



Department of
Education

Shaping the future

Willandra 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

Opened in 1993, Willandra Primary School is located in the suburb of Seville Grove, approximately 37 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

In 2012, Willandra Primary School was granted Independent Public School status.

The school has an Index of Community Socio-Educational Advantage of 928 (decile 9).

Currently, there are 582 students enrolled from Kindergarten to Year 6.

Enrichment classes offered at the school include Languages other than English, physical education and science, with a large computer laboratory and a music program that includes the Ancient Sands Choir, which consists of sixty students, a keyboard group, ukulele orchestra and recorder ensemble.

Community support for the school is demonstrated through the work of the School Board and an active Parents and Citizens' Association (P&C).

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 Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. Evidence submitted addressed the domains of the School Improvement and Accountability Framework.
- A range of staff contributed to the preparation of the ESAT submission through a collaborative school self-assessment process, which led to the collation of supporting evidence.
- A succinctly crafted overview for each domain was supported by evidence attachments.
- During the Public School Review validation visit, the review team met with a broad cross-section of the school community. Staff, students and community members spoke passionately about their love for the school environment and optimism for future initiatives.
- A feature of the school's ESAT was the courageous identification of work and strategies still to be completed coupled with the stories of successful outcomes in all areas.
- The leadership team and staff were united in their knowledge and articulation of the next strategic steps to further enhance student learning and staff/student wellbeing.

The following recommendation is made:

- Consider the use of the ESAT to self-assess annually, tying together the already comprehensive approach to data analysis that occurs.

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Relationships and partnerships

The emergence of the school as a valuable community resource and meeting place is building connections between families and enhances the education of their children.

Commendations

The review team validate the following:

- Students describe the school as cooperative, accepting, inclusive and multicultural and value the range of extension curricular and extracurricular programs offered to give them a sense of belonging.
- The P&C hosts and assists in numerous school-wide events that build positive community relations. Members are committed to creating a vibrant hub for families and contribute their energies and fundraising skill to ensure this happens.
- Board members relish the opportunity to gain insight into what is involved in leading a school and participate in the analysis of key data.
- School staff are supportive of each other and invest heavily in fostering positive staff/student relationships.
- Reconciliation is viewed by all as a significant social justice issue. Initiatives such as the Ancient Sands Choir and cultural learning experiences progress the school's contribution to a reconciled Australia.
- Staff use electronic communication platforms to include families in their child's learning, creating a day to day link between classrooms and the home.

Recommendations

The review team support the following:

- Complete the Reconciliation Action Plan to further enhance cultural awareness.
- Find ways to ensure stronger connections with multicultural families including the use of translated and accessible communication materials for English as an Additional Language or Dialect (EAL/D) community members.

Learning environment

"Every minute is a new minute. Every day a new day." This is how staff describe the restorative and partnership approach to managing student behaviour and learning adjustments throughout the school.

Commendations

The review team validate the following:

- Staff and student values of respect, responsibility, courage, honesty, perseverance, kindness, cooperation and acceptance are widely known and upheld by all.
- A recently galvanised student services team effectively distributes the workload and support for students.
- Providing students with the tools and strategies to build strong mental health is viewed by staff as a pre-condition for student learning success.
- Provision for the needs of EAL/D students is emerging as recent enrolments reflect the changing needs of the local community.
- Culturally responsive approaches to the provision of intervention are employed to manage student needs.
- Newly enrolled students are readily welcomed to minimise the adverse effects transiency may have on student learning.

Recommendations

The review team support the following:

- Maintain, build and grow the capacity of the student services team to focus on the further development of the Be You framework and to inform operational planning.
- Conduct a review of the Behaviour Management Policy, sharing the ownership of processes with staff.

Leadership

The cohesive senior leadership team leverage strategic and operational portfolio coverage through an understanding of their unified, complementary skill set. Emerging leaders are encouraged, guided and accommodated as they grow their leadership skills.

Commendations

The review team validate the following:

- Leadership of curriculum delivery initiatives is distributed among staff. The opportunity to lead areas such as Language Leadership is given to aspirant, emerging and established leaders and teachers.
- Senior leaders provide instructional leadership for staff to monitor and adjust curriculum delivery and manage and report on the broad suite of student achievement and progress data.
- A peer approach to leadership sees successful strategies adopted among colleagues in support of one another. Staff hold each other accountable to embedding delivery of school values and priorities.
- Mentoring and instructional coaching is provided by experienced teachers. Mentorship challenges growth and builds teaching skills across all phases of learning.
- Work is in progress to identify, define and exemplify the behaviours and strategies of the school's most successful teachers.
- Leaders articulate the best way to manage change when it is required. Staff appreciate the space and consolidation time they are afforded when delivering evidence-based changes to school approaches.

Recommendation

The review team support the following:

- Prioritise building the data literacy of staff in the process of unifying instructional practice and curriculum delivery.

Use of resources

Financial and resource management processes explicitly support student learning in classrooms. The aim to privilege staff deployment further demonstrates the commitment of staff to meeting the learning and wellbeing needs of students.

Commendations

The review team validate the following:

- The experienced manager corporate services has implemented multiple changes to streamline processes and these are appreciated throughout the community. Financial management aligns to school strategic priorities.
- Planning for succession in key workforce positions is designed to ensure the future maintenance of school practice and process.
- The prioritising of positive customer service and visitor reception has led to a deeper connection between the school and families.
- The appointment of a committed attendance officer who conducts home visits and undertakes pre-enrolment attendance planning with families, is leading to positive engagement outcomes for students at risk.
- Contemporary information and communications technology is provided to support student learning in all classrooms after a recent lease versus purchase cost benefit analysis.

Recommendations

The review team support the following:

- Continue to build the knowledge and skills of staff in financial processes and protocols ensuring compliance with regulations and strategic and shared deployment of resources.
- Continue to monitor the balance between cash and salaries ensuring that anticipated growth in student numbers is managed with necessary new appointments and contemporary targeted resourcing.

Teaching quality

Delivery of consistent and connected teaching practice, which benefits students, enriches their depth of understanding and mastery of concepts is underway. Staff partner collegially with aspirant, middle and senior leaders to create a low variability learning environment.

Commendations

The review team validate the following:

- The Gangs of Greatness learning space assists students at severe risk to transition into the school space each day leading to more positive engagement.
- WALT¹, WILF² and TIB³ are the common approaches to teaching employed throughout the school. Students are able to assess their own work and that of their peers in safe and accountable classrooms.
- An established collegiality and formal and informal collaboration amongst staff leads to assurance that pedagogical change is adopted across all phases of learning.
- Staff are committed to the notion that mastery of new concepts is acquired one element at a time and faithfully check for student understanding before progressing the learning.
- Extension and enrichment are provided for students in a range of programs. Specialist teachers work with high performing, aspirant and low achieving students to build curriculum related success.
- Staff are deeply engaged in helping students and do so through the provision of enjoyable, memorable and entertaining lessons taught explicitly and tailored to the learning strengths of students.

Recommendations

The review team support the following:

- Work through performance development processes to audit gaps in teaching practice and align the broader teaching staff to the agreed and connected common practices.
- Develop a common set of beliefs around the emerging Willandra Primary School Instructional Framework.

Student achievement and progress

Building on a proven track record of acknowledging and planning to ameliorate progress and achievement gaps, leaders and staff show courage in seeking improvements for their students.

Commendations

The review team validate the following:

- Successful use of the Brightpath writing moderation tool allows skilled teaching staff to adapt individual and cohort plans and build learning profiles for students. Many teachers display and utilise a command of contemporary student achievement moderation tools.
- Deep enquiry of deficits in student learning and dialogue among teaching staff to support improvements occurs throughout the phases of learning.
- A recently identified concern for student spelling results led to the implementation of a carefully researched, school-wide, evidence-based spelling and phonics program and has delivered improved student results. Leaders and teaching staff identify reading and numeracy as areas for improvement in student outcomes.
- The process of transitioning student profile and achievement information between staff ensures continuity of teaching and needs provision.

Recommendations

The review team support the following:

- Use the accepted and previously successful approach to change to implement a school-wide focus on improving outcomes in numeracy and reading.
- Ensure that the focus on moderation processes occurs across all year levels and learning areas strengthening this through the presence of line managers in moderation discussions.

Reviewers

Rohan Smith
Director, Public School Review

Natasha Upcott
Principal, Mandurah 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 We are learning to
- 2 What I'm looking for
- 3 This is because