



Department of
Education

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Public education
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Narrogin Primary School

Public School Review

May 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

Established in 1905, Narrogin Primary School is situated approximately 200 kilometres south-east of Perth in the town of Narrogin within the Wheatbelt Education Region. Student intake is drawn from the town of Narrogin and surrounding areas including farming communities.

The school, with an Index of Community and Socio-Educational Advantage rating of 931 (decile 8) currently enrolls 304 students from Kindergarten to Year 6.

There has been a strong focus on developing the infrastructure at Narrogin Primary School, particularly in relation to information communication technology. Wireless connectivity has facilitated greater use of technology in classrooms and the school is now well equipped with a bank of desk-top computers, interactive whiteboards, laptop computers and iPads. In 2018, the school successfully facilitated Year 3 and 5 students undertaking online NAPLAN¹ testing.

The school participates in the positive behaviour support program and students are taught in a safe and supportive environment. Students are provided with stimulating classrooms as well as specialist programs in languages, physical education, performing and visual arts. In 2019, the school became a foundation member of 'Be You' (formerly Kids Matter and Beyond Blue) to maintain and enhance the strong pastoral care and social and emotional support that is provided.

Narrogin Primary School became an Independent Public School in 2013 and is supported by an effective School Board and an active Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A genuine commitment to collaboration and high levels of staff engagement in the school assessment process underpin a strong culture of self-assessment.
- A wide range of credible evidence was selected for analysis.
- Careful planning on how to articulate the Narrogin Primary School 'school story' resulted in innovative and unique ways of presenting the self-assessment that best reflected the school's context.
- Planning intentions described in the school's submission were elaborated on during the school visit validation phase.
- Statements referenced appropriate evidence sources with accompanying analyses and judgements about school performance.

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Relationships and partnerships	
<p>Narrogin Primary School is rich with opportunities and supports for its students. Although the school community has endured recent hardships, the outstanding pastoral care offered has ensured the school has bravely and resolutely remained positive and focussed on the students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board is a high functioning and integral part of school decision making. Board members have all completed the Department of Education's School Board training modules. • The Kindilink program operates two mornings per week and is coordinated by Aboriginal elders. The AIEO² attends the Kindilink sessions and is a long-term Narrogin resident and respected community member. • The P&C is actively involved in supporting the school's needs and supports school communication through its Facebook page. • Experienced teaching staff at Narrogin Primary School are committed to hosting teaching practicum students each year drawn from Notre Dame, Murdoch, Edith Cowan and Curtin Universities. • The school works closely with Kaata-KEEDAC³, a family support program that has been successful in improving Aboriginal student attendance.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to focus on building the school's positive reputation in the community.

Learning environment	
<p>Narrogin Primary School offers a caring, responsive and authentic wraparound service to its students. The shared focus of staff and parents is on sustaining high levels of pastoral care while maintaining commendable levels of student achievement.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Students with high rates of attendance (95 per cent or more) are rewarded with VIP⁴ recess, an extended play session. • A sensory garden, accessible to all, has been established to provide a quiet place for thought and reflection. • The school is 'poised to look for opportunities' for their students and ensure opportunities accepted, match students' interests and needs. Recent opportunities include participation in the National History Challenge, Book in a Day Competition, Young ICT Explorers⁵ and One Big Voice. • An interagency team meets regularly to strategise around the support for students at educational risk. The team is coordinated by the hospital liaison officer and includes the deputy principal, speech therapists, occupational therapists, Amity Health, and Aboriginal Health and Child Development Centre coordinators.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Play a lead role in building interagency relationships to address barriers to learning in the early years.

Leadership

The leadership team is united and works with strategic intent to provide a quality education for the children at Narrogin Primary School. There is a shared moral purpose of all staff to go beyond what is expected to provide exceptional opportunities for students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's dedication to hold high expectations for students is demonstrated through its setting of 'aspirational targets' to complement its conventional targets in the business plan. • A culture of self-assessment is embedded in the school. The school displayed foresight in adjusting its self-assessment format to align with the Department's directions against the SIAF⁶ domains. • There is clear evidence of a distributed leadership model. The Principal is credited with the skill to identify personal passions of teachers and use these to benefit both teachers and students.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to seek opportunities to build the capacity of leaders within the school and region.

Use of resources

The MCS⁷ and the School Board Chair articulated comprehensive processes for financial decision making to demonstrate awareness of the importance of linking funding decisions to school planning focus areas.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A transparent process is in place for the allocation of funds. The School Board Chair is a member of the finance committee and responsible for presenting finance reports to the Board. • Student characteristic funding is allocated to support the students for which it was intended. • A current workforce management plan is regularly reviewed by the Principal. • Reserve accounts are used to plan for major expenditure in the medium and long-term.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure sufficient fiscal and human resources are allocated in future school planning and resourcing for the continuation of Tier 2 interventions in Literacy and Numeracy. • Continue with a needs analysis approach for the allocation of resources to cater for students with disability and learning difficulties.

Teaching quality

The dedication of the teachers to the development of excellence in their teaching craft is surpassed only by their commitment to ensure that every student's interests and abilities are accommodated and encouraged.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is a high level of sophistication in the teaching and learning program, which includes a comprehensive cycle of planning, assessment, collaboration and refinement of teaching programs to suit individual and group learning needs. • New teachers are 'buddied' with experienced teachers to ensure that there is fidelity in delivery of whole-school programs. • Teachers have regular collaborative time with their phase of learning teams to analyse Brightpath results for moderation and other data for school self-reflection and planning. • The use of technology is embedded in the curriculum with a focus on 'creation over consumption'.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Promote the use of Connect to parents and staff with the goal of transitioning to the electronic distribution of reports.

Student achievement and progress

While student achievement and progress is higher than expected, embedded in the school culture is an expectation to raise the bar for their students to ensure the highest results possible.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Year 5 longitudinal NAPLAN data indicate above like schools' achievement in 22 of 25 tests. The remaining three assessment results are comparable to like schools. • While the Year 3 NAPLAN results are, in the main, similar to like schools, a rigorous screening and assessment schedule in the early years is used to identify curriculum areas that require an intensive focus to improve student achievement. • The school collects annual PAT⁸ data for reading comprehension, mathematics and grammar and punctuation from Pre-Primary to Year 6, with PAT Science administered from Year 1 to Year 6. Data is analysed to monitor student achievement and progress.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Conduct targeted teacher moderation sessions regularly and access external professional learning to build capacity in assessment and reporting.

Reviewers

Laura O'Hara
Director, Public School Review

Charlie Serravite
Principal, Parkfield Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Aboriginal and Islander Education Officer
- 3 Kaata-Koorliny Employment and Enterprise Development Aboriginal Corporation
- 4 Very Important People
- 5 Young Information and Communication Technology Explorers
- 6 School Improvement and Accountability Framework
- 7 Manager Corporate Services
- 8 Progressive Achievement Test