



Department of  
Education

**Shaping the future**

# Neerigen Brook 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Neerigen Brook Primary School opened in 1970 and is located in Armadale, 36 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region. In 2010, the school became an Independent Public School.

Currently, there are 373 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 903 (decile 9).

The School Board provides a governance role and works with the school to set and monitor the school's strategic directions.

The Parents and Citizens' Association (P&C) provides opportunities for parents and community members to engage with the school through regular meetings and numerous events throughout the year. One example is the Dads Doing Awesome Stuff (D.A.D.S.) program, which provides additional channels of communication and further promotes a sense of community and belonging.

## 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 Standard was used to guide reflection and collaborative processes in preparation for the Public School Review.
- Aligned to the School Improvement and Accountability Framework, a summary document outlining key indicators of the school's performance and associated evidence sources was provided.
- The school has established processes to engage in regular and collaborative self-assessment aligned to school planning.
- The Electronic School Assessment Tool (ESAT) submission provided an account of the current school context, student and school performance, and planning priorities.
- A range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic and positive reflections in support of the school.

The following recommendations are made:

- Continue to utilise the ESAT to engage in and embed ongoing cycles of school self-assessment across all domains.
- Continue to pay explicit attention to the quality of evidence used to describe the essential indicators of performance, as outlined in the Standard.

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### Relationships and partnerships

Cultural diversity is respected, celebrated, and valued at Neerigen Brook Primary School. Fostering strong, authentic and positive relationships with families is the bedrock of the school's success. Opportunities to celebrate Aboriginal culture and history are embraced by the school and community, with mutual respect, genuine interest and care.

### Commendations

The review team validate the following:

- Student focused, engaged and purposeful, a positive staff culture is maintained through professional learning, targeted support and clear expectations. There is an unwavering focus on ensuring collaborative conversations are centred around the core values of academics, responsibility, respect and accountability.
- A range of National School Opinion Survey and other survey data are used to inform school culture and monitor levels of engagement and satisfaction of the staff, students and community. The school is highly responsive to feedback provided, with student voice a feature of processes.
- Student agency is viewed as imperative to fostering self-belonging and ownership of the classroom and school. The innovative use of student voice through exit videos, leadership roles, surveys and 'Brilliant Kids morning teas' enables proud, engaged and accountable students to thrive.
- Internal and external communication platforms are comprehensive and reflect high levels of engagement between the school and community.
- The school strategically and actively works with a range of agencies and stakeholders in order to provide critical supports and resources to students and families.

### Recommendation

The review team support the following:

- Develop and implement the School Board induction file to ensure processes and governance responsibilities are shared and understood. Continue to explore opportunities for diverse representation on the Board.

### Learning environment

Safe, respectful and responsible behaviours are expected from everyone in the school community. The school is unwavering in their focus to ensure conditions are in place to support students and families to thrive.

### Commendations

The review team validate the following:

- There is a clear focus on student, staff and community mental health and wellbeing. With broad staff and community representation, the Wellbeing Committee has developed relevant plans aligned to the PERMAH<sup>1</sup> model.
- Supported by the students at educational risk team, effective and comprehensive processes and procedures are in place. Aligned to a Response to Intervention model, the best interests of students drive a range of processes, further highlighting the school's commitment to inclusive practices.
- Zones of Regulation is embedded across the school, supporting students to consciously regulate their actions, and increasing control and problem solving abilities.
- As a Positive Behaviour Support (PBS) school, whole-school approaches are embedded in the classroom and playground. Behaviours are explicitly taught and acknowledged through identified milestones. The PBS Committee upskills staff, analyses data and drives shared expectations and understandings of positive behaviour management.
- Identified students requiring support to address literacy, numeracy and behaviour goals are provided with targeted intervention.

### Recommendations

The review team support the following:

- Utilise AEDC<sup>2</sup> data to provide insights and guide future early childhood education plans and initiatives.
- Continue to provide professional learning on students at educational risk processes and procedures.

## Leadership

A genuine culture of care is evident and driven by high expectations from the leadership team. Instructional and collaborative, leaders guide processes to create, implement and review business plans, operational plans and programs that aim to improve student outcomes.

### Commendations

The review team validate the following:

- Staff are regularly engaged in self-review aligned to the business plan. Staff and the school community are engaging collaboratively to develop a new business plan, ensuring it reflects the current needs of students.
- Underpinned by high levels of instructional guidance, a distributed leadership model is embedded within school structures and practices. Senior leaders are identified from within the school to lead collaborative teams and drive the strategic intent.
- The three drivers of: Purpose, People and Process, aligned to discussion and reflection, is an agreed model that sets the standard for strategic and effective distributed leadership.
- Graduate teachers meet regularly with the executive leadership team. They are explicitly supported to share experiences, knowledge and to build capacity.
- A GROWTH<sup>3</sup> coaching model aligned with AITSL<sup>4</sup> self-assessment processes guides the performance management process. Staff are supported by their line manager formally and informally as required.
- Students are provided with genuine leadership roles and scope to engage with other leaders in the school and wider community. Students of all ages have opportunities to be role models and mentors taking on leadership opportunities such as Dardy Yorgas and Moorditj Boys, Waste Warriors, student leaders and faction captains.

### Recommendation

The review team support the following:

- Continue to build leadership capacity through the development of a future leaders plan, inclusive of relevant feedback and reflection tools.

## Use of resources

Financial planning and prudent budget management are in place to ensure resource allocations relate specifically to the improvement of student outcomes. Processes and procedures ensure decision making is grounded in evidence-based data, and undertaken in consultation with key stakeholders.

### Commendations

The review team validate the following:

- The manager corporate services and Principal meet regularly to discuss the one-line budget and resourcing requirements across the school. Aligned to the business plan, there is an unwavering focus on ensuring that resources are deployed in response to student need.
- A focus on executive support, communications and the sourcing of grants enhances community relations, teaching and learning opportunities.
- The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.
- To improve educational outcomes, resources are strategically allocated to drive school, individual and cohort case management approaches in academic and non-academic areas.
- Allocation of financial resources to whole-school programs, professional learning, infrastructure and technologies is prioritised and aligned to planning.

### Recommendations

The review team support the following:

- Continue to engage and upskill staff to deepen thorough understandings of financial processes and procedures.
- Formalise processes that provide evidence of the impact of additional support time on student outcomes.

## Teaching quality

Staff are professionally and personally invested, demonstrating shared beliefs and a commitment to embed consistent practice. Supported by collaborative practices and a focus on all children achieving their potential, staff have shared ownership of student progress and achievement.

### Commendations

The review team validate the following:

- An embedded and comprehensive suite of curriculum and planning documentation ensures a low variance, connected practice across the school. Collaborative meetings are focused on the development of plans, inclusive of whole-school pedagogical frameworks and expectations.
- Aligned to common assessments and a data collection schedule, curriculum pacing documents for English and mathematics are established and drive a clear focus on covering the scope of the curriculum.
- Senior leaders facilitate meetings to review whole-school approaches and initiatives, student progress, moderation, assessments, and to plan collaboratively.
- Aligned to the Aboriginal Cultural Standards Framework, teaching and learning about Aboriginal cultures and histories is not limited to the outstanding work of the Aboriginal and Islander education officer. Each teacher, education assistant and office staff member takes responsibility to be culturally self-aware and responsive.

### Recommendations

The review team support the following:

- Provide opportunities for peer observations with areas identified for targeted focus.
- Continue to enhance differentiation practices across the school with a focus on academic enrichment.

## Student achievement and progress

Systemic and school-based data are collected and analysed to support teaching cycles and inform the impact of whole-school teaching and learning programs. The school is committed to ensuring all students achieve their potential through the use of embedded, data-informed practices.

### Commendations

The review team validate the following:

- Centralised collation of data supports teachers to effectively implement and review required supports and interventions for students. The use of data supports staff to provide engaging, differentiated lessons and track progress using the assessment tool, which then informs future teaching and learning.
- A whole-school assessment schedule for the collection of data supports collective analysis and sharing of outcomes. There is a growing commitment by all staff to undertake analysis of cohort and whole-school data sets to inform targets for ongoing student achievement and progress.
- Informed by data, case management processes are designed to meet the individual needs of students. Special Educational Need reporting and English as an Additional Language or Dialect Progress Maps are referred to for identified students.
- Individual student performance summaries are developed to support effective handover and transition processes.
- Moderation is a key aspect of the teaching, learning and reflective process. A range of common assessment tasks and the Brightpath assessment matrix support teacher judgement.

### Recommendations

The review team support the following:

- Review the assessment schedule to ensure data collection aligns to explicit targets, is purposeful, and identifies student achievement, progressions and areas for future focus.
- Enhance data literacy of all staff through increased engagement with EdCompanion.

## Reviewers

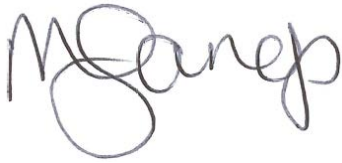
Rebecca Bope  
**Director, Public School Review**

Anita Wills  
**Principal, Katanning 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.

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



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Positive emotion, Engagement, Relationships, Meaning, Accomplishment and Health
- 2 Australian Early Development Census
- 3 Goals, Reality, Options, Will, Tactics, Habits
- 4 Australian Institute of Teaching and School Leadership