



Department of
Education

Shaping the future

Marble Bar 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

Established in 1909 Marble Bar Primary School is located approximately 200 kilometres inland from Port Hedland and 1478 kilometres north of Perth, in the Pilbara Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 678 (decile 10). Currently there are 24 students enrolled from Kindergarten to Year 12.

Support is provided to Marble Bar Primary School by an active School Council, consisting of staff members and parents.

The first Public School Review of Marble Bar Primary School was conducted in Term 4, 2019. This 2023 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 school self-assessment that incorporated responses to recommendations from the 2019 Public School Review.
- Staff and student voice was included as part of the collection of evidence for the Electronic School Assessment Tool (ESAT) submission.
- The ESAT submission was structured in alignment with the domains and foci of the Standard and gave an indication of the extent to which the school met the Standard.
- A range of media were submitted as evidence, including video presentations that portrayed the extensive work that has been undertaken in creating a culturally responsive school environment.
- Opportunities, provided during the validation visit, to observe teachers in classrooms and elements of the daily school routine, supported validation of the school's self-assessment.
- Students, staff, community, corporate partners and local Elders participated enthusiastically from an informed perspective throughout validation meetings. Their contributions added value to the review team's capacity to validate the school's performance in meeting the Standard.

The following recommendations are made:

- Consider the use of the ESAT as a dynamic school reflection device, with the added flexibility to be used as a handover and induction document for staff undertaking leadership and key roles.
- Avoid repetition when presenting evidence to limit the size of future ESAT submissions.

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Relationships and partnerships

The community love their school. The adoption of Nyamal culture and incorporation of the perspectives of community members and Elders in the curriculum and daily routines of the school is seamlessly undertaken.

Commendations

The review team validate the following:

- Students are proud of their school and wear the culturally inspired uniform with pride. Senior students hold leadership positions and contribute to the learning and teaching of their peers.
- Morning and afternoon school debrief sessions ensure effective communication between leaders, staff, families and students. These meetings articulate the daily focus and set the tone for successful learning.
- Staff communicate via emails and fortnightly meetings while families receive communications through Facebook updates, supported by hard copy flyers for events in the community.
- The school gathers parent satisfaction data from families through personal meetings and facilitating the collection of feedback to ensure maximum take-up and incorporation of all voices.
- Partnerships with large mining companies, technology businesses and local community organisations, such as employment forums at the Community Resource Centre, all promoted by the school, add value to the student experience.
- The partnership with the Nyamal Aboriginal Corporation ensures a strong relationship between the school as a central community agency and the Traditional Owners of the land.

Recommendations

The review team support the following:

- Develop ties with universities in order to assist pre-service teachers to complete practicums in the school and promote the benefits of remote service to undergraduates.
- Continue the contribution to preserve Nyamal language through education, community and outreach.

Learning environment

The school has received numerous awards for projects that celebrate and proudly represent Nyamal culture, accessible to the world online and including a recent opportunity for representatives to attend, in person, a ceremony in Pakistan.

Commendations

The review team validate the following:

- The partnership with Foodbank extends through the Food Sensations® for Children program leveraging a healthy food curriculum for students, supported by the comprehensive onsite fruit, vegetable and herb science, technology, engineering, mathematics (STEM) garden.
- Relationships with nearby remote and urban schools in Port Hedland ensure that section 24 temporary arrangements and learning programs assist in maintaining the engagement of the transient student population.
- A small team of education assistants and Aboriginal and Islander education officers provide culturally responsive support for students while a learning support teacher withdraws students for literacy and other interventions as required.
- The recent introduction of a coordinated and structured timetable for secondary students to complete their studies through the School of Isolated and Distance Education, has led to higher levels of engagement.
- The visiting school psychologist manages the individual cases of students at risk in partnership with the community, parents and the school with access to external agency support where required and appropriate.

Recommendations

The review team support the following:

- Explore the re-establishment of a Pre-kindergarten program to assist children in their transition to schooling.
- Embed trauma informed practice in partnership with SSEN: BE¹ and the school psychology service.
- Ensure that there is consistency in the delivery of whole-school, low key behaviour management.

Leadership

The school is a recognised leader among the STEM education community. Frequent awards are punctuated with opportunities for the community and Principal to provide professional learning to other schools.

Commendations

The review team validate the following:

- There is a clear shared commitment between the Principal, staff and local Elders to lead the school collaboratively. A deeply consultative approach to business planning for 2024-26 is underway.
- The School Council meet with high regularity, both informally and formally, to ensure that the voice of the local community is heard.
- Within the small school environment, staff willingly accept the expectation that they must assume responsibility for leadership of key areas through the rapid development of leadership skills.
- The introduction of remote learning through media, such as Virtual Reality, commenced during the pandemic school closures. This has developed into a shareable and innovative learning experience for students.
- The Principal manages the performance of all staff. Guided by performance goals that align to school plans, targets are recorded using standard Department templates.
- Daily classroom walk-throughs are used to monitor the application of the values of the pedagogical framework and reinforced through daily briefings and frequent staff email contact by the Principal.

Recommendations

The review team support the following:

- Adopt a formal process for the provision of feedback to staff on teaching practice, including specific instructional technique observations.
- Set targets for the progress of individual students rather than the cohort to inform teaching practice as well as the maintenance of student achievement profiles.

Use of resources

The school is well resourced, the annual minimum expenditure requirement is met and consistent financial planning is in place to ensure the sustainability of programs despite frequent changes of personnel.

Commendations

The review team validate the following:

- The recent appointment of a permanent manager corporate services (MCS) has been supported through professional learning and induction. The implementation of positive change to resource management processes is already evident.
- Completion of the Financial Improvement Plan from a compliance audit has ensured that the delivery of systems and processes for resource and budget management meet the requirements of the Department.
- A casual ICT² support officer assists staff and students with technical faults and management of the extensive suite of ICT equipment in the school, including the use of iPads in student learning programs.
- Workforce planning prioritises the recruitment of culturally responsive teachers with the ability to engage in dialogue about high quality teaching. Opportunities for local people to be employed at the school are also prioritised.
- The outstanding and personally dedicated contribution of support staff is crucial to maintaining the fabric of the school alongside teachers. Support staff are valued by the whole community.
- The current strong budgetary position has afforded the school the opportunity to maintain small class sizes to strengthen student learning experiences through the recruitment of additional teachers.

Recommendation

The review team support the following:

- Ensure that access is secured to all technology platforms required to enable the MCS to complete their duties.

Teaching quality

Relational approaches to 'meeting students halfway' in their learning is viewed as imperative to student success by community members and this is the principal attribute of successful teachers at the school.

Commendations

The review team validate the following:

- The teaching of culture through the use of contemporary and industry standard technology is a hallmark of the approach taken to seamlessly weave a culturally responsive curriculum into the daily learning program.
- Induction of new staff into the school's operational requirements is personalised for individuals and guided by the Principal.
- Common program approaches to the teaching of literacy include Letters and Sounds, Heggerty Phonemic Awareness, Reading Eggs and Talk for Writing. Brightpath is used for moderation of teacher judgements.
- The school literacy teaching block encompasses a warm-up, comprehension activity and handwriting activity, followed by a numeracy block featuring the use of Top Ten Maths in the senior primary classroom.
- Collaborative DOTT³ time in the afternoon enables teachers to work together. Shared professional learning days with other remote and Port Hedland schools, assists in the moderation of teacher judgements on student performance.
- A strategic approach is taken in the multi-aged classrooms to meet the needs of all students, incorporating group and individualised work, peer teaching by students and supported by blocks of explicit instruction.

Recommendations

The review team support the following:

- Provide targeted support for staff to further develop instructional practice, aligned to the Teaching for Impact statement, to ensure consistency of teaching practice across the school.
- Include a clear explicit lesson structure within the Marble Bar Primary School whole-school pedagogical approach, incorporating strategies such as TAPPLE⁴, to increase engagement and to check for understanding.

Student achievement and progress

Anecdotally, there is a high impact on the achievements of individual students through the STEM program both academically and in their development of leadership and communication skills.

Commendations

The review team validate the following:

- The school has developed targets around the achievements of cohorts of students. Data from systemic assessments such as NAPLAN⁵ provides individual information about students' levels of progress.
- EAL/D⁶ Progress Maps are used to guide the assessment of students and inform the planning of teachers at whole-class and individual student level, with support by Special Educational Need Planning and Reporting as required.
- An assessment schedule has been developed and is used in classrooms. Data is stored in individual folders on the school's shared drive for analysis by the Principal and teachers.
- The school records and analyses the data and needs of its transient students in partnership with other schools. Outreach on student data includes occasional engagement with other state education systems.

Recommendations

The review team support the following:

- Articulate and evidence through data, the measures of progress that students make in literacy and numeracy.
- Provide support through induction processes to all staff in the application and use of Special Education Need Planning and Reporting.

Reviewers

Rohan Smith
Director, Public School Review

Craig Skinner
**Principal, Director, Public School Review
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 scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Special Educational Needs: Behaviour and Engagement
- 2 Information and communications technology
- 3 Duties other than Teaching
- 4 Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective feedback
- 5 National Assessment Program – Literacy and Numeracy
- 6 English as an Additional Language or Dialect