



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

D19/0269837

Public education  
**A world of opportunities**

# Badgingarra Primary School

## Public School Review

June 2019

# PUBLIC SCHOOL REVIEW

## Purpose

---

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

## School performance rating

---

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

---

Situated approximately 210km north of Perth in the Midwest Education Region, Badgingarra Primary School opened in 1965. Originally established in what was then the community hall, the school remained at the old Badgingarra town site when the town relocated closer to the Brand Highway. Consequently, the school is located eight kilometres from the Badgingarra town centre. Students are transported to and from the school each day by bus.

The school has an Index of Community Socio-Educational Advantage rating of 1025 (decile 4). Student numbers have remained low but are relatively constant. There are currently 22 students enrolled from Kindergarten to Year 6.

The school is supported by an active Parents and Citizens' Association (P&C), that assists with fundraising. The School Council meet once per term and provide ongoing governance and support.

Badgingarra Primary School has recently benefitted from funds and grants allocated to deliver the science, technology, engineering and mathematics (STEM) initiative, the resurfacing of the basketball court and the development of a miniature golf course that was designed and built by the students.

## School self-assessment validation

---

The Principal submitted a suitably detailed school self-assessment.

The following aspects are confirmed:

- The task of completing the Electronic School Assessment Tool (ESAT) submission carried with it unique challenges given the sizeable teaching load of the Principal.
- A shared understanding of the current levels of achievement and progress is apparent.
- The school's self-assessment was enhanced by conversations with staff and members of the school community during the validation visit.
- Appropriate actions for future school improvement were identified in the ESAT and elaborated upon during the validation visit.

The following recommendation is made:

- Continue to improve staff collaboration in the development of the ESAT to enhance the shared ownership of the Public School Review process.

## Public School Review

Relationships and partnerships	
A shared commitment to catering for the social-emotional needs of the students has forged a strong and positive school culture of care and compassion.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The School Council is actively engaged in governance training and acknowledges the work of the Principal, who ensures that the Council is fully aware of the key role they play in the school improvement journey.</li> <li>• A small and dedicated P&amp;C raise significant funds to support school needs.</li> <li>• There are high levels of trust and mutual respect between staff, students and the community.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue development of a strategy to increase the number of parents who complete the National School Opinion Surveys.</li> <li>• Pursue the intention to engage with the local Shire to provide students with valued community service opportunities.</li> <li>• Strengthen the visible learning focus by introducing the planned three-way interviews to better inform parents about student achievement and progress.</li> </ul>

Learning environment	
Parents and community members acknowledge and appreciate the safe, welcoming and supportive learning environment. Staff and students alike articulate a clear sense of pride in their school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Both major and minor works around the school have improved its image and functionality.</li> <li>• The school's self-audit against the NQS<sup>1</sup> is particularly well-detailed.</li> <li>• Strategies to cater for SAER<sup>2</sup> are comprehensive and include parent involvement, external agency support and staff development, as needed.</li> <li>• There are clear processes in place to address attendance concerns.</li> <li>• Students are invited to have input to important decisions such as the criteria for end of year award recipients.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consider seeking an external verification of the school's implementation of the NQS to further validate the best-practice example that is evident.</li> <li>• Formalise leadership opportunities for students by establishing a student council.</li> </ul>

## Leadership

A shared commitment to catering for student needs underpins the school's direction.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A more distributed leadership structure is resulting in increased staff ownership of the school improvement journey.</li> <li>• A collegiate approach to change management, which includes networking with neighbouring schools, is proving highly effective.</li> <li>• There is an emerging use of credible evidence to support school-wide decision making.</li> <li>• Regular and ongoing professional discussions that link the school's operational plan to daily practices is developing the quality of instructional and curriculum leadership amongst all teaching staff.</li> <li>• The impact of targeted professional learning in areas such as literacy and the <i>Aboriginal Cultural Standards Framework</i>, is evident in the curriculum.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Capitalise on school development days by aligning their content directly to a discrete number of strategically selected key priority areas.</li> <li>• Consider extending the current Strategic Plan to a more generous three-year timeline, to ensure sustainable change management practices.</li> </ul>

## Use of resources

Resource allocation decisions are evidence-based and have student needs as the primary focus. Given the small size of the school and its budget, this domain is exceptionally well managed.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The managers of corporate services (shared position) play a key role in strategic resource management and are recognised as integral members of the leadership team.</li> <li>• Effective budgeting and successful grant applications have resulted in reserve accounts meeting financial guidelines.</li> <li>• Budget submission processes are transparent, align to key initiatives and show evidence of forward planning.</li> <li>• The workforce plan is a comprehensive document and highlights challenges together with possible solutions for future planning.</li> <li>• Resources are well organised with effective operational management systems in place.</li> <li>• Strategic budgeting has resulted in quality ICT<sup>3</sup> resourcing for student use.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Ensure that allocation of funds are clearly reflected in planning documents.</li> </ul>

## Teaching quality

Teachers and education assistants demonstrate their commitment to the school and hone their skills to best meet the educational needs of the students. Professional exchanges between staff are a daily occurrence as they reflect upon their practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• There is clear evidence of a shared whole-school approach to many aspects of teaching and learning ie Talk4Writing, Soundwaves and Matific.</li> <li>• Teachers indicate that they feel empowered to lead curriculum development and align it to operational planning. There is evidence of increased accountability.</li> <li>• A comprehensive ICT plan, applicable to each year level, has been embraced by all teaching staff and is being implemented to good effect.</li> <li>• Teachers' performance development plans are aligned to the AITSL<sup>4</sup> Australian Professional Standards for Teachers.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Use the AITSL Teacher Self-Assessment Tool to ensure fine-grained analysis informs the development of specific improvement targets.</li> <li>• Simplify the classroom observation process by implementing walk-throughs that are more frequent and time efficient.</li> <li>• Continue to seek quality data, such as Progressive Achievement Test results, to effectively inform planning and differentiation.</li> <li>• Audit the school's strategic, operational and classroom planning so that the alignment to Department initiatives is both evident and embraced.</li> </ul>

## Student achievement and progress

There is a clear improvement focus and strategies are reviewed to gauge their effectiveness. Teachers are confident in the alignment between grade allocations and teacher judgements.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Baseline data is used to establish appropriate starting points for curriculum delivery. NAPLAN<sup>5</sup> and SAIS<sup>6</sup> data provide evidence of progress.</li> <li>• A detailed Management Information System schedule has been established and the school has recognised the need to widen the scope of assessments to harvest richer data for informed school planning.</li> <li>• Whilst formalised Individual Education Plans are relatively new in the school, regular differentiation to meet individual needs is embedded in school practices.</li> <li>• Clear criteria for monitoring Attitude, Behaviour and Effort has resulted in a more consistent approach to reporting on student affective characteristics.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to build staff capacity to measure student achievements and analyse data to support effective target setting.</li> <li>• Simplify the data schedule and allocate time to ensure that it is adhered to.</li> <li>• Continue to engage in network-wide moderation activities.</li> </ul>

## Reviewers

---

Kath Ward  
Director, Public School Review

Lisa Dentith  
Principal, Richmond Primary School  
Peer Reviewer

## Endorsement

---

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter  
A/Deputy Director General, Schools

---

## References

- 1 National Quality Standard
- 2 Students at educational risk
- 3 Information and communication technology
- 4 Australian Institute for Teaching and School Leadership
- 5 National Assessment Program – Literacy and Numeracy
- 6 Student Achievement Information System