



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Nullagine 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

Nullagine Primary School is situated in Nullagine, previously a gold mining town, approximately 200 kilometres north of Newman in the Pilbara Education Region.

Established in 1959, the school provides educational programs for 26 students from Kindergarten to Year 12. The majority of students speak English as an additional language/dialect and are from the Irrungadji Aboriginal community of Martu people. Martu language and culture is embedded across the school and extended to all students through explicit language lessons.

The school has an Index of Community Socio-Educational Advantage rating of 581 (decile 10). Partnerships with local industry and organisations provide resources that support student health and wellbeing and extend opportunities for engagement with the wider community. The Parents and Citizens' Association facilitates a range of events that strengthen community connection while raising funds for school programs.

A focus on literacy development, as the foundation for all learning, is delivered through an explicit instruction mastery learning program. Specialised programs include music, science, physical education and visual arts.

The school offers three multi-age classrooms, a science room, a basketball court, grassed playgrounds and a recently refurbished home economics room surrounded by a well-kept garden environment. A mobile ear health clinic attends the school and detects, diagnoses and treats students' ear health concerns.

School self-assessment validation

The Principal submitted some information in support of self-assessment.

The following aspects are confirmed:

- The submission provided an open account and self-assessment of some features that contribute to conditions for student success.
- The observations and analysis statements, relating to school performance, relied on anecdotal evidence.
- Planned actions were aligned to the school's assessment of its performance and were elaborated on during the validation phase.
- Staff and community engagement in the school's self-assessment and submission process was limited.
- The Principal acknowledged the need to undertake evidence-based analysis to inform judgements about the school's performance and to develop clear links between areas identified for improvement and the school's plans (strategic and operational) for maintaining and raising the standards for student achievement.

The following recommendations are made:

- Use the guidelines and information provided in the Electronic School Assessment Tool to support evidence-based self-assessment and planning processes.
- Develop a plan that supports ongoing evidence-based reflection on the progress of the school against each of the performance domains.
- Include the selection of a broader range of data and evidence that most effectively and comprehensively reflects the school's current performance across each domain.
- Undertake and include analyses of the data and evidence, used to inform the school's judgement of current performance in each domain.
- Provide detail of the school's identified plans in response to the observation and analysis of submitted evidence.

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Relationships and partnerships	
<p>The cohesive community is strengthened by historic relationships many families have with the school as past students themselves. Staff demonstrate ongoing commitment to work with families in maintaining a shared responsibility for student success.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff build strong relationships with students and parents through ongoing communication and care that is responsive to individual need. • Staff rely on community knowledge and culture to apply respectful and culturally responsive learning and behaviours across all interactions. • The AIEO¹ fosters valued links between students, staff and the community. • Ongoing partnerships with local industry provide valued resources, and support STEM² and vocational learning opportunities for students. • Partnerships with the EON³ Foundation, Foodbank and BHP⁴ support fresh food access through a practical gardening, nutrition and cooking program. • Excursion and camp opportunities with partner schools broaden students' social development, confidence and connection with the wider community. • Whole-school events are well attended by parents and families.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Establish a School Council and provide training to enhance the impact of strong community governance in guiding the school improvement agenda. • Seek greater parent feedback that includes adapting and implementing the parent NSOS⁵, through a range of accessible formats and opportunities. • Maximise partnerships with schools that have established practice and related priorities to extend planning, programs and staff development.

Learning environment	
<p>The Principal is invested in sustaining a highly engaging learning community where all stakeholders are responsible for student wellbeing. A sense of pride and belonging is evident and reflects the emphasis on prioritising practices that increase attendance at school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The calm, safe and orderly environment is underpinned by comprehensive knowledge of every child and whole-school pastoral care approaches. • Washed uniforms and breakfast are provided for all students each day. • A continued focus on immediate intervention, timely communication and coordinated support has sustained high attendance trends. • Visually appealing classrooms are adorned with student work and print rich text that reinforce a literacy and communication focus.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Sustain the positive tone of the school by developing a framework of shared values and expectations and explicit teaching of related behaviours.

Leadership

The Principal models relational leadership. Since commencement, the Principal has established a direction for the school with a focus on high expectations for regular attendance and engagement in learning through literacy development. The Principal has identified that support is required to establish collective understanding regarding the use and analysis of data to build a culture of evidence-based practice, and informed planning for school improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff expressed appreciation and respect for the Principal as a supportive and visible leader who provides information and feedback regularly. • The <i>Aboriginal Cultural Standards Framework</i> operational plan articulates expectations for culturally responsive learning, events and activities that engage the community. • The new school handbook, developed collaboratively, articulates the school's vision, beliefs and information about programs. • Planned opportunities support the development of an aspirant leader.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Collect and review a range of data to inform the creation and alignment of 2020 school priorities, student targets and strategic and operational plans. • Make explicit the ongoing opportunities and forums for all staff, parents and students to provide feedback and contribute to school improvement. • Develop staff and emerging leaders through the identification of specific skills and expertise to enhance their engagement in school improvement. • Enhance performance management through goal development, observation and feedback that is aligned to strategic or student targets and the AITSL⁶ Australian Professional Standards for Teachers. • Support the digital technologies leader to enhance learning in all classes.

Use of resources

The school is in a stable staff position with sound cash balances. The new MCS⁷ is based in Port Hedland and supports the management of the school through regular communication.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS is a valued member of the leadership team and oversees the day-to-day management of resources with the support of a School Officer. • Budgets are informed through a review of historic expenditure and spending is responsive to the needs of students. • The school maximises opportunities to increase financial efficiencies by scrutinising purchases and seeking creative purchasing solutions. • A technology and resource audit has increased shared access.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a workforce plan that identifies future profile needs with a focus on attraction, retention and succession planning to ensure sustainability. • Ensure funding is explicitly linked to strategic and operational planning. • Initiate processes to implement an effective electronic banking system. • Establish a school webpage to support the KidsArtsBiz enterprise initiative.

Teaching quality

Processes and practices are learned and transferred between staff through modelling and lived experience. Establishing shared knowledge of contemporary practice while increasing collaborative and informed reflection are priorities to support continuity and consistency.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are enthusiastic and committed to meeting the needs of students and sharing knowledge through ongoing conversation. • Whole-school facilitation of a DI⁸ program has been a sustained focus for the school. Staff are provided with external feedback once a term to promote fidelity and develop consistency. • Lessons encourage interaction and problem solving through high interest and practical learning that increases community and global engagement. • STEM learning is supported through the introduction of robots and other technology, extending interactive and engaging learning activities.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure the WAC⁹ informs high interest classroom planning and supports the development of staff to refine curriculum content and delivery. • Consolidate school-based standardised and formative assessments to support moderation, track progress and inform teaching adjustments. • Develop a whole-school literacy and numeracy plan that includes agreed programs, learning progressions, strategies, approaches and assessments. • Establish whole-school language that describes the practice of delivering quality learning that suits individual needs, in addition to DI practices.

Student achievement and progress

Small student numbers impact on the validity of system data and whole-school longitudinal trends. The need to implement a range of assessments to monitor student progress across all learning areas, in addition to the analysis of NAPLAN¹⁰, is recognised by the Principal.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff describe an increase in student communication and confidence and receive positive feedback about the behaviour, conduct and manners demonstrated by students when engaging in the community. • Senior students engage in cross-curricular project learning, facilitated by a TAFE¹¹ lecturer, to attain a VET¹² Certificate II in Building and Construction. • Learning is intended to increase post-school options and includes functional literacy and numeracy activities and visits to local industries, partner schools and places of work throughout the state. • Students develop work skills through the creation and sale of artwork.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review the school self-assessment schedule and timelines for whole-school assessment, student assessment, planning and reporting. • Establish a centralised system of data management and analysis to monitor student progress, set targets and inform whole-school planning.

Reviewers

Merrilee Wright
Director, Public School Review

David Ingle
Principal, Falls Road Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Aboriginal and Islander Education Officer
- 2 Science, technology, engineering and mathematics
- 3 Edge of Nowhere
- 4 Australian mining company
- 5 National School Opinion Survey
- 6 Australian Institute for Teaching and School Leadership
- 7 Manager Corporate Services
- 8 Direct Instruction
- 9 Western Australian Curriculum
- 10 National Assessment Program – Literacy and Numeracy
- 11 Technical and Further Education
- 12 Vocational Education and Training