



Department of
Education

Shaping the future

Tammin 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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

Tammin Primary School opened in 1900 and was established at its current location in 1969. A small town in the central agricultural region of Western Australia, Tammin is located 180 kilometres east of Perth, between the towns of Cunderdin and Kellerberrin. It is located in the Wheatbelt Education Region.

Currently, there are 36 students enrolled from Kindergarten to Year 6. The majority of students at the school are from surrounding farming properties and are transported to and from school via one of two school bus services. The school has an Index of Community Socio-Educational Advantage of 925 (decile 9).

The school works in partnership with staff, parents and the wider community through the School Council, with all parties having input into formal decision making. The Parents and Citizens' Association (P&C) is a generous contributor of time and resources to the school.

School self-assessment validation

The Principal submitted a school self-assessment outlining evidence and judgements of school performance.

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

- The Principal provided an overview summary statement as an attachment for each domain in the Electronic School Assessment Tool (ESAT).
- During the validation visit, teachers, support staff and parent representatives made contributions and provided information relating to claims and evidence provided in the ESAT submission.
- Staff who contributed to the self-assessment process, but were not available on the day, were contacted as part of the validation phase of the process.
- Some staff were limited in their contributions due to being recently appointed.
- School Council members had not had the opportunity prior to attending the validation day to read the school's submission, in particular the Relationship and Partnerships domain referencing the School Council and P&C's involvement with the school.

The following recommendations are made:

- In future ESAT assessments, demonstrate greater alignment between current performance, areas identified for improvement, target setting and related planning.
- Ensure that School Council members and staff have opportunities to engage in deep reflection relating to school self-assessment, including having input into the review, selection and analyses of evidence for the ESAT submission.
- Elevate the importance of using the Standard to familiarise staff and the community to guide judgements about school performance.

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Relationships and partnerships

Relationships and partnerships are important in building school culture, as well as clear communication and consultation processes that lead to planned actions for improvement. This is an area requiring attention.

Commendations

The review team validate the following:

- Proactive approaches to widen cultural understandings and perspectives within the school and across the community have had a positive impact on understandings of local Aboriginal culture and history.
- Expressed through the School Council, there is a strong and heightened level of community interest in, and commitment to, the future of their school.
- Staff share a common bond in building caring relationships with students.
- The employment of the Aboriginal and Islander education officer has added value to relations between the school and local Aboriginal families.
- Student leaders demonstrate care and support for their peers and younger students.

Recommendations

The review team support the following:

- Take immediate steps to review the composition of the School Council by adding key staff members. Ensure the roles and responsibilities, particularly in regard to governance, are understood.
- Establish internal and external communication processes, with particular attention given to identifying issues and planned actions, and seeking feedback on the actions taken.
- Capitalise on parents' motivation to engage with the school. Actively build on school connections, including promotion of opportunities to be part of events, volunteering or consultation in strategic planning.
- Seek exit feedback in order to strategically address the reasons why student numbers are declining.

Learning environment

Research describes the positive impact that motivating and resource-rich classrooms can have on student learning. The school's outdoor environment is valued and viewed as an extension to the classroom.

Commendations

The review team validate the following:

- Parents appreciate the value staff place on creating positive classroom environments. Complemented by the outdoor playground amenities, the learning environment is rich in student engagement opportunities.
- The partnership between teaching staff and education assistants is respectful and mutual in acknowledging each other's level of experience. This strengthens the impact of strategies in working with students at educational risk.
- Students demonstrate a willingness to resolve their differences in playground activities through a talking circle strategy, which favours tolerance and understanding over dysregulated responses.

Recommendations

The review team support the following:

- Strengthen the relationship between the teacher judgements regarding the need for targeted student learning interventions and the data required to support such decisions.
- Ensure that staff induction processes include a focus on maintaining high standards of student behaviour.
- Initiate a Reconciliation Action Plan aligned to the Aboriginal Cultural Standards Framework.
- Give consideration to a partnership between the Principal and the Aboriginal and Islander education officer to conduct home visits.

Leadership

A key responsibility for school leadership is to promote high expectations in meeting student needs. A key element to achieving this, is the enacting of leadership practices and communications, with awareness to ensure messages are clearly understood and accepted.

Commendations

The review team validate the following:

- The school's leadership is working towards strengthening the recognition of local Aboriginal history and culture.
- The Principal has prioritised the identification and recruitment of staff to add value and skill strengths to the school.
- A spirit of informal collective leadership has emerged between some staff. This has added a valued purpose to complement their formal roles and responsibilities.
- Staff are open to undertaking leadership opportunities aligned to their expertise, interests and skills.

Recommendations

The review team support the following:

- Focus on ensuring communication channels between the school, the School Council and P&C are transparent and timely.
- Review staff induction processes with a focus on providing regular, structured feedback through classroom observations. Ensure all staff receive targeted professional support and are held accountable to their role and responsibilities.
- Access support for building instructional leadership capability to drive school improvement centred on consistent classroom pedagogical practice.
- Provide opportunities for the School Council to have input into planning and the monitoring of school performance. Include access to relevant whole-school data and monthly budget management reports.

Use of resources

Resourcing is managed effectively to meet the needs of the school. The key priorities of successful schools include drawing on staff perspectives, School Council local knowledge and applying a spirit of 'it's all about the students'.

Commendations

The review team validate the following:

- The relationship between the managers corporate services and the Principal is respectful, with exchanges based on monitoring the delivery of programs and the deployment of staff for the benefit of students.
- The Principal applied targeted recruitment processes to cater for unanticipated staff changes.
- There is an understanding of the importance of ensuring budget decisions are aligned to planning priorities.
- The shared role of manager corporate services is carefully coordinated to maximise the weekly transition of information sharing between them.
- The reception of guests and visitors by administration staff is both welcoming and friendly.

Recommendations

The review team support the following:

- Ensure the School Council receives detailed information for meetings in advance to enable them to consider questions that might arise from school planning, budget reports and student performance.
- Review the practice of group performance management and development processes for education assistants.

Teaching quality

There is system-wide recognition that whole-school practices maximise student learning outcomes. Staff are keen to participate in the implementation of whole-school pedagogical practices.

Commendations

The review team validate the following:

- Working together, staff believe in the benefits of building a disciplined dialogue between each other that results in seamless engagement between their classes. They are keen to participate in evidence-based, authentic collaboration and accountability processes.
- Advantage is taken of the school's small classes, which provide ideal opportunities to develop skills such as targeted intervention and differentiation through thorough and careful data analysis.
- There is evidence of support staff using their initiative to combine their prior learning experiences to benefit students in class as the needs arise.

Recommendations

The review team support the following:

- In the spirit of building collective staff efficacy, encourage the use of their skills and experience acquired prior to commencing in the school.
- Pursue support for the development of a pedagogical framework characterised by low variance, connected practice.
- Take steps to ensure newly appointed staff are provided with appropriate levels of support in the classroom, including instructional leadership and class observations, followed by written feedback.
- Promote professional obligation, public accountability and personal responsibility in the way the staff work with each other for the common goal of student success.
- Strengthen performance management and development processes for all staff. Embed classroom observations and professional learning for teachers to build capacity in line with their identified needs.

Student achievement and progress

The effective use of data to track student progress and inform class and whole-school decision making is acknowledged as a key factor in schools most likely to achieve sustained student success.

Commendations

The review team validate the following:

- Teachers, in partnership with education assistants, work together to continually monitor and assess student performance.
- The Brightpath moderation tool is used to assist staff in determining how students are progressing against a research-based standard.
- Multi-year classes enable teachers and support staff to apply their skills in targeting the specific needs of a diverse range of students.

Recommendations

The review team support the following:

- Initiate a sequence of staff workshops focusing on data collection, analysis and reporting.
- Ensure the continuity of data collection remains a feature of the handover of students transitioning between classes and from one year level to the next.
- Create opportunities for staff to work with experienced teachers (work shadow) to ensure they understand the scope and detail of data analysis that is typically required in Western Australian classrooms.
- Build an ethos of staff analysing 'what the data says' as a way of confirming their professional judgements.

Reviewers


Rod Lowther
Director, Public School Review

Sarah Perrett
Principal, Nannup District High 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 Public School Review, inclusive of all domains, will be scheduled for Term 3, 2022.



Melesha Sands
Deputy Director General, Schools