



Department of
Education

Shaping the future

South Perth 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

Context

South Perth Primary School is located approximately five kilometres from the Perth central business district, within the South Metropolitan Education Region.

Established in 1898 as Forrest Street School, the school boasts a proud history within the local community. In 2015, South Perth Primary School was granted Independent Public School status.

Currently, there are 341 students enrolled from Kindergarten to Year 6. South Perth Primary School is a Culturally and Linguistically Diverse (CALD) school. Twenty-eight per cent of the school population come from a CALD background, speaking 20 different languages.

The school has an Index of Community Socio-Educational Advantage of 1129 (decile 1).

Community support is demonstrated through the work of the Parents and Citizens' Association (P&C) and the School Board with members contributing to the governance of the school.

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:

- Leaders engaged staff in preparation for the Public School Review, developing an understanding of the process, unpacking the Standard and identifying evidence against each domain of the School Improvement and Accountability Framework.
- The School Board and P&C participated in an activity to inform the Relationships and Partnerships domain for the Electronic School Assessment Tool (ESAT) submission.
- The Principal presented an overview for each ESAT entry, which effectively outlined the evidence, impact and planned action for each judgement.
- A significant number of staff, students, parents and Board members participated in conversations throughout the validation visit. Each demonstrated a good understanding of the ESAT submission.
- The authentic collaboration undertaken by school leaders ensured the entire school community was given an opportunity for input into the Public School Review process.

The following recommendation is made:

- Provide the best sources of evidence, referencing data where appropriate, and provide commentary to guide reviewers to the elements for specific consideration.

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Relationships and partnerships

Positive and respectful relationships exist across the school, which are actively nurtured through fostering of trust and a collective commitment to working in collaboration for the best interests of students.

Commendations

The review team validate the following:

- Parents and carers have high expectations for their children and support the school's academic and extra-curricular programs. The 'Welcome Group' provides an opportunity for new families to familiarise themselves with the school.
- The school is cognisant of ensuring effective communication with staff and families, using Connect as the primary platform. The P&C classroom representatives assist the school to engage with families and act as points of contact when required.
- The school actively seeks feedback from parents and carers. Survey data indicates the satisfaction they have for the school and influences decision making on issues that impact the school community.
- The P&C provides ongoing support for the school, actively fundraising and working in the community for the benefit of students. The biennial Art exhibition and Auction are representative of the P&C's commitment.
- The School Board are heavily invested in the school and contribute to governance and policy development. Survey data demonstrates the Board's high level of understanding of its role and functions.
- The school has established sustainable partnerships that benefit students, including sporting and arts partnerships, which are enhancing learning programs.

Recommendation

The review team support the following:

- Engage the School Board and P&C in building further partnerships for the benefit of the school.

Learning environment

Providing a learning environment that is safe and inclusive drives the work of staff. Clearly articulated values are embraced by student leaders, who model these to younger students.

Commendations

The review team validate the following:

- The school assumes a responsibility to assist families as an extension to the care they have for students. Guest speakers at 'Welcome Group' meetings provide meaningful information to families.
- The implementation of the PATHS¹ program is providing consistent messaging and approaches to support the social and emotional wellbeing of students.
- Regular Values assemblies are led by student leaders, who create role plays to explicitly reinforce to all students, the school's values. Students are acknowledged through honour certificates, tokens and VIP² status to encourage and reward those demonstrating desired behaviours.
- Regular attendance is promoted with families and closely monitored by school leaders. A small number of students on attendance plans are supported through a case management approach.
- A large number of staff have self-nominated to review the school's students at educational risk policy in response to the increased complexities in student learning needs. An increase in referrals for external agency support is ensuring early intervention for students.

Recommendation

The review team support the following:

- Continue to strengthen staff knowledge and understanding of Aboriginal histories, peoples, cultures and language to become increasingly culturally responsive as a school community.

Leadership

Staff are empowered by leaders in establishing and maintaining the clear strategic direction of the school. School planning is evidence based and aligned to the overall vision of the school.

Commendations

The review team validate the following:

- Business plan priorities are developed in line with the Department's strategic documents. Staff engage in reviewing these documents, which influences operational and classroom planning.
- Lead teachers play a significant role in guiding curriculum and pedagogical practice across the school. Leaders have invested heavily in their development through individual coaching and professional learning offered by the Leadership Institute.
- Operational plans are working documents understood by all. Research and evidence-based initiatives establish authentic buy-in from staff, implemented through collaboration and a focus on trust.
- Change is managed in a patient and thoughtful way leveraging on staff strengths. Whole-school approaches are promoted by 'champions' and embedded into policy when fully implemented.
- A robust and reflective performance management process is valued by staff. Self-reflection, planning, classroom observation and feedback address school priorities yet are flexible to the needs of individuals.
- Leaders have engaged staff in establishing high levels of trust throughout the school, increasing staff collaboration, a collective responsibility for student outcomes and the sharing of resources and best practice teaching.

Recommendation

The review team support the following:

- Consider formalising processes to identify and support aspirant leaders through the Western Australian Future Leaders Framework.

Use of resources

Financial and resource decisions are aligned to school plans, with student needs at the core. Particular consideration is made to the impact of high transiency rates on fluctuations in student-centred funding allocation.

Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively in managing the financial position of the school. Budget and resource decisions are overseen by the Finance Committee, with the School Board playing its role in good governance.
- All staff participate in decision making in regards to new initiatives or programs, with prudent redeployment and/or purchase of resources endorsed by all. The P&C contributes funds to support school priorities.
- The school recognises the value the physical environment plays, particularly in the early years. Equipment targeting the development of core strength, agility and fundamental movement skills is meeting the growing needs of students.
- A small allocation of student characteristics and targeted initiative funding is received by the school. The limited funds available for students with disability or English as an Additional Language or Dialect (EAL/D) are directed to support the students for which they are intended.
- The priority to build and maintain a professional, collaborative staffing profile based on trust is driving decisions and recruitment. The workforce plan articulates specifically the agreed personal attributes expected of all staff.

Recommendation

The review team support the following:

- Continue to closely monitor the impact of student transience on future funding.

Teaching quality

Learning programs and pedagogical practices are underpinned by contemporary educational research. Whole-school approaches are embedded and specific to the requirements of each phase of learning.

Commendations

The review team validate the following:

- Consistency in whole-school practice is underpinned by High Impact Teaching Strategies (HITS). The selection of whole-school programs is evidence based, articulated in school planning and collaboratively reviewed annually by all staff.
- High levels of data literacy exist across the school. In addition to whole-school interrogation of On-entry Assessment Program, NAPLAN³, Progressive Achievement Test and Attitude, Behaviour and Effort data, staff engage in disciplined dialogue at the year and classroom level, which guides planning and a case management approach in differentiation.
- The deputy principal and school psychologist work in collaboration to identify, monitor and support students at educational risk. Documented plans, goal setting and case conferencing support teachers in adjusting the learning program for student success.
- A designated teacher supports other teachers to cater for the specific learning needs of EAL/D students and to measure progress using the EAL/D Progress Map.
- The professional learning schedule is developed in consultation with lead teachers. School focus areas, whole-school programs and identified performance management goals are prioritised for greatest impact.

Recommendations

The review team support the following:

- Engage staff in the development of a whole-school pedagogical framework incorporating shared beliefs about teaching and learning and the extensive practices embedded across the school.
- Consider peer observation in monitoring the implementation of HITS in every classroom.

Student achievement and progress

The school places significant value on the use of data to monitor student achievement and progress. Attention to incremental progress ensures the learning needs of individual students are prioritised.

Commendations

The review team validate the following:

- Students consistently attain above expected achievement standards in literacy and numeracy. On-entry Assessment Program data indicates students commence school with good literacy and numeracy skills.
- The school uses systemic and school-based data to make informed decisions for classroom planning. A case management approach sees teachers identify and differentiate for groups of students.
- De-identified work samples are regularly moderated by teaching staff using the School Curriculum and Standards Authority Judging Standards to strengthen grade alignment.
- Guided reading and Seven Steps strategies are used consistently across the school, in response to 2019 like school comparison data.
- Teachers have developed common criteria in the assessment of Attitude, Behaviour and Effort ensuring a consistency in the way they report to parents. This provides confidence in analysing the data as a whole school.
- Staff provide an extensive handover of student data to the subsequent teacher. Teachers are provided with time to analyse and plan learning programs that reflect the needs of individual students.

Recommendation

The review team support the following:

- Continue to provide opportunities for staff to moderate within the school and with other schools, ensuring teachers are consistent in their understanding of what an A grade looks like in each phase of learning.

Reviewers

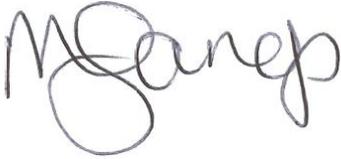
Vicki McKeown
Director, Public School Review

Paul Westcott
Principal, Coolbinia 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 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Promoting Alternative Thinking Strategies
- 2 Very Important Person
- 3 National Assessment Program - Literacy and Numeracy