



Department of
Education

Shaping the future

Noranda 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

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

The school has an Index of Community Socio-Educational Advantage rating of 1018 (decile 4). Currently, there are 359 students enrolled from Kindergarten to Year 6.

Noranda Primary School is supported by the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Noranda Primary School was conducted in Term 1, 2020. This 2023 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:

- The school used the Standard domain foci and elaborations to guide the selection of the extensive range of evidence for the Electronic School Assessment Tool (ESAT) submission. Annotations made on the evidence provided clarity and purpose for the selection of each piece.
- Discussions and actions involving staff in preparation for this Public School Review were based on the school's 2020 review commendations and recommendations.
- The Principal and leadership team provided structured support for a wide range of staff to engage in school self-assessment, enabling them to work collaboratively and reflectively throughout the validation visit.
- Members of the School Board and P&C representatives engaged openly during the visit, providing insights and confirming the commitment of the leadership team and staff, as well as suggestions to enhance the school's direction.
- A school tour, led by articulate and confident students, highlighted the enriched learning environment and opportunities provided to them at the school.

The following recommendation is made:

- Use the ESAT as a platform to continue the development of a school-wide culture of self-assessment, reviewing performance against areas for targeted improvement.

Public School Review

Relationships and partnerships

High levels of trust and respect are evident as the school, families and agencies work in partnership to ensure students thrive and achieve their potential. Professional and caring relationships, alongside a culture of high expectations, progress the school improvement journey.

Commendations

The review team validate the following:

- The school recognises the value of inclusive and supportive enrolment and orientation processes to establish positive relationships with students and their families upon entry to the school community and in transition to Kindergarten.
- The school uses various platforms to clearly and transparently engage staff and parents. ClassDojo enables pertinent information to be translated into many languages for the culturally diverse school community.
- Strong connections with allied professionals, a variety of agencies and the Morley Schools Network have provided rich opportunities for intervention and collaboration.
- The School Board engages in its governance role with the Principal. Additionally, Board members support whole-school initiatives and the improvement agenda.
- The P&C provide additional resources for the school through fundraising ventures and facilitate the 'Helping Hands' initiative for families experiencing hardship. The P&C and student led 'Your Move' program is increasing the goal for a more active community.

Recommendations

The review team support the following:

- Provide opportunities for further robust conversations with families to further progress the improvement agenda.
- Ensure key stakeholders are provided with pertinent documents and policies to enable transparency.

Learning environment

The school has created a welcoming and safe environment, providing students with a strong sense of belonging. Whole-school initiatives support positive behaviour approaches with a focus on restorative practice.

Commendations

The review team validate the following:

- In line with their motto 'Friendship and Knowledge', the school promotes a safe, caring and inclusive environment, recognising and valuing the cultural diversity of students and the local community.
- Student voice is valued with young leaders engaged in leadership conferences, fundraising for charities and independent coordination of lunchtime clubs to provide additional activities for peers.
- The school's involvement in Mentally Healthy Schools is promoting health and wellbeing opportunities for both staff and students to become more aware of strategies and support for positive mental health.
- Students at educational risk (SAER) are proactively case managed and monitored using a multi-layered approach incorporating a Response to Intervention model and input from parents.

Recommendations

The review team support the following:

- Revise the behaviour management policy to embed consistent practices in classrooms across the school.
- Proceed with the intent to review the SAER policy and explore opportunities for the development of a sensory room.
- Continue to build a culturally responsive school through the development of a Reconciliation Action Plan while progressing along the continuum of the Aboriginal Cultural Standard Framework.

Leadership

The leadership team lead and nurture a culture of trust and respectful relationships while being mindful of staff wellbeing and workload. Whole-school structures and practices have enabled the development of leadership opportunities for staff, empowering authentic contributions to the school improvement agenda.

Commendations

The review team validate the following:

- The Principal and leadership team are cohesive, collaborative, visible and willingly support staff while acknowledging additional roles and responsibilities they undertake during a period of change.
- A distributed leadership model provides opportunities for staff to take on roles and access relevant professional learning to build on their knowledge and skills. Expressions of Interest provide transparency in the appointment of aspirant leaders in curriculum areas, on committees and to drive other initiatives across the school.
- School leaders ensure opportunities are created for teachers to work collaboratively in phases of learning, recognising expertise and aligning graduates and new staff with mentors.
- Performance management and development processes are linked to school priorities with a culture of reflection, targeted goal setting and alignment to the AITSL¹ Australian Professional Standards for Teachers.

Recommendations

The review team support the following:

- Continue with the intent to build the instructional leadership model embedding a culture of observation and feedback through coaching.
- Proceed with the intent to monitor staff wellbeing through the recently established Workload Monitoring Committee.

Use of resources

The school focuses on managing both human and physical resources to ensure students are at the centre of all decisions. Areas of high priority and robust decision making are based on evidence and linked to strategic and operational plans.

Commendations

The review team validate the following:

- Supported by an effective Finance Committee, the Principal and manager corporate services (MCS) meet regularly to plan, review and monitor the budget, adhering to the Funding Agreement for Schools.
- Student characteristics and targeted initiative funding is aligned to business and operational plans with decision making reflective of student needs.
- The MCS provides staff with financial guides annually and cost centre reports monthly. Opportunities to manage cost centres and submit budget requests for additional funding are also offered.
- Considerable funding has been allocated to support staff with their professional learning needs based on whole-school programs.

Recommendation

The review team support the following:

- Develop a strategic workforce plan to include immediate and future staffing requirements with a focus on the alignment of school needs, and consideration of the balance between graduate and experienced teaching staff.

Teaching quality

Robust strategic planning, guides teaching and learning excellence to enable every student a pathway to success. A focus on explicit instruction and aligned pedagogical practice, using evidence-based programs and whole-school approaches, guides teachers from Kindergarten to Year 6.

Commendations

The review team validate the following:

- Teaching practices align to the Western Australian Curriculum, and strategic and operational plans ensure the school's progression with the improvement agenda. Regular reviews and reflection on practices and programs reduce teaching variance, and support teaching and learning adjustments.
- Professional learning on the Quality Teaching Strategy and Teaching for Impact guides teachers with pedagogical approaches as well as further engagement with the Centre for Excellence, a Curtin University initiative.
- The allocation of collaborative time facilitates opportunities for professional, teacher driven conversations around connected teaching practice and the analysis of system and school-based data.
- The student services team uses a case management approach to ensure differentiated support for SAER, while liaising with Statewide Services and relevant agencies to develop comprehensive plans.

Recommendations

The review team support the following:

- Continue to embed English as an Additional Language or Dialect (EAL/D) understanding for staff while refining the use of the EAL/D Progress Map to monitor and report on student progress and achievement.
- Proceed with the intent to create a school-based instructional playbook to embed high impact teaching strategies.

Student achievement and progress

A wide range of school-based and systemic data is used and reviewed regularly to inform operational and strategic planning. Staff collaborate in phases of learning to analyse and interrogate data to identify trends to cater for student needs.

Commendations

The review team validate the following:

- A comprehensive data collection schedule guides the rigorous collection of school and system data with staff supported to enhance data literacy knowledge and skills through the Student Achievement Information System Dashboard.
- Clear targets are set in the business plan to measure both student achievement and progress while informing school and classroom planning.
- An audit of existing school-based data and assessment is being conducted with consideration given to the duplication of measuring tools to ensure collections are relevant and drive teaching and learning programs.
- Parents are regularly provided with clear information regarding student progress. They are also provided with an opportunity to develop and review Individual Education Plans collaboratively with teachers and service providers.

Recommendations

The review team support the following:

- Progress the intention to review and refine business plan targets with consideration to further improving student progress and achievement.
- Continue with the intent to build on teachers' knowledge and understanding of data literacy.

Reviewers

Natalie Tarr
Director, Public School Review

Linda Griffin
Principal, Nedlands 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

Reference

1 Australian Institute for Teaching and School Leadership