



Department of
Education

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Wirrabirra Primary School

Public School Review

June 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Situated in Gosnells within the South Metropolitan Education Region, Wirrabirra Primary School is located approximately 20 kilometres south-east of the Perth central business district. The school opened in 1970 and has been co-located on an integrated campus with Wirrabirra Education Support Centre since 1987.

The school has an Index of Community Socio-Educational Advantage of 938 (decile 8) and became an Independent Public School in 2017.

Currently, 382 students are enrolled from Kindergarten to Year 6.

Parents play an active role in the school, which shares a Parents and Citizens' Association (P&C) and a School Board with the Wirrabirra Education Support Centre. The joint School Board has input into strategic directions, school finances and school performance monitoring.

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 school has a well-embedded culture of review and improvement driven by the moral purpose, 'A connected and future-focused school community dedicated to achieving student excellence'. Historical work with Fogarty EDvance informed the school's approach.
- In preparation for the Public School Review, the Principal created a core review team to work with staff as facilitators and to contribute to planning.
- The review preparation process was viewed as a positive affirmation of the school's achievements against the Standard, in each domain of the School Improvement and Accountability Framework (SIAF).
- A wide range of staff and community members contributed enthusiastically to the validation visit meetings, providing insights into school operations and planning.
- School staff demonstrated a shared responsibility for student success and a clear understanding of the school's strategic directions.

The following recommendations are made:

- Continue to engage staff in school self-assessment and reflection on the school's performance against each domain of the SIAF in alignment to the Standard.
- In future Electronic School Assessment Tool submissions, further refine the selection of evidence based on what provides the best demonstration of performance against each domain of the SIAF, aligned to the Standard.

Public School Review

Relationships and partnerships

The school is committed to building positive staff and student relationships and authentic partnerships with families and the community. Building an inclusive school community in collaboration with the co-located Wirrabirra Education Support Centre is valued highly.

Commendations

The review team validate the following:

- Staff collaboration in Phase of Learning Teams (POLTs) is underpinned by high levels of trust, enabling staff to problem solve and share knowledge and expertise, contributing to the development of teacher capacity.
- Effective school communication is further enhanced through termly POLT leader meetings with the Principal, focused on whole-school initiatives and planning. POLT leaders also report at staff meetings.
- Parents hold the school in high regard and are actively engaged in their child's education. The P&C supports the school through fundraising in alignment with the school's strategic goals.
- The school's partnership with Save the Children - Youth Partnership Project provides in-school mentoring, extensive home assistance and links to agencies and family programs.
- Purposeful collaboration with both the South East Educational Community network and Network 20 is focused on teaching frameworks, EAL/D¹ support, transition, extra-curricular learning opportunities, Positive Behaviour Support (PBS), attendance strategies and trauma-informed practice.

Recommendations

The review team support the following:

- School Board members to access training to strengthen understanding of their roles and Board functions.
- Continue to embrace diversity and engage all families, drawing on parents' language skills and networks.

Learning environment

A safe and inclusive learning environment is underpinned by a high performance, high care ethos. Students with special educational needs or who are at educational risk, are well supported through documented plans, differentiation and case management in collaboration with key stakeholders.

Commendations

The review team validate the following:

- Teaching staff use ICT² to enhance curriculum. Specialist ICT lessons and an ICT Hub support student skill and knowledge acquisition. Additionally, student ICT experts offer troubleshooting guidance.
- The school's participation in a full-service model is enhanced through its strong partnership with the Gosnells Child and Parent Centre (CPC). This is supporting early intervention and family connections with the school. A new Kindy Cafe initiative is further supporting parent engagement in the early years.
- Positive behaviour is supported through the school-wide implementation of PBS. Behaviour is monitored using the school behaviour tracker, which informs ongoing behaviour teaching foci.
- A proactive approach to student wellbeing is evident in the school-wide implementation of PATHS³ and the explicit teaching of strategies to manage emotions and behaviour.
- Student voice is fostered through student councillor, faction and other leadership roles, as well as through feedback in Pivot surveys on the impact of teaching on student learning.

Recommendations

The review team support the following:

- Continue to promote the services of the Gosnells CPC and the Kindy transition program to enhance parent-school connection and early intervention.
- Continue to develop student voice including intentions to revisit the Student Manifesto.

Leadership

A strong improvement agenda, owned by staff, is focused on developing academic achievement, teacher capacity and community connections. A culture of shared decision making and 'same page' thinking is supported through the 'Big Picture' strategic directions visual document. This outlines the school's vision, moral purpose and commitment to placing students at the centre of all decision making.

Commendations

The review team validate the following:

- The school's Strategic Directions Document outlines strategic goals aligned to the business plan. Routine monitoring to inform judgements on school performance is evident.
- A belief that 'everyone is a leader' underpins opportunities for teaching staff and education assistants to assume a range of leadership roles based on school needs, individual skillsets, interests and passions.
- Staff development is supported through coordinated professional learning, mentoring, coaching and observation. Swivel and Pivot student survey feedback inform performance management reflections effectively.
- A distributed leadership structure is supporting the collaborative ownership of strategic directions, and is fostered through rigorous staff conversations focused on teaching and student achievement.

Recommendation

The review team support the following:

- Further strengthen strategic alignment and change management processes through the development of yearly operational plans for priority areas such as literacy and numeracy. Include yearly targets, strategies, responsibilities, anticipated resource costings, timelines and responsibilities.

Use of resources

The Principal and manager corporate services work collaboratively to ensure the one-line budget encompasses staffing, operational planning and budget costs in order to meet school needs and student learning outcomes.

Commendations

The review team validate the following:

- Asset replacement schedules are monitored closely and maintained within recommended timelines, contextual factors and business planning.
- The management of ICT is facilitated through stocktakes, budgeting, technical support and user agreements. These optimise the use of ICT assets and positively contribute to teaching and learning.
- Resources have been allocated in line with strategic goals. Leadership and coaching roles are supporting staff to effectively develop teaching and learning practice.
- Prudent workforce decision making is evident in the appointment of skilled practitioners in Explicit Direct Instruction, PBS, Classroom Management Strategies and early childhood education to support consistent practices across the school.
- Student characteristics funding is deployed in line with student needs. The operational plan for students at educational risk, and the focus on EAL/D and differentiation, consider the needs of all students.

Recommendations

The review team support the following:

- Ensure the school budget aligns with business and operational plans, with anticipated costings indicated.
- Ensure workforce planning is aligned to the business plan goals to meet staff, school and student needs.

Teaching quality

A collective focus on high expectations and a culture of personal improvement are supporting the continuous emphasis on the development of teaching quality. Whole-school approaches, such as synthetic phonics, Spelling Mastery, ORIGO mathematics and Dr Paul Swan strategies, are evident across the school.

Commendations

The review team validate the following:

- Staff are provided with opportunities to engage in formal and informal professional learning and collaborative sharing in teams. Coaching and mentoring is enabled through numerous skilled teacher-leaders in an ongoing cycle of feedback and review.
- An Explicit Direct Instruction approach is embedded across the school, with agreed engagement norms incorporated into all teaching and learning. Three trained Explicit Direct Instruction coaches support ongoing consistent practices, and an additional coach and mentor supports teachers in mathematics.
- The introduction of 'Daily Reviews' to consolidate learning, in short well-paced PowerPoints using engagement norms, is further contributing to consistent pedagogical practices.
- A strong focus on instructional strategies has led to the school-wide use of We Are Learning To and What I'm Looking For statements displayed on iSTAR⁴ boards.
- The collaborative development of a guaranteed and viable curriculum document is owned by staff, aligning critical curriculum content, time considerations and sequencing across year groups.

Recommendation

The review team support the following:

- Continue to develop literacy and numeracy through Talk for Writing strategies, ORIGO mathematics, Dr Paul Swan strategies and clearly defined curriculum teams, guided by yearly operational plans.

Student achievement and progress

The school is committed to using data and evidence to inform class planning and whole-school decision making.

Commendations

The review team validate the following:

- A whole-school assessment schedule sets out a range of formative and summative assessments. These assessments encompass school-based and systemic data.
- Year 5 student achievement was at or above like school comparisons in numeracy, reading, writing, spelling and grammar and punctuation in NAPLAN⁵ 2019.
- Year 3 student achievement was at or above like school comparisons in numeracy, reading, spelling and grammar and punctuation in NAPLAN 2019.
- Staff engage in disciplined dialogue to reflect on data and inform judgements about student progress and the efficacy of programs and practice.
- MultiLit is implemented for identified students requiring additional support from an education assistant.

Recommendations

The review team support the following:

- Continue to build staff capacity to analyse data and engage in disciplined dialogue to inform classroom and whole-school decision making.
- Continue to use case management and fine-grained data analyses to identify student goals and implement early intervention strategies/programs.

Reviewers

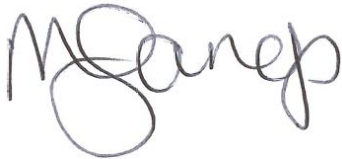
Kim McCollum
Director, Public School Review

Peter Elsegood
Principal, North Parmelia 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 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 English as an Additional Language or Dialect
- 2 Information and communications technology
- 3 Promoting Alternative THinking Strategies
- 4 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- 5 National Assessment Program – Literacy and Numeracy