



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Wembley Downs 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 focused 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

Wembley Downs Primary School is located in the North Metropolitan Education Region, approximately 12 kilometres from the Perth central business district. Opened in 1959, the school achieved Independent Public School status in 2015.

The school has an Index of Community Socio-Educational Advantage rating of 1117 (decile 1). Currently there are 425 students enrolled from Kindergarten to Year 6.

Specialist programs offered at the school include music, Japanese and physical education. An onsite before and after-school childcare centre provides support options for working families.

The dedicated School Board and active Parents and Citizens' Association (P&C) are invested in supporting the school to continue improving educational outcomes for its students.

School self-assessment validation

The principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The process of preparing for the Public School Review provided the impetus for the principal to initiate the engagement of staff in a comprehensive critique of school self-assessment and improvement procedures.
- The school leaders' self-assessment processes demonstrate a commitment to improvement and accountability.
- The Electronic School Assessment Tool (ESAT) submission provided an open, honest and transparent account of the current school context.
- School leaders, teaching staff, support staff and parent representatives elaborated on the planning intentions, described in the submission, during the validation visit.
- Staff reported benefit from their involvement with the school self-assessment process and offered a positive endorsement for the direction the school has taken.
- There is alignment between judgements about performance and the school's planning intentions.

The following recommendations are made:

- Include analysis of the school's strategies, programs, policies or initiatives, as detailed in the school self-assessment submission, to support the judgement of performance.
- Further extend whole-school involvement in, and understanding of, target setting and the alignment of the school's plans (strategic and operational) for raising the standards for student achievement.
- Continue to develop shared beliefs and ownership of student success with personal responsibilities and professional accountabilities understood and evident, at all levels, across the school.
- Ensure the most relevant persons are scheduled to expand on information provided in the respective domains of the ESAT submission during the school validation visit.

Public School Review

Relationships and partnerships	
<p>Following a period of uncertainty and challenge in 2018, the principal is actively re-establishing parent and staff confidence through a concerted effort to develop trust, mutual respect and a shared ownership for the success of all students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Leaders are mindful of the need to further enhance staff morale and support those who are leading staff health and wellbeing initiatives. • Staff demonstrate genuine interest, care and consideration for students, and each other, and are invested in fostering positive relationships. • Parents view staff as highly responsive and skilled. Communication is enhanced through Seesaw¹ and parent representatives in each class. • The School Board is a strong advocate for the school and is actively engaged in consultation regarding school directions. • Whole-school events are well attended by parents and families. Parents facilitate student engagement and learning through school club activities.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a school communication plan that increases comprehensive, timely and consistent exchanges of feedback, information and progress. • Extend partnerships with other schools, leaders and networks to enhance effective planning, current programs and staff knowledge and skills.

Learning environment	
<p>The school is in the process of implementing structures and refining processes that will strengthen a connected, responsive and productive learning community.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff create a calm, orderly and safe learning environment that promotes problem solving enhanced through a focus on the Habits of Mind². • Early childhood education learning includes Kathy Walker and Loose Parts play approaches. • The ACER³ Social-Emotional Wellbeing Survey is used to collect data for further analysis that will inform whole-school programs and interventions.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Revise current students at educational risk policy, procedures, roles and responsibilities to consolidate a coordinated approach that responds to need. • Engage all stakeholders in further whole-school development of PBS⁴ strategies to consolidate a common language and shared practices. • Develop a health and wellbeing plan that describes all strategies, programs and expectations in support of student social and emotional learning. • Strengthen the consistency of pastoral care support by establishing clarity of roles, responsibilities, monitoring systems and communication.

Leadership

The principal understands and accepts the challenges in leading a whole-school culture of high expectations and shared accountability to build community confidence in the school. The recent focus on engaging staff in whole-school self-assessment and improvement processes has resulted in significantly increased levels of staff and parent optimism and trust.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leaders are invested in providing authentic ways to validate, value and empower staff and are described as increasingly visible and approachable. • The National School Improvement Tool is used for school self-assessment. • The planned establishment of committees, roles and responsibilities supports collaboration and the development of programs and practice.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consolidate the school's identity, vision, beliefs and expectations. • Lead the collaborative review of a range of data to inform school priorities, student achievement targets and strategic and operational planning. • Establish distributed leadership structures that promote communication, consistency, sustainability and ownership of whole-school programs. • Implement performance feedback mechanisms, including observations, to enhance practices that are aligned to strategic or student targets. • Continue to identify and support emerging leaders through clarification of roles and personalised development aligned with strengths and school priorities. • Increase cultural responsiveness by involving stakeholders in embedding the <i>Aboriginal Cultural Standards Framework</i> across the school. • Use effective change management strategies to sustain whole-school initiatives through the balanced provision of support and accountability.

Use of resources

A balanced annual budget prioritises staffing and professional development. The investment in information and communications technology (ICT) resourcing and staff training ensures continuity and accessibility across all year levels.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Expenditure is regularly monitored against set budgets. • The P&C contribute to room upgrades, nature scapes and resources. • A comprehensive workforce plan responds to current and future scenarios.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure funding is explicitly linked to strategic and operational planning, and expenditure is evidence based and implemented sustainably. • Provide the Finance Committee with the knowledge and opportunity to meaningfully contribute to budget management discussions. • Expand cost centre management and budget planning responsibility.

Teaching quality

A whole-school focus on increasing student engagement through a range of teaching strategies and project-based learning underpins expected classroom practice approaches.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are willing to support and collaborate with colleagues. • Gradual release lesson structures are planned for whole-school review and implementation during literacy and numeracy blocks. • Staff have opportunities to analyse NAPLAN⁵ data during whole-school staff meetings and school development day sessions. • A trained teacher leads ICT management based on the SAMR⁶ model and develops programs using the iPad for students to demonstrate learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consolidate shared beliefs about quality teaching practices. • Introduce curriculum committees and targeted agenda items to support the collaborative development of curriculum content, whole-school approaches and data analysis that inform quality teaching. • Develop a plan that articulates the school's pedagogical approach to early childhood learning aligned with system priorities, the National Quality Standard and the Early Years Learning Framework. • Upskill teachers and education assistants on the consistent use of the current Individual Education Plan format, the ABLEWA⁷ curriculum and the Reporting to Parents Special Educational Need platform. • Implement Brightpath to support teacher moderation in writing to ensure alignment of grade allocations and build consistency of judgements.

Student achievement and progress

The leaders are committed to providing staff with greater involvement and ownership of the collation and analysis of data to inform whole-school and class planning. Increasing student progress will support NAPLAN achievement that is consistently at or above like schools.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Intervention, through the Letters and Sounds, MiniLit and Words Their Way programs, is supported by a literacy teacher and education assistants. • Attitude, behaviour and effort data is used to monitor longitudinal trends. • The On-entry Assessment Program is undertaken and data is used to inform planning. • Progressive Achievement Tests validate judgements for inclusion in reports. • PEAC⁸ and STEM⁹ activities offer extension for identified students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop an assessment schedule and centralised system of data management to inform collaborative progress monitoring and planning. • Increase the frequency and range of assessments to gain feedback, track progress, measure intervention efficacy and support teacher planning. • Consolidate teaching and learning approaches, resources, strategies and assessments in a whole-school literacy and numeracy plan.

Reviewers

Merrilee Wright
Director, Public School Review

Barry France
Principal, Rostrata 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

References

- 1 Student driven digital portfolio application
- 2 An identified set of 16 problem solving, life related skills
- 3 Australian Council for Educational Research
- 4 Positive Behaviour Support
- 5 National Assessment Program – Literacy and Numeracy
- 6 A practical guide for classroom technology integration – Substitution, Augmentation, Modification, Redefinition
- 7 Abilities Based Education Learning Western Australia
- 8 Primary Extension and Challenge
- 9 Science, technology, engineering and mathematics