



Department of
Education

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Tambrey Primary School

Public School Review

April 2019

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

Tambrey Primary School is located in the city of Karratha, 1575 kilometres north of Perth in the Pilbara Education Region. The school was established in 1989 and is named after Tambrey Station, one of the first cattle stations in the district. The school enrolls students, with a diverse range of social and cultural backgrounds, primarily from the suburbs of Nickol and Nickol West.

With an Index of Community and Socio-Educational Advantage rating of 935, the school currently enrolls 587 students from Kindergarten to Year 6.

The school's curriculum includes the arts, physical education, languages, engagement and intervention and specialist programs.

Tambrey Primary School actively supports and participates in the Karratha school network. Student learning is supported through partnerships with parent groups, industry, local business, government agencies, not-for-profit organisations and Aboriginal corporations.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A wide scope and multiple sources of credible evidence were selected for analysis.
- Comprehensive narratives provided as part of the school's evidence base on the validation day added value and clarity to the school's submission.
- Alignment between the school's evidence, their observations and judgements about performance was apparent in the submission.
- Actions for improvement were described in the school's self-assessment documentation and these were elaborated on during the validation phase.
- Staff and the community engaged positively in the review process.
- A culture of self-assessment and subsequent improvement planning is well established in the school.
- Through the submission and through conversations during the validation visit, the school described accurately the journey of cultural transformation undertaken in recent years.

The following recommendation is made:

- Ensure planned actions noted in the Electronic School Assessment Tool (ESAT) are defined clearly.

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Relationships and partnerships	
<p>Through transparency of practice and authentic stakeholder engagement, the Principal has built high levels of organisational trust. Both staff and the community are united in support of the school's key directions and shared optimism for the school's future.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Respectful and cohesive staff relationships underpin a high staff morale, a caring, supportive culture and high levels of professional obligation. • Opportunities for professional dialogue and collegiate support provided through well-established collaborative structures, are valued highly by staff. • Staff and the community appreciate having a voice in school improvement through authentic processes of consultation and engagement. • The School Board and P&C¹ work as true partners with the school. Board members are well-informed, strong advocates for the school and are actively engaged in the school improvement agenda. • Staff and parents appreciate the school's timely and reliable communication processes. Parents welcome the opportunity to engage in their child's learning through the school's 'apps'. • An industry-sponsored STEM² program provides targeted learning opportunities for Aboriginal students from Tambrey and surrounding schools.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to support the Board to fulfil its governance role through ongoing training and engagement in school performance monitoring.

Learning environment	
<p>A culture of high care, together with a shared unity of purpose and targeted support, ensures students at Tambrey Primary School enjoy a safe and inclusive learning environment. The needs of each student are privileged and drive decision making and planning for support.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The learning environment is characterised by robust and coherent systems of support. • The school-wide implementation of the PBS³ program provides a common language for staff and students, supports the explicit teaching of expected behaviours, and uses data to monitor progress and inform areas for further teaching. • A comprehensive approach to case management supports students through effective assessment, diagnosis, planning, stakeholder support and proactive monitoring, which often occurs post the planning cycle. • The Response to Intervention model is used skilfully to define differentiated practice rather than label students requiring learning adjustments. • Processes for managing attendance are robust, embedded and well-understood. Home visits for students with severe attendance issues ensure successes are celebrated and issues are discussed and addressed.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Ensure relevant staff undergo Day 3 and 4 PBS program training.

Leadership

The Principal embodies the leadership narrative of 'high trust, high transparency' through his personal traits of authenticity, integrity and humility. The school's leaders are united and purposeful in their leadership of the school. Their diligent and engaging approach has built confidence in the school's direction and widespread commitment, support and advocacy.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Documented roles and responsibilities provide a high degree of clarity, certainty and predictability for administrators, coaches and teacher leaders. • A distributed leadership model maximises staff strengths, supports personnel and school improvement, provides staff with a voice in school-wide decision making and promotes a culture of leadership at all levels. • Ensuring fidelity and reliability of school-wide policy and programs remains a leadership focus. • The strategic implementation of school-wide change sees the leaders apply due diligence to processes that build staff acceptance and commitment. • Staff and members of the Board demonstrate a strong connection to the school's vision and strategic directions as outlined in the business plan. • Staff are engaged actively in the implementation of the <i>Aboriginal Cultural Standards Framework</i>. The school's scaffolded approach of focussing on two domains allows staff to authentically embed desired practices.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Involve staff in the development of operational plans linked to priority areas and whole-school strategies articulated in the new business plan. • In collaboration with staff, set annual targets in operational plans to ensure a dedicated focus on the progress and achievement of the current cohort.

Use of resources

The day-to-day management of resources is sound. The leaders demonstrate a commitment to openness and transparency in financial management and are aware of the need to manage funds diligently to maximise benefits to students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS⁴ plays a key role in strategic resource management and is recognised as an integral part of the leadership team. • Student characteristic funding is employed strategically, with plans and programs regularly reviewed for their impact and ongoing relevance. • The Finance Committee meets regularly, is well supported by the MCS and provides appropriate oversight to the school's financial practices. • Members of the Board are supported to understand whole-school financial information and are consulted regarding major resourcing decisions. • The leaders are aware of, and monitor closely, workforce issues to minimise impact on school-wide operations.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure budgeting processes are informed by the school's plans for raising the standards of student achievement. • Develop a workforce management plan that is responsive to the new business plan and identifies longitudinal staff profile needs.

Teaching quality

The leaders are committed to sustaining the culture of high expectations and a collective responsibility for improved performance. It is evident that all staff are highly skilled and enthusiastic learners who share a personal and collective commitment to improving student achievement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> A highly supportive and scaffolded approach to implementing the school's agreed explicit teaching model (TEdi)⁵ builds staff understanding and school-wide consistency of practice. The effective use of coaches and teacher leaders supports staff to implement agreed school-wide initiatives and programs consistently. A dedicated and well-structured intervention program supports students with identified literacy learning needs. POL⁶ teams provide a strong professional learning community for staff and facilitate implementation of agreed school-wide programs. A classroom walkthrough checklist linked to the AITSL⁷ Australian Professional Standards for Teachers and the business plan, provide staff with balanced feedback on their teaching. Specialist digital technology support enriches students' learning. Building teacher's digital literacy remains a focus.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Align peer observations to the explicit pedagogy to provide teachers with targeted feedback on their craft. Ensure that teachers being observed identify areas for feedback based on reflections of their own practice. Build teachers' capacity to use the Judging Standards framework, and explore further opportunities for moderation.

Student achievement and progress

A strong connection to, and appreciation of, the value of data underpins a culture of evidence-based decision making. The leaders are adept at analysing system data and have used these to raise awareness of the school's areas of strength and weakness.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> The school acknowledges the positive performance trend of Year 3 students. It has also identified that, while within expected range, the performance of Year 5 students was slightly below like schools in the 2018 NAPLAN⁸ assessments. A comprehensive assessment schedule guides the collection of data that informs cohort planning and whole-school discussions on performance. The RTP⁹ P-10 Analysis Tracker is well used, has made data visible and provides staff with regular access to data that are used to diagnose student learning needs and inform planning and differentiation. In POL teams, teachers collaborate using data to monitor student learning and set targets to facilitate student achievement and progress. The school has identified moderation as an area of need to ensure consistency of grade allocations.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Continue to build the capacity of staff to use data to inform planning and target setting at the classroom and whole-school levels.

Reviewers


Jim Bell
Director, Public School Review

Aaron Thomas
Principal, Margaret River Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Parents and Citizens' Association
- 2 Science, technology, engineering and mathematics
- 3 Positive Behaviour Support
- 4 Manager corporate services
- 5 Tambrey Explicit Direct Instruction
- 6 Phase of learning
- 7 Australian Institute for Teaching and School Leadership
- 8 National Assessment Program – Literacy and Numeracy
- 9 Reporting to Parents