



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Weld Square Primary School

Public School Review

November 2020



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 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

together with the Funding Agreement for Schools.

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

Opening in 1970, Weld Square Primary School is a small school located in the suburb of Morley, 10 kilometres north-east of Perth in the North Metropolitan Education Region. With a notably culturally diverse population, the majority of students speak English as an Additional Language or Dialect (EAL/D).

Ranging from Kindergarten to Year 6, there are currently 154 students enrolled. The school has an Index of Community Socio-Educational Advantage of 1035 (decile 3).

The School Council is involved in establishing the school's strategic direction and improvement agenda. An energetic and engaged Parents and Citizens' Association (P&C) also supports the school through improvement of the grounds (busy bees), fundraising and promoting events within the community. They also coordinate the uniform shop and playgroup.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational foundations and planned directions.
- The Principal demonstrated high-level understanding of the alignment required between evidence (direct and indirect) and planning, taking into account the contextual factors impacting on student learning.
- Staff were actively involved in the school self-assessment process. They contributed to discussions and reflections on the evidence submitted.

The following recommendation is made:

- Continue to embed and monitor the impact of whole-school approaches to ensure the sustainability of established improvement strategies.

Public School Review

Relationships and partnerships	
The school is well regarded within the community and recognised for fostering respectful relationships. A culturally inclusive environment has been created for students and their families.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The P&C and School Council provide a visible and committed partnership through planning and facilitation of events that enhance the sense of community. • Diversity is embraced by the school community, fostering among parents, staff and students, positive interactions and acceptance of all cultural groups. • Interactions between staff, students and families are respectful and focus on supporting student learning. • The River Rangers and Playgroup community partnerships are valued by the school community.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue with School Council training and develop a strategy to raise community awareness of the Council's role. • Continue to explore and monitor the impact of communication processes through mutually respectful relationships, identifying practices that promote engagement.

Learning environment	
The school has an inclusive ethos and provides a safe and caring learning environment for students and staff.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The learning environment and school grounds are developed to intentionally connect and enrich the learning program and build cultural responsiveness. • Cultural diversity is acknowledged and valued. Staff, parents and students recognise Harmony Day as an event that brings the whole community together and is a highlight of the school calendar. • Priority is placed on student wellbeing. To promote and strengthen healthy peer relationships, the school has introduced the Friendology 101 program as a starting point to embed a school-wide friendship strategy. • The school psychologist and chaplain provide support to students and families to address both academic and non-academic needs.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Refine Student Services' processes and strengthen the alignment of support services. • Consolidate the implementation of Friendology 101 to support students to understand and regulate their emotions. • Continue to engage with the Aboriginal Cultural Standards Framework to further develop cultural responsiveness.

Leadership

The leadership team demonstrates a unified purpose and articulate a vision for the essential elements of school improvement. Whole-school planning processes are established and understood by staff.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Through the guidance of the Principal, staff have actively engaged in and contributed to the development of the school's strategic direction.• Phase of Learning and staff meetings provide genuine opportunities for staff to add their voice to the development of strategies for implementation.• The Teaching Sprints model is used to guide the development and implementation of whole-school teaching practices and ensures a clear link between operational and classroom planning.• Coaching practices are being implemented to support staff development in the use of digital technology.• The manager corporate services undertakes performance management of education assistants, which is linked to teaching programs.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none">• Continue to provide opportunities for staff to take on leadership roles within the school.• Explore the Department of Education's Western Australian Future Leaders Framework to build leadership capacity among staff.

Use of resources

Resources are managed by the Principal, manager corporate services and Finance Committee through formalised procedures. These procedures provide oversight ensuring appropriate resource allocation.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Working in partnership, the Principal and manager corporate services monitor and maintain the budget and ensure resources are deployed effectively.• Student characteristics funding and targeted initiative funding are directed towards the provision of teaching and learning adjustments that align with student needs.• Members of the Finance Committee are well informed and involved in decision making.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none">• Finalise a workforce plan and develop a succession plan that considers the ongoing needs of staff and their capacity to address predicted change.

Teaching quality

Staff demonstrate an enthusiasm for their core business of teaching and learning. This is strengthened by the articulation of shared beliefs and expectations about whole-school approaches.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Development of the school-wide pedagogical framework is providing greater consistency for staff in the delivery of teaching and learning. • Structures have been established to enable staff to share their knowledge and experience for the benefit of all students. • Staff create and implement differentiated Group and Individual Education Plans for students. • EAL/D students are well supported with a focus on early intervention. • There is a developing culture of self-evaluation and reflection, which informs school-level decisions for intervention programs and school initiatives. • Dedicated time for Phase of Learning meetings is highly valued by staff and provides opportunities for moderation and reflection on practice.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Expand peer observation to support teacher self-reflection and professional learning. • Strengthen identification of gifted and talented students and support them through differentiation of learning programs. • Build staff capacity in moderation to improve consistency of judgements against the School Curriculum and Standards Authority - Judging Standards.

Student achievement and progress

The school collects a wide range of systemic and school-based data, which informs reflection against school targets, teachers' planning and strategic whole-school planning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has a clear documented schedule for the systematic collection of data to monitor and assess student progress and achievement. • Following analysis of student performance data, staff consider the implications of whole-school teaching and learning practices. • Analysis of NAPLAN¹ and school-based assessments are collectively undertaken by staff. • Student progress is monitored using On-entry Assessment Program and Year 3 NAPLAN data, and informs planning.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore options to moderate with like schools to build staff capacity in identifying and responding to trends in student achievement data, at the group and cohort level.

Reviewers

Lou Zeid
Director, Public School Review

Jo Hine
Principal, Kyilla 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, 2023.



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy