



Department of
Education

Shaping the future

Jerdacuttup 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Jerdacuttup Primary School is approximately 540 kilometres from Perth in the Goldfields Education Region. Currently there are 6 students enrolled from Kindergarten to Year 6 with most of the students travelling to school by bus from surrounding farms.

The school has an Index of Socio-Educational Advantage of 975 (decile 7).

Community support for the school is demonstrated by the contributions of local businesses, the Jerdacuttup Community Association, the School Council and the Parents and Citizens' Association (P&C).

The first Public School Review of Jerdacuttup Primary School was conducted in Term 4 2018. 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 succinct school self-assessment.

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

- The Principal undertook a thorough and contextually appropriate self-assessment of the school's current performance in meeting the Standard.
- Domain overview statements gave the review team an insight into the school's priorities, strategic plans and performance.
- All staff, including some who returned from scheduled leave on the day of the validation visit, were included in conversations throughout the day.
- Parents, past parents and extended family members eagerly shared their experience as part of the school community, providing solutions focused input to current challenges and supportive anecdotes of the school's performance in meeting the needs of the community.
- A feature of the interview schedule was the opportunity for the review team to participate in elements of the school's daily routines, whilst conducting a comprehensive validation visit.

The following recommendations are made:

- Consider broadening access to the Electronic School Assessment Tool (ESAT) among staff to ensure that as many perspectives as possible are included in future submissions.
- Consider the ongoing use of the ESAT for the purposes of self-assessment, ensuring that student achievement data and trends in student performance are captured between review visits.

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Relationships and partnerships

'The school holds Jerdacuttup together' is the heartfelt sentiment of the community. The school provides a place to belong and is a key connection point for children and the local community.

Commendations

The review team validate the following:

- Parents value the long-term commitment and leadership of the Principal and staff who support their children. The family feel to the school is both figurative and literal. Classrooms are always open to the community and families.
- The daily bus run from farms to the school, by a trusted and loved staff member is credited with transitioning children from home to the learning environment.
- The very close community works in partnership with the school to source and deliver solutions to shared problems. Over recent years this network has expanded to include corporate partners from the numerous mining operations now established in the area.
- Access to opportunities to participate in sport with children from outside the school is essential to students' social development alongside artistic and cultural learning opportunities. These activities are resource intensive and logistically complex to undertake but they are highly valued by families.
- Students are understandably proud of their school. They speak highly of the individualised care that they receive from all staff and appreciate the lengths that staff go to enhance their learning.

Recommendations

The review team support the following:

- Continue to consult with the community on the structure and prioritisation of the curriculum including shared problem solving on logistics.
- Seek further support from the Department to assist the formation, training and maintenance of a sustainable School Council.

Learning environment

As a participant in the Virtues program, each month the school focuses on a different virtue supported by explicit lessons and anecdotal recognition of students and staff exhibiting those virtues during other learning activities.

Commendations

The review team validate the following:

- The learning environment is warm and nurturing. A robust transition process occurs for students as they leave the calm and familiar environment prior to commencing secondary studies in much larger schools.
- Known by staff and leaders as 'EveryLit', the MultiLit suite of programs guides literacy intervention for students ensuring that identified gaps in learning are met with evidence-based intensive tuition.
- Encompassing the 2 Noongar language groups of Menang and Wadjari, school staff respectfully engage with local elders in cultural learning for students and the crafting of bespoke artefacts.
- The identification and planning to address the learning requirements for Students at Educational Risk and gifted and talented students is done in collaboration with family and community. Programs developed by external agencies in areas such as speech therapy, are delivered by school staff.
- Health and wellbeing plans adopted by the school, incorporate elements of state-wide program initiatives such as Sunsmart, Crunch&Sip, and the Act, Belong, Commit Mentally Healthy Schools program.

Recommendation

The review team support the following:

- Continue to place a priority on providing functional ICT¹ equipment in classrooms.

Leadership

In the environment where there are limited numbers of staff, students and families to attend to all that needs to be managed in a school, the community, children and staff adopt their unique levels of responsibility with gusto.

Commendations

The review team validate the following:

- The Principal is seen to lead by example. Staff and community members value that their Principal is approachable and dedicated to delivering in their best interests. Reasonable expectations for staff are set even though they are called upon to undertake duties beyond the responsibilities of staff in larger schools. There is a growth mindset in supporting staff through challenge.
- An organic and collaborative participation between all staff occurs on school development days. Pooled expertise between staff and close knowledge of each other's strengths helps to solve problems of practice.
- The strengths and interests of individual staff in curriculum knowledge assist the distributed leadership of every learning area, ensuring full leadership of the curriculum and the full array of content for students.
- Opportunities for students to exhibit leadership commence from a young age. A recent example of a Year 2 student's actions and decision making during a fire emergency on the family farm, conveyed by a grateful family member, was a direct application of skills that had been taught in school.
- Leadership of the financial management of the school has transitioned seamlessly from an esteemed long-term manager corporate service (MCS) via an extended handover to a new, locally based MCS and now extending to a second part-time staff member learning the role.

Recommendation

The review team support the following:

- Harness the unique leadership potential of all staff, distributing ownership of strategy and vision throughout all invested stakeholders.

Use of resources

The MCS team partner with the Principal to ensure the transparent and responsible management of the school's finances. Finance Committee meetings incorporate the voices of all staff and, while efforts are underway to form a compliant School Council, financial information is shared broadly with the community.

Commendations

The review team validate the following:

- There is alignment between the strategic priorities of the school and decision making pertaining to the distribution of resources and budget delivery.
- The annual budget is deployed to ensure that the tailored support, made possible by the knowledge of individual students, is delivered based upon their needs.
- Efforts by family members through business and agricultural networks, to source extra resources to support the school such as the P&C trailer, enhance the school's ability to deliver programs and events.
- Staff, leaders and the community collaborate to ensure that despite distance and geography, students are able to participate in learning, extra-curricular and extension opportunities.
- Recognising the current challenges of recruiting support staff due to a locally competitive employment market, workforce planning priorities include the attraction and retention of staff in key support roles.

Recommendations

The review team support the following:

- Consult with the Department's Workforce team to attract and retain staff that best meet the needs of students in the school.
- Continue to inform the community on the priorities of resource distribution in the school while a School Council is being formed and trained.

Teaching quality

Parents describe staff as very strong in their delivery of the curriculum, and that they add value to the learning journey through hands-on local environmental experiences such as a bee expert biology incursion.

Commendations

The review team validate the following:

- Staff are confident in their use of classroom technology in the delivery of teaching and learning programs, including through MultiLit and the application of the Dr Paul Swan Mathematics resources.
- An explicitly taught numeracy block is delivered as part of a suite consisting of formative diagnostics, an engagement program and Quick Start Mental Maths, giving students the ability to track their progress.
- During the daily Reading Tutor program, staff tutors take anecdotal records on individual students which are passed to the next tutor. Teachers are passionate about writing instruction and the small class groupings allow rich extension discussions to occur.
- The school has commenced its engagement with incorporating the Department's Quality Teaching Strategy and aligning practice to the Teaching for Impact statement.
- The teaching of content under multiple learning areas via agreed whole-school themes, incorporating core learning elements of literacy and numeracy, serves to engage students with their learning. A focus on war as part of ANZAC² commemorations was supported by visual stimuli and tasks in research and technology.
- Students frequently participate in enterprise learning through agriculture, food produce and the sale of craft items reflecting the local flora and fauna to raise funds for the P&C.

Recommendations

The review team support the following:

- Actively seek authentic and high impact opportunities for staff to collaborate on teaching practice with staff in other schools.
- Support staff to engage in self-reflection on teaching practice and classroom observations to evaluate and improve teaching strategies aligned to the Department's Teaching for Impact statement.

Student achievement and progress

Concern for the maintenance of standards and delivery of comparable judging of students' work against larger norm referenced groups has led to the use of several diagnostic tools. Through this, students are assured that they have access to their best opportunity to succeed, validated in broader cohorts beyond the school gate.

Commendations

The review team validate the following:

- Induction into the learning profiles of all students is provided to visiting, newly recruited, part-time and relief teachers, ensuring smooth continuity in the learning program.
- PM Reading Benchmark data, analysed by staff identified lower than expected reading progress in some students and led to the decision to implement the daily Reading Tutor program.
- The multi-age groups required in the school context present a unique opportunity for vertical learning that activates peer teaching experiences and flexible ability groupings.
- Communication with parents on students' achievements and progress is ongoing and constant, occurring both inside the school and at local community interactive events.
- Data from the MultiLit intervention guides differentiation for students in the classroom, supported by data tracking of students using the On-Entry Assessment annually from Pre Primary level to Year 2.

Recommendation

The review team support the following:

- Continue to monitor student progress using current assessment tools to ensure provision of intervention and extension through high quality teaching for all students.

Reviewers

Rohan Smith
Director, Public School Review

Natalie Tarr
Director, Public School Review
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 2026. 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 Information and communications technology
- 2 Australian and New Zealand Army Corps