



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

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Public education  
**A world of opportunities**

# Condingup Primary School

## Public School Review

August 2019

## PUBLIC SCHOOL REVIEW

### Purpose

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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

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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

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused 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

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Condingup Primary School is located in the small rural town of Condingup, approximately 68 kilometres east of Esperance, in the Goldfields Education Region. The school opened in 1964, with 28 children in attendance.

The majority of students enrolled at Condingup Primary School travel daily to school by bus from outlying farms. Currently, there are 51 students enrolled at Condingup Primary School from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage rating of 989 (decile 5). The school is supported by the local community, a Parents and Citizens' Association (P&C) and the School Council.

## School self-assessment validation

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

The following aspects are confirmed:

- The Principal, new to the school at the beginning of 2019, consulted widely with staff, students and the community, ensuring all viewpoints about the school's current position were heard.
- The school's self-assessment included well-aligned comments, analysis and evidence.
- Staff and the community were well informed about which comments, analysis and evidence had been selected for inclusion in the school's Electronic School Assessment Tool (ESAT) submission.
- Conversations during the school visit supported and validated statements and judgements made by the school in the ESAT submission.

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<b>Relationships and partnerships</b>	
<p>The significant investment of employing a facilitator to lead the creation of a new school vision, paid for by the P&amp;C, has provided an inclusive school and community experience, resulting in a shared school plan for future strategic directions.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• High levels of trust exist between the Principal and the staff and school community.</li> <li>• Respectful relationships are evident at the school and underpin the shared commitment of teachers and parents to providing high level education for students.</li> <li>• An empowered School Council has a strong community voice and is aware of its roles and responsibilities.</li> <li>• The school has formed three action research teams to elaborate on what the vision will look like in practice.</li> <li>• The P&amp;C coordinate the annual 'Condy Fair', a major fundraising event now in its 34<sup>th</sup> year and attended by over 1000 people.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Investigate strategies to ensure consistency in processes and practices for regular communication between classroom teachers and parents.</li> <li>• Adjust tenure of School Council member terms to ensure consistency and continuity of knowledge and process.</li> <li>• Include NSOS<sup>1</sup> as part of the school's self-assessment cycle.</li> </ul>

<b>Learning environment</b>	
<p>A welcoming school environment, starting with the cheerful reception in the front office through to the happy school community, makes Condingup Primary School a pleasant school environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school has effective communication mechanisms with parents, which include the SkoolBag application and the school newsletter.</li> <li>• The school chaplain focuses on the pastoral care of students and provides individualised support for students in crisis or with high level needs.</li> <li>• Five schools in the Mallee network of schools work together regularly to collaborate, moderate and attend professional learning. This results in sharing of practice and increased collegiality in a regional location.</li> <li>• The school provides a safe, inclusive and well-maintained learning environment with a variety of engaging play spaces for the students.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consider the development of an induction program for parents new to the school.</li> <li>• Enhance student voice and ensure that the student leadership has clear roles and responsibilities.</li> <li>• Explore evidence-based strategies for improving student attendance, with direct application to Condingup Primary School's circumstances.</li> </ul>

## Leadership

The Principal is credited by staff and the parent community with being approachable, articulating clear expectations and operating in a transparent manner.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Principal, in consultation with the school community, engaged in a ‘future-proofing’ exercise of revisioning the school to ensure continuity of school direction regardless of who is the leader.</li> <li>• Work has begun on developing the 2020-2022 strategic plan, which has involved educating staff and the School Council on the different purposes and frameworks of strategic and operational planning.</li> <li>• Staff acknowledged a change in school culture that allows for all issues to be discussed openly and decisions to be made as a team.</li> <li>• A school self-assessment schedule was developed in 2019 in consultation with staff and the School Council.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Develop alignment between strategic, operational, financial and classroom planning.</li> <li>• Focus on building staff data literacy.</li> <li>• Develop an updated behaviour management policy.</li> <li>• Continue to reflect against and embed the <i>Aboriginal Cultural Standards Framework</i>.</li> <li>• Build a culture of self-reflection and embed the updated performance management processes.</li> </ul>

## Use of resources

The Principal and the Manager Corporate Services (MCS) work closely to manage the school’s finances in a flexible way to ensure student needs are met and that the school is responsive to change.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Finance Committee’s identification of increasing water costs has led to the decision to allocate reserve funds to the installation of a bore system.</li> <li>• A workforce plan was developed in 2019 that identified gaps and strategies for prioritising human resource targets.</li> <li>• The school has used human resource funding to form three composite classes of students, K/P/1, 2/3/4 and 5/6<sup>2</sup>.</li> <li>• The experienced MCS capably operates the school’s finance systems and is aware of mandatory training obligations for cleaning and gardening staff.</li> <li>• Reflection against the Control Self-Assessment tool resulted in an ‘excellent’ rating in all but one area, and the school is proud of this achievement.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Budget for additional teacher release time for planning and grade allocation moderation practices.</li> <li>• Ensure that the workforce plan is consulted when the school has vacancies.</li> </ul>

## Teaching quality

A consistent message from the leader and parents was that the teachers at Condingup Primary School are capable and passionate individual classroom practitioners.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Effective, productive working relationships between the teachers result in rich collaborative planning linked to the Western Australian Curriculum, and highly engaging activities for students such as 'Market Day'.</li> <li>• A survey of staff indicated that 73 per cent of staff rated teaching quality as highly effective.</li> <li>• Curriculum differentiation is embedded in teaching practice and is achieved through individual and group planning.</li> <li>• Teachers took part in target setting in preparing the 2019 operational plan, and engage in monitoring student progress against these targets.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• To further improve combined teacher effectiveness, develop consistency in classroom practice through whole-school approaches.</li> <li>• Investigate and select evidence-based, whole-school approaches appropriate to the needs of students at Condingup Primary School.</li> <li>• Look for additional ways of celebrating successful achievements and the engaging classroom practices.</li> <li>• Review the tracking system of whole-school data collection and analysis.</li> </ul>

## Student achievement and progress

The school is aware that while National Assessment Program – Literacy and Numeracy (NAPLAN) data can be useful for the achievement and progress scores for individual students, in a small school cohort, trends can be inaccurate or misleading due to the small class sizes. Individual student achievement and progress is the main focus at Condingup Primary School.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Teachers collect a significant range of system and school-based data.</li> <li>• It is commendable that since 2014, Year 5 students have scored at or above NAPLAN expected achievement levels in the Comparative Performance Summary.</li> <li>• The school uses Brightpath as a writing assessment tool. The school's mean in writing is 336 compared to 294 in other Brightpath schools.</li> <li>• In the Pre-Primary year of school, the On-entry Assessment Program is administered at the beginning and end of the year to mark each student's progress.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Audit the collection of data to ensure that what is collected is current and useful to teachers for planning and monitoring student achievement and progress.</li> </ul>

## Reviewers

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Laura O'Hara  
Director, Public School Review

Bronwyn Morris  
Principal, Frankland River Primary School  
Peer Reviewer

## Endorsement

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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

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## References

- 1 National School Opinion Survey
- 2 Kindergarten, Pre-Primary and Year 1; Years 2, 3 and 4; Years 5 and 6