



Department of
Education

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Public education
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Goomalling 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

Goomalling Primary School is located 136 kilometres north-east of Perth, within the Wheatbelt Education Region. The Goomalling township is located 46 kilometres from Northam, the nearest major centre. Many students live on farms and commute daily via the school bus service.

With an Index of Community Socio-Educational Advantage rating of 927, the school has a current enrolment of 51 students from Kindergarten through to Year 6. Approximately one quarter of students are Aboriginal. Enrolments have declined in recent years due to a number of families leaving the Goomalling area and a high level of transiency is evident.

In 2006, Goomalling Primary School celebrated 100 years of education. Since first opening, the school has been based on three major sites with the current location developed in 1970. Until 1988, the school operated as a district high school.

The school is supported by an active Parents and Citizens' Association (P&C) and School Council, with the Council working closely with the Shire of Goomalling and the wider Goomalling community.

School self-assessment validation

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

The following aspects are confirmed:

- While conducting self-assessment carries certain challenges for schools with small cohorts, an understanding of its value is emerging through use of the ESAT¹.
- A broad range of evidence was selected for analysis and included in the submission.
- The analysis of evidence was thorough and collaborative and contributed to building a shared understanding of the school's performance.
- While actions for improvement, described in the school's self-assessment were brief, elaborations shared during the validation visit provided greater clarity of planning intentions.
- Staff were provided with opportunities for genuine collaboration and reflection in the school assessment process.

The following recommendations are made:

- Ensure a strong correlation between the evidence provided and commentary regarding analysis detailed in the ESAT.
- Ensure actions identified through self-reflection are specific and provide clarity of direction in improvement planning.

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Relationships and partnerships	
<p>The Principal leads with an emphasis on building strong and sustainable relationships based on high levels of trust and mutual respect. This positive influence has contributed significantly to building a culture of collective responsibility and commitment to school improvement.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Strong social bonds and high levels of professional obligation characterise staff relations. A culture of collegiality and gratitude is founded on regular celebrations and 'shout-outs' which are appreciated by staff. • Effective and productive partnerships have been fostered between the school, the Department, local government and external agencies. • Council members are enthusiastic and strong advocates for the school. • The P&C is valued highly with parents citing a rich history of P&C support for, and engagement with, the school and local community. • A willingness to seek and respond to feedback from students, staff and parents provides shared insights and supports informed decision-making. • The school's timely, transparent and responsive communication strategies are appreciated by parents and staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to support members of the Council to perform their governance role through ongoing training and development. • Formalise agreement processes related to the staff Code of Conduct. • Consolidate plans to develop the school's digital communications platform.

Learning environment	
<p>The staff and community work hard to create a safe, inclusive and welcoming learning environment. This will be further enhanced through the school and community working together to implement the recently developed, '10-year grounds improvement plan'.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff have been well supported to implement effective case management processes including adopting the RTP SEN² planning genre. • Staff use classroom data to identify and support all students requiring teaching and learning adjustments and to inform differentiated practice. • Staff recognise the need to establish a common language and a consistent whole-school approach to enhance behaviour management practices. • A dedicated attendance officer supports teachers in the monitoring and follow up of attendance issues. • The breakfast club, homework club and regular celebrations form part of a deliberate strategy aimed at increasing student engagement.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • In consultation with staff, review the current behaviour management plan to ensure a consistent, whole-school approach. • Ensure sustainability of whole-school strategies for managing attendance, behaviour and SAER³ through formalising documented procedures.

Leadership

The Principal leads with a sense of authenticity and integrity. Her leadership style is valued and respected by staff and the community and her shared narrative for school improvement is built on a very clear understanding of the school's strengths and areas for improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal has worked with staff and parents, to build an appreciation of, and commitment to, the development of a strategic plan that provides clear, school-wide direction and connection to planning at all levels. • Transparency of practice and the meaningful engagement of stakeholders has built confidence in the school's leadership and direction. • The Principal recognises leadership talent and provides informal opportunities for staff to assume leadership roles and responsibilities. • The Principal demonstrates a clear understanding of effective change management practices and implements initiatives with attention to building staff acceptance and ensuring consistent school-wide practice.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Formalise the distributed leadership profile to make best use of individual strengths in supporting the improvement agenda. • Continue to engage staff and the community in the development of a long-term strategic plan that is aligned to key Department directions. • Review operational plans to ensure coherence and connection to the school's long-term strategic plan.

Use of resources

In accordance with their financial obligations outlined in the Funding Agreement for Schools, the leaders ensure that resources are deployed appropriately to address the needs of the current students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS⁴ is a valued member of staff and oversees the effective day to day management of finances. • The MCS works collaboratively with the Principal to monitor school expenditure. Their regular review of SCF⁵ ensures staff are supported to make appropriate teaching and learning adjustments. • All staff are actively engaged in cost centre management and are well supported by the MCS in this role. • A functional finance committee meets regularly and is supported to provide appropriate financial oversight. • The Principal and MCS are aware of workforce issues and manage these effectively. Their local knowledge assists in understanding and planning for future enrolments.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure budget allocations are informed by the school's improvement plans. • Continue to monitor and plan for asset and resource replacement. • Seek centralised ICT⁶ support for infrastructure replacement requirements.

Teaching quality

Staff are supportive of their colleagues and demonstrate high levels of care and concern for their students. They are enthusiastic learners who acknowledge the value of continuing to build the consistency, fidelity and quality of their practice across the school.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers understand the value of differentiation and work to ensure the needs of each student are met. • A recognised intervention program provides literacy support for the school’s most vulnerable students. • Agreed whole-school programs are established and embedded. • Staff are committed to purposeful collaboration and use their meetings to discuss school-wide programs and student achievement and progress. • Staff regularly engage in moderation practices with colleagues from the local network of schools through the use of common assessment tasks. • Support staff are valued highly for their role in supporting student learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • In collaboration with staff, establish an agreed school-wide pedagogy based on a shared understanding of effective teaching practice. • Establish a peer observation process, aligned to school-wide practices, to strengthen performance management and staff feedback. • Continue to build the quality of early childhood practices through the NQS⁷.

Student achievement and progress

While the leader is cautious when using data for schools with small cohorts, staff are engaged in analysing systemic information to build an appreciation for the value of data, to monitor school performance and establish an evidence-based decision-making culture.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A recently revised assessment schedule provides clarity in relation to whole-school responsibilities for the collection and use of data. • Staff are adept at using data to monitor student performance and inform teaching and learning adjustments at the classroom level. • The Principal has introduced a disciplined dialogue to engage staff and the Council in the longitudinal analysis of school performance data. • High quality judgements of school performance inform the identification of areas for improvement and appropriate whole-school strategies. • As a result of a collaborative line of inquiry, staff have taken deliberate measures to ensure more accurate grade alignment.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to build the capacity of staff to use school and systemic data to inform planning and set targets at the whole-school level. • Continue efforts to establish a centralised database for staff. • With staff, use school and systemic data to determine clearly defined targets in the strategic and operational plans that are aligned to school priorities.

Reviewers

Jim Bell
Director, Public School Review

Narelle Ward
Principal, Cassia 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 Electronic School Assessment Tool
- 2 Reporting to Parents Special Educational Need
- 3 Students at educational risk
- 4 Manager Corporate Services
- 5 Student Characteristic Funding
- 6 Information and communication technology
- 7 National Quality Standard