



Department of
Education

D19/0372977

Public education
A world of opportunities

Broomehill Primary School

Public School Review

August 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:

	Effective The school demonstrates effective practice in creating the conditions required for student success.
	Needs Improvement The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Broomehill Primary School is located in the Wheatbelt Education Region, approximately 150 kilometres north of Albany and is part of the Great Southern Schools Network. Opening in 1894, the school services the families that live in the town of Broomehill, and the surrounding grain and livestock farms.

Broomehill Primary School has an Index of Community Socio-Educational Advantage rating of 1021 (decile 4). Currently it enrolls 49 students from Kindergarten to Year 6; students are taught across three multi-age classrooms.

The School Council plays a key role in contributing to the long-term priorities and directions of the school in conjunction with the school staff and school community. Parent and community support enriches student learning in all curriculum areas and the school is supported by the fundraising efforts of the Parent and Citizens' Association (P&C).

School self-assessment validation

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

The following aspects are confirmed:

- The Principal provided a summary document for each evidence set within the six domains using the key assessment questions: How are you going? How do you know? How can you improve?
- Staff collaboration in the analysis of data informed the school's self-assessment.
- Multiple sources of credible evidence were selected for analysis.
- Staff, parents, community and students enhanced the self-assessment of the school during the validation visit.
- Evidenced through displays and highlighted through conversation, ongoing self-assessment against strategic priority areas, occurs regularly at this school.

The following recommendations are made:

- When identifying evidence sets, consistently establish clear links between current progress, areas identified for improvement and related planning.
- Enhance the observation and analysis statements by expanding on the impact statement.

Public School Review

Relationships and partnerships	
Staff and community have high expectations and they actively work together to provide quality learning opportunities and experiences for students. Open and productive relationships reflect the shared understanding and communication of school operations and strategic priority areas.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The chaplain supports the social and emotional development of students through the implementation of key programs and processes.• As a CHAT¹ school, a partnership with SDERA² supports the implementation of a whole school approach to resilience, drug and road safety education.• An active and supportive P&C is involved and engaged in school improvement projects such as the nature play garden.• An effective School Council is viewed as a strong advocate of ongoing school improvement. Council members have sound knowledge of their roles and responsibilities through the Department's training modules.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Continue to provide opportunities for support staff to engage in committee and planning meetings.• Explore different approaches to engage parents as partners in their child's education programs.

Learning environment	
Underpinned by a culture of genuine care, the small school is a hive of activity ensuring that students have access and opportunity to achieve their potential. The physical environment is attractive, engaging and classroom displays celebrate the achievement of students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• A comprehensive and shared approach to supporting SAER³ is underpinned by school policy and clear processes.• External agencies are accessed, and the SEN⁴ reporting tool supports the development of IEPs⁵.• Whole-school behaviour expectations are high. Embedded processes and a school matrix reflect a common PBS⁶ approach.• Students are explicitly taught strategies to self-regulate their behaviour using the Zones of Regulation framework.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Explore the option of using MiniLit⁷ as an early intervention approach.• Continue to implement academic extension opportunities for identified students.• In consultation with the community, continue to review the BMP⁸ to facilitate shared understanding and the inclusion of Good Standing.

Leadership

The quality leadership practices of the Principal in developing a strategic perspective, embedding collaboration and carefully driving change is acknowledged. Described as calm, receptive and available, the Principal, in partnership with the MCS⁹, support the implementation of processes focussed on pursuing the school vision.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A three-year strategic plan, developed in consultation with the staff and community, outlines the intent and an ongoing school improvement focus. • English and numeracy plans outline whole-school approaches, curriculum expectations and targets for improvement. • There is a clear and shared process for self-assessment against the set targets of the strategic plan. The whole school collection of data is embedded and used to review teacher effectiveness and student progression. • There is a commitment to implement the ACSF¹⁰ evidenced through opportunities for staff to understand and engage in culture and language.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Finalise the Kindergarten to Year 2 literacy block aspect of the literacy plan and continue to embed it along with other curriculum plans. • Continue to implement the ACSF by integrating curriculum perspectives and formalising reflections undertaken against the five domains.

Use of resources

Careful and strategic management is a feature of the school's financial, human and physical resourcing needs and reflects a strong alignment to the school's priority areas. The Principal and MCS work closely to plan, allocate and manage resources according to student needs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The budget planning document, highlighting the alignment between resourcing and strategic plans, is regularly reviewed. • The Finance Committee provides appropriate oversight of the school's financial management practices. • The P&C offers financial support to targeted programs and initiatives. • The school has secured additional funds through grant applications. • Workforce planning considers current and future resourcing needs with unique school challenges and planned strategies outlined.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to work with stakeholders and families in order to acquire resourcing that will provide targeted support for students. Consolidate planning to ensure sustainability and access to digital learning technology options.

Teaching quality

A small, but united and caring team work in collaboration to ensure students achieve their potential. There is collective responsibility for students to not only succeed but to make appropriate and regular progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are supported through induction processes. They are guided to develop their planning and practice through explicit and regular feedback. • Teacher collaboration meetings are focussed on strategic areas and disciplined dialogue approaches to data analysis. • Teachers receive feedback through formalised performance management approaches and professional conversations about their practice. • Support staff increase their skillset and knowledge by accessing online training. • The school partners with other local schools as part of the Great Southern Schools Network Numeracy Hub to engage in data analysis and moderation processes.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Maintain relationships with local schools to implement moderation sessions across multiple learning areas. • Implement a digital technologies scope and sequence document to support effective curriculum implementation. • Monitor and review the progress of case managed students as identified through NAPLAN¹¹ analysis.

Student achievement and progress

There is a shared responsibility for the way in which data is analysed and how it informs classroom and whole-school planning. Staff understand and accept the importance of making informed judgements about student progress and achievement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • MacqLit¹² is delivered as a targeted intervention to support the reading development of students in Year 3 to Year 6. • OEAP¹³ data is analysed and utilised to support planning and a case management approach for students in Pre-Primary to Year 2. • Further analysis and moderation of Westwood and PAT-M¹⁴ data occurs through engagement in the Numeracy Hub. • In response to NAPLAN data, Brightpath was implemented across the school to support assessment and moderation in writing. • Early years and community health staff deliver the KOLP¹⁵ with data highlighting ongoing improvements in key areas.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Increase data literacy and accountability processes in order to further analyse Progressive Achievement Tests data. • Identify students requiring case management through analysis of NAPLAN data.

Reviewers

Rebecca Bope
Director, Public School Review

Karen Giacomucci
Principal, Carnaby Rise 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 Changing Health Acting Together
- 2 School Drug Education and Road Aware
- 3 Students at educational risk
- 4 Special Educational Need
- 5 Individual Education Plan
- 6 Positive Behaviour Support
- 7 Early literacy program
- 8 Behaviour Management Policy
- 9 Manager Corporate Services
- 10 Aboriginal Cultural Standards Framework
- 11 National Assessment Program – Literacy and Numeracy
- 12 Reading intervention program
- 13 On-entry Assessment Program
- 14 Progressive Achievement Tests - Mathematics
- 15 Kindergarten Oral Language Program