



Department of
Education

Shaping the future

Pannawonica 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

Situated in the western Pilbara, Pannawonica Primary School opened in 1972 and is located approximately 1420 kilometres north of Perth. The town of Pannawonica is an iron-ore mining town within the Pilbara Education Region.

In 2017, the school was granted Independent Public School status. Pannawonica Primary School currently has 151 students enrolled from Kindergarten to Year 12.

The school has an Index of Community Socio-Educational Advantage of 971 (decile 7).

Pannawonica Primary School has a strong commitment to STEM¹ and to developing high-level curriculum expertise both internally and in collaboration with other schools.

As a small, regional community, there is strong community support for the school, demonstrated through the work of the engaged School Board and the active Parents and Citizens' Association (P&C).

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:

- In preparation for the school Public School Review, the Principal engaged all staff in extensive opportunities to reflect on school performance set against the Standard.
- A range of inter-related evidence was selected for the Electronic School Assessment Tool (ESAT) submission, with clear alignment between performance evidence and planned actions.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation visit, contributing authentic reflections in support of the school.
- A school tour provided the review team with information and elaborations on the school's context. This included the changing needs of the school in line with growing enrolments and provision for Kindergarten-Year 12 students.
- The school demonstrated high levels of embedded school self-assessment. Whole-school approaches and processes are viewed as integral to supporting new staff, offsetting the impact of transience, a reflection of trends in the mining industry.

The following recommendations are made:

- In future ESAT submissions, review the number of entries prepared with the intent of prioritising and providing a succinct account of the school's performance.
- Strengthen the common language for school self-assessment using the three questions: How are you going? How do you know? What are you doing to improve?

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Relationships and partnerships

An unwavering commitment to building authentic community connections and positive staff and family relationships that are built on trust, is evident across the school. Extensive mentoring, collegiate support and opportunities to reinforce the school values, vision and priorities are evident. These are effective and deliberate strategies focused on maintaining continuity and sustainability in the context of transience.

Commendations

The review team validate the following:

- Extensive communication processes are evident across the school. Parents value the Seesaw platform and staff interaction. Secondary Collaborative Team meetings, support staff communication and the education assistant Communication Circle ensure two-way communication at all levels.
- National School Opinion Survey parent data highlights positive levels of satisfaction. Parents are highly supportive and value opportunities to engage in their child's education.
- The School Board, including new members, work collectively to support school governance. The School Board Chair values the school's community connections and strong focus on optimising the educational opportunities for students from Kindergarten to Year 12.
- The P&C engage in ongoing fundraising and have regular contact with the Shire of Ashburton and Rio Tinto with planned events creating high levels of community engagement.
- Wide ranging partnerships are focused on improved student learning and wellbeing outcomes. Partner organisations include Headspace, universities, the Shire of Ashburton, Rio Tinto, network schools and a local Early Childhood Network.

Learning environment

Underpinned by the vision, 'Ohana - no one is left behind or forgotten', the school has developed a culture of safety, inclusion, acceptance and belonging. The school-wide implementation of Positive Behaviour Support is ensuring clear expectations for behaviour. Student voice is enhanced through extensive student feedback opportunities and authentic student leadership roles.

Commendations

The review team validate the following:

- The development of cultural responsiveness is supported through the building of relationships with local Aboriginal community members and by the Aboriginal and Islander education officer (AIEO). The Aboriginal Committee contribute to the inclusion of Aboriginal cultural perspectives into whole-school STEM planning.
- Strategies and processes to foster positive student attendance are evident, including monitoring and support through the Attendance Officer and the AIEO.
- Active monitoring of school culture is enabled through a school culture staff survey with any arising changes responded to through reflection and collaborative problem solving.
- Effective identification, support, interventions and strategies for students at educational risk (SAER) are evident including Speech Therapy, Occupational Therapy, MultiLit, mathematics and guided reading interventions. Pathway planning and OLNA² interventions are also used to maximise student outcomes.
- Student wellbeing is promoted through the whole-school implementation of Friendly Schools. A Six-Star Wellbeing survey is enabling the collection of student data and is monitored by staff within clusters.
- Students with special educational needs are well catered for through individualised programs, classroom adjustments, Individual Education Plans and stakeholder engagement.

Recommendations

The review team support the following:

- Continue to develop Aboriginal cultural responsiveness guided by the ACSF³.
- Continue to build a whole-school approach to wellbeing. Clarify leadership roles to drive planning including wellbeing data analysis and operational planning. Ensure Tier 1 and 2 interventions are strategically aligned, implemented with fidelity and monitored for their impact on student wellbeing.

Leadership

The Principal is acknowledged for the school's rigorous improvement agenda over recent years. Driven by high expectations and an embedded school vision, staff work collaboratively in teams with a united focus on maximising student outcomes. Strategic clarity and alignment underpin a robust distributed leadership structure and instructional leadership focussed on whole-school approaches and low variance consistent practices.

Commendations

The review team validate the following:

- A collaboratively developed business plan sets out key priorities aligned to the school's vision with clear alignment between operational, business and classroom plans. Agreed commitments are regularly reviewed by the whole staff.
- Ongoing reflection and support underpin a well-developed performance culture. Teachers and education assistants are professionally supported through extensive collaboration, professional learning, mentoring, coaching, and observation and feedback aligned to the school's well-embedded instructional framework.
- Multiple opportunities to lead are evident through pedagogical coaching, AVID⁴ Coaching and the lead education assistant. In addition, various committee leadership roles provide further opportunities in targeted areas such as Aboriginal education, Positive Behaviour Support, National Quality Standard, Year 6 leaders and Staff Wellbeing.
- A range of whole-school approaches, informed by student achievement data, are evident including: Talk for Writing, Top Ten Maths, Initialit, Spell-It, Pannawonica Reading Program and AVID.

Recommendations

The review team support the following:

- Progress intentions to provide opportunities for teaching clusters to plan together with the support of a member of the leadership team.
- Progress planned intentions to explore the Western Australian Future Leaders Framework.

Use of resources

Sound financial management is enabled through shared and transparent decision making and the allocation of resources sharply focussed on maximising students' learning and wellbeing.

Commendations

The review team validate the following:

- Aligned to school priorities and planning, student characteristic and targeted initiatives funding are used to support student learning and wellbeing. The deployment of resourcing for roles such as AIEOs, learning support coordinators and education assistants, is aligned with student's individual needs.
- A range of interventions and programs have been funded to support student progress including Speech Therapy and Occupational Therapy interventions, MultiLit, Initialit, Top Ten Maths, Reading Group Support and Reading Tutor.
- A positive partnership with Rio Tinto has enabled access to additional funds to support school initiatives and programs.
- Workforce planning is regularly reviewed to ensure future recruitment is sustainable and aligned to school and student needs.

Recommendations

The review team support the following:

- Continue to identify projected costings on operational plans.
- Continue to closely monitor student enrolments and workforce planning to ensure staff sustainability in alignment with student and school needs.

Teaching quality

Driven by a strong moral purpose and focus on student success, the implementation of whole-school approaches is a central school commitment. Extensive collaborative planning, mentoring, coaching, modelling, feedback and peer observation are enhancing common beliefs and pedagogy to support low variance practices.

Commendations

The review team validate the following:

- Staff demonstrate high levels of personal commitment and professional responsibility for embedding whole-school approaches.
- A teaching and learning framework is embedded across the school with valued feedback provided through peer observation and access to a range of professional learning.
- Multilevel support is provided to staff to plan and deliver whole-school programs including: Talk for Writing, Top 10 Maths, MultiLit, Initialit and Spell-It, Pannawonica Reading Program and the newly introduced AVID whole-school improvement program.
- Staff engage in moderation opportunities linked to the School Curriculum and Standards Authority Judging Standards to build staff skills and grade allocation confidence.
- A STEM planning document is supporting the implementation of STEM for Kindergarten-Year 6 teachers.

Recommendations

The review team support the following:

- Continue to build on and embed whole-school, consistent approaches to teaching mathematics which includes planning to reflect resource allocation.
- Continue plans to provide academic extension opportunities for students. Use data to inform the delivery of curriculum differentiation and extension approaches to identified groups of students.

Student achievement and progress

The leadership and staff have a collective commitment to the analysis of data and evidence-based decision making. They are united in their endeavour to ensure every student is supported to reach their potential.

Commendations

The review team validate the following:

- Analysis of student achievement data informs classroom, cluster and whole-school planning.
- Year 3 to Year 5 NAPLAN⁵ (2017-2019) data, indicates high progress and achievement in Spelling, Writing and Grammar and Punctuation.
- Australian Early Development Census profile data is tracked and used to inform classroom and school decision making related to Early Childhood Education programs.
- There is an unambiguous focus on the whole-child, with both academic and social domains linked across the school.
- The school is enhancing school-based data collection through the implementation of Progressive Achievement Tests (PAT) with a view to tracking student achievement and the impact of learning programs.

Recommendations

The review team support the following:

- Progress intentions to strengthen staff data literacy and engage in the collaborative analysis of data using a disciplined dialogue approach. Use a range of relevant data, including PAT data, to inform target setting for student improvement.
- Strengthen moderation processes through planned partnerships with other schools. Explore Brightpath to support moderation and grade alignment.

Reviewers

Kim McCollum
Director, Public School Review

Petrina Bean
**Principal, Dalwallinu 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.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Online Literacy and Numeracy Assessment
- 3 Aboriginal Cultural Standards Framework
- 4 Advancement Via Individual Determination
- 5 National Assessment Program – Literacy and Numeracy