



Department of
Education

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Public education
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Willetton Primary School

Public School Review

October 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

Willetton Primary School is located approximately 17 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school was established in 1970 and has an Index of Community Socio-Educational Advantage rating of 1115 (decile 1). In 2017, the school achieved Independent Public School status.

There is a diverse student population at the school with just over half of the students having a language background other than English. Willetton Primary School currently enrolls 642 students from Kindergarten to Year 6

The Willetton Primary School Master Plan 2018 to 2024 is driving the school's facilities improvement agenda. The plan aims to support building and surrounding grounds upgrades to provide an attractive, engaging and well-maintained physical school environment.

There is strong parent and community involvement at the school through the School Board and Parents and Citizens' Association.

School self-assessment validation

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

The following aspects are confirmed:

- A wide range of evidence from multiple sources was selected for analysis.
- Consideration given to Australian Early Development Census (AEDC) and Attitude, Behaviour and Effort (ABE) data widened the scope of evidence, adding to the overall balance of school performance information.
- Planned actions were identified and appropriate to support future planning.
- The school's rigorous self-assessment processes demonstrated a commitment to improvement and accountability.
- The engagement of staff through professional learning opportunities that were expanded upon during the validation phase, strengthened their ownership of and commitment to a sustainable self-assessment culture.
- The planning intentions described in the school's submission were elaborated on during the validation visit by leadership, teaching staff, support staff and parent representatives.

The following recommendation is made:

- Consider using the Electronic School Assessment Tool as a device for maintaining a 'running record' of school performance information and related judgements.

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Relationships and partnerships	
<p>Willetton Primary School is a people-centred organisation. Building positive staff relationships and community partnerships are at the core of the school's culture. Being valued and feeling connected, staff and parents expressed a strong desire to be part of the school's journey.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's tone is orderly and harmonious, creating a trusting and respectful ethos conducive to student learning, as well as a productive and safe workplace. • Through staff committee structures, collegial and collaborative activities promote the sharing of experience, skills and ideas among staff. • Viewed positively by parents, the school is seen as open, welcoming and transparent when implementing and communicating change in response to student need. • There is a school growth mindset, modelled by the principal, which gives momentum to authentic reflective processes that generate new improvement initiatives. • The School Board is committed to supporting the school and its agenda for growth and development.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Review and refine community engagement processes through special events, communication options such as Connect, and celebrating the school's cultural diversity.

Learning environment	
<p>The school's learning environment has many visible artefacts, championed values and beliefs, and process structures that underpin its approach to creating a positive, inclusive and caring learning experience for students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Professional inclusiveness amongst staff elevates their desire to add value to, and model relational behaviours for, the diverse student population. • Teachers and education assistants work in close partnership to ensure effective delivery of intervention and support programs. • The school has a range of strategies for monitoring and triaging student intervention and support plans. • There is a strong focus on developing and maintaining high quality, differentiated teaching and learning programs. • There are high academic expectations for staff and students, while being mindful of the social and emotional wellbeing of the whole child.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Establish a new English as an additional language/dialect local peer support network for moderation and sharing best practice.

Leadership

The school's leadership fundamentally understands that school success is based on its ability to develop the potential of its staff. The principal's positive mindset for staff growth and development has created the conditions for staff to thrive.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A carefully considered, dispersed leadership model has been developed with clearly defined roles and responsibilities. • The vision for student success is predicated on supporting and building the confidence of a capable and motivated workforce. • Leadership visibility and engagement around the school, led by the principal, has elevated the level of confidence that students, staff and parents have in the school's direction. • The leadership team is focussed on, and alert to, the challenges of ensuring that the deployment of multiple resourcing priorities meets the needs of all students. • Change has been managed strategically by leaders at all levels to ensure depth of understanding and maximum impact on learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Pursue the development of a more refined and vigilant approach to performance management. • Build partnerships with local Aboriginal groups.

Use of resources

There is a clear understanding that the effective deployment of resources depends on the extent to which established policies and procedures are sufficiently flexible and responsive to changing complexities of budget and workforce management.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Budget management is aligned to school planning, resulting in transparent decision making. • The Finance Committee works effectively to influence the school's financial decision making and to ensure it is understood, robust and sustainable. • Funding for school-wide programs, targeted initiatives and staff development are discussed with the School Board. • Workforce planning is predicated on detailed analysis of the employment status of staff, school priorities and student needs. • Thorough planning and innovative thinking underpins the school's information and communication technology initiatives, including regular device upgrades and staff training.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to give careful consideration to the strategic management of the school's workforce. • Maintain parent technology information sessions and iPad security workshops.

Teaching quality

The school's leadership is mindful of having a presence in the classroom. The effect of quality feedback being offered to staff, be it acknowledgement or advice, motivates them to explore improvement opportunities guided by the mantra "we can do better".

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff exercise professional judgements about the full range of learning, teaching and assessment programs that will meet the learning needs of all students. • The school has identified and promoted the importance of a common pedagogical language between staff. • School-wide collegial accountability has been strengthened through informed peer-to-peer feedback and shared practice. • Two years of mentoring has contributed to elevated levels of staff confidence and capacity in integrating science, technology, engineering, arts and mathematics (STEAM) across the curriculum. • Tailored graduate mentoring programs, providing relevant and meaningful support, offer graduate teachers a safe and inclusive environment to commence their teaching careers.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Use classroom observations to provide ongoing feedback on the effectiveness of teaching practices as part of the drive for a school-wide culture of continual improvement.

Student achievement and progress

Trends in student achievement and progress data are impressive. In this context, it is noteworthy that the school continues to examine areas of student performance where improvements can be made.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Compared to like schools, the progress and achievement of students in Year 3 to Year 5 are high in all assessment areas. • The school has made good use of AEDC and ABE data to make informed decisions about the differentiated needs of students in terms of early years' vulnerability and health and wellbeing. • Teachers have developed a repertoire of teaching strategies that enable differentiated approaches to assist student learning. • Staff and curriculum groups compare student achievement across cohorts, and track individual student progress to identify specific areas of concern/strength across all assessment areas. • Curriculum adaption through progress analysis is integral to the school's early intervention approach to teaching and learning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Explore options for reviewing school-wide assessments to track student progress using effect sizes.

Reviewers

Rod Lowther
Director, Public School Review

Kim Perkins
Principal, Edgewater 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.



Stephen Baxter
Deputy Director General, Schools