



Department of
Education

Shaping the future

Newman 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

Opening in 1969, Newman Primary School is located approximately 1200 kilometres north-east of Perth in the Pilbara Education Region.

The school has an Index of Community Socio-Educational Advantage of 947 (decile 8).

Currently, there are 250 students enrolled from Kindergarten to Year 6 and became an Independent Public School in 2012.

Newman Primary School has the support of the School Board and Parent and Citizens Association (P&C).

The first Public School Review of Newman Primary School was conducted in Term 4, 2020. 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 a comprehensive and rigorous school self-assessment.

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

- The Principal led a consultative process that supported staff to become fully informed and contribute a wide range of perspectives to the school's self-assessment.
- The Electronic School Assessment Tool (ESAT) submission provided a narrative of the current school context including the challenges of location, student and school performance and identified priorities.
- During the validation visit, a broad representation of staff, selected community representatives and students, provided insights that added meaning to the review process.
- The School Board understands the value of self-assessment processes and supports the development work of the school.
- Despite the constraints of industrial action and staff shortages, staff indicated that the Public School Review was a positive experience that afforded the opportunity to affirm the ways in which the school was effective and improving.

The following recommendations are made:

- Develop a sustainable schedule to ensure that preparation for school review is managed over time and forms an integral part of the ongoing self-assessment process.
- Refine the data collected in this schedule to ensure a focus on evidence that demonstrates strong impact on student achievement and progress across the domains of the Standard.
- Utilise a system to reference duplicated evidence sources within the ESAT submission and provide clear annotations to describe the analysis of data sets.

Relationships and partnerships

The culture of the school is centred around positive relationships, a community focus and productive collaboration in order to support quality teaching and learning processes. Mature responses to feedback and strong communication are evident in recent survey data and analysis.

Commendations

The review team validate the following:

- Community partnerships with BHP Pilbara Education, the West Coast Eagles Soar Program, Hanroy & Atlas Smiles Dental Hygiene Program and the Shire of East Pilbara are based on clear communication of expectations and shared goals. The Early Learning program, funded by BHP, provides a supportive network for parents of children aged 0-3 to foster healthy development.
- Valued support for Aboriginal and Torres Strait Islander students is provided through a homeroom where inclusivity and engagement are facilitated by an Aboriginal and Islander education officer (AIEO) and the Y Newman, formerly known as the Newman YMCA (Young Men's Christian Association).
- Professional learning for staff is accessed through the Karajini Network of schools who cooperate to source and share relevant opportunities to develop staff capacity to meet student need. An example is moderation of grade allocation activities.
- Levels of parent satisfaction with Newman Primary School are high with stakeholders particularly appreciating quality communication from the school through a variety of media.

Recommendations

The review team support the following:

- In consultation with the AIEO and Elders, continue to develop authentic relationships with local Aboriginal families to progress the key objectives of a Reconciliation Action Plan, particularly around school attendance and engagement.
- Continue to build the strength of community partnerships through action based on two-way feedback processes that benefits partners and the school.

Learning environment

A strong focus on student and staff safety, high care and respect for all members of the school community supports the varied needs of all students. In a location where transience of staff and families is consistently high, community building and connection are important to support wellbeing.

Commendations

The review team validate the following:

- Behaviour management processes, and the associated roles and responsibilities of staff, support values of care, compassion and empathy within a trauma informed model. A Therapeutic Crisis Intervention in Schools model complements the well implemented Positive Behaviour Support approach.
- The student leaders acknowledge the care of staff and a range of activities that enhance their wellbeing such as sporting activities and outside play.
- Staff demonstrate a high level of care and professional commitment toward students at educational risk. Identification and individual planning are supported by the respected school psychologist and education assistants.
- Staff are aware of the impact of attendance on student performance and extensive efforts are made to monitor, track and improve student presence with the support of a school based attendance officer and AIEO. This includes regular communication with families and a persistent case management approach.

Recommendations

The review team support the following:

- Continue to implement, and document, consistent lessons around Positive Behaviour Support messages and processes to ensure all students are informed and all aspects of the program are embedded.
- Utilise information from the Student Wellbeing Survey to inform future planning and practice.

Leadership

The Principal demonstrates a strong desire and ability to lead, inspire and contribute to growth in school performance to benefit the community. They have balanced persistence, resilience and humility in empowering and trusting staff to use their expertise to develop solutions that support the core business of the school.

Commendations

The review team validate the following:

- Staff, and the community, appreciate strong communication and the consultative approach to decision making provided by the leadership team. The strong base of evidence-based practice is developing in line with the specific needs of students.
- Distributed leadership is evident in the development and implementation of operational plans for literacy and numeracy. There is an understanding that these dynamic documents need to be clarified and refined through ongoing consultation with all staff.
- Through phase of learning structures, the expertise of staff is shared and a clear focus on the development of improved instruction for students is evident. The development of well-informed committees also plays a part in the growth of leadership capabilities.
- The school has a performance management process that supports staff in identifying key aspects of their role, their strengths and the development needs of the school.

Recommendations

The review team support the following:

- Document a pedagogical framework, and instruction improvement process, to further align practice, manage the rate of change and mitigate high levels of transience through clear, concise expectations and guidelines for teachers.
- Consider ways to recognise and maximise the strengths and expertise of education assistants to sustain their support of students. Include their perspectives in planning considerations.

Use of resources

The work of the Principal and manager corporate services (MCS) demonstrates a clear focus on the specific needs of students, ensuring allocation and monitoring processes for the use of resources are aligned to identified school priorities outlined in strategic plans.

Commendations

The review team validate the following:

- The Principal and MCS have engaged in professional learning in order to support an organisational structure that enables the school to meet compliance requirements. A financial handbook provided to staff, supports aligned practice in resource management.
- Finance Committee members and cost centre managers understand their obligations towards managing resources effectively in order to support improved student outcomes.
- Staff utilise the resources of the one-line budget as well as supplementary resources provided from businesses in the community to meet the social, cultural, emotional and academic needs of students.
- The school prioritises intervention strategies to support students at educational risk. Student needs are flexibly met through additional resources allocated to the AIEO and education assistants.

Recommendations

The review team support the following:

- Consult widely and investigate innovative solutions to recruit a workforce that can meet the needs of students for a balanced and sustainable education.
- Maintain and grow external partnerships to ensure the sustainability of established programs that support students.

Teaching quality

Staff are committed to participating in regular formal, and informal, meetings to ensure students learning needs are catered for across all phases of schooling. Collaboration is complemented by a suite of professional learning to support the implementation of whole-school programs.

Commendations

The review team validate the following:

- The Principal and leadership team are valued as instructional leaders by staff, students and families. They have created an environment built around professionalism, high expectations and a commitment to enhancing teaching practices that promote academic improvement.
- Integral to the effectiveness of the school planning processes are the shared beliefs developing around best practices in the teaching and learning of literacy and numeracy. These are being consolidated through exploration of Teaching for Impact.
- Teachers are reflective and strive for excellence in their instructional approaches. They support and guide each other during collaboration time.
- While staff and community members articulated a concern around a history of changes in leadership, staff and pedagogical approaches, there is a resolve and plan to work together to mitigate this to create a more sustainable, consistent education experience for students.

Recommendations

The review team support the following:

- Use available data to identify approaches and processes that genuinely impact improved student achievement and progress. Streamline and document these as the agreed pedagogical direction and commit to this direction to build consistent, embedded instructional approaches.
- As outlined in the school's strategic directions document, invest in the development and implementation of an effective classroom observation process that provides staff with specific performance feedback as part of their professional learning.

Student achievement and progress

Robust analysis of student performance data conducted by staff indicates that attendance is a key factor affecting potential student achievement and progress. The overall attendance percentage is below contextually similar schools for Aboriginal and non-Aboriginal students.

Commendations

The review team validate the following:

- The comparative performance summary indicates that in 2024, students in Year 3 performed at more than one standard deviation above the predicted school mean in all areas tested in NAPLAN¹.
- In 2024, Year 5 students performed at least one standard deviation above the expected school mean in numeracy, writing and spelling in NAPLAN.
- The stable cohort makes good progress in literacy and numeracy indicated from the On-entry Assessment to NAPLAN assessment in Year 3.
- Staff are committed to reporting student performance information to parents frequently and accurately through semester reports, parent meetings and learning journeys. Information relating to achievement for supported students, and those requiring extension, is reported through discussion about progress towards goals in individual plans.

Recommendation

The review team support the following:

- Refine the data collection schedule to streamline the quantity collected and ensure that the impact of teaching and learning processes is monitored and maximised.

Reviewers

Jennifer Graffin
Director, Public School Review

Jacqueline Varris
Principal, Bassendean 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy