



Department of
Education

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Noranda Primary School

Public School Review

March 2020

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 focused 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

Noranda Primary School opened in 1980 and gained Independent Public School status in 2013. Located 11 kilometres north-east of Perth, the school is located in the North Metropolitan Education Region.

Student numbers are relatively stable with 356 students from Kindergarten to Year 6, currently enrolled. A significant number of students at Noranda Primary School have a language background other than English. The school has an Index of Community Socio-Educational Advantage rating of 1036 (decile 3).

With a school community enriched by over 30 cultures, learning programs are comprehensive and provide opportunities for the diverse student population. Students with additional needs, keen sports enthusiasts, aspiring musicians, emerging scientists and children learning English for the first time, are supported through various programs.

Opportunities and outcomes for students are enhanced by the strong partnerships between the school and the community. Parents contribute significantly to the roles in the school, supporting projects and initiatives, taking on leadership roles through the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The principal submitted a comprehensive and informative school self-assessment.

The following aspects are confirmed:

- A culture of school self-assessment, aligned to the business plan, is evident through regular cycles of data collection and analysis of business plan targets.
- Staff were consulted and provided with opportunities to be involved in the self-assessment processes.
- Staff and community engaged actively in discussions throughout the validation visit, providing further information to support the school's self-assessment.

The following recommendations are made:

- Consider the quality and recency of evidence sets used to align judgements of the school's performance to the areas for improvement.
- Embed whole-school self-assessment processes by engaging all staff in regular analysis of a range of school and systemic data to inform decision making.

Public School Review

Relationships and partnerships	
A strong sense of community is underpinned by effective communication. A range of partnerships and programs provide opportunities for children and the community to engage effectively with the school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board advocates strongly for the school. Members engage in training, are informed about school performance and financial decisions, and support the principal in leading the strategic direction of the school. • The P&C provides a visible and committed partnership through fundraising initiatives and events that further enhance the sense of community. • High levels of satisfaction with the school are evident. Parents and students report they feel welcomed and that the school staff display high levels of care and support for children. • The school embraces and celebrates its cultural diversity through Harmony Day, cultural events, use of interpreters and the engagement of an EAL/D¹ specialist teacher.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review current communication tools, and consider implementation of Connect as the whole-school online communication platform. • Continue to seek links and partnerships with cultural groups associated with the school community.

Learning environment	
A commitment to the provision of a safe and caring learning environment is strengthened by high expectations, well-established routines and the dedication of staff.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Owing to shared whole-school processes and procedures, regular attendance and punctuality is acknowledged and celebrated. • Student wellbeing is supported through the provision of programs that address social and emotional learning needs such as PB² and YCDI³. • Underpinned by policy, a range of whole-school approaches to promote positive classroom and playground behaviour are valued and applied consistently. • A SAER⁴ policy outlining procedures, roles and responsibilities, guides staff and builds accountability. Staff feel well supported to meet the growing needs of SAER through effective case management practices. • The provision of a range of programs, including Bush Wardens, Nippers, choir, Chinese reading club, running club and tennis club, supports inclusivity and encourages the development of individual talents and interests.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to review program effectiveness and investigate the provision of professional learning as required. • Explore approaches to track SAER data so that it can be used to support smooth transitions between year levels.

Leadership

The leadership team is viewed as supportive, caring and consultative. The members are committed to leading school improvement processes to improve outcomes for all students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A distributed leadership model highlights the layers of support available to staff within committee structures and strengthens the implementation of whole-school programs. • The development and review of the business plan and operational frameworks is undertaken in consultation. • Student leadership opportunities enable students to share ideas with the leadership team. • Aligned to school priorities, performance management processes are comprehensive and valued by staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop an explicit approach to staff induction that includes documentation of whole-school pedagogical processes and expectations. • Enhance existing leadership structures through role clarity and provision of genuine leadership responsibilities within school priority areas. • Explore ongoing, planned and resourced opportunities that identify and build capacity of teacher leaders.

Use of resources

Underpinned by sound processes and procedures, the principal and manager corporate services work in consultation to effectively manage the one-line budget and ensure decision making is targeted towards school priorities.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Allocation of budgets and alignment of resourcing occurs with careful consideration of the school context and is respectful to the needs of students. • Targeted initiatives funding is used to explicitly support students to engage in learning. • The Finance Committee meets regularly to provide financial oversight, and to monitor school budgets and expenditure. • In line with school priorities, planning supports information and communication technology implementation through consideration of infrastructure and the associated curriculum. • Documented workforce planning is reviewed regularly with contextually relevant workforce gaps and strategies identified.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review the allocation of budget to prioritise time for leadership and collaboration within key curriculum areas. • Focus on documenting the alignment of finances to school priorities.

Teaching quality

Staff are passionate and committed to improving outcomes for students through consistent implementation of whole-school programs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • In collaboration, early childhood staff implement the Promoting Literacy Development approach, Kindergarten guidelines, Early Years Learning Framework, and the National Quality Standard, to drive consistent practice and improve outcomes for students. • Commitment to the delivery of professional learning offered to staff is privileged by the focus areas as identified by the business plan. • Professional dialogue is promoted amongst teachers through peer observation processes. • Approaches to develop staff capabilities through shoulder to shoulder coaching and support in digital technologies and science are valued. • Staff hold each other accountable through informal meeting opportunities during common DOTT⁵ time and staff meetings.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to embed whole-school approaches underpinned by pedagogical understanding and process, rather than through programs. • Identify, resource and implement a whole-school approach to the teaching of mathematics. • Enhance classroom visit guidelines to include use of whole-school cooperative learning strategies.

Student achievement and progress

Data from the On-entry Assessment Program, NAPLAN⁶, Progressive Achievement Tests (PAT) and teacher assessments are used to monitor and track student progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • NAPLAN growth data from Year 3 to Year 5 in 2019, indicated that students attained high achievement in all areas. • Targeted science PAT analysis highlights an increase in achievement for students in Year 4 and Year 6. • NAPLAN data is analysed and supports teachers to address identified areas in planning. • Student progress, aligned to the EAL/D Progress Map, is regularly monitored to provide targeted support in writing, reading, speaking and listening. • Data are collected and saved according to the school-developed managing information schedule.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Review and refine the collection of school-based data to ensure targets are established with reference to standardised and systemic assessments.

Reviewer

Rebecca Bope
Director, Public School Review

Daniel Bergin
Principal, Canning Vale Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 English as an additional language/dialect
- 2 Protective Behaviours
- 3 You Can Do It
- 4 Students at educational risk
- 5 Duties other than teaching
- 6 National Assessment Program – Literacy and Numeracy