Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

East Kalgoorlie Primary School

Public School Review

D26/0540352
June 2026

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Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

East Kalgoorlie Primary School is approximately 600 Kilometres from the Perth central business district and located on the eastern fringe of the City of Kalgoorlie-Boulder in the Goldfields Education Region.

The school has an Index of Community Socio-Educational Advantage of 648 (decile 10) and currently enrols 158 students from Kindergarten to Year 6.

East Kalgoorlie Primary School opened in 1907 and gained Independent Public School status in 2015.

Community support is provided by the Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of East Kalgoorlie Primary School was conducted in Term 4, 2022. This 2026 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 comprehensive, collaborative and rigorous school self-assessment.

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

- With school planning aligned to The Standard, the Principal empowered staff to use established collaborative self-assessment processes within the school's distributed leadership model to identify and present evidence for the Public School Review process.
- Strong staff voice was evident throughout the Electronic School Assessment Tool (ESAT) submission, which provided a clear, concise and contextualised summary of evidence aligned to the foci within each domain of The Standard.
- The ESAT was both reliable and relevant, supporting a transparent narrative that accurately reflected the complexities of the school context and its strategic leadership, unified direction and clear moral purpose.
- A diverse and highly committed staff demonstrated a deeply embedded culture of continuous improvement, articulating a sophisticated understanding of how strategic decisions, school operations and classroom practices align to influence student achievement and success.
- The dedicated School Board, alongside a cross-section of highly invested parents, community members and strategic partners, contributed with clarity and purpose during the validation process, demonstrating a strong understanding of the school's context and strategic direction.
- A tour of the school grounds and classrooms at the commencement of the validation visit provided the opportunity to observe the delivery of whole-school programs. Together with engaging discussions with articulate and engaged students throughout the day added valuable context to the review process.

Relationships and partnerships

Founded on trust, respect and collaboration, an authentically inclusive culture supports a connected school community and is reinforced by responsive practices that foster a genuine sense of belonging.

Commendations

The review team validate the following:

- A deeply embedded culture of respectful and culturally responsive relationships strengthens connections among staff, students and families, enabling positive conflict resolution and supporting an inclusive environment that fosters wellbeing, belonging and engagement across the school community.
- Purposeful and sustainable partnerships, including those with AngloGold Ashanti Australia Limited and Northern Star Resources Limited, deliver coordinated and holistic support through initiatives that address identified engagement challenges and enhance outcomes for students and families.
- A highly collaborative staff culture fosters collective efficacy, shared responsibility and continuous improvement. Strong collegial support and a shared commitment to student success underpin staff resilience, strengthen professional relationships and sustain a positive culture of improvement.
- The diverse and expanded membership of the School Board ensures broad community representation and robust governance which provides strategic oversight, supports transparent and accountable decision making, with rigorous monitoring of school performance.
- Highly effective, multi-layered communication processes strengthen engagement with families and external partners, fostering shared understanding, coordinated support and aligned approaches that enhance outcomes for students.

Recommendation

The review team support the following:

- Leverage the school's strategic partnerships and Board expertise to further explore innovative and responsive approaches that support successful student and family transitions to secondary school.

Learning environment

An established safe, inclusive and culturally responsive environment reflects the school's commitment to educational equity, supporting student wellbeing, engagement and active participation in school.

Commendations

The review team validate the following:

- The work of the cultural leadership team exemplifies the school's relentless commitment to providing cultural safety for students, families and staff, ensuring authentic and culturally appropriate practices are deeply embedded across all levels of planning, decision making and practice.
- A holistic approach to supporting students at educational risk is embedded through a comprehensive multi-tiered system of support and Response to Intervention framework, providing structured processes for identification, intervention, monitoring and review.
- The Positive Behaviour Support framework has established a highly effective approach to creating safe, predictable and positive learning environments. Underpinned by trauma-informed and restorative practices, it promotes student wellbeing and supports positive student engagement.
- A tiered attendance support model promotes a culturally responsive, data-driven and strengths-based approach, supporting students through prioritising connection, barrier reduction and wellbeing as key drivers of improved attendance, engagement and participation.
- Student voice is authentically embedded throughout the school and clearly articulated through the Student Voice Handbook 2026. Students actively contribute to school initiatives and problem-solving, fostering agency, responsibility and engagement.

Recommendation

The review team support the following:

- Refine the development of the psychosocial risk register to further strengthen the school's proactive approach to supporting the wellbeing of staff and students.

Leadership

An empowering, collective and inspirational leadership culture fosters clarity of purpose, trust and transparency across the school, raising community aspirations and strengthening staff collective efficacy.

Commendations

The review team validate the following:

- A clearly articulated school vision and shared moral purpose underpin a strategic approach to school improvement. Evidence-based planning at all levels is strengthened through self-assessment, demonstrating alignment between the school's vision, improvement priorities and system expectations.
- As a Quality Teaching Strategy lead school, East Kalgoorlie Primary School has an established reputation as a system leader of excellence, exemplifying and sharing practices in Teaching for Impact with partner schools.
- Planned approaches to organisational change empower staff voice and promote evidence-based practice, ensuring staff engagement, consultation and feedback are embedded to support transparency and inclusivity.
- Purposeful distributed leadership is supported through clearly defined roles aligned to school priorities, with targeted professional learning and structured opportunities enabling staff to lead key improvement initiatives, including the introduction of the disability coordinator role.

Recommendation

The review team support the following:

- Further develop middle leadership capability through purposeful mentoring by executive leaders and targeted feedback that strengthens leadership practice and impact.

Use of resources

A strategic and highly responsive approach to resource provision is explicitly aligned to data-informed school priorities and consistently monitored to ensure a positive impact on student learning and wellbeing outcomes.

Commendations

The review team validate the following:

- The manager corporate services and Principal work collaboratively to ensure strong governance processes while structured financial management practices support systemic accountability and compliance with the expectations of the Funding Agreement for Schools.
- Student characteristics and targeted initiative funding support specialised positions that strengthen wellbeing and reduce barriers to student engagement, including the Aboriginal and Islander Education Officer, social worker and school wellbeing, support and health officers.
- Grants and significant partnership investment have strengthened the range of support available to the school community. This includes access to the Rural Health West Medical Outreach Chronic Disease Program, speech and occupational therapy services and digital technology resources.
- A proactive and strategic approach to workforce planning within a dynamic and complex school context supports long-term organisational stability, leadership continuity and sustained school improvement, while ensuring the school remains responsive to the diverse and changing needs of students.

Recommendation

The review team support the following:

- Build the knowledge and capacity of key staff in Program Kaartdijin financial processes to strengthen financial management across the leadership team.

Teaching quality

High impact teaching strategies and core classroom routines are embedded across the school, ensuring consistent and connected implementation of evidence-based teaching practices.

Commendations

The review team validate the following:

- Staff fidelity to whole-school curriculum frameworks, agreed instructional models and well-understood assessment requirements provides a strong foundation for consistent pedagogical practice and collective responsibility for student success.
- The school's comprehensive integrated curriculum plan exemplifies its commitment to cultural responsiveness, ensuring Aboriginal perspectives are authentically, consistently and meaningfully embedded across the curriculum and reflected in students' learning experiences.
- Differentiated teaching is embedded through the Universal Design for Learning framework, scaffolded tasks, flexible grouping and comprehensive individual learner profiles. This is further strengthened by the work of specialised education assistants and allied support staff.
- Professional learning is targeted, ongoing and clearly linked to improving teaching quality and student outcomes. Structured coaching, mentoring, observation and feedback cycles support the development of teacher capability and instructional consistency across the school.

Recommendations

The review team support the following:

- Refine whole-school approaches to mathematics to ensure students demonstrating significant progress are provided with appropriate opportunities for extension and pathways for continued academic success.
- Leverage the introduction of the disability coordinator role to refine the use of Abilities Based Learning Education, Western Australia data and Special Educational Needs planning and monitor the impact of Augmentative and Alternative Communication systems.

Student achievement and progress

Planned, purposeful and valid assessment, supported by robust data analysis, reinforces the collective belief that students succeed when teaching practices are informed by accurate and timely evidence of learning.

Commendations

The review team validate the following:

- Clear alignment between the business plan, operational plans and classroom practice is underpinned by data-informed targets that are regularly monitored through school self-assessment processes, sustaining the consistency and impact of whole-school programs and practices.
- Comparative NAPLAN[1] data highlights the school's strong performance, with achievement consistently meeting or exceeding systemic expectations. Positive growth trends across cohorts provide compelling evidence of the school's sustained impact on student learning.
- School-developed data tracking and analysis protocols ensure collaborative data analysis is embedded across the school. Regular data discussions and planning meetings inform responsive teaching, targeted intervention and extension and monitoring of student progress.
- Consistent assessment schedules and planned analysis practices support reliable teacher judgement and alignment with year level expectations. Collaborative planning and moderation processes strengthen consistency in grading across classes and cohorts.

Recommendations

The review team support the following:

- Strategically manage the introduction of external data analysis programs to complement existing tracking processes, ensuring the richness of established collaborative data practices is preserved.
- Develop stable cohort measurement within school-based data sets to support longitudinal analysis of curriculum and instructional impact, further enhancing comparisons of student progress with like-school and state benchmarks.

Reviewers	
Craig Stanners **Director, Public School Review**	Julie Belohlawek **Principal, Samson 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.

Your next school review is to be scheduled for 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy