



Department of
Education

Shaping the future

West Northam 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

West Northam Primary School is located 97 kilometres north-east of Perth within the Wheatbelt Education Region.

It has an Index of Community and Socio-Educational Advantage rating of 836 (decile 10).

The school currently enrolls 150 students from Kindergarten to Year 6.

West Northam Primary School has the support of the Parents and Citizens' Association (P&C) and the School Council.

The first Public School Review of West Northam Primary School was conducted in Term 2, 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:

- All staff were involved in a reflective process, identifying evidence of the school's performance aligned to the Standard.
- Key staff were selected to lead the collation and uploading of domain level evidence into the Electronic School Assessment Tool (ESAT). They were selected based on their knowledge of the school and the relevance and alignment of their roles to each of the domains.
- The Public School Review was valued as a positive process that allowed staff to reflect deeply and objectively on the school's effectiveness, identifying key improvement priorities as it entered into a new strategic planning cycle.
- The reflections shared by the school leadership team, together with the genuine and candid conversations with stakeholders during the validation visit, affirmed a united school culture focused on improving outcomes for students.
- The perspectives of representatives from the School Council, P&C and families provided valuable insights during the validation visit that supported and enhanced the process.

The following recommendations are made:

- Ensure that all documents and evidence referred to in the ESAT submission are included and easily accessed to support the validation process.
- Make explicit the links between the evidence uploaded and how it validates the school's analysis of impact.

Relationships and partnerships

Proactive and authentic in fostering positive community relationships and partnerships for ensuring student success, the staff builds connections with families that support student learning.

Commendations

The review team validate the following:

- The parent communication plan, introduced to develop positive home and school engagement, has provided a consistent and systematic approach to sharing information about students and their learning with families.
- Partnerships with Aboriginal students, families and Elders are enhanced through the support of the school's Aboriginal and Islander education officers.
- The regular use of social media is successful in connecting the school to the community. Easily accessible for families, it provides updates of student engagement and information of upcoming events.
- The School Council, P&C and students report that staff are genuine in their endeavours to build respectful relationships based on striving to achieve what is in the best interest of the child.
- Active within the Northam community, students participate in the local annual ANZAC¹ Day and NAIDOC² celebrations. Partnerships with St John WA Youth and Community Engagement program and local businesses allow students to learn basic first aid and engage in activities that support sustainability.

Recommendations

The review team support the following:

- Maintain the focus on strengthening the work of the School Council by ensuring all members undertake Department training.
- Create formalised and regular opportunities for staff to collaborate, strengthening the shared understanding and implementation of whole-school expectations.
- Proceed with the intent to foster deep and long-term partnerships that support ongoing student learning with organisations such as the Avon Valley Environmental Society Inc. and the Noongar-Budjar Rangers.

Learning environment

The attention given to care has created a welcoming environment. Prioritising the health and wellbeing of students is central to the work of the school.

Commendations

The review team validate the following:

- Aboriginal and Islander education officers are integral in building cultural responsiveness across the school through their work in supporting teachers and consulting with the local advisory group to ensure the relevance of the cultural activities within the school.
- The reinvigorated Positive Behaviour Support (PBS) approach is providing a whole-school focus on understanding and enacting the school values through weekly whole-school dedicated assemblies and the provision of regular explicit lessons.
- The Tier 1 strategy 1-2-3 Magic is embedded school-wide to support positive behaviour. Students demonstrate a clear understanding of the process and report that its consistent use encourages a safe and calm learning environment.

Recommendations

The review team support the following:

- Formalise and document a policy and process to support students at educational risk. Make explicit the school's referral and case management approach with a focus on both meeting the needs of students and empowering and building the capacity of staff.
- Articulate clearly what is expected in respect to differentiation at a classroom level for consistency in approach across the school.
- Explore and implement a consistent, school-wide approach to providing opportunities for students to have a say in their learning.

Leadership

A strong moral purpose and work ethic unites the leadership team. Seen as supportive and caring during a period of significant staff change, they have established a platform from which to reintroduce rigour and accountability into the school improvement process.

Commendations

The review team validate the following:

- The introduction of a collaborative complex problem solving approach is empowering all staff to participate actively in the identification, ownership and implementation of improvement solutions.
- Staff understand the importance of using an evidence base to identify priorities and choose whole-school programs and approaches to target improvements.
- A highly experienced group of staff provide instructional leadership, which is supported through an established teacher coaching approach.
- Operational plans are developed across learning areas providing explicit support and guidance for teachers.

Recommendations

The review team support the following:

- Continue with the intent to refine the school plan, strengthening the focus on key priority areas.
- Prioritise and operationalise the systematic implementation of the new school plan making it clear for staff what is expected when and by whom.
- Strengthen change management through introducing accountability processes that support staff to enact school expectations with fidelity.

Use of resources

Prioritising the appointment and deployment of allied professionals across all classes is seen as a key strategy in improving student engagement and achievement.

Commendations

The review team validate the following:

- Annual budget development is a collaborative process between the Principal and manager corporate services and takes into consideration the school's priorities.
- The School Council is provided information about the budget and understands the school's funding priorities.
- Finance committee and cost centre manager roles are embedded, providing oversight and management of the school's budget.
- Attention is given to workforce planning and takes into consideration the staff profile, enrolment trends and student needs.
- A small but committed P&C are active in raising funds and are responsive to making these available to meet the school's needs.
- Education assistants are highly valued in their work in providing whole-school intervention programs and supporting individual students in classrooms

Recommendations

The review team support the following:

- Identify and monitor the impact of the additional allocation of allied professionals on student engagement and achievement to ensure these resources are used effectively to achieve what was intended.
- Make explicit the links between the budget and the annual implementation of the school plan.

Teaching quality

In response to changes in teaching staff, the school has focused attention to reestablishing consistency of teaching practice. Programs, operational plans, supportive processes and a strong shared purpose are in place to address this.

Commendations

The review team validate the following:

- Staff are provided with the professional learning, onsite support and resources to deliver the Top Ten Maths, Seven Steps to Writing Success and Promoting Literacy Development whole-school programs.
- Science and humanities, and social sciences scope and sequence documents support the systematic delivery of the Western Australian Curriculum across the school's multi-aged class context.
- Individualised coaching, aligned to school-wide approaches, is available to all teachers, providing feedback and building capacity. This, together with the allocation of buddies, are important resources available to support the induction of new staff.
- English and mathematics operational plans provide clear guidelines of the school literacy and numeracy block expectations and the resources available.

Recommendations

The review team support the following:

- Strengthen the collective efficacy of teachers by ensuring the non-negotiables of the school's pedagogical model are delivered with fidelity and rigour.
- Use the Quality Teaching Strategy and high impact teaching strategies as references to continue to refine and develop the school's pedagogical model.

Student achievement and progress

School leaders promote the school-wide use of data to inform classroom and school wide planning. Student achievement targets for improvement, derived from the analysis of data are evident in strategic and operational plans.

Commendations

The review team validate the following:

- Student performance in the Year 5 reading, writing and spelling NAPLAN³ assessment exceed those of similar schools. Performance in all other assessments were consistent when compared with like schools.
- A school assessment schedule is providing a clear timeline for the collection of data.
- Progress towards achieving planned targets is monitored and information is used to inform discussions on the effectiveness of school programs and interventions.
- The progress of students participating in Tier 2 intervention strategies is monitored carefully and informs the planning for teaching adjustments.

Recommendations

The review team support the following:

- Build staff data literacy and provide regular and formal collaborative opportunities for staff to analyse and respond to disaggregated student performance data of cohorts across the school.
- Continue to review the assessment schedule to incorporate the use of contemporary tools that provide relevant and meaningful data for classroom teachers.
- Look for opportunities to strengthen moderation processes to inform the reporting to parents' process.

Reviewers	
Gary Crocetta Director, Public School Review	Michael Mount-Bryson Principal, Lockridge 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.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Australian and New Zealand Army Corps
- 2 National Aborigines and Islanders Day Observance Committee
- 3 National Assessment Program – Literacy and Numeracy