



Department of  
Education

D19/0508989

Public education  
**A world of opportunities**

# Burringurrah Remote Community School

## Public School Review

October 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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Established in 1990, Burringurrah Remote Community School is situated approximately 480 kilometres east of Carnarvon and 310 kilometres north-west of Meekatharra, in the Midwest Education Region. The school is part of the Burringurrah remote Aboriginal community in the Shire of Upper Gascoyne.

The school is located approximately 70 kilometres away from Mount Augustus, the world's largest rock. Located within the registered Wajarri Yamatji native title claim area, the school currently enrolls 32 students ranging from Kindergarten to Year 12.

Burringurrah Remote Community School has an Index of Community Socio-Educational Advantage rating of 627 (decile 10).

## School self-assessment validation

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The principal submitted an authentic and frank school self-assessment.

The following aspects are confirmed:

- In preparing the school self-assessment submission, the principal considered the school's context and reflected on the guidelines included in the Electronic School Assessment Tool.
- The Public School Review coincided with changes in leadership and teaching staff.
- There is some evidence that staff engage in collaborative review of the school's directions as articulated in the rudimentary school plan.
- During the validation visit, several staff members and two local service providers provided insights that significantly expanded upon the school's self-assessment submission.

The following recommendations are made:

- Adopt a cyclical review process that includes consideration of current levels of performance, evidence available to support and inform judgements about performance and the identification of improvement intentions. Utilise this review cycle at individual student, cohort and whole-school levels.
- When establishing a whole-school self-assessment process, consider student achievement and progress levels alongside an understanding of school performance in each of the domains of the School Improvement and Accountability Framework.
- Collaboratively develop a school improvement plan that considers current levels of performance, outlines evidence-based achievement targets, articulates key implementation strategies, identifies assessment/monitoring processes and establishes links to resource allocation.

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Relationships and partnerships	
Given a recent change in staffing, the school has worked to rekindle community connections, particularly those with service providers. Staff report that they now have a better understanding of community needs. Local service providers highlight the school's increasingly positive vibe.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• Staff demonstrate strong commitment to, and care of, students.</li><li>• The school has reconnected with other schools through the Coral Coast Schools Network, with an intent to further expand staff and student opportunities.</li><li>• There is a strong and productive partnership between the school and the Burringurrah Human Service Providers Group, marked by open communication, mutual trust and interagency support. The principal takes an active role in this group.</li><li>• The principal conducts daily fitness lessons, which builds positive staff-student relationships and facilitates collaborative teacher planning time.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Reinstate the staff advisory group, deepening the contribution of locally based staff to school reflections and improvement activities.</li><li>• Explore the potential for the Burringurrah Human Service Providers Group to fill School Council functions.</li></ul>

Learning environment	
The school is intent on providing a safe, orderly and inclusive learning environment. Teachers are developing a stronger understanding of family and community contexts, to support heightened levels of care and connection to their students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• A focus on pastoral care sees the school implement student support systems such as breakfast and lunch clubs, school uniform provision, access to community recreation activities and attendance incentives.</li><li>• An occupational therapist and speech therapist from Carnarvon Allied Health Services support student assessment and intervention programs.</li><li>• Teaching staff contribute to broader school operations, such as cleaning, adopting a 'can-do' attitude despite the challenges of remoteness.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Strengthen attendance through frequent reinvigoration of incentives and compliance-based strategies such as 'no school, no pool'.</li><li>• Build on incentives-based approaches to attendance by harnessing relationships that have been established within the community. Explore interagency supports to enhance the consistency of attendance.</li><li>• Strengthen parent consultation and engagement processes.</li><li>• Establish links with the emerging community-based 0-3 year old program.</li><li>• Update the school behaviour policy. Consider use of the Positive Behaviour Support framework as a means to engage the community in this process.</li></ul>

## Leadership

Recent changes in leadership have seen school leaders emphasise the establishment of productive relationships and shared understandings within the Burringurrah community.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The <i>Aboriginal Cultural Standards Framework</i> is used to identify cultural strengths and foci for improvements.</li> <li>• The principal's fiscally responsible approach is acknowledged by staff and may result in additional teaching support in the future.</li> <li>• The school plan provides a platform for improvement conversations, with an intent to review and operationalise key focus areas.</li> <li>• Staff meetings prove an opportunity for collaborative discussion and contribution to whole-school initiatives.</li> <li>• A detailed staff handbook supports transition to living in a remote location.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Explore planning alignment with a network school in relation to assessment processes, selection of pedagogy and/or teaching programs, measurement of achievement and progress, and school planning.</li> <li>• Develop strategic and operational planning by: identifying an agreed planning template; reviewing student achievement data; collaboratively establishing whole-school plans in key areas such as literacy and numeracy that articulate consistent pedagogical approaches and implementation strategies; and ensure access to relevant professional learning and resources.</li> <li>• Utilise <i>Aboriginal Cultural Standards Framework</i> reflections, to solidify improvement foci and consult with the community further regarding planning intentions.</li> <li>• Explore mentor relationships and development opportunities for leaders.</li> </ul>

## Use of resources

Despite being based in Carnarvon, the contribution of the manager corporate services is strong and valued highly by the school. This represents a sustainable support model.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school is resource rich. Staff are progressively working through teaching and learning resources to ascertain links to current priorities.</li> <li>• Budgets are determined by historical allocation, with adjustments made based on student enrolment.</li> <li>• Student characteristic funding supports outcomes for targeted groups through additional staffing, including Aboriginal and Islander education officers, and pastoral care initiatives.</li> <li>• Judicious budget management and procurement processes have resulted in the school being in the position to purchase and modify a school bus.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Increase the engagement of teachers with cost centre management and ensure stronger alignment between school plans and cost centres.</li> </ul>

Teaching quality	
Staff are committed to improving student outcomes. In the absence of a common assessment schedule, identification of agreed approaches to teaching programs is yet to occur.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Literacy and numeracy blocks are evident in classrooms.</li> <li>• A renewal and rediscovery approach has been taken to identifying the teaching and learning resources that exist within the school.</li> <li>• The school has initiated partnerships with other schools in the Midwest Education Region to provide professional learning opportunities in areas such as Talk for Writing and trauma-informed practice.</li> <li>• The principal supports teachers to align grade allocations to the School Curriculum and Standards Authority's Judging Standards.</li> <li>• Staff eagerly participate in professional learning and share knowledge.</li> <li>• Significant work has occurred to enhance the ICT<sup>1</sup> infrastructure in the school including new computers and iPads in classrooms, interactive panels, network upgrade and a school-managed internet program.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to explore Wajarri Yamatji cultural awareness, inclusiveness and promotion of language.</li> <li>• Establish agreed whole-school programs and pedagogical expectations of literacy blocks, and extend to numeracy.</li> <li>• Integrate the use of upgraded ICT resources by increasing access to suitable student software. Build an ICT operational plan that incorporates infrastructure needs, professional support and student learning intentions.</li> </ul>

Student achievement and progress	
Given the small school context, systemic assessment tools such as NAPLAN <sup>2</sup> are inaccurate measures of student achievement and progress beyond the individual student level.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The principal supports teachers to develop Individual Education Plans (IEPs) and Group Education Plans (GEPs).</li> <li>• The school is in the initial stages of identifying assessment tools that support school-based tracking of student achievement and progress.</li> <li>• Teachers utilise teacher observation and class-based assessments to determine individual and cohort learning needs and teaching emphases.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Document an agreed assessment and reporting schedule. Consider aligning this schedule with that of a network school. Further investigate pre-literacy screens.</li> <li>• Further develop IEPs and GEPs through the Reporting to Parents Special Educational Need planning and reporting format.</li> <li>• Share Australian Early Development Census data with broader service providers as the community-based 0-3 year old strategy develops.</li> </ul>

## Reviewers

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Stuart Percival  
**Director, Public School Review**

Bradley Trpchev  
**Principal, La Grange Remote Community School**  
**Peer Reviewer**

## Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter  
**Deputy Director General, Schools**

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## References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy