



Department of
Education

Shaping the future

Moorine Rock 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

Moorine Rock Primary School is located 348 kilometres from Perth, in the Wheatbelt Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 990 (decile 5).

It currently enrolls 19 students from Kindergarten to Year 6.

Moorine Rock Primary School is supported by a School Council and a Parents and Citizens' Association (P&C).

The first Public School Review of Moorine Rock Primary School was conducted in Term 1, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an informative school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- School Council and P&C representatives were active in providing considered and enthusiastic feedback affirming aspects of the evidence submitted through the Electronic School Assessment Tool (ESAT).
- Staff were included in the school's self-assessment process, identifying and uploading evidence into the ESAT.
- Candid and genuine participation of all staff in discussions provided reviewers with a clear perspective of the school's operations adding value to the validation process.
- Given a significant number of staff were new to the school this year, the school self-assessment process provided an opportunity to reflect and include their voice in clarifying the future direction of the school.

The following recommendations are made:

- Supporting a more comprehensive self-assessment, take into consideration the breadth of each domain and broaden the selection of rich evidence sources which best reflect the school's performance against the Standard.
- Consider annotating evidence submitted through the ESAT, drawing attention to specific aspects to be considered by the review team and clarification of the purpose of its inclusion.
- When identifying planned actions consider prioritising those with the greatest potential to impact on student learning.

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Relationships and partnerships

A focus on building positive and caring relationships is the foundation on which the school's drive for improvement is built. The community values the school, which contributes to a sense of belonging and connection and to creating positive and robust partnerships with families.

Commendations

The review team validate the following:

- Working together with nearby schools for collaborative events including Literacy Day, enables students from the same year group to connect and explore learning experiences not readily available within school.
- A small but committed P&C is highly valued and active. They provide important resources that support learning opportunities and coordinate events that build connections between the school and community.
- The School Council has completed training and understands its role and responsibilities, diligently undertaking these with a focus on progressing the best interests of students as its core business.
- A strong focus on communication has resulted in the community feeling heard and respected, building a strong sense of trust in the school.
- The school seeks and acts on feedback from the community, continually striving to strengthen relationships.

Recommendations

The review team support the following:

- Provide greater and more structured opportunities for staff to collaborate with a focus on building collective efficacy through sharing effective classroom practice and developing a common understanding of how to improve student progress.
- Extend partnerships with neighbouring schools to provide opportunities for the development of staff through exposure to a broader range of teaching skills and experiences.

Learning environment

The school ensures students enjoy coming to school by creating a sense of belonging through the establishment of a welcoming and safe environment. Students are enthusiastic advocates for the school's caring, inclusive ethos created through strong partnerships between teachers and allied professionals.

Commendations

The review team validate the following:

- An attendance plan focused on monitoring data, follow up procedures, intervention and recognition strategies has seen a lift in the regular attendance of students in 2024.
- Created by the community, the overarching values/virtues; Safe, Teamwork, Achievement, Resilient, Social (STARS), are clearly evident in the school environment. These are understood and owned by staff and students alike and supported by a matrix of explicit expected behaviours.
- Using SIDE¹ to teach Indonesian has been well received and has effectively engaged students in a learning area that was previously challenging for the school to access.
- The physical environment is well maintained, enhanced by relevant and meaningful artwork. The creation of a bike track adds to the variety of play opportunities available to students.

Recommendations

The review team support the following:

- Progress with the intent to review, refine and implement the school's student behaviour management policy, integrating a restorative approach as the core method for positively resolving issues.
- Consider the implementation of a school-wide, evidence-based approach to social and emotional learning to enable consistent implementation and practice for staff.
- Broaden opportunities for student voice to inform both classroom and whole-school decision making.

Leadership

A strong relational approach, underpinned by respect, care and trust, characterises the school leadership. This contributes to high levels of responsiveness and enthusiasm from staff to engage in shaping the future direction of the school.

Commendations

The review team validate the following:

- The Principal is approachable and supportive, creating an empowering environment for the early career teachers on staff.
- Staff are unified in their vision to ensure decisions are in the best interest of students. This connected moral purpose provides a strong foundation for progressing the school's improvement intent.
- Enthusiastic teachers actively embrace the leadership opportunities provided in this small school context and view these as invaluable in developing their skills and knowledge.
- Staff participate in performance management and development processes. For teachers, this is enhanced by a process of classroom observation and the provision of feedback.

Recommendations

The review team support the following:

- Review and refine strategic planning, ensuring it is based on evidence and aligned to identified student needs.
- Develop the instructional leadership capacity of staff through the provision of professional learning to support understanding in the areas of change management and high impact teaching strategies (HITS).
- Continue to be guided by the Aboriginal Cultural Standards Framework in creating a culturally safe learning environment where Aboriginal people feel welcome, included and valued.

Use of resources

The Principal and manager corporate services (MCS) work in partnership, taking into consideration the needs of the school community when allocating resources.

Commendations

The review team validate the following:

- The long-serving MCS provides stability and consistency in the management of school resources and is diligent in providing support and oversight in the budgeting and procurement processes.
- Staff are supported to understand school financial management through a financial management handbook, professional learning and support from the MCS.
- Workforce planning reflects thoughtful consideration to the existing staff profile and the needs of students. It recognises the current staff experience and informs planning for the skill sets required to meet future school priorities and staff changes.
- Processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight.
- Reserve planning, inclusive of information and communications technology are current and reserve accounts are adequately funded to replace items as required.

Recommendations

The review team support the following:

- Strengthen, by making explicit, the alignment between the budget and strategic planning.
- Allocate resources on an annual basis to support the ongoing delivery of whole-school approaches.

Teaching quality

A commitment to develop high quality teaching and embed whole-school approaches around consistent evidence-based practice is evident.

Commendations

The review team validate the following:

- The introduction of InitialLit and Spelling Mastery support the intent to implement a low variance, consistent explicit teaching approach.
- Teachers strive to provide a highly individualised approach to differentiation.
- Staff are provided with ongoing access to professional learning which includes engaging with a Quality Teaching Strategy (QTS) lead school and seeking support through Statewide Services.

Recommendations

The review team support the following:

- Create and implement a pedagogical framework based on the QTS and HITS. This framework will define what excellence in teaching looks like at Moorine Rock Primary School.
- Embed agreed whole-school programs with fidelity.
- Analyse school and system data to identify gaps in student learning and use this to inform classroom planning.
- Develop a process to manage curriculum content across multi-age classrooms, ensuring systematic delivery so that by the end of Year 6, students will have covered all requirements of the Western Australian Curriculum.

Student achievement and progress

A genuine desire to have a positive impact on student learning will be supported by developing an evidence-based approach to teaching, supported by the systematic collection, tracking and analysis of student performance data.

Commendations

The review team validate the following:

- An assessment schedule has been developed to guide the collection of student achievement data.
- The use of measurable student achievement targets demonstrates a commitment to improving student performance.
- Achievement in NAPLAN² is consistent with similar schools.

Recommendations

The review team support the following:

- Develop the data literacy of staff by providing professional learning and structured, regular opportunities to work together to analyse data and use this to inform decision making.
- Implement and continue to refine the school assessment schedule.
- Track student achievement and progress through populating the school's data tracking spreadsheet with information collected through the implementation of the school assessment schedule.
- Further evolve moderation processes by providing cross-school opportunities and use of the School Curriculum and Standards Authority Judging Standards and exemplars to support teachers in ensuring comparability of student achievement across all years.

Reviewers

Gary Crocetta
Director, Public School Review

Emma Cooper
Principal, Eneabba 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.

The next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 1, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Isolated and Distance Education
- 2 National Assessment Program – Literacy and Numeracy