



Government of Western Australia
Department of Education

South Padbury Primary School

2018

Review Findings



Independent Public School Review

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School and Review Details

Principal:	Mr David Knox
Board Chair:	Ms Tia Tutti
School Address:	56 Warburton Avenue, Padbury WA 6025
Number of Students:	362
ICSEA¹	1062
Reviewers:	Mr John Garnaut (Lead) Mrs Barbara Browne
Review Dates:	15 and 16 March

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://docs.acara.edu.au/resources/About_icsea_2014.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website

- School Performance Monitoring

- Schools Online reports

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Unique features of the context in which South Padbury Primary School operates includes a current period of stable leadership subsequent to six years of high turnover of school leaders and recent enrolment pressure while nearby schools have low enrolments. There is a high level of community engagement with the school and a concentrated focus by teachers and school leadership on the academic, social and emotional needs of every student. The current leadership team has provided proactive, directive leadership in strengthening staff understanding of and commitment to evidence-based whole-of-school approaches to literacy, numeracy and classroom management.

Findings

- The 2015–17 Business Plan, ratified by the school board, is a concise document founded on the principles of the Curriculum Framework, the Classroom First strategy, the Strategic Plan for WA Public Schools 2012–15 and Focus 2015. The business plan outlines long-term strategic directions with an emphasis on literacy and numeracy.
- The business plan academic targets focus on reversing a long-term downward trend in National Assessment Program – Literacy and Numeracy (NAPLAN) data and lifting percentages of students in NAPLAN proficiency bands. Non-academic targets relate to attendance, the monetary value of business partnerships, the extent of community engagement and external financial audit rating.
- The school reported the extent of target achievement to the board and in the annual report at the end of the three-year business plan cycle. Annual reporting to the board and in the annual report, of operational plan targets, occurred in the first two years of the business plan cycle. Annual reporting of the extent of achievement of business plan targets did not occur and is a requirement in the DPA.
- The strengthening of performance in NAPLAN assessments and related target achievement in recent years has given the school confidence in its strategic curriculum directions.
- The achievement of the targets of the business plan is informed by comprehensive monitoring and reporting of English and mathematics learning area operational plan targets. Learning area committees contribute to the monitoring of these targets.

- The business plan is publicly available through Schools Online and leadership is considering placement on the school website.

Areas of strength

- The high level of staff commitment to implementing the strategic directions of the business plan.
- The active instructional leadership of the principal who plays the lead role in setting and monitoring curriculum directions across the school.

Area for improvement

- Report annually the extent of achievement of targets of the business plan to the school board and through the annual report.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- Overall student learning in literacy and numeracy has improved as measured by the academic targets set in the 2015–17 Business Plan. These targets were to:
 - arrest and reverse the decline in the Year 3 numeracy relative assessment trend line
 - incline the Year 5 numeracy relative assessment trend line
 - arrest and reverse the decline in the Year 3 reading relative assessment trend line
 - incline the Year 5 reading relative assessment trend line
 - arrest and reverse the decline in the Year 3 writing relative assessment trend line
 - arrest and reverse the decline in the Year 5 writing relative assessment trend line
 - increase the overall percentage of students in the upper proficiency bands of achievement to be at or above statistically like-schools.

The only target not achieved was “incline the Year 5 numeracy relative assessment trend line.” More students progressed through the middle bands and there were fewer students in the lower bands. However, staff identified that lifting the performance of those students capable of high levels of academic achievement, who are currently underperforming, needs to be a priority in the immediate future. Planning of appropriate teaching and learning programs is under way to address this challenge. There were no business plan or operational plan targets set in learning areas other than English and mathematics.

- The non-academic business plan target to decrease the percentage of students in the moderate to severe attendance categories was achieved. The target of decreasing the percentage of students in the indicated attendance category was not achieved. Attendance rates are good compared with statistically similar schools and sound processes are established to monitor and improve student attendance. The other three non-academic targets, to “increase the monetary value of existing business partnerships”, to “increase community engagement” and to “gain an excellent rating in the financial audit” were achieved.

- Each year, the principal establishes a broad three-tiered case management approach to improve literacy and numeracy based on NAPLAN results. Teachers plan collaboratively within this framework and develop numeracy and literacy teaching and learning programs that are differentiated and targeted to address the identified learning needs of individual students. The principal ensures teachers then monitor student learning and make appropriate instructional adjustments based on evidence gathered through ongoing forms of assessment such as PM Benchmark Reading Assessment Resources and Stepping Stones mathematics assessment modules. Such is the level of ongoing scrutiny of each student's progress that feedback to parents and students is relevant, timely and effective in improving performance.
- Teachers, supported by parents, encourage students to improve their performance in writing, reading and mathematics, described in terms of NAPLAN proficiency bands criteria. There is also a focus on early identification of students who are at educational risk, through On-entry testing and ongoing formative and summative assessment. Such students are then case managed and appropriate individualised educational plans and/or enrichment learning programs are developed.
- Teachers have allocated meeting times in which to plan collaboratively in both phase of learning teams and curriculum areas. There was clear evidence that teachers and the principal regularly engage in informal collaboration and discussions. This ensures consistent high-quality teaching and learning programs remain focused on students' literacy and numeracy needs as identified through NAPLAN and other forms of ongoing assessment.
- The performance of teaching staff is supervised by the principal. The process is thorough, focused and rigorous. It is based on the Australian Professional Standards for Teachers as well as strategies teachers are using to address the individual learning needs of students. The process involves self-reflection as well as meetings with the principal, class visits and observations. Staff are encouraged to ask for, and are given the opportunity to attend, professional learning identified during the performance management process. A particular focus is given to the reflection and discussion on the needs of individual students. The performance management of support staff is implemented by the associate principal together with the manager corporate services. There was clear evidence that all involved found the process beneficial and believed the quality of teaching improved as a result.
- The principal currently analyses NAPLAN data and sets the agenda and targets for ongoing improvement. Literacy and numeracy committees support him in this process. The principal and associate principal oversee and drive the quality of

teaching and learning programs. A more distributive model of instructional leadership is beginning to emerge and this should be encouraged to ensure the sustainability of progress achieved since 2015.

Areas of strength

- Consistent student-centred teaching and learning programs for literacy and numeracy implemented across the school.
- Effective performance management processes for teachers and support staff, with a priority focus on meeting the educational needs of all students.
- High levels of student engagement in the learning journey.

Areas for improvement

- Establish a more distributive leadership model focusing on curriculum and pedagogy to build sustainability of current good practice in teaching and learning.
- Consider developing business plan targets in learning areas in addition to English and mathematics.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- Documentation provided by the school indicated achievement of requirements as outlined in the DPA, except for annual reporting of business plan targets. The extent of achievement of the targets was reported to the school board in 2017 although this is not consistent with the DPA requirement to report on these targets annually. There is; however, clear evidence of comprehensive reporting to the board annually on the extent of achievement of literacy and numeracy operational plan targets and NAPLAN data.
- Interviews with school staff, parents, community members of the board and students confirmed good progress in achieving these requirements.
- Self-assessment against school performance and student improvement targets detailed in the business plan are formally reported to the board and in the annual report at the completion of the three-year planning cycle. In the other two years of the cycle thorough processes to monitor operational plan targets and report the findings to the board are evident.
- A well-articulated assessment and reporting policy provides clear direction to staff on requirements for student performance data analysis which includes the use of NAPLAN, PM Benchmark Reading Assessment Resources for Years 1–3, Stepping Stones assessment modules for mathematics, On-entry assessment, phonological awareness assessment, literacy and numeracy nets, and English as an additional language or dialect progress maps. Interviews with staff indicated a high level of commitment to policy implementation.
- School self-assessment of student performance in NAPLAN literacy and numeracy testing is comprehensive and ongoing, evident among school leaders and all teaching staff, and informs planning for improvement at school and classroom levels. Self-assessment against other aspects of school operations was less evident, for example in other learning areas and with consideration of satisfaction survey data.
- Meeting minutes and discussions with community members of the school board confirmed that the annual report is ratified annually by the board. Copies of the 2014 and 2015 reports are publicly available on the school website, and the 2016 Annual Report is on Schools Online.

- The parent satisfaction survey (22 responses) and the staff survey indicated a high level of satisfaction with school operations and leadership. Satisfaction survey data did not inform school self-assessment. A student survey was not implemented during the three-year period of the DPA and staff survey data was not included in the annual report.
- The principal effectively enacts the lead role in the analysis of student performance data relating to business plan targets and whole-school performance in literacy and numeracy. Learning area teams for literacy and numeracy contribute to the analysis. The sustainability of good practice and the building of staff capacity in this monitoring and analysis would be enhanced with a higher level of delegation of responsibility to learning area leaders and committees.
- Documentation provided by the school indicated that the school has self-assessed against the National Quality Standard (NQS) in early childhood education. However, interviews with early childhood staff indicated a low level of familiarity with the NQS self-assessment or quality areas, despite a high level of understanding of good practice for early childhood education. The principal reported that the school would participate in an external NQS audit later this year.

Areas of strength

- The comprehensive and consistent approach taken by school leadership and teaching staff to the monitoring of student academic performance in literacy and numeracy, and utilisation of this information to inform differentiated learning practices in classrooms.
- The well-defined expectations of staff for student performance data analysis and staff commitment to these expectations.

Areas for improvement

- Extend self-assessment to include a wider range of information including student performance in all learning areas, non-academic data and information derived from satisfaction surveys.
- Implement a cycle of staff, student and parent satisfaction surveys to inform school planning for improvement.
- Review the NQS and Early Years Learning Framework documentation with the early childhood education team and reflect on current practice, prior to external audit in 2018.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- The principal has direct oversight of the curriculum and ensuring the provision of education programs that promote learning and wellbeing of students. Implementation of the Western Australian Curriculum and Assessment Outline is proceeding consistent with mandated requirements.
- A whole-of-school approach has been adopted in English and mathematics. Teachers agreed this facilitated collaboration and consistency in planning teaching and learning programs, assessment and moderation, and sharing pedagogical approaches. A consistent and whole-of-school approach was less evident in other learning areas.
- Science, humanities and social sciences, and the arts are delivered by classroom teachers, often through a cross-curricular approach. Programs differ from classroom to classroom yet are consistent with the requirements of the Western Australian Curriculum and Assessment Outline.
- Specialist teachers in languages other than English (LOTE) – Indonesian, health and physical education, and music make significant contributions to the breadth of the curriculum, to cross-curricular approaches to enhancing literacy and numeracy, and to extracurricular programs that are valued and appreciated by students and parents. The school is actively involved with interschool sporting carnivals and organises an annual swimming carnival. There is school choir and a very popular ukulele club. The health program includes elements of protective behaviours and pastoral care.
- The school is well prepared to report on LOTE in 2018 as required by the Western Australian Curriculum and Assessment Outline.
- The school has successfully integrated the Aboriginal Cultural Standards Framework into learning areas and other classroom and whole-of-school activities. Staff involved in the implementation of the framework are to be commended.
- Students at educational risk are identified through ongoing formative and summative assessment as well as through NAPLAN testing. This includes groups at either end of the learning spectrum, those who need extension and enrichment

and those who need learning support. Students who require support for their learning are placed on individual education plans and tracked through an explicit case management approach involving the school psychologist, parents and staff. Students who require extension and enrichment are being increasingly challenged through differentiated programs and Primary Extension and Challenge.

- The school has well-documented policies and procedures in place to ensure the safety and welfare of students including evacuation and lockdown procedures, codes of conduct and policies on excursions, extreme weather, cyber safety, bullying, bring your own device (BYOD) and being sun smart. Policies are reviewed every two years and members of the school community, particularly the board, have the opportunity to provide feedback.
- The Peace Ranger program provides Year 6 students with the opportunity to interact with other students in a positive manner and to help duty teachers defuse small incidents. The rangers are trained in negotiation skills and conflict resolution. Students consider it an honour to be a peace ranger and Year 5 students eagerly await their turn. Duty teachers and peace rangers are highly visible in the playground with their high-vis vests.
- The day-to-day management of the school's program is efficient and effective with leadership roles and responsibilities clearly articulated. There is a strong commitment by staff to whole-of-school approaches such as literacy, numeracy and behaviour management.
- Strong relationships are evident between staff, parents and students. There exists a tangible culture of care, concern and respect. This is driven by the high level of interpersonal skills shown by both the principal and associate principal, and their visibility and participation in activities inside and outside the classroom.
- There has been considerable expenditure on infrastructure such as the erection of shade sails over playground areas, resurfacing of tennis courts, replacement of railing and extension of the undercover area. These have made the playground a safer place. The school is to be commended on the way financial resources have been managed to achieve these improvements.
- Technology is harnessed effectively to facilitate open, networked and responsive lines of communication between staff, students and teachers. Classroom teachers are constantly in communication with parents. The school is well resourced with iPads that teachers use in teaching and learning programs. Students in Year 3 can bring their own device to school as outlined in the BYOD policy. Students who are not able to bring their own device have access to school

iPads. It is intended the implementation of the BYOD initiative will eventually progress to Year 6.

- A wide variety of extracurricular clubs are held before school, during lunch time and after school such as the bird watching club, the environmental club that is led by a community member, the recorder club, the worm club and the 'boot camp' led by the principal and associate principal before school three mornings a week. The level of staff and student participation in these clubs is high and provides students with opportunities to engage in various areas of interest.
- The school is beginning to consider the planning of approaches to implement science, technology, engineering and mathematics programs.

Areas of strength

- A culture characterised by genuine care, concern, tolerance and respect for each other.
- The high visibility of the principal and associate principal in the school grounds and classrooms before, during and after school, and their open communication with staff, students and parents.
- Staff commitment to agreed whole-of-school approaches to literacy, numeracy and behaviour management.
- The provision of a wide range of co-curricular and extracurricular programs to enhance student engagement.

Area for improvement

- Develop a consistent and whole-of-school approach to curriculum in learning areas in addition to English and mathematics.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The school has implemented flexibilities associated with the one-line budget to ensure resource support for identified areas of student learning needs. An example is the use of resources previously allocated to a deputy principal position to employ a number of education assistants to support children at educational risk.
- The school has robust processes in place to monitor and review the allocation of resources to meet strategic and operational priorities. The finance committee, which includes teacher representatives, is chaired by the principal and the manager corporate services implementing democratic and transparent processes. The board monitors and ratifies the school budget in consideration of the directions of the business plan.
- Interviews with staff indicated that they were aware of and utilised well-accepted processes to apply for and access additional resources as required. Requests are to be evidence-based and linked to the teaching and learning programs or staff professional learning needs identified through performance management. Staff indicated that resources were adequate to meet their curriculum and professional learning needs.
- Teaching and learning resources are logged and tracked on an electronic library system. This prevents unnecessary duplication and represents prudent use of finances.
- Education assistants are valued with their roles clearly defined to support the teaching and learning process, particularly for students requiring teaching and learning adjustments. Education assistants acknowledge that they are strongly connected to the teaching and learning environment and feel they are valued members of the teaching team.
- The workforce plan identified gaps between the 2014 workforce and the workforce required in 2017 given anticipated changes in enrolment patterns. It identified changes required in teaching staff, support staff (registrar, school officer, chaplain and psychologist), education assistants, special needs assistants, library officer, gardeners and cleaners. The principal has taken a proactive approach when recruiting staff over the last three years. Staff are

selected on merit, taking into consideration criteria important for the school to sustain and improve on the current level of program delivery to promote learning and wellbeing for all students.

- Leaders anticipate the school reaching enrolment capacity in 2019 with two streams in each year group. The school is aware of the implications for resource management and are planning accordingly.

Area of strength

- Effective financial management processes including the flexible allocation of resources to best meet the educational needs of students.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- The 11 members of the school board include six parents, four teaching staff and the principal. Meeting with parent members of the school board confirmed their high level of commitment to maintaining current good practice at the school and contributing to school improvement. An open meeting is held annually to encourage wider community engagement. Parent members of the board stated that there was no community representative.
- Effective meeting processes are evident, which includes agenda preparation, prior circulation of relevant documents, opportunity for feedback on documentation prior to the meetings and effective dissemination of meeting minutes to the wider school community via the school website.
- Meeting minutes and interviews with parent members of the board confirmed the board's active role in ratifying relevant school documentation including the business plan, annual reports and budgets, the appointment of the current principal, and contribution to policy development and review. The extreme weather and BYOD policies came into being at the request of parents and was progressed through the board. Members reported significant engagement with comprehensive literacy and numeracy student performance information regularly provided by the principal.
- Members indicated little engagement with staff, parent or student satisfaction survey implementation or analysis. Parent members indicated that they would become more active in promoting the surveys and in considering the implications of the findings for school development.
- The board's terms of reference are well articulated and include the functions of the board, limits of functions, qualifications for board membership, roles of office bearers, member election and meeting procedures and dispute procedures. The board members indicated that they would review the functions of the board as described in the terms of reference to provide a closer alignment with the role of the board as described in the DPA.
- The parent board members interviewed indicated they had not participated in relevant training to support effective implementation of their roles.

- The board has not engaged in self-assessment to inform its own performance.
- The sustainability of membership and practices would be enhanced by participation in relevant training and regular school board self-assessment of its effectiveness.

Area of strength

- The effective meeting processes and commitment to contribute to ongoing school improvement.

Areas for improvement

- Consider the appointment of a community representative on the school board who, through their specific expertise, can add value to the function of the board.
- Encourage board members to participate in relevant training to enhance the sustainability of good practice.
- Implement a regular process to monitor board effectiveness.

Conclusion

South Padbury Primary School has a friendly and professional atmosphere. The school has very strong community support as indicated by Parents and Citizens' Association attendance and activity and parent engagement in a wide range of formal and informal school activities. Staff and parent involvement in extracurricular programs demonstrates their commitment to the implementation of a well-rounded education.

The culture of the school is characterised by positive and supportive professional relationships, a commitment to a collaborative approach to planning, evidence-based decision-making around teaching and learning, and attention to the social, emotional and academic needs of all students.

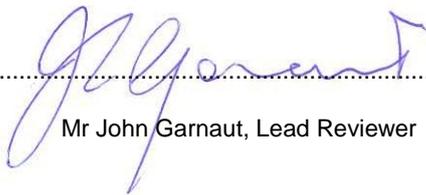
The current leadership team has led an impressive school improvement agenda which has included consolidating whole-of-school approaches to literacy and numeracy, high levels of staff collaboration in planning programs, and detailed attention to student performance data to inform planning to meet the needs of every student and a differentiated curriculum. Staff commitment to whole-of-school approaches is high, contributing to improved academic performance and student behaviour.

The leadership team members are active instructional leaders playing lead roles in curriculum, pedagogy and pastoral care. Systems are now well established. Developing a more distributed leadership model in the future would enhance the sustainability of the school improvement program.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by South Padbury Primary School, true and correct.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



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Mr John Garnaut, Lead Reviewer

10 April 2018

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Date



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Mr Ken Perris, Director
Independent Public School Review

9 April 2018

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11 April 2018

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Date