



Department of  
Education

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Public education  
**A world of opportunities**

# Ngalapita Remote Community School

## Public School Review

November 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:

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|  | <b>Effective</b>  |
|  | The school demonstrates effective practice in creating the conditions required for student success. |

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| ✓ | <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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Ngalapita Remote Community School is located in the community of Koorabye. The community occupies one square kilometre of Kalyeeda Station and is located south of the Fitzroy River, approximately 400 kilometres south-east of Broome, in the Kimberley Education Region.

The school caters for students from Kindergarten to Year 12 and currently enrolls 12 students from Kindergarten to Year 10. The school is participating in the Kimberley Schools Project, a regional school improvement initiative that focuses on evidence-based teaching strategies and low variance instruction.

Walmajarri is the traditional language of the members of this community though most of the students speak Kriol as their first language. The school has a Socio-Economic Index decile rating of 10.

## School self-assessment validation

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The principal submitted an open and honest school self-assessment.

The following aspects are confirmed:

- The principal, new to Ngalapita Remote Community School in 2019, acknowledged that the Electronic School Assessment Tool (ESAT) supported the school to develop and strengthen its self-review processes.
- The ESAT data entry fields were used to enter an overall assessment summary as well as observations, analysis, impact and planned actions for each domain.
- A narrow scope of assessment and evidence was submitted in each ESAT domain.
- Evidence submitted included: school planning documents; student attendance plans; staff review of the 2019 school improvement plan; workforce plan; school resources audit; National Aborigines and Islanders Day Observance Committee (NAIDOC) review; community consultation minutes; *Aboriginal Cultural Standards Framework* progress map summary 2019-2021; examples of teachers' self-assessment against the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers; and an assessment and reporting schedule.
- Staff and community members participated in discussions with the reviewers which facilitated clarification of, and expansion on, school achievements and planned actions as submitted in the ESAT.
- The principal identified that, on a continuum of school improvement, the school was at the beginning of their school improvement journey.

The following recommendations are made:

- Consider providing a broader range of school self-assessment and evidence in each domain.
- Ensure adequate information, both written and verbal, is submitted to support the review team to validate school judgements.

## Public School Review

| Relationships and partnerships  |   |
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| Positive links exist between the school and local community which are essential to the success of students. |   |
| Effectiveness   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Good staff morale and working relationships are evident.</li> <li>• A community group has been established, with plans to meet each term.</li> <li>• Staff are open to change and committed to the best interests of the students.</li> <li>• The school participates in and facilitates annual NAIDOC celebrations.</li> </ul>   |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Investigate the options available to students of secondary school age in response to feedback from parents regarding their reluctance to allow students to leave the community to continue their education.</li> <li>• Build a deeper understanding of community and local culture.</li> <li>• Use the <i>Aboriginal Cultural Standards Framework</i> to select strategies for increased responsiveness to community needs.</li> <li>• Leverage current partnerships to meet community needs, such as accessing School Psychology Services during times of flooding.</li> <li>• Investigate the possibility of a school camp in response to a community-identified improvement for building cultural awareness and knowledge.</li> </ul> |

| Learning environment  |  |
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| The school provides a safe, supportive and caring learning environment for students in the Ngalapita community. |  |
| Effectiveness   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• An attendance reward system has been established to improve student attendance rates.</li> <li>• The principal has assessed current school practices around student involvement in decision making processes and has initiated opportunities for student voice to be heard and acted upon.</li> </ul>  |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement the Kimberley Schools Project prescribed Let's Decode synthetic phonics program and the explicit teaching instructional model to ensure a whole-school approach to teaching in literacy.</li> <li>• Review the school's behaviour management policy to ensure it aligns with the Department's positive behaviour directions and that staff have a shared and consistent understanding of how to apply it.</li> <li>• Implement a balanced curriculum in early childhood education.</li> <li>• Investigate ways to deploy the School Chaplaincy Program and School Psychology Services to best support students at educational risk.</li> <li>• Review individual student attendance plans to determine whether strategies have been effective in improving attendance.</li> </ul> |

## Leadership

In the interest of maintaining consistency and continuity, the principal honoured the existing school planning documents when she arrived at the school this year.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• The school has established a successful partnership with Notre Dame University for placement of final year practicum students with the intention of preparing graduates for employment in remote community schools.</li><li>• The principal led staff through a rigorous review against the 2019 School Improvement Plan.</li><li>• Staff are supported to have autonomy over their professional learning, to pursue areas of interest and to develop new skills.</li><li>• The staff have conducted a review against the <i>Aboriginal Cultural Standards Framework</i> to develop a draft progress map for the next three years.</li><li>• The principal has audited current curriculum provision at the school and developed plans to expand the curriculum further in the STEM<sup>1</sup> areas.</li></ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Review the induction policy to ensure new staff develop a context specific cultural understanding.</li><li>• Conduct a review against the National Quality Standard and plan for improvement against the quality areas.</li><li>• Sustain implementation processes by planning and scaling intervention.</li></ul>   |

## Use of resources

The principal highlighted that the procurement of physical resources can be challenging in a remote community school setting.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• The principal and staff conducted an audit of school resources with preliminary plans articulated for 2020.</li><li>• Succession planning for the school principal and teachers has successfully supported continuity of daily operations, structures and some processes.</li><li>• A 2020-2022 workforce plan has been developed.</li><li>• The school is exploring ways to enhance outdoor play areas for students to participate in intentional play-based learning experiences.</li></ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Meet with the Marra Worra Worra Aboriginal Corporation to discuss the Ngalapita Community Development Plan.</li><li>• Work closely with the manager corporate services to plan, monitor and administer the expenditure of the school's resources.</li><li>• Ensure alignment of school strategic, operational and financial planning.</li></ul>  |

## Teaching quality

The positive and committed teachers are reflective about their practice and employ a variety of alternative strategies to engage students in their classrooms.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school is participating in the Kimberley Schools Project, allowing them to access high quality, context appropriate professional learning to enhance their teaching practice.</li> <li>• The AITSL teacher self-assessment tool is used by teachers for the purpose of self-reflection and goal setting.</li> <li>• Consistent teaching programs and strategies include Talk for Writing, Let's Decode and a daily review.</li> <li>• Teachers engage in some collaborative processes to plan for teaching and learning.</li> </ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Review the use of individual education programs, clarify their purpose and determine whether this intervention approach best meets the case management needs of students.</li> <li>• Pursue moderation and collaboration opportunities for teachers, possibly through the local school network or the Kimberley Schools Project.</li> <li>• Continue to build teacher knowledge and understanding around high leverage instructional practices to develop a school specific pedagogical framework.</li> </ul>                    |

## Student achievement and progress

Teachers identified that teaching composite classes presents challenges. They seek methods of data collection to determine whether the teaching and learning programs are effective.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The principal constructed a reporting and assessment schedule to support teachers in refining their teaching and learning programs.</li> <li>• A range of assessments are used to determine student achievement and progress including the National Assessment Program – Literacy and Numeracy and the On-entry Assessment Program.</li> <li>• Students are individually case managed and Reporting in Special Educational Need is utilised for every student.</li> </ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement the prescribed testing through the Kimberley Schools Project including Dibels and Progressive Achievement Tests in Reading.</li> <li>• Interpret and use data to inform planning for individuals and classes.</li> <li>• Refine the suite of data to be used to inform teaching &amp; learning.</li> <li>• Use data to set specific learning goals and targets for individuals or small groups of students and monitor student progress.</li> </ul>      |

## Reviewers

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Laura O'Hara  
Director, Public School Review

Jared Lawson  
Principal, Broome Primary 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 Science, technology, engineering and mathematics