



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Jerdacuttup Primary School

Public School Review

October 2018

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

Jerdacuttup Primary School is located near the south coast of Western Australia, 50 kilometres from Ravensthorpe. The school site is situated at the southern end of the well-known Rabbit Proof Fence. Originally built in 1964, the school relocated to its current site in 1979, utilising the original school building as a music room.

Currently enrolling nine students from Kindergarten to Year 4, the school has an Index of Community and Socio-Educational Advantage rating of 986. There is a high level of community involvement in the school, with support provided by local businesses, the Parents and Citizens' Association and School Council.

The school has a strong focus on sustainability. The Eucalypt Project was a significant feature of the school's curriculum in 2017, attracting funding and involvement from various organisations, including the Department of Aboriginal Affairs, Lotterywest, Ravensthorpe Regional Arts Council, and the Department of Biodiversity, Conservation and Attractions.

School self-assessment validation

The Principal submitted a thoughtfully considered school self-assessment.

The following aspects are confirmed:

- The task of completing the Electronic School Assessment Tool (ESAT) submission for schools with small student cohorts carries with it unique challenges.
- The school selected a range of information sources and evidence that aligned to the school's performance.
- A culture of self-reflection is part of everyday staff activity.

The following recommendation is made:

- Use the 'submit your own evidence' option in ESAT to incorporate selected information in school self-assessment from the previously prepared 200 word statements.

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Relationships and partnerships	
<p>The school reflects community values and priorities through education programs, which are inspired and complemented by the surrounding environment. Strong, respectful staff relationships are modelled by the leadership and balanced by relational self-awareness with the wider community.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • There is a strong commitment to maintaining a highly inclusive, engaged and relational school culture. • The school has skilfully identified the potential of using the local environment to be at the core of the learning programs. • Staff proactively seeks grants to fund special programs and community partnerships. • The invitation of community experts to augment learning activities developed at the school adds richness to the student learning experiences. • The attention to building good student character and a harmonious learning environment has been facilitated through the introduction of The Virtues Project.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Where practical, continue to build relationships with existing networks, extending to include options beyond the region.

Learning environment	
<p>The family-like learning environment, which is both rich and nurturing, is underpinned by a well-resourced, intuitive staff who are always on the alert for new and innovative learning options for their students.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Programs are used to elevate students' self and social awareness of others. • An enterprising staff approach provides learning opportunities that minimise any perceived issues relating to small school cohorts. • Feedback indicates that the positive impact of programs implemented has extended beyond the school to the home environment. • The school has an intentional approach to building student resilience, trustworthiness and a respectful appreciation of the environment in which they live. • The Play Pod provides an opportunity for students to engage positively with peers and friends.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to promote the spirit and intent of the school motto; 'Share and Care' through the school website.

Leadership

A 'can do' ethos characterises the approach by the school's leadership and is complemented by a determination to confront the challenging practicalities of leading a small student cohort school. The staff are united with the leadership in both spirit and intent.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The Principal's leadership style is both valued and respected by staff and the community.• Staff are heavily invested in the school's purpose and direction.• Staff are encouraged to 'think outside the square' to bring vitality and enterprise to their engagement with students.• The Principal fosters a highly inclusive workplace where staff and community are invited to contribute views and advice to ensure decisions are informed and transparent.• The Principal has developed effective governance procedures and processes including the Finance Committee management practices.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Provide ongoing support for students, staff and parents to develop leadership within the school and the wider community.

Use of resources

The local environment is skilfully exploited by the school as a source of plentiful student learning options. School staff are encouraged to use their imagination to explore school and student resourcing options.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The school takes a systematic approach to ensure that resource provision, both workforce and financial, is appropriate, timely and documented.• The buildings and grounds are carefully managed to ensure they provide a rich learning environment for students.• Planning and budget management is strongly supported by the school/School Council partnership.• The school is the beneficiary of staff who are experienced and adept in securing funding for special projects through identified community grant opportunities.• Resourcing priorities include ensuring students have access to 21st century digital learning options.
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Teaching quality

Teaching is instinctively differentiated based on the intimate knowledge staff have of each student. Staff enhance student learning opportunities by using the local environment to provide teachable moments.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teaching programs are well resourced, thoughtfully and skilfully delivered. • The expertise of staff is capitalised on to deliver high quality learning experiences. • The continuity of teaching practice and curriculum coherence is maintained through staff stability. • Assessment practices are carefully considered and customised to meet the challenges of small student cohorts. • Professional exchanges between staff are a daily occurrence.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to seek opportunities to validate the rigour of teaching practices and professional learning options for staff.

Student achievement and progress

Alternative forms of data are collected to augment NAPLAN¹ assessment information. Standardised testing has been used for a number of years to establish a longitudinal evidence base to map student progress.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Every effort is made to ensure parents are provided with information to assist their understanding of student progress. • Individual student standardised assessments using PM Benchmarks, South Australian Spelling and Progressive Achievement Tests assist in forming a judgement of student progress against a wider population. • The introduction of the Virtues Project has had a positive impact on classroom tone, which in turn has enabled students to focus on learning. • The school's approach to explicit teaching for the delivery of differentiated literacy and numeracy strategies has been effective.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Continue to pursue assessment and moderation alternatives to maximise information on student achievement and progress.

Reviewers

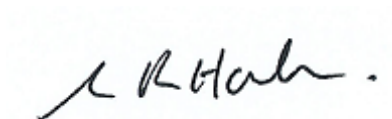
ROD LOWTHER
Director, Public School Review

BARRY FRANCE
Principal, Rostrata Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

1 National Assessment Program – Literacy and Numeracy