion program for mainstream students with a disability and education support students, leveraging the current sharing of resources and expertise across both schools.

Leadership

Amid a distributed leadership structure, led by an experienced and respected Principal, the role of the Teaching and Learning Leader (TALL) exemplifies the school's commitment to ensuring connections between leaders and staff, the provision of feedback and support for their practice and desire to progress their careers.

Commendations

The review team validate the following:

- Timetabled and formalised TALL support is provided to all new and graduate staff. The program assists staff to connect with school priorities and adopt routines and practice that meet the school's strategic aims.
- A wide range of leadership opportunities exist for aspirant and middle leaders, including phase leadership of 1 of 4 teams, participation in a future leaders' program and collaborative group support for colleagues.
- Through participation in the Scaling Up Success program, staff are building upon gains made via Teach Well professional learning and instructional coaching, now evidenced in improved DIBELS⁴ reading fluency data.
- Voluntary and highly valued conferencing is provided to staff by Conference Accredited Trainers. This is further supported by a school-wide focus on the implementation of restorative practice.
- Staff, student, RAP committee and School Board consultation is viewed as a critical component of the development of the school's Business Plan ensuring that priorities reflect those of the community.
- Opportunities to undertake senior leader roles are strategically provided to staff to assist them to grow an understanding of the school at a systems level and support future succession planning in key positions.

Recommendation

The review team support the following:

- Continue to build staff leadership capacity through opportunities provided to staff across all phase of learning teams as part of the established distributed leadership model.

Use of resources

Recognition for the school's workforce attraction and retention initiatives, prioritising recruiting and providing support to quality teaching staff, is demonstrated through the replication of its approaches in other regions.

Commendations

The review team validate the following:

- A strong partnership exists between the experienced manager corporate services and the Principal, who manage the school's healthy budget, which is supplemented by the sourcing of local grants.
- Staff demonstrate interest in the school's governance through their membership of the Finance Committee. Pre-reading is provided to members in advance of meetings in paperless formats.
- Grounds improvements and playground upgrades have been part funded by the P&C. The generosity of P&C members and the community through fundraising events is recognised and appreciated by the school.
- Budget priorities include the provision of support for staff in the use of ICT⁵ devices and professional learning for instructional improvement aimed at boosting student achievement.
- Student characteristics funding contributes towards the school's 4 Aboriginal and Islander education officers, the health and wellbeing coordinator and a large suite of allied professional staff, including education assistants, who deliver literacy support.
- The placement of pre-service teachers in Kalgoorlie through promotion of the school at metropolitan universities, and high levels of support provided to graduate teachers, foster the retention of quality teaching staff and provide a pipeline of talent for the broader Goldfields region.

Recommendations

The review team support the following:

- Ensure that new Finance Committee members are aware of their responsibilities in the management and oversight of financial processes.
- Consider expanding the successful pre-service teacher and workforce retention program through the development of relationships with non-participating metropolitan universities.

Teaching quality

Teaching and learning circuits support the strategic aims of collaborative groups in achieving shared goals. Groups apply an intensive focus to a priority over a 10-week period, monitored by group leaders using achievement data.

Commendations

The review team validate the following:

- Collaborative duties other than teaching for each year group's teachers ensures that implementation of programs with fidelity is achieved. Annually, collaborative groups share student data with next year's teachers to support transition.
- Staff speak the common language of maximum participation strategies. A current trial of sharing resources on Microsoft OneDrive is designed to allow seamless use by all staff.
- The Learning Journey evening provides an opportunity for staff and families to celebrate the academic success of students. Through ongoing positive connections in the form of FAIR tokens, 'Goldies' and Principal Awards, families are open to messages of progress and achievement from the school.
- Through the embedding of Aboriginal perspectives in the curriculum the school demonstrates an authentic commitment to reconciliation and learning about culture.
- Curriculum committees for mathematics and English track coverage of the Western Australian Curriculum using staff checkpoint planners and co-designed prescriptive plans that outline what is to be taught and when.
- The wealth of knowledge of staff, firm relationships with external agencies, inclusion of the perspectives of families, TALL and partnerships between teachers and education assistants, contribute in equal measure to the construction of individual education plans and the differentiation of curricula for students requiring support.

Recommendation

The review team support the following:

- Continue to upskill new staff in the school's explicit evidence-based programs to ensure continuity of learning and differentiation for students at academic risk.

Student achievement and progress

Robust moderation of teacher judgements is undertaken through common tasks, including Brightpath Writing, administered in collaborative teams, across the school and with other partners in the Goldfields Education Hub.

Commendations

The review team validate the following:

- Kindergarten Assessment Test screening guides the construction of intervention groups that balance evidence-based program delivery and speech therapy to support students to develop strong literacy skills.
- Staff have developed plans to incorporate revisions to the School Curriculum and Standards Authority Judging Standards and the newly introduced single rubric for teacher judgements.
- Success in exceeding the performance of like schools in the 2024 Year 3 NAPLAN⁶ is credited to the implementation of daily reviews and assessment support. NAPLAN data assists the school to identify areas for growth for students, including the focus on automaticity of skill recall based on 2024 data.
- The securing of Scaling Up Success funding to expand use of the school's database of student achievement data is enabling staff to communicate directly with families on the achievements, progress and attainment of the learning goals of students.
- The identification of student gaps in understanding, using a multi-tiered traffic light system through the On-entry assessment program, guides the development of individual plans for students and daily reviews for whole-class groups that occur within the explicitly taught literacy and numeracy blocks.

Recommendation

The review team support the following:

- Continue to monitor the success of students attributed to the Scaling Up Success program using a range of data that identifies the progress and value added by the efforts of teachers and allied professionals.

Reviewers


Rohan Smith
Director, Public School Review

Kelvin Shem
Principal, Butler 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 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Positive Early Childhood Education
- 2 School of Special Educational Needs: Disability
- 3 Friendliness, Achievement, Inclusion and Respect
- 4 Dynamic Indicators of Basic Early Literacy Skills
- 5 Information and communications technology
- 6 National Assessment Program – Literacy and Numeracy