



Government of **Western Australia**  
Department of **Education**

# Paraburdoo Primary School

**2017**

**Review Findings**



Independent Public School Review

## Disclaimer

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## School and Review Details

<b>Principal:</b>	Mr Steven Wiseman (until 16 July 2017) Mr David Taylor (from 17 July 2017)
<b>Board Chair:</b>	Mrs Tanya Still
<b>School Address:</b>	De Grey Road, Paraburdoo WA 6754
<b>Number of Students:</b>	229
<b>ICSEA<sup>1</sup></b>	940
<b>Reviewers:</b>	Mr Bill Gibson (Lead)  Mr Steve Gibson
<b>Review Dates:</b>	25 and 26 July 2017

## Purpose of the Review

The purpose of the review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

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<sup>1</sup> The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.  
[http://www.acara.edu.au/resources/Fact\\_Sheet\\_-\\_About\\_ICSEA.pdf](http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf)

## Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

## Business Plan

### *How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?*

Paraburdoo Primary School, located in the Shire of Ashburton within the Pilbara region of Western Australia, opened as a district high school in 1971. Declining secondary enrolments resulted in reclassification as a primary school in 2001. The well-maintained grounds and adequately resourced buildings support teaching and learning for children of families resident in Paraburdoo and the nearby Bellary Aboriginal community. In addition to 41 (17.9%) Aboriginal students the enrolment includes seven students receiving disability allocation support. Following community and staff consultation, the school became an IPS in 2015.

While there has been a shift in student distribution with 53% of students now falling in the bottom two quartiles of socio-educational advantage according to the My School Distribution of Students table (compared to 65% in 2014), the school continues to enrol students across all quartiles. The principal and board chair believe the ICSEA of 940 accurately reflects the diverse student population.

Contextual challenges include the high student transiency rate at 30.3%, teaching and leadership transiency, enrolment fluctuations due to workforce adjustments by Rio Tinto (the major employer in Paraburdoo) and the number of students with 'at risk' attendance.

## Findings

- The publicly available, board-endorsed School Business Plan 2015–17 developed in consultation with the staff describes the focus for an improvement agenda based on an analysis of longitudinal performance data, consideration of Department of Education strategic directions and the collaboratively developed purpose and vision statements.
- Four key priorities guide improvement: inspirational teaching and learning; a safe and supportive learning environment; successful students (student engagement); and partnerships. Targets based on high expectations, broad 'We Will' strategies and annually revised milestones support compliance with the DPA.
- In addition, the business plan outlines the school's beliefs and its self-assessment philosophy.
- The inclusion of explicit links to the priorities in endorsed 2017 operational plans verifies alignment with the business plan with staff reporting the business plan guides whole-school approaches and classroom practice.

- The commitment to improved academic performance for all students is evidenced by the inclusion of targets to, “by 2017:
  - move present ‘Student Progress and Achievement’ compared with Australian schools towards high progress/high achievement
  - (have) Year 3 and Year 5 school mean equal to or above the national mean in all National Assessment Program – Literacy and Numeracy (NAPLAN) assessments
  - reverse the downward trend line in Year 5 reading
  - have 50% of Pre-primary students achieve 0.3 progression points or above in reading and numeracy when tested by the On-entry assessment.”
- Contextually appropriate non-academic targets include improvement in teaching, student attendance and, in response to community feedback, a commitment to embed an enrichment/extension program.
- The leadership team suggest that while realistic, the construction of some targets limited the potential for achievement. Reviewers affirm the commitment to develop well-crafted and achievable targets that continue to ensure high expectations for all students in the next business plan.
- The commitment of the leadership team, curriculum leaders and staff to collaboratively guide the development of a whole-school improvement agenda provides confidence the school is well placed to deliver improved learning outcomes.

### **Area of strength**

- The commitment of leaders, staff and board to develop and implement a business plan that outlines a long-term strategic approach to school improvement.

### **Area for improvement**

- Ensure that the new business plan describes achievable school performance and student improvement targets intended to have maximum impact on overall school performance.

## Teaching and Learning

### ***How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?***

- The business plan includes four academic targets and one attendance target focused on “supporting students to achieve their potential by building on the children’s strengths, engaging them with personalised learning programs and ensuring they regularly attend school.” With an ICSEA of 961 in 2015, the school established a number of challenging academic and non-academic targets set against State and national means.
- Meetings with the leadership team, the board and curriculum leaders together with a review of school documentation, School Performance Monitoring (SPM), My School and Schools Online data enabled verification of the school’s “Self-assessment of the progress towards targets and milestones” statement published with the 2016 Annual Report. It is noted that academic targets for the “successful students” priority are to be evaluated at the end of 2017.
- Academic targets are to, by the end of 2017:
  - “move present ‘Student Progress and Achievement’ compared with Australian schools towards high progress/high achievement.”

Apart from numeracy and reading this challenging target remains unachieved.
  - “(have the) Years 3 and 5 school mean equal to or above the national mean in all NAPLAN tests.”

While this broad target is yet to be achieved, My School data provides evidence of progress with spelling, reading and numeracy moving closer to the national mean.
  - “reverse the downward trend line in Year 5 reading.”

Average reading score data indicates improvement in both 2015 and 2016.
  - “have 50% of Pre-primary students achieve 0.3 Victorian Essential Learning Standards progression points or above in reading and numeracy when tested by the On-entry assessment.”

The 2016 cohort achieved this target.
- The non-academic student target to lift regular student attendance to 90% or higher has not yet been achieved. In 2016 the primary attendance rate of 86.9% was less than the 89.9% achieved in 2015. Conversations with parent and community board members emphasised the unique contextual factors outside of

the control of the school that impact on attendance such as employment arrangements, access to specialist medical care and cultural commitments. The board chair highlighted the limitations of in-town medical support as a contributing factor. Patients requiring extended treatment and further assessment are transferred to regional and metropolitan facilities with families often accompanying the patient. However, the school has made considerable efforts to both reduce the number of students at 'severe risk' and increase the attendance rates/levels for Aboriginal students.

- Improved student performance is evidenced by:
  - comparative performance that closely reflects or exceeds expectations as defined by the school's ICSEA and the previous achievement of Year 3 students in all domains in 2016
  - an increased percentage of students in the top NAPLAN achievement bands to match or exceed 'like-schools' in 2016 in both Year 3 (all domains) and Year 5 (numeracy, reading, writing and spelling)
  - SPM overall relative achievement which indicates significant improvement from  $-1.53$  in 2015 to  $-0.09$  in 2016 with Year 3 moving from  $-0.75$  to  $0.88$  and Year 5 from  $-1.05$  to  $0.78$  in the same period
  - overall progress in reading that has lifted from  $0.46$  in 2015 to  $1.22$  in 2016.
- Using information gathered through ongoing self-assessment, anecdotal observations and with regard to Department of Education priorities, the school has identified writing, grammar and punctuation, mental calculations, mathematics language, the delivery of a sustainable language program and student wellness/mental health as areas requiring additional focus in the next DPA.
- The learning for the 80 (35%) students requiring a differentiated program, including those receiving disability allocation support and those below the national minimum standard, is guided by individual and group education plans. Under the guidance of the deputy principal the learning support team coordinates input from outside agencies, staff professional learning, parent communication, plan reviews, resource distribution and, if appropriate, the preparation of modified reporting documents.
- Members of the leadership team, curriculum leaders and staff shared data to highlight the positive impact on student learning of endorsed whole-school and intervention programs and strategies. Examples for literacy include Diana Rigg spelling and synthetic phonics, Talk for Writing, Seven Steps for Writing, Guided Reading, Spelling Mastery, MiniLit, MultiLit and MacqLit. Examples for numeracy include Ninja Maths, Paul Swann mathematics games, Ten-a-Day and



Connecting Math Concepts. All staff members expressed confidence these strategies and programs, together with the introduction of literacy and numeracy blocks, ongoing commitment to Kagan Cooperative Learning strategies and whole-school emphasis on explicit teaching, will sustain academic improvement.

- With staff transiency a significant contextual factor it is recommended the school consider expanding the well-documented whole-school approach to literacy and numeracy to include specialist and cross-curricular programs.
- The assessment of the targets linked to each of the remaining three priority areas of the business plan has been thorough. The reviewers substantiated staff conclusions that targets for these priority areas were either fully met, or partly met and on track to be fully met by the end of this planning cycle.
- In the priority area, “inspirational teaching and learning”, the three targets relate to building staff capacity through professional learning, teacher modelling and performance management aligned to the Australian Professional Standards for Teachers. With a staffing profile that includes many beginning teachers (79% have five or fewer years of teaching experience), the focus on staff induction, coaching and observation, collaborative practice, pedagogical rigour, analytical teaching and reflection against the Australian Professional Standards for Teachers is commendable. There is an established process of student performance monitoring with the principal and deputy having an active role in observing classrooms in operation. It is evident that high expectations for students sits at the forefront of the work of both administrators and teachers and a range of assessment processes are used to determine progress, identify areas of weakness and guide the implementation of new strategies.
- The school is organised into three professional learning communities (PLCs) with links to the phases of development. An aspiring leader guides each PLC with support from an administrative team member. PLCs meet regularly with agendas having some common elements. Through the PLC structure leaders ensure a consistent approach in the way each teacher operates, with each class required to give time to the literacy and numeracy blocks. Timetables are arranged so that teachers have the opportunity for collaborative time with their colleagues working in the same developmental phase. Teachers collaborate willingly with a number speaking positively of the opportunities this provides for consistent teaching in year levels. This was exemplified when, after a recent class restructure, parents complimented staff on the smooth transition which was underpinned by the embedded whole-school approach to teaching.
- The development of a safe and supportive learning environment was prioritised in the business plan with a commitment to optimise resources including information and communications technology and to embed the You Can Do It

(YCDI) program, protective behaviours, the traffic light behaviour management strategy and an enrichment/challenge program that is highly regarded by parents and students.

- The final priority, “partnerships”, detailed a range of strategies designed to communicate and connect with local schools through the Ashburton Schools Alliance and the larger Karijini Network, industry, parents and community groups. Examples of the school’s commitment to this priority are the valued relationship with the Yinhawangka Aboriginal Corporation which supported the NAIDOC Week excursion, the determination to enhance parent communication with the introduction of the ClassDojo application and the strong association with Rio Tinto.
- Professional learning is organised in areas of need to develop staff capacity. Conversations with the leadership team and staff highlighted the positive impact professional learning and moderation opportunities accessed through the Ashburton Schools Alliance have on teaching and learning.
- Embedded processes including staff collaboration, ongoing assessment and monitoring of student learning allow teaching initiatives to be targeted at the point of identified need. The reviewers are confident that these processes will help teachers to sustain a focus on student improvement.

### **Area of strength**

- The focus on staff induction, coaching and observation, collaborative practice, pedagogical rigour, analytical teaching and professional reflection against the Australian Professional Standards for Teachers supports the high percentage of beginning teachers.

### **Area for improvement**

- Expand the detailed whole-school approach to include specialist and cross-curricular programs, to minimise the impact of staff transiency on the sustainability of learning programs.

## Student Performance Monitoring

*How well established are the school's self-assessment practices in accounting for school improvement?*

### Findings

- School leaders clearly articulated their belief that reliable data on student performance is crucial to the improvement agenda. The school has established and is implementing a systematic plan for the collection, analysis and use of a range of data on student outcomes. The school is aware of the dearth of student achievement data post Year 5 NAPLAN and has plans to introduce the Australian Council for Educational Research Progressive Achievement Tests (PAT) so that it will then have objective, norm-referenced information throughout the school.
- Data is used to identify gaps in student learning, to monitor improvement over time and to provide a whole-school perspective on student achievement. The expertise of the deputy principal and curriculum leaders is used to generate and review standardised and diagnostic internal and external data to systematically progress student learning. Some priority has been given to building the data literacy capacity of all teaching staff, which is important due to the relative transiency of this group.
- Curriculum leaders indicated an awareness that no single set of data can be used in isolation to provide a complete picture regarding student performance. There is a school-based schedule which outlines not only what assessment is to be undertaken but also an associated timeline when this data needs to be made available. Apart from NAPLAN, the school was able to show that a range of data was collected and analysed including On-entry assessment, PAT Mathematics, South Australian Spelling, Diana Rigg Pre-literacy and Spelling, and PM Benchmark Reading Assessment Resources.
- In 2015, Year 3 NAPLAN results were of particular concern in numeracy, reading, and grammar and punctuation. The school leadership were then able to provide an in-depth analysis of this data and look at ways in which it could influence pedagogical practices for students within this cohort. As a result, a tiered intervention and case-management approach was instituted. The school is not expecting large scale improvements in the cohort's 2017 Year 5 NAPLAN results but does have school-generated data that indicates progress is being made by these students.
- Within its NAPLAN data the school has been able to identify the area of grammar and punctuation as a school-wide priority. During the period 2012–16 only twice

did performance exceed the 'like-schools' comparator in grammar and punctuation. In response the school has developed and implemented a Years K–6 scope and sequence document, instigated a dedicated weekly grammar and punctuation lesson and adopted an explicit approach to the teaching of this aspect of literacy. The reviewers felt that this was a good example of where decision-making about classroom practice is both reflective and evidence-based.

- The reviewers viewed documents that summarised progress against each of the responsibilities of the DPA, including information pertaining to the key performance areas in the business plan. This information is subsequently disseminated to all staff, the board and parents. It was interesting to note that in many cases 'like-schools' was the comparator in the academic performance targets. However, the school generally achieves higher than this comparator and this should be an important consideration in setting challenging but realistic targets in the upcoming business plan.
- It is not surprising that with stronger enrolment growth in the Years K–2 classes the early childhood phase is a focus. Leadership presented evidence that On-entry data is used to establish baseline Pre-primary achievement levels as well as inform appropriate curriculum adjustments and intervention. The school has been most industrious in its commitment to the National Quality Standard (NQS) and earlier this year it received external verification that it was 'meeting' all seven quality areas. Minutes of the NQS meetings involving Years K–2 staff indicate that actions are driven by a focus on improvement rather than compliance. Early childhood phase staff are aware of Australian Early Development Census data but felt that it had limited value considering it was collated in 2015 and the school community has experienced significant turnover of families since that time.
- Conversations with both the leadership team and staff indicated that the moderation of students' work samples was undertaken primarily on two levels. Firstly, staff from the Ashburton Schools Alliance meet each term to facilitate moderation sessions. The reviewers were also informed that School Curriculum and Standards Authority (SCSA) Judging Standards materials and Australian Curriculum, Assessment and Reporting Authority (ACARA) work samples are used. Use of the SCSA and ACARA materials will support teachers when reporting against the achievement standards for each year of schooling and may well help with the alignment of teacher judgements with NAPLAN data.
- The annual report contains extensive information regarding student performance. The 2016 edition was in two distinct parts which not only provided NAPLAN data but also some analysis of whole-school literacy results. Accompanying all data was a comprehensive commentary which explained the significance and implications of these results. Each dataset was aligned to one of the four key priorities in the business plan.

### **Areas of strength**

- The school has established a cycle for gathering, analysing and utilising evidence of student learning and outcomes to improve individual and collective teaching practices, deploy resources effectively and build the data literacy capacity of staff.
- The school has been particularly active in identifying additional sources of evidence which contribute to both an objective picture of student achievement and to the determination of the value that the school adds.

### **Area for improvement**

- Devise tailored rather than generic targets for the next business plan. This may involve focusing on specific groups within a cohort, using data comparators that are more challenging than 'like-schools' and using multiple reference points rather than NAPLAN alone.

## Program Delivery

*How well has the school performed in providing education programs that promote learning and wellbeing for all students?*

### Findings

- The school has ensured there is an established program of curriculum delivery in accordance with the Western Australian Curriculum and Assessment Outline. A feature of curriculum delivery is the range of programs that is offered to students with key learning areas of science, digital technologies, visual arts/drama and physical education taught by specialists. While an additional language is not currently offered there are plans to access language in 2018 via electronic delivery.
- High levels of teacher efficacy are a feature of program delivery at this school. There is a belief that teachers can make a difference to student learning and that every student is capable of learning, given the right support and pace of instruction. There are high levels of expectations for staff in planning, implementing and reviewing teaching and learning programs and that transience and remoteness cannot justify poor student outcomes.
- There are clear whole-school strategies to promote positive behaviours and provide safe, supportive and engaging learning spaces. All classes use the Kagan Cooperative Learning strategies which have provided a structure to organise social interactions in the classroom. This initiative has also been prominent in the professional learning focus for staff with peer coaching arrangement being introduced in 2016. The reviewers were informed that other whole-school approaches included explicit teaching in literacy and numeracy, social/emotional skills development, academic assessment and student behaviour.
- All staff are aware of the statutory requirements in relation to child protection thereby ensuring the needs of all learners are being met. All members of staff have recently completed the Protective Behaviours Support professional learning program. In late 2016 an audit of child safeguarding resources was undertaken in preparation for delivering the protective behaviours program in 2017. Currently there are ongoing discussions regarding this program possibly being delivered by the health and physical education specialist teacher. Both teaching and support staff had clarity about their responsibilities in responding to any child protection issue.

- The vision statement refers to its responsibilities regarding student wellbeing. The YCDI program has been utilised as the vehicle for this whole-school strategic intention. Staff indicated that this program has a presence both in classrooms and school assemblies and there was certainly evidence that common YCDI language was being developed throughout the school. Access to professional support in Paraburdoo can be challenging at times but student wellbeing and engagement issues do exist. As such the school realises that it needs to have systems and structures in place to deliver quality pastoral care, particularly to those students 'at risk'. Consideration regarding either the further development of YCDI or looking at other student wellbeing programs (Promoting Alternative THinking Strategies, Aussie Optimism and KidsMatter) should be a future focus.
- This is a well-administered school with clear expectations for students, staff and parents. It is a school that possesses discerning leadership that fosters a focus on what matters most – quality student outcomes. There is an orderly learning environment throughout which has assisted in the very deliberate and measured way in which new initiatives have been introduced. Operationally, the school is very well organised, position statements are well-defined and there is a commitment to a transparent and systematic planning cycle of evidence-based review.
- The school has demonstrated consistent and effective practices to allow equity of access to the curriculum for all learners. A three tiered Response to Intervention model operates to cater for the diverse needs of identified students at educational risk. The deputy principal has responsibility for this provision which includes coordinating external support services, ascertaining needs through robust assessment, making effective use of staged intervention processes, supervising continual monitoring/tracking and managing various targeted support initiatives. A 0.4 full-time equivalent learning support teacher works individually or in small groups with these students along with several education assistants to deliver intervention programs. Regular meetings between parents, teachers and leadership occur at which documented plans and inclusive strategies are reviewed.

### **Areas of strength**

- The school is to be congratulated for placing the needs of learners at the centre of all curriculum design and delivery. Staff have an authentic commitment to a coherent whole-school approach, providing students with a wide range of opportunities and an emphasis on literacy and numeracy so that the basics of all future learning are achieved.

- The school has very effective systems and structures in place to remove barriers to learning. Targeted support is based on reliable and valid assessment data and the intervention model ensures appropriate and timely support for students where required.

### **Area for improvement**

- Give due consideration within the next business plan to the important issues pertinent to the social and emotional wellbeing of students. It is suggested that the school source external professional expertise to help with the strategic and operational aspects associated with this provision.



## Resourcing and Support

*How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?*

### Findings

- Meetings with representatives of the seven member finance committee and the board confirmed the principal, manager corporate services, finance committee and the board consider resourcing decisions. Allocations are linked to the business plan and targeted to support identified programs, projects and intervention strategies. Leaders ensure research is undertaken prior to major decisions for expenditure.
- Both the finance and student services committees verified additional targeted funding including disability allocation support is directed to the achievement of improved outcomes for identified students.
- Resources are used effectively to support programs and initiatives. Support for the enrichment/extension program has enabled the school to provide opportunities for targeted students. Proficiency band tables provide evidence of the impact of this program with the school outperforming 'like-schools' in the percentage of students in the highest Year 3 and Year 5 numeracy, reading, writing and spelling bands in 2016.
- Workforce planning is guided by the staffing profile package and reviewed annually. Future planning and recruitment will consider the potential impact of enrolment fluctuations and staff transiency while addressing profile imbalances.
- Distributed leadership is a commendable feature with many staff engaged in leadership roles. Staff members demonstrate professional knowledge, critical self-reflection and the ability to provide professional learning, support, mentoring and review within their areas. The distributed leadership model is strategically managed to drive succession planning, support program sustainability, support graduate induction and the ongoing professional upskilling of staff. With the principal taking up a new appointment from the commencement of Term 3, the embedded structure provides confidence recent improvement will be sustained through and beyond the principal transition process.
- The school receives significant support from the committed Parents and Citizens' Association (P&C). The commitment to fund the development of a nature playground to further enhance the physical environment exemplifies the contribution of the P&C.

- The finance committee indicated that, with stable enrolment, the ongoing support of the major regional mining company, the Shire of Ashburton and the P&C, together with continuing parent voluntary contributions (currently more than 50%), the school is well-positioned to sustain key initiatives.

### **Areas of strength**

- Contextually appropriate assistance for key priorities including the appointment of a coordinator to guide the enrichment program.
- Distributed leadership which guides succession planning and supports the ongoing professional growth of staff.
- The commitment of the parent body to sustain financial support for the school's activities.

## School Board

***How effective has the board been in carrying out its functions, roles and responsibilities?***

### Findings

- The transient nature of the Paraburdoo community continues to impact on the operations of the board. In the past two and half years there have been three changes in the board chair role. Currently the board includes parents, staff and community representatives and considerable efforts have been made to ensure that this group is representative of the backgrounds of the wider school population. The board has direct links to Rio Tinto which has assisted the school to develop a positive image in the local community.
- The board meets each term with a public meeting held annually where members of the wider school community are invited to attend. Board members exercise agency in their role, drawing on their networks and expertise to strengthen organisational capacity and effectiveness. The reviewers believe the trust-based relationship established between the current chair and the recently relocated principal has been integral in Paraburdoo's journey as an effective IPS.
- There is effective two-way communication between school leaders and the board which allows for a clarity of roles and a transparent sharing of knowledge in the interest of improving student outcomes. The board has an awareness of its statutory responsibilities as well as a realisation that it has a key role in working with the community in periodically reviewing the school's vision, purpose and belief statements. It is envisaged that the board will have a significant input into next business plan including monitoring the inclusion of recommendations from this review.
- The board has opportunities to build their capacity to support students' learning and contribute to decision-making and planning processes. Evidence of reference to the business plan in board meetings was presented to the reviewers. In scrutinising progress in relation to stated goals/targets, the board has developed an understanding of their responsibilities, particularly about strategic planning, financial management, student performance, local partnerships and workforce management issues.
- While not all members have undertaken formal training, the chair together with the principal have endeavoured to ensure all members develop the understanding needed to fulfil their role. The reviewers consider that, in addition

to these activities, there would be benefit in seeking input from external sources in relation to school governance training matters.

- The reviewers were presented with evidence that the formation of the board had evolved in the past two and a half years. However, there is still work to be undertaken in relation to communicating with the broader school community. While updates from the board regarding the business plan or decisions from meetings have been made available, ongoing work is needed by the board to further raise its profile within the school community.
- As yet the board has not conducted a review of its performance. As such there is considerable merit regarding the board participating in a self-assessment survey once it has completed its work regarding the appointment and induction of the new substantive principal. Not only would this result in some perception data, it would also provide board meetings with further direction by addressing any identified issues. By reflecting on key questions such as 'Are we making a positive difference for students, and how do we know?', the board will be provided with an insightful evaluation of their work.

### **Areas of strength**

- The board has been most supportive of the efforts of the school leadership team in developing an agenda for continuous improvement including a business plan which outlines a school-wide approach to progressing student outcomes within the context of the school.
- The resilience displayed by the board in dealing with the challenges of the past two and half years. As a result, the current board now provides governance of this school that is functional, proactive, collaborative and empowering.

### **Area for improvement**

- Consider participating in a self-assessment exercise within the next 12 months, where the board reflects on such issues as engagement, communication, teamwork and strategic intent. Structures should then be included in board meetings to systematically address any issues that have been identified.

## **Conclusion**

Paraburdoo Primary School displays the characteristics of an effective learning organisation where a committed leadership team and engaged staff are collaboratively developing an environment underpinned by high expectations, innovative pedagogy, positive community relationships, evidence-based self-review process and informed board oversight.

With leadership providing professional guidance to support a highly collaborative, relatively inexperienced and enthusiastic staff the school has embraced the contextual challenge characterised by staff and student transiency.

The school not only provides a high-quality place of learning but also supports the development of a sense of community by providing opportunities for recently arrived students and families to engage with both the school and broader community.

An embedded distributed leadership structure and informed board engagement in the selection of the new principal provides confidence that recent improvement in student outcomes will be sustained through and beyond the principal transition process.

## Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Paraburdoo Primary School, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Bill Gibson, Lead Reviewer

14 September 2017

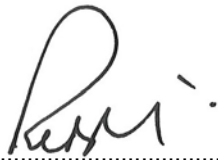
Date



Mr Steve Gibson, Reviewer

14 September 2017

Date



Mr Ken Perris, Director,  
Independent Public School Review

22 September 2017

Date