



Department of
Education

Shaping the future

Newborough 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Newborough Primary School is located in Karrinyup, approximately 12 kilometres from the Perth central business district in the North Metropolitan Education Region.

Established in 1955, the school has a rich history within the local community. Children learn in a pleasant and comfortable education facility. The school offers a diverse range of subjects taught by specialist teachers.

Currently, there are 370 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1081 (decile 2).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

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:

- The Principal led a school review process in close collaboration with the leadership team, available staff, School Board members, the P&C executive team and key community members.
- The collaborative approach to choosing the most appropriate and representative evidence ensured a wide range of stakeholders had opportunity to share their perspective of the school's journey. This provided the reviewers with a full, accurate and detailed picture of the school's current position and projected future.
- The process undertaken was consistent with the school's approach to established review, analysis and planning processes in the school.
- Using the potential lines of enquiry, staff participated in a series of active workshops where they recorded reflections on school performance against the School Improvement and Accountability Framework domains guided by the Standard.
- A range of informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.

The following recommendations are made:

- Continue to review the school's performance against each of the domains of the Standard, guided by the domain foci, as part of the school's regular review processes.
- Explore ways in which the Electronic School Assessment Tool (ESAT) can be used to facilitate and refine the ongoing collection and analysis of data to support school self-assessment.

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Relationships and partnerships

In achieving the school's vision, purpose and values, 'seek to learn, think, create, collaborate', the school prioritises building strong relationships and partnerships with the parents, staff and school community.

Commendations

The review team validate the following:

- Professional relationships between staff are enabled through collaboration and clear communication. This is strengthened through collaborative DOTT¹ structures, established meeting protocols and group norms.
- The school has established partnerships with a range of organisations and individuals to provide enriched learning opportunities for students and valuable professional learning and networks for staff.
- A genuine desire to develop authentic relationships with the community is prioritised by the school. The depth and quality of the relationships established were on display in the recent all-encompassing school musical, 'Matilda JR', bringing community together.
- The school has been alert and responsive to NSOS² feedback concerning communication and have made 'Enriching Strong Community' one of the three pillars in the new business plan.
- The School Board facilitates effective governance, with the school valuing its advice and suggestions.
- An active P&C provides support to the school with the many events contributing significantly to resources for students whilst building strong connections with the community.

Recommendation

The review team support the following:

- Continue to investigate the use of Connect and Seesaw as primary communication platforms between school, classroom and home.

Learning environment

A caring and inclusive learning environment is underpinned by a commitment to optimising students' academic and wellbeing outcomes. This is evident in the skilled and strengths-based practice of staff, and the embedded whole-school behaviour and wellbeing approaches.

Commendations

The review team validate the following:

- Underpinned by restorative practices and a positive behaviour model, a scaffolded approach to student behaviour has resulted in consistent practices leading to a calm and orderly environment.
- The school pays attention to the health and wellbeing of students through the oversight of the Health and Wellbeing Committee. A range of programs have been implemented including: Zones of Regulation; SEARCH - visible wellbeing practices; and Smiling Minds.
- The establishment of a cross-curriculum team, Aboriginal perspectives across learning areas, Harmony Day, NAIDOC³ week and development of an Acknowledgement to Country is contributing to a more culturally responsive and engaging environment that is inclusive and welcoming for all.
- A purposeful approach to the physical environment, including consideration given to the facilities to ensure they are safe and fit for purpose, has been adopted.
- Genuine attempts to provide students with a voice through detailed surveys and the 'Principal's Round Table' meetings demonstrate the high level of value placed on the opinions of students.
- The whole-school tiered RTI⁴ supports an individualised, case management approach to SAER⁵. This is strengthened through the work of the student support team.

Recommendation

The review team support the following:

- Continue to build on the work of the cross-curriculum team to embed the ACSF⁶, ensuring staff have access to professional learning specific to the local cultural context. Progress the intention to recruit an AIEO⁷.

Leadership

The Principal and the leadership team understand and embrace the concept of collective leadership whereby staff work together, sharing their unique talents and skills.

Commendations

The review team validate the following:

- Leaders provide strong guidance and support for staff in developing their capacity to implement the agreed Instructional Model through modelling, classroom visits, professional learning and observations and feedback.
- A strategic and measured approach to the management of change is taken. This ensures the introduction of new initiatives and programs such as Positive Behaviour Wellbeing (PBW) and Oxford Mathematics is managed in a timely, informed and inclusive manner, maximising staff buy-in and successful outcomes.
- The school's distributed leadership model creates meaningful opportunities to lead and build capacity amongst staff. A multi-layered leadership team across the school drives strategic and operational planning.
- The identification and development of emerging leaders is facilitated through access to the Leadership Institute's programs, year level, curriculum and project leaders, committees and acting deputy principal opportunities.
- The business plan provides a clear roadmap to the strategic direction of the school. Operational plans facilitate whole-school connected practices, aligning school direction and operations.

Recommendations

The review team support the following:

- Progress with the plan to streamline the process and timeline for the performance management cycle.
- Develop a clear and well understood process for staff induction including a checklist of actions.

Use of resources

The Principal and manager corporate services (MCS) ensure decisions about the allocation of financial, physical and human resources are research and evidence-based, with a focus on improving outcomes for students.

Commendations

The review team validate the following:

- Alignment of the budget to school priorities and plans is evident. This supports the development of replacement and management plans for physical assets and resource acquisitions.
- The MCS provides ongoing training and support for all staff including cost centre managers, the Finance Committee, school officers and School Board members, building capacity, knowledge and understanding of their financial responsibilities.
- Additional income streams, including hire of school facilities, OSHC⁸, P&C fundraising and attention to promoting payment of voluntary contributions, supplements school funds and adds capacity to invest in further support and offerings for students.
- With representation of teaching and school support staff, the Resources and Workspace Committee provide oversight to the storage of school resources and to ensuring workplace effectiveness of current physical space making significant positive changes to overall efficiency.
- Prudent decision making, in the allocation of student characteristics funding, ensures those identified with additional learning needs are well supported. This includes the employment of additional education assistants (special needs) and running early intervention programs such as MiniLit.
- A comprehensive workforce plan identifies trends, gaps and future actions. This forward-focused approach facilitates leadership development to lead the change agenda, succession planning and flexibility to deploy school support staff to implement targeted interventions and programs.

Recommendation

The review team support the following:

- Continue to analyse current workforce needs, identifying development opportunities for staff to meet personal goals whilst meeting current and future needs of the students.

Teaching quality

There is a collective belief, by staff, that for children to succeed a holistic approach that takes into account the whole-child must be prioritised. With high expectations of themselves, staff exhibit a deep sense of commitment and a strong belief that they can, and do, make a difference to every child at the school.

Commendations

The review team validate the following:

- A consistent, school-wide pedagogy founded on the school developed Explicit Direct Instruction model has been established. Staff are supported in their fidelity of implementation through professional learning and observation and feedback.
- Shared beliefs and pedagogical approaches inform school-wide practices. High Impact Teaching Strategies, collaborative structures, operational plans and overviews reinforce and embed the shared pedagogical approaches implemented.
- The instructional model and well-articulated SAER Policy, provides depth and breadth to cater for the learning needs of students. Teachers recognise the diversity of their students and cater for their needs through SEN⁹ planning, Progress Maps, extension programs and specialist learning subjects.
- Teachers are developing high levels of data informed teaching practice as a result of a focus on evidence-driven decision making around teaching and learning. Targeted professional learning on data analysis, using lines of inquiry, is building understanding of implementing data informed teaching practice.
- Professional learning is focused on developing staff understanding and capability to implement the school's agreed programs and instructional model.

Recommendation

The review team support the following:

- Continue to develop staff ability to differentiate for gifted and talented students and extend creative and critical thinking whilst providing enhanced student agency.

Student achievement and progress

Coming from a mindset that student achievement and progress is everyone's responsibility, staff understand the data, have a plan and are committed to providing the conditions that will allow all students to thrive.

Commendations

The review team validate the following:

- Longitudinal NAPLAN¹⁰ data for Year 3 and Year 5 shows a steady increase to above like schools for all NAPLAN assessed areas in 2019 to above like schools in 2021.
- NAPLAN 2019 Year 3 to 2021 Year 5 shows higher progress and achievement when compared to like schools.
- The school is guided by NQS¹¹ in taking a reflective approach to ensuring the learning environment and preconditions are established for every student to learn and succeed.
- A range of early assessments and interventions ensures students requiring additional support are identified as early as possible This has contributed to the On-entry Assessment to Year 3, 2021 NAPLAN, Numeracy and Reading showing excellent progress with no students making very low progress.
- Using a disciplined dialogue line of inquiry process, implementation of evidenced-informed programs and practice, professional learning and moderation processes supported by Brightpath, the school has effectively improved the progress and achievement for Year 3 and Year 5 students in Writing.
- A suite of assessments informs the allocation of grades for reporting. This includes formative and summative assessment, Sound Waves, PAT¹² Reading/Mathematics/Science, Brightpath and Basic Facts Assessments.

Recommendation

The review team support the following:

- Continue to engage in planned moderation strategies that develop consistency and validity of teacher judgement.

Reviewers

Maxine Augustson
Director, Public School Review

Isobel Comrie
Principal, Millen 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.

Your next school review is scheduled for Term 4, 2024.

Melesha Sands
Deputy Director General, Schools

References

- 1 Duties other than Teaching
- 2 National School Opinion Survey
- 3 National Aborigines and Islanders Day Observance Committee
- 4 Response to Intervention
- 5 Students at educational risk
- 6 Aboriginal Cultural Standards Framework
- 7 Aboriginal and Islander education officer
- 8 Outside School Hours Care
- 9 Special Educational Need
- 10 National Assessment Program – Literacy and Numeracy
- 11 National Quality Standard
- 12 Progressive Achievement Tests