



Department of
Education

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Wilson 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

Opened in 1963, Wilson Primary School is located near the Canning River, approximately 12 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

Currently, there are 299 students enrolled from Kindergarten to Year 6. The student population is diverse and the majority of students have English as an Additional Language or Dialect (EAL/D). The school has an Index of Community Socio-Educational Advantage of 1035 (decile 3).

The administration block at the school was upgraded in 2016, creating an improved working environment for staff to support students at the school.

Parents and community members provide support to the school through the Parents and Citizens' Association (P&C) and the School Council.

School self-assessment validation

The Principal submitted a school self-assessment with supporting evidence.

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

- The Principal formed a small collaborative group of staff to assist with the Public School Review preparation. This was viewed as beneficial in building a sense of teamwork and ownership.
- Opportunities for staff to engage in the school review preparation were provided through information sessions and workshops to brainstorm and reflect on the school's performance.
- The Principal viewed the Public School Review process as an opportunity to reflect on areas of strength and areas for development.
- Many comments and entries submitted as part of the school's Electronic School Assessment Tool (ESAT) self-assessment were generic in nature and would be strengthened with more depth and detail.
- A range of staff and community members contributed to discussions during the validation visit and offered insights into school operations and strategy, adding value to the school's ESAT submission.

The following recommendations are made:

- Strengthen school self-assessment processes and practices. Ensure ongoing staff engagement in the systematic collection and analysis of data and evidence to inform judgements about school performance against each domain aligned to the Standard.
- Extend whole-school understanding and ownership of strategic and operational plans for improvement. Strengthen the data-informed decision making capacity of leaders and teachers.
- In future ESAT submissions, select a targeted range of credible evidence that best demonstrates the school's performance in each domain aligned to the Standard.
- In future ESAT submissions, ensure clear alignment between the judgements made about school performance and the analysis of evidence. Ensure sufficient information is provided to validate judgements and to inform the school's subsequent planned improvements.

Relationships and partnerships

The school recognises the importance of positive staff, student and family relationships. Parents value the accessibility of teachers and their caring relationships with students. Community members appreciate the school's open communication and effective processes for supporting students with additional needs.

Commendations

The review team validate the following:

- Seesaw and Skoolbag have been adopted as the main communication platforms, in addition to email. Ongoing work to improve the quality of communication is a school focus.
- Parents praised the community 'feel' of the school, the opportunities to connect informally with other parents and are keen to connect, engage and contribute more formally to the school's long-term success.
- Staff are motivated to engage in collaboration and have a strong desire to collaborate further at the whole-school level.
- A positive relationship with Therapy Focus is characterised by open communication.
- The active P&C is making a positive contribution to the school through a variety of fundraising events.

Recommendations

The review team support the following:

- Increase parent engagement through a 'parents helping parents' approach, drawing on existing skills and networks to further build school communication and family engagement.
- School Council members to access training and the school to build parent and community membership.
- Continue to build opportunities for staff to collaborate and have input into decision making.
- Develop a comprehensive communication strategy.

Learning environment

Building a safe and caring environment for students is a priority. The student services team work with key stakeholders to implement a range of well-developed processes to meet the needs of SAER¹. Buildings and grounds have been enhanced in recent years contributing to the school's orderly and clean environs.

Commendations

The review team validate the following:

- A staff brainstorm to explore school culture in the areas of empathy, engagement, clarity and learning was valued by staff as an opportunity to have a voice, with improvements identified in a subsequent school action plan.
- The implementation of PBS² is contributing to a shared language and whole-school approach to supporting positive behaviour, including a collaboratively developed matrix of expected behaviours.
- The school chaplain is contributing positively to the school through individual student support and involvement in Thrive, a targeted intervention program.
- The school's investment in providing effective support for students with special educational needs is evident. Staff are guided to develop IEPs³ in line with students' specific needs.
- The ACSF⁴ underpins the school's work in developing cultural responsiveness. A community liaison officer contributes to the building of positive relationships with Aboriginal students and families.

Recommendations

The review team support the following:

- Explore whole-school approaches to support student wellbeing including the implementation of TIPS⁵.
- Establish high levels of cultural responsiveness by taking a whole-school approach using the ACSF.

Leadership

It is recognised that effective school leadership practices include: leading others to improve student learning; implementing the key steps of school improvement; establishing clear expectations and effective performance management. This is an area identified by the school for ongoing development.

Commendations

The review team validate the following:

- Staff are committed and motivated to undertake a range of leadership roles, including the leadership of school committees, projects or initiatives.
- Dispersed leadership is evident in a range of teams including English, PBS, mathematics and health and wellbeing.
- A number of skilled, passionate and committed teacher/leaders are invested in the development of whole-school initiatives and have been instrumental in providing support for new staff.
- Teaching staff engage in performance development using the AITSL⁶ online reflection process.

Recommendations

The review team support the following:

- Develop future business plans in collaboration with the whole school community ensuring a shared vision and ownership of strategic directions. Include measurable, explicit targets and clearly articulated strategies that align to operational and classroom plans.
- Further develop distributed leadership through appropriately resourced curriculum teams with clearly defined leadership roles. Ensure all levels of leadership work in alignment to progress whole-school practices. Strengthen collaboration and engagement in data analysis to inform decision making.
- Develop annual operational plans including targets, outcomes, strategies and resourcing. Clarify processes to support implementation, monitoring, and accountability.
- Strengthen instructional leadership through the development of a common understanding of instructional practices and whole-school approaches. Drive implementation through authentic collaboration in teams, coaching, mentoring, professional learning, classroom observation and performance management.

Use of resources

The Principal, and MCS⁷ work in collaboration with the Finance Committee to ensure oversight of the school's financial management processes.

Commendations

The review team validate the following:

- Members of the School Council have regular opportunities to view and discuss school finances.
- Support for students assessed as EAL/D has been provisioned through the appointment of a dedicated support teacher two days per week.
- Student characteristics and targeted initiatives funding enables universal access for Kindergarten students and the chaplaincy and sport programs.
- Disability resources are allocated in collaboration with the Principal, learning support coordinator and MCS, to ensure support for students with Special Educational Needs is in line with specific needs.

Recommendations

The review team support the following:

- Continue to access support through the Department's Financial Services, to monitor school budgets.
- Ensure workforce planning is aligned to the school's strategic goals and operational plans.
- Explore options for the sustainable management of ICT⁸.

Teaching quality

The school recognises that quality teaching is the most significant in-school factor determining student outcomes. A number of skilled, passionate and committed teaching staff are implementing whole-school approaches in mathematics and literacy and have a strong desire to further develop consistent practices.

Commendations

The review team validate the following:

- The school's commitment to Brightpath writing has been strengthened with the allocation of a teacher/leader to support consistent moderation and planning processes.
- Staff have undertaken professional learning to support the implementation of Letters and Sounds, T4W⁹ and Brightpath. Talk for Reading is in the development stage.
- The school has identified that the hands on, spoken language and visual approaches included in both Letters and Sounds and T4W are supporting access to literacy for Aboriginal and EAL/D students.
- The EAL/D Program is effectively providing additional support for early years' students.
- Physical education and music programs are well-embedded and valued by staff, students and families.

Recommendations

The review team support the following:

- Build staff data literacy to increase capacity in the use of data to inform classroom decision making.
- Establish formal meetings and sufficient time for curriculum committees to collaborate and drive whole-school practices.
- Develop annual operational plans in English and mathematics. Progress intentions to develop a whole-school approach to reading.
- Build consistent practices through staff collaboration, professional learning, observation and support.

Student achievement and progress

Teaching staff are working to use data and evidence to inform classroom decision making. There is an appetite to progress the school's use of data and evidence to become more systematic, focused on tracking student progress to inform classroom practices and school decision making.

Commendations

The review team validate the following:

- Year 3 student achievement was at or above like schools in numeracy, reading, writing, spelling and grammar and punctuation in NAPLAN¹⁰ 2019.
- Year 5 student achievement was at or above like schools in numeracy, writing, spelling and grammar and punctuation in NAPLAN 2019.
- Staff engage in Brightpath internal moderation processes.
- The school is exploring school-based assessment options to better track student progress.

Recommendations

The review team support the following:

- Explore the OEAP¹¹ as a way of tracking student progress from Kindergarten to Year 3.
- Establish a whole-school data collection schedule identifying when assessments occur, who analyses data, and where and when they are shared.
- Progress intentions to implement school-based assessment to ensure ongoing monitoring of student progress.

Reviewers

Kim McCollum
Director, Public School Review

Jennifer Hirsch
Principal, Yokine 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.

The timeframe for the next review process focusing on the Leadership domain only, will be Term 2, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 Positive Behaviour Support
- 3 Individual Education Plan
- 4 Aboriginal Cultural Standards Framework
- 5 Teacher Initiated Problem Solving
- 6 Australian Institute for Teaching and School Leadership
- 7 Manager corporate services
- 8 Information and communications technology
- 9 Talk for Writing
- 10 National Assessment Program – Literacy and Numeracy
- 11 On-entry Assessment Program