



Department of
Education

Shaping the future

North Fremantle 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

Located in the coastal suburb of North Fremantle, the school is approximately 18 kilometres south-west of the Perth central business district, in the South Metropolitan Education Region.

North Fremantle Primary School was established in 1886 and has rich history with the local community. Facilities consist of multi-level buildings with an adjacent oval for outdoor activities.

In 2015, the school was granted Independent Public School status.

The school has an Index of Community Socio-Educational Advantage of 1099 (decile 2).

There are currently 169 students enrolled from Kindergarten to Year 6.

There is a strong sense of community at the school, which is supported by 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:

- Collaborative processes with staff and the School Board underpinned the school self-assessment in preparation for the Public School Review.
- It was acknowledged that preparing for the review collaboratively strengthened the ownership of the evidence submitted, overall judgements made and the commitment to future improvements.
- The school review process was broadly viewed as a valuable, collaborative and professional learning (PL) experience for the staff and School Board, further supporting one clear direction for the school improvement agenda.
- Staff, students and community representatives engaged positively during the validation visit, further enhancing the Electronic School Assessment Tool submission.

The following recommendations are made:

- Ensure judgements made regarding the levels of school performance align with the expectation, as outlined in the Standard.

Public School Review

Relationships and partnerships

The commitment of the school and community to work together is strengthened by positive engagement, connection and genuine collaboration. Cohesive partnerships enable and support students to maximise their educational opportunities within and beyond the school.

Commendations

The review team validate the following:

- Feedback from a range of sources, including the NSOS¹, is sourced and valued. The school is responsive and actively engages all stakeholders in consultative decision making processes.
- Relationships between students, families, carers, and the community are viewed as positive and respectful.
- Parents are highly valued as partners in their child/ren's education and are provided with authentic opportunities to engage with the school environment.
- A wide range of formal and informal communication strategies, including Connect, are effectively embedded in school practice to ensure success in building a positive relationship between school and home.
- The School Board advocates positively for the school. Members have a sound understanding of their governance roles and responsibilities.

Recommendation

The review team support the following:

- Strategically plan engagement and recruitment strategies, to further foster community relationships and support P&C fundraising.

Learning environment

The school provides and maintains a learning environment that is engaging, calm, respectful and inclusive. An unwavering focus on providing support for all students, and particularly those at educational and emotional risk, underpins the implementation of whole-school and case management approaches.

Commendations

The review team validate the following:

- Building and maintaining positive and caring relationships between stakeholders to promote student learning and wellbeing is a high priority.
- The outdoor community classroom, including the garden beds, orchard, composting and Bush Tucker/Six Seasons Garden, is used by all classes as an authentic teaching and learning environment.
- Behaviour management and attendance approaches are outlined in a positive behaviour and wellbeing framework. The school encourages the development of resilience, self-management, mutual respect and responsible behaviour of all students.
- Programs including Zones of Regulation, Restorative Practice, 123 Magic, Social Explorers and Friendly Schools Plus are embedded into the policies and teaching and learning programs.
- Case management of SAER² reflect significant layers of individual planning and monitoring. Underpinned by policy, the student services team provides support to teachers in developing an understanding of the school developed tiered process of intervention.

Recommendations

The review team support the following:

- Address levels of regular and whole-school attendance through a review of processes, and implementation of whole-school and community strategies for intervention and support.
- Use data to measure the impact of interventions. Continue to review and define approaches to ensure all staff delivering the identified programs have engaged in training.

Leadership

A distributed leadership model, built on relationships and a common drive to enact the school vision, is evident. Teams maximise engagement, facilitate communication and share leadership opportunities that support the commitment to school improvement and change.

Commendations

The review team validate the following:

- There is a strong alignment and connection between the 2021 operational plan, key strategies related to the school's connected practice and the improvement drivers for: Every student, every classroom, every day Strategic directions for public schools 2020-2024.
- Development of the new business plan has been collaborative, with staff engagement to inform the identification of timelines and alignment to operational plans.
- Structured, early close meetings are valued by staff. Based on operational plans, opportunities for PL, collaborative planning or learning area development are evident.
- The performance and development cycle is embedded. Staff engage in self-reflection, goal setting, professional practice, and learning and feedback. Informal and formal coaching and support are valued.

Recommendations

The review team support the following:

- Continue to foster the collegiate culture of performance and development, with a focus on cultivating reflective data informed practice by all staff.
- Review operational plan targets to ensure alignment between the whole-school data collection and measures for determining levels of school improvement, beyond grade achievement.

Use of resources

Sound financial management is enabled through shared and transparent decision making and the allocation of resources focused on maximising students' individual learning and wellbeing needs. The school business plan drives decision making and deployment of human and physical resources.

Commendations

The review team validate the following:

- The manger corporate services and the Principal meet regularly to review the one-line budget, budget allocations, and track minimum spend requirements along with end of month procedures.
- Staff engage in processes relating to financial and resource management, contributing to the decision making processes and planning. Finance Committee meetings are regularly held to plan, monitor and review the budget.
- Reserve accounts have a detailed schedule and align with school business plan priorities.
- A range of programs are resourced and implemented to support the needs of students. The MultiLit program has been resourced and implemented through formal training, purchase of support materials and allocation of time to deliver the program to students, one on one.

Recommendations

The review team support the following:

- Continue to develop long-term planning for all areas aligned to reserve funding plans.
- Continue to manage the provision of technologies across the school, aligned to the pedagogical plans for improvement.

Teaching quality

Committed and dedicated staff articulated a need to improve student outcomes through the delivery of teaching and learning programs that aim to be relevant, engaging and challenging. Connected practice has been a priority to provide stability of learning to maximise educational opportunities.

Commendations

The review team validate the following:

- There are shared beliefs about teaching and learning, with visuals and common language evident across the school. The iSTAR³ model of teaching and learning, guides whole-school connected practice.
- Social and emotional learning and self-regulation strategies are an integral part of teaching and learning across the curriculum. All classes utilise the outdoor classroom to support authentic learning experiences.
- Whole-school curriculum overviews provide consistent tools to ensure all classes cover the Western Australian Curriculum (WAC) and Kindergarten Curriculum Guidelines. These tools support collaboration, sharing of resources and continuity of learning.
- All staff engage in formal and informal focused peer observations and walk-throughs to enhance their professional knowledge and inform their practice.
- Staff development is enhanced through PL, collegial observations and feedback, and action learning.

Recommendations

The review team support the following:

- Maintain focus on connected practice across the school. Aligned to the WAC, develop and embed scope and sequence documents across all learning areas.
- Continue implementation of explicit instruction in literacy and embed the observational model.
- Embrace and create opportunities for moderation within and across schools.

Student achievement and progress

A curriculum, assessment and reporting schedule is reviewed and updated annually to inform all staff of expectations in relation to teaching content, assessment practices and reporting requirements.

Commendations

The review team validate the following:

- A range of systemic and school-based data is collected and tracked to support the development and review of business plan targets and priority areas for improvement.
- Tools such as the Kindergarten Assessment Tool and Early Numeracy Screening tools are used in Kindergarten to assist in the identification of students requiring intervention and support.
- Special Educational Need planning is utilised by staff to develop and track student achievement and progress. MultiLit, as an intervention strategy, is used to support students identified at risk.
- Brightpath guides planning and supports moderation that informs student achievement and progress.

Recommendations

The review team support the following:

- Continue to implement consistent data collection and plan to increase moderation practices within and across schools.
- Expand the OEAP⁴ testing for all Year 2 students, to support identification of early intervention needs and inform levels of progress.
- Comprehensively track student achievement and progress using a range of standardised and school-based data sources, across all year levels.
- Establish and define expected levels of achievement and progress aligned to set targets and the school self-assessment schedule.

Reviewers

Rebecca Bope
Director, Public School Review

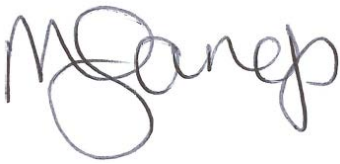
Vanessa Blythe
Principal, Springfield Primary School
Peer Reviewer

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 Student Achievement and Progress domain only, will be Term 4, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 Students at educational risk
- 3 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- 4 On-entry Assessment Program