



Department of
Education

Shaping the future

Warnbro 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

Warnbro Primary School is located approximately 54 kilometres from the Perth central business district and seven kilometres south of Rockingham. It is in the South Metropolitan Education Region.

The school opened in 1973 and became an Independent Public School in 2019.

Currently there are 255 students enrolled from Kindergarten to Year 6. The school has an Index of Socio-Educational Advantage of 922 (decile 9).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association.

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:

- Self-assessment and analysis of data and information are strengths of the school, informing ongoing planning and implementation of school and system initiatives.
- Collaborative processes have underpinned the school self-assessment in preparation for the Public School Review.
- A feature of the Electronic School Assessment Tool (ESAT) submission was the quality of evidence accompanied by explanatory annotations.
- The school's ESAT submission was constructed in alignment with the Standard. Evidence submitted addressed domains of the School Improvement and Accountability Framework.
- The ESAT submission provided a detailed account of the school's current context, performance and the planning of focus areas in the business and strategic plans.
- A broad range of inter-related and credible evidence was selected for analysis, with alignment between performance, judgements about priorities and planning for improvement.
- A significant representation of staff, student, parent and community members engaged in discussions with the review team, contributing authentic reflections in support of the school. Expert service representatives and representation from neighbouring network schools added to the quality of community exchange.

The following recommendation is made:

- Continue to engage all staff and stakeholders in ongoing and regular self-assessment processes aligned to evidence-based school planning.

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Relationships and partnerships

Partnerships are fostered and add value to learning programs by bringing together community resources to enhance student outcomes. Viewed as inclusive, engaging and supportive, the school effectively enables and empowers positive staff and parent engagement.

Commendations

The review team validate the following:

- With the support of STRIVE¹ team leaders, staff collaborate to engage students, parents and the wider community to create a positive school ethos.
- Significant changes, implemented in 2021, have positively impacted on the emerging, strong Warnbro Primary School brand.
- Described as a place with a positive culture, the school's fundamental belief in meeting the needs of all students, particularly the most vulnerable, has resulted in parents and carers expressing deep gratitude and appreciation for the support their children receive from staff.
- Positive, transparent relationships are at the core of the school's communication strategies. It is based on authentic listening to community feedback, understanding and respecting cultural diversity and generating a genuine belief in the school's capacity to make a difference.
- The School Board has been active in leading community engagement, advising on school change initiatives and being a strong advocate for families and their children.

Recommendation

The review team support the following:

- Continue to promote the School Board's collaboration with the Positive Behaviour Support (PBS) team to create a whole-school Communications Charter using the STRIVE acronym.

Learning environment

There is a shared commitment to building a cohesive learning environment that enables staff and students to be supported and thrive.

Commendations

The review team validate the following:

- The school's tailored approach to the implementation of a range of student and staff health and wellbeing programs has dramatically increased student attendance and engagement. Staff recognise the value of a team approach and families describe feeling more connected to their local school.
- Led by students, staff and parents, there is genuine stakeholder ownership of the school's STRIVE for Success mantra.
- Staff recognise the value and benefits of positive student interactions, using a suite of resources to build social skills, implement case management plans and celebrate achievement.
- The promotion of 'student voice' is underscored by an authentic belief in developing the potential of students to contribute, in real terms, to the day-to-day activities of the school. Augmented by support from School Board members, students develop self-confidence, personal responsibility and explicit leadership skills.
- Using student tracking data, an energetic, innovative and evidence driven student services team collaborate with teachers and skilled education assistants to provide targeted support for students at risk.

Recommendation

The review team support the following:

- Build on the new PBS STRIVE approach to ensure it remains a high profile strategy, by all stakeholders, to support positive student behaviour and self-regulation skills.

Leadership

The primary focus of the Principal has been to nurture a culture of positive relationships through articulation of a clear vision. This drives school planning, communication, performance development processes, distributed leadership and the collection and rigorous analysis of student data.

Commendations

The review team validate the following:

- The Principal and deputy principals are recognised and appreciated for their professionalism, unanimity of purpose and compassion.
- Staff expressed high expectations for sustained school improvement based on a strong sense of purpose, a united belief about how students learn best and confidence in the leadership team.
- A key feature of the school's growth and development has been the implementation of an active, distributed leadership model. This is characterised by school-wide staff professional obligation, personal responsibility and a strong sense of public accountability.
- Staff receive constructive feedback through performance development and coaching processes and are clear about the leadership's expectations. They accepted the need for change, knowing they will be supported to achieve personal growth and better outcomes for students.
- The Principal is widely acknowledged for the drive, enthusiasm and consultative approach to working with staff, families and the wider community.

Recommendations

The review team support the following:

- Maintain accountability measures and collaborative support through STRIVE team meetings.
- Continue to create opportunities to advance the School Board's engagement in school planning.

Use of resources

The Principal and manager corporate services work in partnership to ensure resource allocation is reflective of improvement planning foci.

Commendations

The review team validate the following:

- The school has an active Finance Committee. It combines understanding of its governance responsibilities, in terms of the Funding Agreement for Schools, with advocacy for the timely deployment of resources to support staff programs and responsibilities.
- School Board members value the opportunity to discuss planning and budget management priorities. This includes being apprised of contributions and charges
- The newly formed Digital Technologies (DT) team is facilitating the integration of STEM² and DT resource kits. Funding for instructional coaching for cluster leaders has set them up to be 'DT gurus'.
- Targeted initiative funds have been strategically deployed to ensure appropriate levels of support are available from education assistants (special needs) and the invaluable chaplaincy program is maintained. This, together with Aboriginal and allied culture awareness programs, underscore the school's inclusive ethos.
- Workforce planning is responsive to the existing staff profile and the adaptive to demographic changes of the local school intake.

Recommendations

The review team support the following:

- Update the Finance Handbook to maximise staff understanding and engagement in decisions that impact on their day-to-day responsibilities.
- Consider sharing the expectations of the Funding Agreement for Schools with staff to assist their understanding of resource management.

Teaching quality

Building a school-wide collaborative culture is at the heart of sharing best practice pedagogy at Warnbro Primary School. With collaborative DOTT³ and the identification of STRIVE team leaders, the school's purpose – Inspire Mind, Create Wisdom, Connect People and Build Community has become a reality.

Commendations

The review team validate the following:

- A compelling strategic focus on embedding a school-wide pedagogical framework is strengthened by high levels of staff professional responsibility and personal commitment.
- STRIVE leaders are charged with the responsibility of being teaching ambassadors, imparting high expectations, championing whole-school programs and leading collaborative practice.
- Following fearless analysis of past NAPLAN⁴ data, visible teaching and engaged active learners were identified as focus points for improvement.
- Following research on explicit teaching, staff engaged in professional learning triggering 'Warnbro Wakeups' focused on: visual; kinetic; and oral learning to cater for different learning styles. The impact on student success has been profound.
- The schools remedial program starts with an analysis of the AEDC⁵, Pre-primary On-entry Assessment Program and backward mapping Year 3 NAPLAN data. Students identified with complex imputed learning needs are identified and attend the Warnbro Wonders Mini Literacy program delivered by accomplished education assistants.

Recommendation

The review team support the following:

- Continue to build partnerships with local parent centres and day care centres to support vulnerable pre-Kindergarten students and their families.

Student achievement and progress

Systemic and school-based data are used to effectively monitor levels of achievement and progress. Teachers are supported to build their capability to interrogate data, in order to identify trends and areas of focus to inform classroom planning that is aligned to students' differentiated needs.

Commendations

The review team validate the following:

- Staff use a diverse range of assessment tools catering for individual student abilities and needs. They analyse data to identify strengths and shortfalls.
- To assist staff in addressing gaps, they receive curriculum links and sample questions from the SAIS⁶ dashboard. STRIVE team leaders lead discussions on how to set improvement targets.
- SAIS Pathways Data is analysed to inform teachers of the curriculum focus areas for specific guided reading groups facilitating the school's differentiated pedagogy.
- Staff collaborate to discuss grade allocations and NAPLAN Bands. This informs staff handover processes ensuring continuity of expectations for student achievement and progress .
- On-entry Assessment Program data analysis supports referral to expert services and intervention programs. This also ensures the identification of high performing students enabling them to progress from their starting point.

Recommendations

The review team support the following:

- Continue to focus on areas of shortfall while maintaining attention on assessment areas with existing positive trend lines.
- Continue with parent workshops to strengthen their levels of confidence to support their children with home reading.

Reviewers

Rod Lowther
Director, Public School Review

Mark Donaldson
Principal, Northam 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, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Safety, Teamwork, Respect, Integrity, Vision and Excellence
- 2 Science, technology, engineering and mathematics
- 3 Duties other than Teaching
- 4 National Assessment Program – Literacy and Numeracy
- 5 Australian Early Development Census
- 6 Student Achievement Information System