



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

D21/0147631

Public education
A world of opportunities

Warriapendi 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.



<https://creativecommons.org/licenses/by/4.0/>

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au



Context

Opened in 1970, Warriapendi Primary School is located in the northern suburb of Balga, eight kilometres from the Perth central business district within the North Metropolitan Education Region. The school is set amongst beautiful gardens with refurbished playgrounds recently funded through the State Government.

In 2010, the school became an Independent Public School. It has an Index of Community Socio-Educational Advantage of 947 (decile 8).

Currently, there are 214 students enrolled from Kindergarten to Year 6. Students are representative of a multicultural community and around 60 per cent identify as having a first language or dialect other than English.

The School Board provides strategic guidance and monitors the school's performance and progress against business plan targets.

The Parents and Citizens' Association (P&C) supports the school through fundraising events throughout the year and fosters a strong sense of community through regular activities encouraging community participation.

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 Principal and the leadership team developed a structured and carefully planned school assessment process that incorporated the perspectives of all staff and a wide range of school community representatives.
- The summary overviews provided in the Electronic School Assessment Tool (ESAT) submission informed the school's self-assessment and their planned actions for improvement.
- The School Board supports the work of the school and understands the value of self-assessment processes.
- During the validation visit, a broad representation of enthusiastic and prepared staff, selected community representatives and students, provided insights that added considerable meaning to the Public School Review process.
- Staff indicated that the review process was a positive experience that drew them together and built confidence by validating their focus on improved student outcomes. They appreciated the opportunity to celebrate the ways in which the school is effective.

The following recommendation is made:

- Continue to promote reflection on the Standard to guide staff engagement in aligning judgements about school performance and supporting evidence.

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:

- The school has created a cohesive community, through the cultivation of positive and respectful relationships among students, staff and parents.
- Communication is clear and responsive with a variety of platforms for accessibility developed to cater for the diverse student population.
- Staff, families and students all report a sense of pride in their school and its progress.
- The School Board provides effective and valued governance guided by a strategic plan that supports the school's priorities.
- Sustainable partnerships with the Fogarty Foundation and the onsite Child Parent Centre are thoughtfully and purposefully fostered.

Recommendation

The review team support the following:

- Continue to promote opportunities for staff to establish professional relationships with the Swan West Network schools to strengthen and support school improvement.

Learning environment

The school has created a culturally inclusive, safe, caring and welcoming environment, resulting in becoming a school of choice for families and staff.

Commendations

The review team validate the following:

- Parents and students report high levels of satisfaction and deep pride in their school.
- The school chaplain, The Song Room – Deadly Arts programs and Wadjak Northside Aboriginal Resource Centre provide targeted support for the emotional, social and cultural wellbeing of students.
- There is a strong emphasis on the importance of regular attendance. Innovative approaches such as the 'Super Starters' program, have been successful in re-engaging students in their education.
- A comprehensive structure has been established to identify students at educational risk, providing fine grained targeted intervention. The role of education assistants as paraprofessionals is pivotal in the provision and implementation of classroom/teaching support.

Recommendation

The review team support the following:

- Continue to review and support staff in the development of Individual Education Plans and goal setting.

Leadership

Led by the Principal, the leadership team has been strategic in its development of trusting, positive relationships across the school. Staff and community engagement is evident in the school's vision, values and strategic directions.

Commendations

The review team validate the following:

- The leadership team are highly reflective, united and passionate about ongoing personal development and capacity building in the leadership of others.
- Leaders provide the stable workforce, and beginning teachers, with strong direction. They model consistent practice in the form of induction handbooks and business and operational plans.
- Change is managed in a sensitive and supportive manner with consideration for staff through the provision of professional learning at point of need.
- Processes for classroom observation and feedback are embedded across the school, providing evidence to support accurate identification for improvements.
- A distributed leadership model has been thoughtfully structured and supported through professional learning and adequate time to perform roles.

Recommendations

The review team support the following:

- Continue to identify and develop emerging leaders.
- Further develop and extend the instructional coaching model to support teacher practice.

Use of resources

The school has effective processes and procedures for resource management. Strong alignment between school resourcing and student needs is evident, including support for professional learning.

Commendations

The review team validate the following:

- The manager corporate services has implemented highly effective and collaborative procedures to distribute resources by developing staff financial knowledge and understanding.
- Resource allocation is targeted and aligned to the school priorities, whole-school programs and professional needs of the staff.
- Considered planning around targeted initiatives and student characteristics resourcing allocation supports the school's efforts to meet complex student needs.
- Workforce planning is sophisticated and innovative, prioritising staff development and supporting the implementation of targeted programs.
- Implementation of incentives have greatly increased the voluntary contributions and charges received from families.

Teaching quality

With high expectations of themselves and a focus on data-informed practice, staff work in collaboration to implement whole-school consistency of pedagogy. Staff have 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:

- Teaching and learning beliefs are embedded across the school, supported by whole-school practices.
- Targeted professional learning from the instructional coach and mentor teachers is developing staff capacity to implement, with fidelity, whole-school programs.
- Opportunities are provided for staff to moderate both internally and externally, creating consistency in the judgements of student achievement.
- High levels of staff competency in the analysis of evidence informs classroom practice, resulting in targeted teaching that maximises student achievement and progress.
- Professional learning is thoughtfully identified to build the capacity of staff to achieve the goals and targets set in the school improvement plan.
- The cross-setting structure, established to cater for the varying levels of student abilities, has established a collective sense of shared accountability and responsibility for student success.

Recommendation

The review team support the following:

- Continue to develop staff knowledge and understanding of teaching mathematics including upskilling with the PR1ME program.

Student achievement and progress

School-wide collection of systemic and school-based data is fine grained and embedded. The school's holistic approach to achieving a balance between academic, social and emotional aspects strengthens the students' focus on their learning.

Commendations

The review team validate the following:

- Astute analysis of data informs areas of strength and improvement, which guides workforce planning and targeted professional learning.
- A relentless focus on student data has led to improved outcomes for students. This involves a variety of data to inform teaching, such as ABLES¹, On-entry Assessment Program, NAPLAN², Progressive Achievement Tests and DIBELS³, contributing to consistent high achievement as measured by NAPLAN.
- A detailed and carefully structured assessment schedule has contributed to the embedding of reflective and on-going data analysis cycles at an individual and whole-school level.

Recommendation

The review team support the following:

- Consider reviewing aspirational targets to ensure they are realistic and aligned to on-entry assessments when compared to like schools.

Reviewers

Maxine Augustson
Director, Public School Review

Linda Knox
Principal, Bambara 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 Abilities Based Learning and Education Support
- 2 National Assessment Program – Literacy and Numeracy
- 3 Dynamic Indicators of Basic Early Literacy Skills