



Department of
Education

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Wanneroo Primary School

Public School Review

March 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

Wanneroo Primary School is located approximately 30 kilometres north of the Perth central business district, in the North Metropolitan Education Region.

The school was established in 1899 and has a long and positive history within the local community. In 2005, following the amalgamation of Wanneroo Primary School and Wanneroo Junior Primary School, the current school was constructed. Facilities are well appointed and set amongst attractive grounds. Wanneroo Primary School became an Independent Public School in 2011 and continues to build on its proud heritage and tradition of 'Growing Together'.

Currently, there are 480 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 981 (decile 6).

Parents are actively encouraged to be involved in a range of ways, including helping in classrooms to support student learning. Community support for the school is demonstrated through the work of the School Board and 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 leadership team demonstrated a genuine understanding of the context of the school, its development to date, and the direction for future planning.
- The domain overviews provided in the Electronic School Assessment Tool (ESAT) submission informed the school's self-assessment and their planned actions for improvement.
- There was a clear alignment between the evidence provided, the judgements made by the leadership team and plans for advancement.
- The School Board and the P&C understand the value of self-assessment processes and support the work of the school.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections and providing insights that added considerable meaning to the school's self-assessment.
- Staff indicated high levels of positivity towards the review, citing the opportunity to reflect deeply and collaborate as being beneficial and providing clarity in moving forward.
- Staff shared that the review provided an opportunity to celebrate the growth that has been achieved and gave recognition to their work.

The following recommendation is made:

- Progress the challenge, set by the school, to use the Standard and the ESAT to guide and link ongoing school self-assessment practices and to capitalise on the strong staff ethos of reflection that resulted from the Public School Review process.

Public School Review

Relationships and partnerships

Respectful, positive and supportive relationships exist across the school community, creating the best learning conditions for students and teaching options for staff.

Commendations

The review team validate the following:

- A collaborative structure across the school has led to strong professional relationships between staff.
- The school has partnered authentically with parents, valuing their input and fostering a respectful and reciprocal relationship where student learning is the focus.
- Sustainable and mutually beneficial partnerships with local universities, TAFE¹ and local secondary schools have been thoughtfully and purposefully put in place.
- The school has established a genuine presence in the local community through such events as the annual ANZAC² Day dawn service, choir and 'Heartbeats Skipping Team', resulting in a strengthening of relationships.

Recommendation

The review team support the following:

- Continue to monitor and measure the impact of the targeted interventions identified in the Aboriginal Cultural Standards Framework review to strengthen relationships with newly enrolled Aboriginal families.

Learning environment

The school has been purposeful in developing a culturally responsive and engaging learning environment that is welcoming to all.

Commendations

The review team validate the following:

- A carefully considered approach to the social and emotional wellbeing of all students through the student services team, has created an environment where children feel respected and capable, leading to high levels of positive participation and engagement.
- The identification and support for students at educational risk is data informed, with strong processes in place. Crucial to this is the valuable work of education assistants.
- Attendance strategies are innovative and address issues in a culturally sensitive manner.
- A strong focus on managing student behaviour is evident. Programs, such as Positive Behaviour Support, provide incentives, clear expectations and a common and shared language. Staff training in Team Teach and development of escalation profiles has built staff capacity and knowledge.
- A deliberate and purposeful approach to the physical environment has been adopted, providing spaces that are targeted to maximise positive impact on student learning and wellbeing.

Recommendation

The review team support the following:

- Further progress the embedding of escalation profiling to include a de-escalation profile.

Leadership

Focused on realising their vision of 'Growing Together', a contemporary, instructional approach to leading the school has been adopted by the Principal and the leadership team. Evident is a quest for ongoing improvement through collaboration, consultation and evidence-based decisions.

Commendations

The review team validate the following:

- A well-defined, embedded distributed leadership model provides opportunities for staff to lead in different areas across the school. This has engendered a sense of empowerment, ownership and 'buy in' to the school improvement agenda.
- Opportunities for staff and students to lead are finely structured to accommodate personal preferences, strengths and the level of leadership they are prepared to undertake.
- Rigorous attention is given to developing the content expertise of curriculum leaders, ensuring whole-school practices are embedded, with fidelity, across the school.
- The leadership team has proactively sought to increase the number of level 3 classroom teachers through the identification of talent and the provision of time to support application processes.

Recommendations

The review team support the following:

- Target professional learning to develop the capacity of emerging leaders.
- Continue to resource the teaching and learning coach to refine the alignment between strategic, operational and classroom planning.

Use of resources

The school has highly developed processes and procedures for resource management. Strong alignment between school resourcing and student needs is evident and has led to a bespoke, nuanced approach to the dispersion of human and physical resources.

Commendations

The review team validate the following:

- Aligned to planning and priorities, the school ensures the allocation of resourcing to programs/initiatives are evidence based and data informed.
- Financial planning processes and decisions are shared with staff to build an understanding of the link between the one-line budget, school planning intentions and the physical, human and financial allocations.
- The Finance Committee is pivotal to decision making relating to expenditure of funding and allocation of the school's resources.
- Workforce planning is sophisticated and innovative, prioritising staff development and supporting the implementation of targeted programs.

Recommendation

The review team support the following:

- Continue with plans to seek greater community and business/industry representation on the School Board.

Teaching quality

With high expectations of themselves and a focus on data-informed, whole-school pedagogical beliefs and practices, all staff exhibit a deep sense of commitment and a strong belief that they can, and do, make a difference to every child in the school.

Commendations

The review team validate the following:

- A high priority is given to the specialist teaching programs offered, to ensure they connect to the classroom and health and wellbeing programs, enabling all children to shine.
- Targeted whole-school planning and support documents, combined with contemporary teaching pedagogy based on quality research, are promoting consistency of teaching practice across the school.
- An embedded culture of collaboration exists at the school, phase and year levels providing consistency in planning and teaching, and the professional learning of staff.
- A thorough process of handover, supported through the provision of time and fun accountability measures, such as the ‘Speed Dating’ challenge, has ensured smooth transition and continuity of learning for students.
- Levels of professional accountability for student progress and achievement are high. Teachers engage in reflective and valued conversations with the leadership team to review their impact and set targets for ongoing development.

Recommendation

The review team support the following:

- Continue to monitor and provide for the development of teaching practice through structured, targeted collaborative planning and phase of learning team meetings.

Student achievement and progress

Rigorous attention to the fine grained collection and analysis of data informs programs that support students' emotional, social, behavioural and academic needs.

Commendations

The review team validate the following:

- The school has established an accessible centralised student achievement database for the collation and analysis of data, and tracking of student progress.
- Researched, evidence-informed early interventions have targeted and enhanced student outcomes effectively, as reflected in the 2019 Year 3 Reading and Numeracy NAPLAN³ progress.
- Collaborative data-driven conversations demonstrate an understanding by staff of the impact disciplined dialogue and interrogation of data has on informing planning.
- Staff acknowledge, understand and act upon student academic data. Targeted approaches such as the implementation of Talk for Writing, STRIVE⁴, Story Telling and Sound Waves, have effectively arrested the decline in Literacy NAPLAN achievement and progress.

Recommendation

The review team support the following:

- Continue to monitor progress from On-entry to Year 3, and Year 3 to Year 5, to determine effectiveness of whole-school intervention programs.

Reviewers

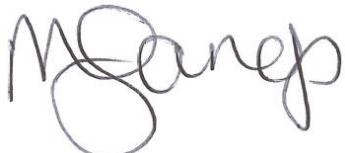
Maxine Augustson
Director, Public School Review

Michelle Wellsteed
Principal, Alkimos Beach 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 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Tertiary and Further Education
- 2 Australian and New Zealand Army Corps
- 3 National Assessment Program – Literacy and Numeracy
- 4 Sustained Teaching of Reading is Vital Everyday