



Department of
Education

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Moorine Rock Primary School

Public School Review

April 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

Moorine Rock Primary School is located 22 kilometres west of Southern Cross and 348 kilometres from Perth in the Wheatbelt Education Region. Situated within the Yilgarn Shire, Moorine Rock is a small town surrounded by farms.

The school, with an Index of Community and Socio-Educational Advantage rating of 982, currently enrolls 23 students from Kindergarten to Year 6. It has well maintained facilities including an art room, administration block and a library.

The school plays an integral role in the local community and is strongly supported by the fundraising efforts of the Parents and Citizens' Association (P&C).

School self-assessment validation

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

The following aspects are confirmed:

- The selection of credible data and appropriate evidence provided an open, factual and transparent account of the current school context and performance.
- Alignment between current performance, areas identified for improvement, target setting and planning was evident.
- Appropriate actions for improvement were described in the school's self-assessment documentation. These were enhanced through conversations with staff during the validation visit.
- Effective judgements were made about the school's performance and areas for development.
- Evidence sources concluded with a response to the key self-assessment questions: How are we going? How do we know? How can we improve?
- Staff and parents engaged positively in the validation visit.

The following recommendation is made:

- Continue to build on a culture of evidence-based planning.

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Relationships and partnerships	
<p>The Principal has facilitated the growth of a collaborative culture within the school and the wider community. Genuinely respectful interactions, together with a focus on fostering productive relationships, build staff and community confidence in the direction of the school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An ethos of respect and high relational trust between the Principal, staff, community and students is evident. • A collaborative and positive ethos is strengthened through the agreed values and associated behaviours clearly articulated in the 'Staff Charter'. • The school is proactive in seeking and responding to feedback. Survey data indicates strong community satisfaction with the school. • Parents and staff expressed high levels of satisfaction with the school's communication processes and the School Council and P&C are strong advocates for the school. • Parents as partners in learning are evident and validated through activities such as open classrooms, three-way interviews and communication diaries. • Active engagement with the EWEN¹ provides opportunity for implementation of key initiatives such as Talk 4 Writing, shared moderation and assessment practices and curriculum development. • The Yilgarn Small Schools Sports Association is highly valued by the school and community.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop CONNECT as a platform to inform parents.

Learning environment	
<p>A caring, supportive and family-like environment reinforces a genuine sense of care and a shared commitment of staff and parents to meeting the needs of every student.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is pride in the school's physical environment. It is well maintained, welcoming and functional in supporting a culture of multi-age play (or learning). • Student self-regulation and emotional health and wellbeing are supported by 'Zones of Regulation'. • BMIS² is clearly understood and reflects a consistent and positive approach to the whole-school management of behaviour. • A focus on the needs of every child is at the centre of school decision making. • Regular and overall attendance is above like schools and reflective of a comprehensive monitoring and communication strategy. • Consistent intervention and support practices are embedded for SAER³.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to reflect on and plan for student improvement through the 2019 school focus of NQS⁴ regarding play for early childhood education. • Continue to build the capacity of staff to respond to the emotional needs of all students through 'Trauma Informed Practice' professional learning.

Leadership

The work of the Principal to embed strategic, proactive processes into school planning is commendable. Staff expressed greater understanding, engagement and confidence in the school's improvement planning processes.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal's capacity to develop and sustain positive relationships supports change management processes and school improvement planning. • The school's change management approach is cognisant of staff workload and experience, skills, interests and expertise. • All staff see themselves as curriculum leaders. The school's committee structure accommodates a 'leadership at all levels' ethos. • Continuity between operational and classroom planning is ensured by a rigorous process of review and school improvement. • School planning reflects clear alignment with system direction. Comprehensive and well-understood processes support staff in building the conditions to augment student learning. • A robust, embedded student leadership program provides opportunity for a range of student-led activities. • Combined literacy and numeracy operational planning has provided the impetus for authentic teacher engagement.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to develop the capacity of staff to analyse data to inform planning. • Continue to utilise the ACSF⁵ to ensure a culturally responsive school.

Use of resources

Resources are thoughtfully deployed to ensure plans for raising standards of student achievement are successfully implemented. Space is shared and used efficiently.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An effective and robust partnership between the MCS⁶ and Principal ensures strategic fiscal planning and the targeted deployment of both physical and human resources. • The EA⁷ is highly valued and works to meet the needs of individual students who require intervention. • Workforce planning is responsive to the school context and is consistently reviewed to ensure the impact of changing enrolments is planned for. • The School Council is kept well informed about school financial planning. • Explicit alignment of planning with the current and future school budget is commendable. • Reserve planning is strategic and targeted towards future requirements, particularly around digital technologies. • The Finance Committee is well run and meets all compliance requirements.
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Teaching quality

Staff are motivated by the success of students and share responsibility for and ownership of the individualised learning plans and monitoring of each child's progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The adoption of a common language in mathematics recognises and supports the implementation of connected practice. • Performance management processes are clearly understood and used by staff to reflect on and improve their practice. • Peer observation is implemented and will continue to be a focus aligned to strategic planning and performance management. • The Brightpath program supports existing assessment and moderation practices. • Human resources are deployed to maximise staff skills, particularly in the areas of music, science, physical education and digital technologies. • Collaborative time supports dialogue around student transition, student achievement and progress, and evidence-based planning. • Professional learning is targeted, reflects the future directions of the school and meets the professional growth needs of staff.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop an Instructional Framework to support a common whole-school understanding of what effective teaching looks like.

Student achievement and progress

The Principal and staff acknowledge the need to exercise caution when examining systemic data for small schools.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Embed the use of WALT⁸ and WILF⁹ as part of an emerging pedagogical framework. • The 'Student Tracking Document' effectively monitors the progress of individual students in literacy and numeracy. • Programs and frameworks such as WTW¹⁰, Dianna Rigg and COSIC¹¹ are pivotal in supporting a consistent approach to student learning. • The strategic implementation of Talk 4 Writing in conjunction with Brightpath will foster a school-wide approach to improving writing. • Individual student progress analysed by staff using NAPLAN¹² data informs the development of curriculum and programs. • OEAP¹³ testing informs strengths and weaknesses of Pre-primary to Year 2 students and subsequent improvement planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure the Business Plan targets accommodate the strengths of high performing students, in the areas of numeracy, spelling, grammar and punctuation, and writing. • Strengthen student monitoring by recording OEAP results in the 'Student Tracking Document'.

Reviewers

Joanne Harris
Director, Public School Review

Ashley Mottershead
Principal, Woodland Grove 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.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Eastern Wheatbelt Education Network
- 2 Behaviour Management in Schools
- 3 Students at educational risk
- 4 National Quality Standard
- 5 *Aboriginal Cultural Standards Framework*
- 6 Manager corporate services
- 7 Education assistant
- 8 We are learning to
- 9 What I'm looking for
- 10 Words Their Way
- 11 Clarify, option, solve, interpret and check, communicate
- 12 National Assessment Program – Literacy and Numeracy
- 13 On-entry Assessment Program