



Department of
Education

Shaping the future

Tuart Rise 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

Tuart Rise Primary School opened as an Independent Public School in 2015 in the suburb of Baldivis, within the South Metropolitan Education Region.

Located approximately 50 kilometres south of the Perth central business district, the school has an Index of Community Socio-Educational Advantage of 985 (decile 6).

The school has experienced rapid growth in recent years, with student numbers increasing from 444 in 2015 to the current enrolment of 761 students from Kindergarten to Year 6.

Support is provided by the work of the dedicated school community, in particular, the School Board and Parents & Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a school self-assessment that provided an overview of the school's operations.

The following aspects of the school's self-assessment process are confirmed:

- Modifying the existing self-assessment process to incorporate the Standard, the school used the domain foci and elaborations to guide the evidence selected in the Electronic School Assessment Tool (ESAT) submission.
- Various methods were used to gain the perspectives of a broad range of staff and community members. Team leaders provided oversight of each domain and the contributions of individuals reflected a range of roles in the school and community.
- The Principal reported that staff had welcomed their inclusion in contributing to the self-assessment process and believe it provided them with an opportunity to refresh and remodel processes and programs.
- A tour of the school and video viewing provided the review team with an extensive overview and insight into the school's context and priorities. This effectively set the scene for the reviewers, further enriching the validation process.
- The school indicated its intention to use the outcomes of the Public School Review to spark impetus for the next level of improvement across the school.

The following recommendations are made:

- In future ESAT submissions, review with the intent of prioritising, the number of entries to avoid repetition and to provide a succinct account of the school's performance.
- Continue to review each of the domains, guided by the Standard and domain foci, as part of regular school self-assessment processes.
- Be circumspect in the selection of future planned actions strengthening the alignment between the judgements made, the analysis of evidence and the next steps for improvement.

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Relationships and partnerships

Interactions have been fostered that are constructive and purposeful, underpinned by group norms and a culture of sharing, support and respect. This has built the foundations for professional connectedness enabling staff to stay true to their school vision 'we challenge and support each other to be effective educators'.

Commendations

The review team validate the following:

- Positive communication between students and teachers has been encouraged through morning meetings, message boards and Zones of Regulation (ZoR) providing students and staff with a common language.
- A broad range of communication platforms, including Connect, Seesaw, Facebook and SMS messaging are utilised providing staff, parents and students with timely, accessible and targeted information.
- 'Coffee and Chat Catch Up', morning teas, informal get-togethers and an active P&C with a focus on providing 'fun' events, are building solid connections and relationships between families and the school.
- The school's partnerships with numerous agencies and organisations including external education providers, Universities and Camp Australia, contribute beneficial outcomes for students and an extensive professional network for staff.
- A strong, effective and well-informed School Board has been established providing community representation, a link to the views of the community and sound advocacy for the school.

Recommendations

The review team support the following:

- Continue to investigate ways of receiving regular feedback from staff, students and families.
- Closely monitor and respond to the views of the school community taking action to address concerns.

Learning environment

Characterised by a focus on the wellbeing of their students, the school has established an inclusive and engaging environment, creating a sense of care and belonging that welcomes all.

Commendations

The review team validate the following:

- A significant review of behaviour management processes has been undertaken. This has resulted in the Behaviour Response Process, linked to the Good Standing Policy and Good/Advanced Standing Strategy. It is providing a common language and consistency of strategies for staff and students.
- The school has taken an innovative approach to implementing programs and strategies that promote positive health and wellbeing. This includes You Can Do It, ZoR, 'pay it forward', food hampers and Story/Therapy Dogs, all of which positively impact on students with special needs, those who have experienced trauma and supports families in need.
- The opinions and input of students are sought through numerous avenues including; The First Six Weeks, Learning Journeys; and classroom climate surveys, giving students a voice and a strong sense of agency.
- An individualised model of intervention has been adopted providing guidance for staff in the identification and planning for students at educational risk. Integral to the success of the programs is the input from education assistants (EAs).

Recommendations

The review team support the following:

- Proceed with the planned intention to implement a whole-school attendance strategy that includes incentives, targets and monitoring of impact.
- Build on the beginning work of the school committee with a view to embracing Aboriginal perspectives and embedding the Aboriginal Cultural Standards Framework across the whole school.
- Progress the establishment of a Wellbeing Committee to provide oversight in the development of a Wellbeing Framework, including a focus on workload.

Leadership

A considered approach is taken by the leadership team in managing change. With consultation and thought given to communication and professional learning, staff buy-in is maximised.

Commendations

The review team validate the following:

- A distributed leadership model provides opportunities for staff to take on leadership roles within the school.
- Aspirant and emerging leaders are identified through performance management processes and expressions of interest. They are supported in their roles with opportunities to participate in network leadership professional learning programs, such as the Karnup Network Aspiring Leaders Course.
- An informal aspect of performance management for teachers, underpinned by the Growth Coaching model, assists them to identify goals and provides access to tailored support. Regular feedback is facilitated through 'corridor conversations' and formalised during performance review meetings.
- Planning is data informed through the National School Improvement Tool, Progressive Achievement Tests and classroom climate surveys. These inform the business plan foci and yearly operational plans.
- Maximum input from staff in the review of school priorities and targets is creating a sense of shared ownership and direction.

Recommendations

The review team support the following:

- Complete a review of the current distributed leadership structure to ensure it is aligned to the school's targets and priorities. Implement the Western Australian Future Leaders Framework to support leadership development.
- Continue to progress staff engagement and commitment to the performance management and peer observation and feedback process, ensuring all staff participate.

Use of resources

The Principal and manager corporate services give high level consideration and monitoring to the changing nature of their local intake area. This ensures resourcing plans are flexible in accommodating projected student enrolments.

Commendations

The review team validate the following:

- Finance Management Guidelines, the School Finance Manual and budgeting tools support cost centre managers in their understanding of purchasing processes assisting with alignment and expenditure of budgets.
- A clear application process affords all staff the opportunity to nominate as a Finance Committee member, resulting in strong representation from across the school. This provides greater transparency and assurance to decision making processes for budgetary and funding allocations.
- Targeted Initiatives funding supports programs and initiatives, such as the Seasons for Growth Chaplaincy program and the Be You mental health initiative.
- Operational alignment exists across all areas of planning. An understanding by staff of school resourcing allocation processes and alignment to operational plans is emerging.
- Attention to the deployment of EAs allows for a holistic, targeted and streamlined approach to cater for the considerable number of students with imputed learning and behavioural needs.
- A well-organised system for the storage, accessioning and sharing of resources has been established. This allows for ease of access, monitoring of resource use and identification of future resourcing needs.

Recommendations

The review team support the following:

- Continue to develop the financial literacy and understanding of staff in relation to school resourcing.
- Ensure all current and future resources are closely monitored and are aligned to the school's operational plans and priorities.

Teaching quality

High value is placed on collegial support, relationships and the leadership team in supporting staff in their work. The ensuing culture, underpinned by professional courtesy, has led to a preparedness by staff to work together to improve learning outcomes for students.

Commendations

The review team validate the following:

- The English and Mathematics Assessment Schedule assists teachers to differentiate assessments, strategically group students and set realistic goals for individual student progress.
- Collaborative structures support teachers in their planning, teaching and assessment of the curriculum. Assessment and moderation within these groups helps identify opportunities for differentiation, targeted intervention and academic extension.
- The data provided from the Student Classroom Climate Survey informs teachers of the effectiveness of their practice and areas for improvement.
- Building the expertise of staff, through the development of content experts, is providing ongoing professional learning at the point of need for staff.

Recommendations

The review team support the following:

- Build on and strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across all phases of learning.
- Ensure an agreed pedagogical instructional model is understood by staff and embedded across the school.
- Review and reflect on current practices in the early childhood phase (Kindergarten to Year 2) with the aim of collaboratively developing the vision, and teaching and learning beliefs, as the foundation to lead pedagogical improvement in the early years.

Student achievement and progress

Staff are aware of the data at both a student and cohort level. They are committed to improving outcomes for all students and use a range of school-based and systemic data to monitor and track student progress.

Commendations

The review team validate the following:

- The school's commitment to improving student achievement and progress has led to the development of 'Genius Hour'. This provides inquiry-based, open ended learning opportunities, developing 21st century learning skills and knowledge.
- Writing progress for Aboriginal students from Year 3, 2019 to Year 5, 2021, NAPLAN¹ is higher than like schools, with all students making high or very high progress.
- Teachers provide regular and timely feedback and reporting to parents through formal and informal methods such as SEN², ABLE WA³, Seesaw, Connect, Learning Journeys and parent and teacher meetings.

Recommendations

The review team support the following:

- Continue to develop staff data literacy to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.
- Ensure there are opportunities for staff to engage in moderation processes with network schools to accurately make judgements and allocate grades.
- Monitor closely the impact and consistency of implementation of agreed whole-school programs, pedagogy, instructional model and interventions to address the decline in student performance.
- Closely investigate and monitor progress from On-entry to Year 3, and Year 3 to Year 5, to determine effectiveness of whole-school intervention programs.

Reviewers

Maxine Augustson
Director, Public School Review

Karen Duncan
Principal, Harrisdale 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 3, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Special Educational Need
- 3 Abilities Based Learning Education, Western Australia