



Department of
Education

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Nungarin Primary School

Public School Review

February 2020

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 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:

	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

Nungarin Primary School was established in 1913 to support children from a nearby army camp established during World War One. The school is located within the Wheatbelt Education Region, approximately 270 kilometres east of Perth.

In the early years of operation, the school enrolled over 100 students. Currently there are 11 students enrolled at Nungarin Primary School, from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 915 (decile 9).

'Nungarin Primary School is the community and the community is Nungarin Primary School' sums up the positive sentiments expressed during the validation process by staff, parents and community representatives.

In 2020, the principal appointed to Nungarin Primary School had limited time to adjust to the role before completing the school's self-assessment submission. However, the principal's enthusiastic approach to the process has resulted in staff having the opportunity to take joint ownership of the process and the principal is to be commended for this.

Relationships with parents and community members are productive. The Parents and Citizens' Association (P&C) supports the school, including the provision of uniforms, and the School Council meet once per term.

School self-assessment validation

The principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Despite a limited period of time to prepare, a wide scope and a variety of evidence sources were selected for analysis.
- Staff participated enthusiastically during validation day scheduled meetings.
- A significant number of actions for improvement were outlined in the school's self-assessment documentation and these were elaborated on during the validation phase.
- A culture of self-assessment and subsequent improvement planning is not well established, but there is evidence of a willingness for greater proactive staff engagement.

The following recommendations are made:

- Ensure planned actions to be implemented by staff as outlined in the Electronic School Assessment Tool continue to complement the strategies for follow up and follow through by the principal.
- Embed an ethos of being positively responsive to the need to reflect on the impact of teaching and student support strategies.

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Relationships and partnerships	
The overt interest and involvement of the local shire council highlights how the Nungarin community works together for the good of the children at Nungarin Primary School.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Through the School Council and P&C representative, parents demonstrated a keen understanding of their school's needs and a passionate commitment to improvement. • Staff relations at the time of the review showed evidence of growing optimism and enthusiasm for working collaboratively to achieve student success. • The principal has quickly identified her role in building trust and confidence within the school and between the school and the parent body. • The principal acknowledges and accepts the imperative of creating opportunities to professionally interact with neighbouring schools.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to build sustainable staff relationships with the focus on establishing clarity of the expectations for each staff members' role and responsibilities. • Ensure lines of communication are clear and unambiguous for staff and the community of parents.

Learning environment	
A fundamental belief for all public schools is that every student is capable of learning. Creating the conditions for a safe learning environment is a 2020 aspiration for this school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Processes for managing students at educational risk exist, however, they require strengthening in both process and practice to ensure these students receive targeted intervention and support. • There is a school-wide intuitive understanding of what is and what is not acceptable behaviour. However, to maintain teacher consistency, processes and structures require formalisation. • With a number of students encountering varying degrees of trauma, the school has correctly identified strategies to minimise the impact on student learning. • The chaplaincy program offers an avenue of support to complement the work of staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to work on simplifying the delivery of behaviour management procedures to ensure consistent understanding for students and parents. • Explore strategies likely to stabilise attendance rates.

Leadership

There is widespread acknowledgement, within the school and across the community, that the principal has demonstrated positive characteristics of visibility, accessibility and timely follow up and follow through.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The principal has demonstrated an understanding of her role as a school leader who fosters student learning through modelling sound teaching practices. • The immediate focus of the principal is to ensure all staff are clear about their roles and responsibilities and that they will be held accountable. • The active pursuit of developing a collaborative school ethos has been welcomed by staff. • Staff have engaged in the planning processes initiated by the principal. • The initiative to use the <i>Aboriginal Cultural Standards Framework</i> as a school planning tool is to be commended.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to promote the value of collaboration, particularly at the key stages of planning; preparation; implementation; assessment and review. • Use the Public School Review process as a means to embed authentic self-assessment reflective processes. • Ensure there is a continued focus on staff meeting their professional obligations through overt demonstrations of personal accountability.

Use of resources

The Department of Fire and Emergency Services identified Nungarin Primary School as an example of how to maintain schools grounds in bushfire prone areas.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The role and responsibilities of the principal and manager corporate services (MCS) are now clear. • The principal has demonstrated a determination to strengthen her knowledge and understanding of the school funding agreement and the associated skills for financial and budget management. • The principal recognises the challenges of workforce planning in a small school context and is prepared to undertake the necessary decisions to ensure the workforce is appropriately deployed.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • The principal is to develop timelines, in conjunction with the MCS, to ensure key tasks are completed in a timely manner. • Refine budget request documents to ensure they show strong links to operational planning. • Arrange for a principal advisor, School Resourcing, to visit the school and advise on improvements required to ensure appropriate resource deployment.

Teaching quality

The prevailing pedagogical infrastructure requires significant improvement to evolve to become the basis upon which staff shape the best ways of maximising student learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The principal brings a range of skills and understanding to share with staff about how they can improve their classroom management strategies and curriculum knowledge.• The classroom learning environments have been created to ensure the students are positively disposed to engage in learning.• The staff have welcomed the instructional and curriculum leadership together with the associated expectations for improvement from the principal.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Clarify student reporting responsibilities to be shared across staff.• Re-set the staff focus on a commitment and obligation to whole-school planning based on the Western Australian Curriculum.• Settle on agreed teaching practices to be used across the school with particular emphasis on literacy and numeracy.• Make performance management a priority with a focus on meeting known expectations, improvement goals and professional learning.

Student achievement and progress

Systematic monitoring of performance data and other information, such as student health and wellbeing, will inform curriculum design and delivery at this school.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Staff have a positive attitude to the use of data.• Staff understand the importance of target setting whether it be identifying gaps in student learning or preparing aspirational targets.• The principal is promoting a wide range of evidence-based decision making to underscore classroom teaching strategies.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Develop staff data analysis skills to ensure they can identify the specific needs of students.• Review staff understanding of setting targets that match gaps in student learning.• Upskill staff in the use of Brightpath writing and other forms of moderation, to ensure grade allocations are consistent and defensible.• Collaborate to identify and extend capable students while at the same time ensure all students receive targeted support.• Meet with parents to explain On-entry Assessment Program and National Assessment Program – Literacy and Numeracy (NAPLAN) results, to keep them informed about student strengths and areas for improvement.

Reviewers

Rod Lowther
Director, Public School Review

Jemma Temby
Principal, Lancelin 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 2023.



Stephen Baxter
Deputy Director General, Schools