



Department of
Education

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Jigalong Remote Community School

Public School Review

June 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

Opened in 1952, Jigalong Remote Community School is located in the centre of the Aboriginal community of Jigalong, on the edge of the Great Sandy Desert. Situated within the Pilbara Education Region, the school is 170 kilometres east of Newman and approximately 1330 kilometres north-east of Perth.

The Jigalong community is self-managed by the Martu people, who maintain strong traditional ties with their culture and the land. The community gained international recognition with the release of the 2002 film *Rabbit Proof Fence*.

The transient nature of the Martu people sees the school population vary. Currently, there are 67 students enrolled from Kindergarten to Year 12. Jigalong Remote Community School has Index of Community Socio-Educational Advantage of 691 (decile 10).

School self-assessment validation

The Principal submitted a limited school self-assessment, which provided some insight into the school's operations.

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

- Summaries were submitted reflecting a whole-school commitment to sharing the school's successes and current work.
- Conversations with staff supported the validation process and highlighted areas not captured within the Electronic School Assessment Tool (ESAT).
- Staff, student and community representation during the validation visit was positive and enabled the reviewers to further validate aspects of the evidence provided.
- The ESAT submission included limited evidence and analysis across all domains, restricting attempts to align the school's performance to the Standard during the validation process.

The following recommendations are made:

- Communicate to staff, the purpose of self-assessment and its significance in supporting school-wide improvement.
- Build a school-wide culture of self-assessment through the use of evidence to determine levels of performance and areas for targeted improvement.
- Consider the combination of indicators that need to be evidenced and submitted in the ESAT to support judgements against the Standard.
- Ensure a clear alignment between judgements made and the analysis of evidence submitted as part of the self-assessment process.
- Reflect on the Public School Review process undertaken, to guide future school self-assessments, using the Standard as a frame of reference.

Relationships and partnerships

Positive and productive relationships have been formed within the school and with external stakeholders. The school recognises the importance of building positive relationships with the local Martu community and has identified this as an area for improvement.

Commendations

The review team validate the following:

- Relationships amongst teaching and support staff within the school are respectful, positive and cooperative.
- Partnerships with external stakeholders and agencies provide a valued resource to the school through engagement and support programs for students.
- KJ Rangers, run by the Martu organisation Kanyirninpa Jukurrpa, operate a Family Support program aimed at engaging children and their families with the school.

Recommendations

The review team support the following:

- Establish and maintain productive relationships with the wider community of Jigalong.
- Engage with the community to establish a functional School Council.
- Investigate consistent platforms and opportunities to share information to engage with parents and carers.

Learning environment

Significant resourcing has supported the ongoing development of a safe physical environment, which aims to add value to the learning experiences for students.

Commendations

The review team validate the following:

- The learning environment has been enhanced by a \$1.5 million upgrade inclusive of painting, maintenance, toilet upgrades, new play areas and internal computer hardware.
- Classrooms are well resourced and the outdoor learning environment engages students to be active.
- Students report that they enjoy the swimming pool and playgrounds.
- Engagement with the Martu Mobility Strategy is supporting the school to build its capacity in understanding and managing attendance processes.

Recommendations

The review team support the following:

- Engage proactively with the community to understand attendance barriers and address shared challenges.
- Address low levels of student attendance through the implementation of explicit and shared processes.
- Implement a consistent whole-school approach such as Positive Behaviour Support, to manage behaviour.
- Document and implement whole-school approaches that address the wellbeing needs of all students.
- Establish, document and embed explicit processes for students at educational risk that reflect interventions and supports for individuals and targeted groups.

Leadership

There is a shared belief that education can make a difference and that all students can learn and grow.

Commendations

The review team validate the following:

- Opportunities for staff to manage aspects of the school's operations have been provided.
- The professional development needs of the staff are considered.
- Staff feel supported by the Principal and report that performance management processes are helpful and meaningful.

Recommendations

The review team support the following:

- Involve local Elders and prominent figures in school decision making.
- Develop a strategic plan that highlights key priorities and milestones to address targets.
- Develop operational plans that align to the strategic plan across learning areas. Explicitly reference strategies, resourcing, targets and monitoring tools.

Use of resources

The Principal and manager corporate services work in partnership to ensure funding decisions are prioritised in the best interests of students.

Commendations

The review team validate the following:

- Human resourcing is acknowledged as a valuable resource. Recruitment processes have been developed to ensure staff are fit for context.
- The Finance Committee supports transparency of processes and approves budget submissions.
- An external contractor enables the school to manage the technical aspects of ICT¹ effectively.
- There is a commitment to the provision and availability of technologies, including interactive screens in classrooms.

Recommendations

The review team support the following:

- Prioritise funding to address attendance and engagement concerns.
- Continue to allocate funding to address the professional learning of all staff.
- Develop resources that address the specific learning needs (such as the sensory needs) of students at educational risk.
- Clearly align the school budget to school plans and include projected resource costings for school priority areas in annual operational plans.

Teaching quality

The school acknowledges the importance of consistent whole-school approaches in order to support student achievement. Staff are open to change and are committed to improve the delivery of programs and practice.

Commendations

The review team validate the following:

- Through the recent introduction of the Letters and Sounds and Talk for Writing programs there is emerging shared language and practice.
- Professional learning is valued in building staff teaching capability.

Recommendations

The review team support the following:

- Document and embed a whole-school pedagogical framework that articulates shared beliefs about quality teaching and learning at Jigalong Remote Community School.
- Implement Special Educational Need planning and reporting processes.
- Engage staff in disciplined dialogue approaches in the review of data, to inform the effectiveness of practice.
- Engage with community to support the establishment of a culturally responsive Languages other than English program.

Student achievement and progress

The effective use of data to track student progress and inform class and whole-school decision making has been acknowledged by the school as an area requiring further development.

Commendations

The review team validate the following:

- The school indicated a commitment to sharing information with local schools in order to support continuity of learning.
- Teachers report improvements in social interactions and behaviour of students.
- There are attempts to collect consistent data and keep track of students' academic progress in literacy and numeracy using a school-developed assessment system.

Recommendations

The review team support the following:

- Consider the development of individual data profiles to support sharing of information for transient students.
- Increase levels of student achievement and progress of all students, by identifying and addressing learning gaps.
- Establish shared expectations for data collection. Collect, collate and analyse students' academic and non-academic data.

Reviewers

Rebecca Bope
Director, Public School Review

Guy Hayward
Principal, Cable Beach 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 all domains, will be Term 2, 2022.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology