



Department of
Education

Shaping the future

Narrogin Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed 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 about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1893, Narrogin Primary School is situated approximately 200 kilometres southeast of Perth, within the Wheatbelt Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 930 (decile 8).

Currently there are 310 students enrolled from Kindergarten to Year 6.

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).

The first Public School Review of Narrogin Primary School was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

The following aspects of the school's self-assessment process are confirmed:

- Established preconditions for effective collaborative practice between staff contributed to staff readiness for analysis of the school's performance.
- Staff shared and developed a deeper understanding of the Standard through domain working parties, receiving time to reflect and make judgements against the Standard.
- Leaders of the working parties sourced and presented evidence to their team, strengthening contributions to the validation interviews.
- A centrally located 'domain package' enabled staff to review the judgements and evidence entries, followed by the Principal's review and refinement to finalise the Electronic School Assessment Tool (ESAT) submission.
- A student led tour of the school grounds and classrooms extended opportunities for the review team to appreciate and validate elements of the learning environment submission.
- The students, staff, parents, carers and community members who participated in the validation discussions were enthusiastic and authentic in their reflections of the school.

The following recommendation is made:

- In future ESAT submissions, select evidence that best demonstrates the school's performance against the Standard with particular emphasis on the impact on student outcomes.

Relationships and partnerships

Recognised as the foundation for student success, building positive, productive relationships is a deliberate, daily focus to which leadership is committed. Conditions for purposeful collaboration, effective communication and community engagement, trust between staff, students, families and the wider community have been established.

Commendations

The review team validate the following:

- The introduction of a distributed leadership model and new leadership teams has improved collaborative practices amongst staff.
- Phase of learning teams, inclusive of education assistants, has been a platform for increasing staff voice and enhancing relationships.
- The Aboriginal and Islander education officer is well respected and highly valued within the school and wider community for their traditional and local knowledge and support in classrooms with students, including KindiLink.
- Communication processes, across multiple platforms, are effective in providing staff and parents with relevant information, including upcoming events.
- The School Board have a strong understanding of their role in governance responsibilities, supported by regular and ongoing training.
- As a result of its welcoming and transparent approach to feedback and addressing concerns, there is a high level of trust in the school's operations from the community.

Recommendation

The review team support the following:

- Continue to focus on increasing the diversity of community representatives on the School Board.

Learning environment

A highlight of the school is the physical learning environment. Reflecting the Positive Behaviour Support (PBS) 5 STARR values of Safety, Tolerance, Academic Excellence, Respect and Responsibility, considerable outdoor learning space and a cultural corner support students' experiences.

Commendations

The review team validate the following:

- The embedded PBS framework, including the 5 STARR expectations have recently been reviewed and refined resulting in whole-school re-engagement with the practices.
- Staff expressed confidence in the developing whole-school, connected practices and beliefs including unconditional positive regard for all students and consideration of their own responses to students.
- Early engagement with Berry Street Education Model has seen implementation of morning 'check-ins' with students, inclusive of self-regulation conversations, sharing opportunities and improved class routines, intended to set up success for the day.
- KindiLink embed Aboriginal perspectives into their environment, themes and teaching strategies reflecting the school's value of Aboriginal culture from an early age. KindiLink is appreciated as an opportunity to assist students and families transition into formal, 4 year old Kindergarten, with parents and carers reporting pride and confidence in their child's readiness for knowing school routines and behaviour expectations.

Recommendations

The review team support the following:

- Develop a team approach, inclusive of key stakeholders in embedding the school's guidelines, procedures, and processes to meet the needs of students at educational risk.
- Continue to promote and implement the school's Reconciliation Action Plan to strengthen culturally responsive practices.

Leadership

The Principal has been deliberate in engaging with support from organisations including Fogarty EDvance and Teach Well to develop understanding, conditions and commitment to a school-wide culture of improvement that places student progress and achievement at the centre of all decisions.

Commendations

The review team validate the following:

- The school's recent enrolment in the Fogarty EDvance program will support staff to build greater connection and understanding between the school improvement agenda and student achievement and progress.
- The introduction of documented roles and responsibilities statements and an organisational chart has supported the new leadership initiative and provided clarity to newly appointed middle leaders.
- Whole-school alignment of expectations, common language and program delivery is leading to an increase in professional accountability and responsibility.
- Opportunities to lead are provided to all and identification occurs through transparent processes.

Recommendations

The review team support the following:

- Engage with staff to develop a deep understanding of the reasons for changes and the directions being set in school planning.
- Collaborate with middle leaders to establish clear expectations, processes and protocols for phase of learning team meetings, including common agenda topics, milestones, actions and timeframes.
- Develop and formalise a high quality induction process for new staff to support timely engagement with students as well as outlining whole-school expectations.

Use of resources

The careful management and oversight of the school's resources is collaboratively overseen by the manager corporate services, Principal, and the Finance Committee.

Commendations

The review team validate the following:

- Professional learning is a focus of the school, and the budget supports the school's direction.
- Finance Committee members are afforded high levels of involvement in finance processes including the reviewing of learning area budget submissions, discussions on pending projects and ongoing comparative budget reviews.
- Student characteristics and targeted initiative funding is directed towards identified student needs which includes the purchasing of relevant resources and appointment of the student wellbeing officer and Aboriginal and Islander education officer.
- Principal awareness of future workforce needs, and their attraction and retention practices ensure school and student needs are met when appointing staff.
- Additional funding has been allocated to support the implementation of contemporary administration practices.

Recommendation

The review team support the following:

- Ensure strategic plans outline the purpose and allocation of funds to meet targets and improve student outcomes.

Teaching quality

The school recognises the importance of connected pedagogy and low variance approaches. This area of priority is being supported through building a foundation of trust, collaboration and collective efficacy amongst staff.

Commendations

The review team validate the following:

- A focus and commitment to a strong instructional culture, with low variability in teaching across the school, is developing guided by the school's strategic direction.
- Staff are beginning to value opportunities for collaboration to support discussions around the alignment and delivery of common approaches.
- There has been some uptake by staff when offered opportunities to participate in professional learning to extend and reinforce delivery and alignment of whole-school programs.
- A clear and comprehensive teaching assessment and reporting schedule guides and supports staff with planning.

Recommendations

The review team support the following:

- Develop and implement a whole-school instructional framework that expresses the shared expectations for consistent lesson design, embracing the Department's Quality Teaching Strategy.
- Implement a cycle of classroom observation and feedback to enable reflective teaching and learning practices that includes the support of identified instructional coaches.

Student achievement and progress

Tracking student progress over time using accurate and reliable data sets, in conjunction with a structured discipline dialogue process, will enhance the systematic interrogation of student data.

Commendations

The review team validate the following:

- The recent implementation of the electronic storage of data platform is welcomed by staff, improving accessibility and streamlining processes.
- Disciplined dialogue processes are enhancing staff data analyse and capacity to determine appropriate adjustments to cater for student needs.
- Breaking down student individual education plan goals into 5 weekly chunks has enabled a targeted focus on addressing student's learning needs.

Recommendations

The review team support the following:

- Monitor and track the impact of the KindiLink program on student learning in the early years.
- Implement school-wide systems to interrogate and track data to create a shared and accurate picture of school, cohort and individual student achievement and progress.
- Create opportunities within the school and network for regular and purposeful moderation activities.

Reviewers	
Darren Greaves Director, Public School Review	Sharon Albers-Smith Principal, Bungaree Primary School Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The next review process focusing on the learning environment, leadership, teaching quality and student achievement and progress domains, is scheduled for Term 2, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools