



Department of  
Education

**Shaping the future**

# Nyabing 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. It will also inform 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 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

Nyabing Primary School is located 320 kilometres south-east of Perth in the Wheatbelt Education Region.

The school services families living within the town of Nyabing and the surrounding grain and sheep farming communities.

Currently there are 40 students enrolled at the school from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1029 (decile 3).

Community support for the school is demonstrated through the work of the School Council and 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:

- The newly appointed Principal has prioritised establishing school self-assessment and review processes. All staff have contributed to a shared understanding of school progress and the identification of focus areas for improvement. This provides stability and sustainability to programs, and in turn mitigates the risk of leadership and staff turnover.
- During Professional Learning Community meetings, the Principal engaged staff in preparation for the school's Public School Review, developing an understanding of the process, unpacking the Standard and the use of probing questions in the collection and identification of evidence.
- A strong consideration for staff, when preparing documentation for the Electronic School Assessment Tool (ESAT) submission, was to ensure the evidence selected was representative of the school's performance. Positioning themselves for a 'less is more approach', refinement of the selection of documentation led to clear alignment between performance evidence and future planned actions.
- As part of the school's self-assessment process, staff collaboratively brainstormed ideas based on 'how we are going, how we know and what we will do next'. Innovative thinking in the use of Padlet<sup>1</sup> provided a platform for all staff, particularly for the significant number of part-time staff, to have input and a voice in the review of the school's performance.
- The Principal was deliberate in ensuring a broad range of well-informed and enthusiastic staff, students, parents and community members were given a voice in contributing to the discussions held during the validation process.

The following recommendation is made:

- Continue to utilise the ESAT to engage in and embed ongoing cycles of self-assessment across all domains of the Standard.

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### Relationships and partnerships

An embedded collaborative culture, underpinned by mutual respect, trust and open communication, is contributing to positive relationships between staff, students, families and the wider community.

#### Commendations

The review team validate the following:

- Open and transparent communication between staff, and with families is evident. Communication protocols give clarity to how information is disseminated, including for the various communication platforms. A feature of communication with parents is the unswerving focus on student learning.
- Collaborative structures, underpinned by group norms, has created a culture of respect and productive professional relationships that foster a shared responsibility for school improvement.
- NSOS<sup>2</sup> parent, student and staff responses indicate high levels of satisfaction with the school and the education provided. The school has set high standards when reflecting on this information and responds with feedback using the data to direct and focus future planning.
- Mutually beneficial partnerships formed, provide additional learning options for students and professional development and networking opportunities for staff. Further, the valuable contribution of the Kent Shire Council contributes to maintaining and upgrading facilities including provision of housing for staff.
- A highly valued, proactive and well-informed School Council has been established, providing community representation, a link to the views of families and community, and strong advocacy for the school.

#### Recommendation

The review team support the following:

- Continue to clarify the role and promote the profile of the School Council to ensure understanding by parents of the important contribution they make to school governance.

### Learning environment

The learning environment is designed to maximise student engagement. Thoughtful consideration to the external and internal spaces facilitates rich experiences for students, ensuring they are not disadvantaged by their small number or isolated location.

#### Commendations

The review team validate the following:

- An audit of the National Quality Standard (NQS) has led to the development of an extensive Quality Improvement Plan, with the aim to strengthen student agency and play-based early childhood practices.
- School initiated professional learning (PL) and review of the ACSF<sup>3</sup> with network schools is promoting responsiveness to Aboriginal culture. The ensuing collaboratively developed RAP<sup>4</sup>, a HASS<sup>5</sup> and Sustainability Leader and the Bush School program further strengthens knowledge of Aboriginal culture.
- The SAER<sup>6</sup> Guidelines provide direction and assistance to teachers in the identification of, and planning for, SAER. IEPs<sup>7</sup>, GAT<sup>8</sup> and documented plans. The SEN: D<sup>9</sup> case conferences and the input of external services, supports staff capacity to differentiate learning to cater specifically for SAER.
- With oversight from the Positive Behaviour Support (PBS) committee, the collaboratively developed PBS policy ensures all staff, students and families understand how behaviour is managed. Consistent application and explicit teaching of the expectation's matrix contributes to a safe, calm and respectful environment.
- The school has a comprehensive approach to monitoring and reviewing the health and wellbeing of staff and students through the collection and analysis of survey data. This has led to targeted selection of programs and initiatives that build a positive and optimistic culture.
- Student voice within learning and leadership is highly valued. Opportunities for students to take on leadership roles and areas of responsibility builds the attributes and work capabilities for life beyond school.

#### Recommendations

The review team support the following:

- Continue to focus on the NQS to promote student agency, including choice in their learning.
- Progress implementation of the RAP/ACSF to further build staff knowledge and cultural responsiveness.

## Leadership

The Principal has been strategic in creating a non-hierarchical collaborative model of leadership, promoting trust, empowerment and ownership by staff to influence and contribute to the school improvement agenda.

### Commendations

The review team validate the following:

- Strategic planning is evidence based, aligned to the Department's strategic directions and informed by the National School Improvement Tool and system and school data. The Timeline of Success document supports monitoring and review of the goals and actions outlined in the strategic plan.
- Not defined by their small size, the Principal has been proactive in ensuring there is a distributed leadership model. Focused on the strengths of individuals and a team mindset, all staff are provided opportunities and supported to lead.
- The collaboratively developed strategic plan, together with curriculum leader facilitated learning area plans, provide direction and clarity for staff. Pedagogical approaches to teaching and learning, along with explicit targets, direction and focus for each of the learning areas, is provided.
- Performance Growth effectively supports staff capacity in the implementation of High Impact Teaching Strategies (HITS). Close monitoring of teaching effectiveness is conducted through the AITSL<sup>10</sup> self-reflection tool and Pivot.
- The school identifies and provides opportunities for aspirant leaders to engage with the Great Southern School Network and Western Australian Future Leaders Framework, to develop their leadership capacity.
- Change is managed in a timely and inclusive manner with a differentiated model of support provided to meet the needs of individuals.
- Thorough induction procedures provide new and returning staff with ongoing support and regular reviews. In the face of a high turnover of staff, this process provides continuity of the school's strategic plans and supports everyone in becoming an active part of the school culture and team.

### Recommendation

The review team support the following:

- Continue to reflect on the strategic plan and Timeline for Success, utilising the traffic light system to monitor, review and adapt.

## Use of resources

The Principal and the manager corporate services (MCS) provide strong oversight of school review and planning, ensuring resource allocations are linked to school priorities.

### Commendations

The review team validate the following:

- Thorough workforce planning ensures recruitment, deployment of resources, succession planning and PL is focused on the skillsets required to meet the present and future context of the school.
- Financial budgets are aligned to the financial plan, highlighting school priorities including consideration given to asset and resource replacement schedules. Budgets are presented to the Finance Committee and School Council and monitored regularly by the MCS and curriculum leaders.
- The MCS has proactively formed close networks with neighbouring schools in developing the Financial Induction process and the School Financial Manual. These documents provide support for staff and build financial literacy and confidence to make informed financial decisions.
- The Finance dashboard, developed by the MCS to assist key stakeholders in their oversight of financial governance, is contributing to staff, School Council members and P&C representatives' ability to understand, interpret and monitor the school's financial position.
- The P&C provide a valuable additional income stream for the school. Fundraising targets, set annually, ensure funds raised will benefit the students, either in resources or in the maintenance and ongoing improvements to the learning environment.

## Teaching quality

There is a school-wide commitment to a performance culture of holistic explicit teaching and whole-school approaches. This commitment is a result of a high level of teacher professional capability, personal responsibility and school-wide belief in the power of consistent, predictable teaching practices.

### Commendations

The review team validate the following:

- A balanced highly scaffolded approach to instruction supports the multi-age grouping of students. This involves students exploring and applying their knowledge, understanding and skills through targeted play in the early years. Transference and application of skills are taught through project learning for older students.
- The Teaching and Learning Guidelines, together with the all-inclusive Curriculum Guide gives unambiguous articulation to the 'what and how' of teaching at Nyabing Primary School.
- PL is prioritised, with a range of options available for staff to access. Harnessing the skills of staff from within and through the regional networks, a sustainable model of PL in the development of teaching practice has been established.
- Adoption of HITS is developing staff skills in the delivery of high impact, evidence-based pedagogy. The scaffolded, time lined and supported professional delivery is contributing to greater consistency of teaching practice across the school. This is future proofing the impact a high turnover of staff has on continuity of instruction and student learning.
- The Career Development Booklet provides staff with guidance in the implementation of age-appropriate strategies to develop the 21<sup>st</sup> century skills of independence and employability, enabling student transition from their rural location to secondary schooling and beyond.

### Recommendation

The review team support the following:

- Progress the intention to implement peer observations and invite external coaches to support the implementation of HITS, explicit teaching and the Big Six of Reading.

## Student achievement and progress

The school's holistic and contextual approach to achieving a balance between academic, social and emotional learning and a culture of high expectations for all students has contributed to consistent and sustained high achievement and progress.

### Commendations

The review team validate the following:

- Year 3 and Year 5 2021 literacy NAPLAN<sup>11</sup> achievement is above the national mean and like schools.
- Explicit teaching and the implementation of iMaths and Think Mentals, supported with high interest, hands-on games, apps and activities, is impacting positively on numeracy progress for Year 3 and Year 5.
- The development of Individual Assessment Files is enhancing the analysis of consistency in data collection and supporting transition processes at an individual, class, cohort and whole-school level.
- The school has taken into consideration the effect the small number of students has on the validity of NAPLAN data, applying an individual student assessment approach and a variety of alternative assessment options to track student achievement and progress over time.
- Student progress and achievement is regularly reported to parents informally and formally. Progress slips emailed home following each assessment, complemented with parent accessible student assessment files, provides transparency and a clear snapshot of each student's achievement and progress.

### Recommendation

The review team support the following:

- Continue to provide PL on using the SCSA<sup>12</sup> Judging Standards, together with participation in moderation with network schools, to support staff to make sustainable and consistent judgements of student performance.

## Reviewers


Maxine Augustson  
**Director, Public School Review**

Sharon Poett  
**Principal, Kojonup 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 in or after Term 1, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 A digital notice board
- 2 National School Opinion Survey
- 3 Aboriginal Cultural Standards Framework
- 4 Reconciliation Action Plan
- 5 Humanities and Social Sciences
- 6 Students at educational risk
- 7 Individual Education Plans
- 8 Gifted and Talented
- 9 School of Special Educational Needs: Disability
- 10 Australian Institute for Teaching and School Leadership
- 11 National Assessment Program – Literacy and Numeracy
- 12 School Curriculum and Standards Authority