



Department of
Education

GOVERNMENT OF
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Australind Primary School

Public School Review

October 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

First opened in 1980, Australind Primary School is located approximately 160 kilometres south of Perth and 15 kilometres north of Bunbury within the Southwest Education Region. It has an Index of Community Socio-Educational Advantage rating of 940 (decile 8).

Australind Primary School achieved Independent Public School status in 2015. Currently, there are 174 students enrolled from Kindergarten to Year 6.

Enjoying strong links with the community, support is provided to the school by an active School Board and Parents and Citizens' Association, as well as through various volunteer programs.

It is a notable feature of the School Board that its composition is made up of a number of community representatives who no longer have children at the school. The rich diversity of their combined experience is regarded as an asset for the school and a positive reflection of the community's commitment to its local school.

School self-assessment validation

The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- A culture of reflective school assessment, as the foundation for effective planning and continuous improvement, was evident at the strategic, operational and classroom levels.
- The preparation for this review has been most valuable in assisting the school to consolidate its focus.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.
- High levels of staff engagement and collaboration in the school assessment process are evidence of an embedded culture of reflection and improvement.
- Staff demonstrate ownership for student success with professional and personal responsibilities and expectations understood.

The following recommendation is made:

- Continue to investigate ways in which the ESAT can be used to facilitate and refine the collection and analysis of data.

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Relationships and partnerships	
Nurturing an environment of relational trust between staff and the community is a key school focus. Highly motivated staff and School Board representatives visibly add value to the spirit of what the school means to its local families.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The relational engagement between all staff is a microcosm of how schools and organisations function effectively with a common moral purpose. • The school adopts a relational approach to engaging the staff and the local community by building understandings of contextually appropriate local Aboriginal culture and history through the implementation of the <i>Aboriginal Cultural Standards Framework</i>. • The composition of the School Board reflects the longstanding respect and fondness for the school's contribution to the community it serves. • The principal, in partnership with other members of the leadership team, models a highly collegial, supportive ethos for recognising the strengths and experience of staff and for working collaboratively with the School Board. • Relations between staff reflect a combination of shared personal respect and accountability for and to each other.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to use social media and school publications, along with special events such as Open Night and assemblies, to share Aboriginal cultural histories.

Learning environment	
External partners located in the local community and beyond, add value to the support programs, engagement initiatives and tailored strategies to meet the needs of students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has been agile in responding to its changing student demographic with respect to the complex and challenging circumstances some families in the community experience. • For students at educational risk there are both procedures and structures in place to apply intervention tactics that assist staff and support families. • The management of student behaviour has been strengthened through the combination of long standing, accepted managing student behaviour practices and the introduction of the Good Standing policy. • Parents with students who are vulnerable expressed grateful appreciation for the thoughtful, professional and persistent delivery of programs that assisted their children. • Every effort is made to create a caring, safe environment exemplified through the quality of the relationships between teachers, education assistants and families.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain the focus on implementing the Managing Student Behaviour policy with a particular emphasis on raising parent awareness.

Leadership

After teacher quality, the next greatest effect on student learning is the school's leadership team. Managing the balance achieved between complex strategic and operational decision making has been a priority for the preparation of the school's business plan.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The principal has created conditions where staff feel confident and competent to take on leadership roles. • The leadership team is unified, collegial and proactive in supporting the development of staff. • The School Board acknowledges the school's leadership for providing a clear sense of purpose and direction, and for maintaining an ethos of continuous improvement. • The principal has ensured the business plan, and associated operational plans, are owned and implemented by staff, making them the centrepiece for implementing school priorities. • Staff understand and accept that school success is based on the principle of a two-way professional obligation.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Establish the School Improvement and Accountability Framework domains as the 'pillars' of the business plan and build a staff consciousness for making school review a continuous process.

Use of resources

The business plan for this school is valued due to the highly collaborative processes used in its development. This school understands its accountability for ensuring resources are allocated to meet the needs of both individual and groups of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The establishment of the Budget Review Committee has provided staff with an avenue for information that enables them to understand and accept the budget decisions that need to be made. • Through the work of the principal and manager corporate services (MCS), staff understand and accept the complexities of balancing cash and salary budget priorities that must reflect the needs of students. • The principal and the MCS have worked collaboratively to ensure there is transparency of information shared with the School Board members to ensure they have informed discussions about budget management decisions. • The Finance Committee and allied cost centre managers monitor the budget to ensure standards of probity and integrity are maintained. • Under the leadership of the MCS, the school reception has a very positive reputation for welcoming and working with parents in their initial engagement with the school.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Regularly review workforce allocations, adjusting them to ensure point in time student needs are adequately managed.

Teaching quality

Creating and finding ways to measure and assess the impact of effective teaching practice is evident in successful schools. The establishment of unequivocal standards for student achievement, balanced with their social wellbeing needs, is a strong instructional leadership belief.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The staff at this school prioritise personalised pedagogy as a means of customising programs for identified students. • The school values the opportunity to moderate student performance information so as to achieve defensible reporting against grade allocations. • The early years' team have adopted a proactive approach to reviewing the use of data to inform teaching practice. • The school is leveraging the success of whole-school strategies for a specific area of student achievement and applying it to other areas. • The collaboration of staff is exemplified through the sharing of complementary skills, experience and teaching practice for the benefit of achieving coherent delivery of programs across the school.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Based on the passage of time since classroom management strategies and allied classroom management practice workshops were last delivered at the school, explore options for differentiated 'refresher' professional learning in this area.

Student achievement and progress

Careful deconstruction of student performance data provides a clear guide for staff to use evidence to inform classroom planning. By taking ownership of student achievement and progress, staff are empowered to set explicit improvement targets.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff understand and accept the value of being informed about student achievement and progress through the use of a range of assessment tools. • The school has adopted a multi-faceted intervention plan for early years' students, which includes additional education assistant time to aid the implementation of an intensive oral language program. • The school understands the 'effect size'/impact of using whole-school processes to achieve coherent school improvement. • The school recognises the value of engaging parents in the earliest stages of their children's education (Kindergarten to Pre-primary). It enables them to understand the value of oral literacy and empowers them to support their children. • The trends in nationally assessed student achievement and progress, are positive across all areas.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • With a strong pedagogical disposition of 'pedagogy over products', develop an implementation plan for a numeracy scope and sequence in combination with coaching and resource allocation.

Reviewers

Rod Lowther
Director, Public School Review

Maxine Augustson
Principal, Mount Lockyer Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools