



Department of
Education

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Public education
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Perenjori Primary School

Public School Review

November 2018

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

Perenjori Primary School is located 350 kilometres north-east of Perth and approximately 200 kilometres south-east of Geraldton. The region has a strong economic reliance upon agriculture with significant local mining activity bringing economic diversity to the community. The school has an Index of Community and Socio-Educational Advantage rating of 970.

Perenjori Primary School became an Independent Public School in 2010 and currently enrolls 48 students from Kindergarten to Year 6. Student numbers have been consistently above 40 for a number of years, however, local knowledge predicts that student numbers will decline in the near future.

The school provides a teaching and learning environment that is engaging and responsive to the learning needs of all students in this small rural town. The forward thinking School Board and Parents and Citizens' Association (P&C) actively support the school through planning processes and the provision of additional resources.

School self-assessment validation

The Principal submitted extensive self-assessment documentation.

The following aspects are confirmed:

- A wide range of evidence was selected for review with the observations and analysis expanded upon during the school validation visit.
- There was clear evidence that whole-school collaboration exists in self-assessment processes and school improvement planning.
- Staff, parents and the community thoughtfully participated in the review process and articulated the successes and challenges of the school.
- A collaborative, ongoing self-assessment process drives the school's improvement agenda.

The following recommendations are made:

- Ensure the selection of data used portrays the school's current performance with accurate observations, analysis and clear links to planned actions.

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Relationships and partnerships	
There is strong community and staff respect for, and trust in, the Principal's leadership. Equal value is placed on the contribution of staff and community members who work together cohesively to create the conditions for success for all students.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Parents have confidence in the education that their children are receiving and work with the school to enhance learning opportunities for all students.• The school community is engaged in the process of researching and sharing information about viable secondary schooling options for local children.• Effective partnerships have been established and fostered with the local shire council leading to significant additional opportunities for students.• The pre-Kindergarten program located adjacent to the school has enhanced student outcomes. The school supports this program through teacher collaboration and sharing of expertise.• Board members are well informed and are strong advocates for the school. The P&C works with the school to identify and address future needs.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Development of a communication policy that outlines what information will be disseminated, through which means, to enhance engagement.• Support the P&C to develop a five-year plan that aligns the use of funds raised with the new Business Plan.

Learning environment	
The school is considered to be the heart of the town with parents commenting that their children are keen to attend. The learning environment is engaging and student-centred. The 'wild side' provides a creative play space where student imaginations run free.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• A significant decrease in unexplained absences was achieved through the implementation of effective management and monitoring practices.• Processes for the management of behaviour and SAER¹ are based on best practice. IEPs² are used to guide the daily learning activities of students, facilitated by teachers and education assistants.• In the absence of a school chaplain, the establishment of a wellbeing co-ordination role is a creative solution for effective pastoral care. Parents and staff recognise mental health support as a priority in the community.• Student responses to the NSOS³ place high value on the social and emotional learning programs and activities provided.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Work with the staff and community to align the language of the school's PBS⁴ framework, 'You Can Do It!' and the new school vision.• Extend the PBS team to ensure sustainability and induction for new staff.

Leadership	
The leader sets high expectations, supports staff to achieve them and holds each to account. There is a genuine desire to develop staff and provide support through targeted professional learning and performance management.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The Principal has trusting and mutually respectful relationships with staff, students and parents and leads a school-wide focus on improvement. • The Principal acknowledges and respects the School Board's governance role, encouraging them to ask 'the hard questions' and to hold the school accountable for student success. • The Principal values the support of network colleagues and actively seeks solutions to local education concerns. • Leaders are identified within the staff and they are encouraged to take on roles and responsibilities. Professional learning and support is provided to ensure their success.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The alignment of the school's 2019-2021 Business Plan, operational plans and whole-school approaches, such as PBS, is reinforced by the school's united vision with clearly defined targets at each level of planning. • Continue to focus on peer observation as a performance improvement tool with an emphasis on prioritised improvement strategies. Embed the use of an agreed language to describe high quality teaching practice. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • Use the <i>Aboriginal Cultural Standards Framework</i> to identify opportunities for improved action to build on existing knowledge and skills.

Use of resources	
All financial decisions prioritise the use of resources to achieve student success.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The Board is well informed and participates in decision making regarding the current and future use of resources. • The school is pro-active in successfully sourcing alternative funding from within the local community. • A five-year plan, taking into consideration local population information, ensures the maintenance of staffing levels considered vital to the learning needs of the students. • The manager corporate services is highly qualified and uses her expertise to ensure that resources have a direct impact on creating the conditions for student success. • The workforce plan is designed to meet community expectations and the current and future needs of the school. The Board has been actively engaged in recent recruitment processes.

Teaching quality	
Teachers have high expectations for student achievement. The needs of each student are catered for in complex, multi-aged classroom settings.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Collaboration, focused on student progress, is valued and occurs regularly. • Several whole-school approaches have been identified and implemented to varying degrees. Professional learning is provided to upskill teachers in these selected approaches. • Innovative technology is used creatively to engage students and enrich their learning programs. • Teachers are developing their skills in the use of data to inform planning and differentiated learning. • Staff receive regular feedback from the Principal to improve and celebrate their teaching. They are beginning to participate in peer to peer observation, sharing their strengths and areas of expertise.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Induct new staff into whole-school approaches to ensure early uptake and consistency, referencing clearly documented annual operational plans.

Student achievement and progress	
Systemic standardised data and Reporting to Parent information indicate students are achieving and progressing well. The school is aware that small cohort data should be carefully considered and seeks ways to expand their range of standardised assessment tools.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Student performance is aligned to the achievement standards within the Western Australian Curriculum. • All students are supported to regularly set SMART⁵ achievement goals to direct their learning. • A comprehensive assessment profile template is used for all students to show longitudinal achievement and progress. • Moderation activities, including the use of Brightpath, are undertaken within the school to validate teacher judgements. • The effective use of OEAP⁶ data informs the setting of group and individual achievement goals and planning for differentiation. • The external NQS⁷ verification identified the school was meeting significantly more standards than identified through its self-assessment.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Seek moderation activities with network schools. Explore alternative methods such as the use of technology, to overcome geographical constraints. • Develop rubrics to ensure students can identify the skills and understanding required to achieve higher levels of success. • The use of ACER's⁸ Progressive Achievement Tests to provide standardised assessments across a range of learning areas including Science and social and emotional development.

Reviewers

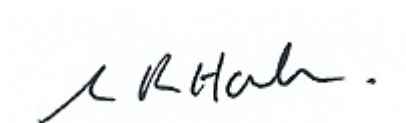
FIONA KELLY
Director, Public School Review

JENNIFER GRAFFIN
Principal, Craigie Heights Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2021.

A handwritten signature in black ink, appearing to read 'Lindsay Hale', with a stylized flourish at the end.

LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Students at educational risk
- 2 Individual education plan
- 3 National School Opinion Survey
- 4 Positive behaviour support
- 5 Specific, Measurable, Achievable, Realistic and Timely
- 6 On-entry Assessment Program
- 7 National Quality Standard
- 8 Australian Council for Educational Research