



Department of
Education

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Paraburdoo Primary School

Public School Review

May 2021



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 Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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

Paraburdoo Primary School originally opened in 1971 as a district high school and became a primary school in 2001. In 2015 the school gained Independent Public School status. Located within the Pilbara Education Region, Paraburdoo Primary School is approximately 1500 kilometres north of Perth. Facilities include interactive whiteboards in each classroom, an early childhood area, computer laboratory and performing arts space.

There are currently 198 students enrolled from Kindergarten to Year 6. Enrolment numbers can fluctuate depending on the strength of the mining industry in Paraburdoo.

The school is supported by an active School Board, which is involved in strategic planning. The Parents and Citizens' Association (P&C) raises funds for additional resources for the school.

School self-assessment validation

The Principal submitted a transparent and rigorous school self-assessment.

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

- Staff and community representation during the validation visit was positive and forthright, enabling the reviewers to validate some aspects of the evidence provided.
- Aligned to the foci within the Standard, a summary statement briefly outlining key indicators of the school's performance was provided in the school self-assessment submission.
- In 2020, the newly appointed Principal engaged with colleagues to conduct a mini review aligned to the Standard. The findings of that review informed and guided the school's improvement journey.

The following recommendations are made:

- Build a whole-school culture of self-assessment. Embed the process and language of self-assessment across all aspects of the school's ongoing review processes.
- Continue to utilise the Electronic School Assessment Tool (ESAT) to engage all staff. Embed ongoing cycles of self-assessment across all domains of the Standard.
- Pay explicit attention to the collection of quality evidence needed to describe the essential indicators of performance, as outlined in the Standard.

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Relationships and partnerships

A change in leadership, with a focus on communication with all stakeholders, is driving a positive shift in school culture. There is a genuine commitment to build staff engagement through collaborative approaches.

Commendations

The review team validate the following:

- Staff relations are supportive and positive. There is strong commitment by staff to engage in processes that support and guide self-assessment and school improvement.
- Parents note improved communication from the school and increased clarity around expectations. A variety of platforms are used to inform the community of school events.
- Staff are provided opportunities for collaboration through Phase of Learning Teams. Professional relationships between educators exist across similar year groups, with a focus on planning and sharing of successful strategies.
- The School Board provides feedback on policies and represents the views of the broader parent cohort to inform the school's strategic direction.

Recommendations

The review team support the following:

- Focus on increasing the rigour of Phase of Learning Teams through explicit attention to the development of expectations and shared understandings.
- Conduct a staff National School Opinion Survey to gain an evidence-based understanding of staff satisfaction levels.
- Continue to document and provide clear direction and purpose for the Polly Farmer Foundation After School Learning Club.

Learning environment

The school is committed to enhancing the physical learning environment in order to build a sense of pride and ensure students have access to engaging, welcoming and safe spaces in which to learn and play.

Commendations

The review team validate the following:

- Displays represented in the classroom highlight the consistent expectations across the school with reference to Talk for Writing, Visible Learning and behaviour processes.
- Through policy development and implementation, there is an emerging awareness and clarity for staff around whole-school expectations of behaviour, students at educational risk and student attendance.
- Timely case management of students with additional needs is supported by the deputy principal.
- Students report that they have a genuine voice and feel comfortable in expressing their ideas to the school leadership team.

Recommendations

The review team support the following:

- Undertake reviews of the Attendance, Behaviour and Students at Educational Risk policies to ensure they are reflective of the current whole-school processes and procedures.
- Continue to identify and prioritise changes required to the school's physical environment in order to ensure it is culturally inclusive and adds value to learning experiences.

Leadership

The school is embarking on an improvement journey with consistency in identified key foci; whole-school pedagogy, targeted use of data and shared ownership. There is growing confidence in the new leadership to build a positive and cohesive school culture and drive a strategic improvement journey.

Commendations

The review team validate the following:

- Strategically and carefully managed, change is inclusive of consultation and feedback practices.
- Leaders engage staff in strategic and operational planning processes, with opportunities for feedback and input provided.
- There is an understanding and a growing commitment to drive effective collaboration, with a focus on pedagogy and data review.
- Staff are provided with opportunities to lead. Dispersed leadership supports school operations and enables teachers to drive targeted programs, committees and working parties.
- Performance management processes are comprehensive and valued by staff.

Recommendations

The review team support the following:

- Lead whole-school data collection and analysis processes, inclusive of academic and non-academic data, to track student progress and achievement and drive future planning.
- Elevate the role and expertise of the AIEO¹ by identifying and documenting their role and responsibilities.
- Build whole-school cultural responsiveness. Engage all staff through explicit reflection aligned to the Aboriginal Cultural Standards Framework to determine shared understandings of strengths and areas for targeted improvement.
- Publish, share and operationalise the newly developed Strategic Plan 2021-2023.
- Continue to ensure alignment between operational expectations and performance management processes.

Use of resources

Financial management processes are evidence based and support school planning. The school administration team has prioritised reserve account planning to ensure sustainability of resourcing, and asset replacement and maintenance into the future.

Commendations

The review team validate the following:

- The Finance Committee meets regularly to provide accountability and guidance around decision making.
- The alignment of school operational plans to budgets is overt, reflecting transparency of budget allocation and processes.
- Planning for the provision of ICT² and associated resources is effectively managed. The school is well resourced with a range of contemporary technologies aimed to support teaching and learning.
- Creative local solutions, such as the provision of a Transit House, have been developed to reduce the impact of limited accommodation for newly appointed staff and visiting consultants.

Recommendations

The review team support the following:

- Develop a workforce plan that outlines workforce gaps and intended strategies to address them.
- Make explicit the alignment between school improvement priorities and allocated student-centred funding and targeted initiatives.
- Formalise asset and reserve plans to ensure sustainability within areas of focus.

Teaching quality

Staff demonstrate a growing commitment to implementing whole-school teaching practices, as evidenced by the implementation of Talk for Writing. There is a shared understanding of the need to provide continued direction with instructional leadership and support.

Commendations

The review team validate the following:

- Participation in network moderation processes supports teachers to make valid judgments about student progress and achievement against the Western Australian Curriculum standards.
- Visible Learning approaches are acknowledged as quality teaching practice. A whole-school pedagogical approach to English and mathematics instruction, based on the Gradual Release of Responsibility instructional framework, is in development.
- Implementation of whole-school approaches to spelling has commenced with the recent introduction of Letters and Sounds and Spelling Mastery.

Recommendations

The review team support the following:

- Document and embed a whole-school pedagogical framework. Build teacher capacity to articulate a shared understanding of high-quality teaching practice.
- Continue to build a culture of consistent teaching excellence through engagement with Teach Well High-Impact Instruction program.
- Increase the data literacy of staff using a disciplined dialogue process, to inform classroom practice and intervention programs and to monitor the effectiveness of whole-school approaches.
- Implement Brightpath to support writing moderation processes.
- Develop capacity to enable coaching to support peer observation and feedback processes.

Student achievement and progress

Systemic and school-based data is collected inconsistently. Significant development of skills is required in order to develop whole-school understanding of the role that data has in reviewing performance.

Commendations

The review team validate the following:

- Teachers report that the development and use of diagnostic and summative assessment supports them to demonstrate student progress.
- Letters and Sounds data is tracked and supports differentiated instruction and intervention.
- There are clear guidelines developed to support reporting processes.

Recommendations

The review team support the following:

- Develop and embed a culture of data-informed practice. Collect, analyse and use data across all learning areas to outline areas for improvement and inform teaching and learning approaches.
- Build teacher capabilities to interrogate a range of data, including NAPLAN³, On-entry Assessment Program, Australian Early Development Census and Progressive Achievement Tests.
- Interrogate grade allocations to ensure alignment to assessment data and Judging Standards.
- Develop individual student profiles, with key performance data and information to support transition processes.

Reviewers

Rebecca Bope
Director, Public School Review

Melanie Langley
Principal, Kalgoorlie 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.

The timeframe for the next review process focusing on the Leadership, Teaching Quality and Student Achievement and Progress only, will be Term 2, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy