



Department of  
Education

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Public education  
**A world of opportunities**

# Padbury Primary School

## Public School Review

December 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Padbury Primary School is located approximately 22 kilometres from the Perth central business district within the North Metropolitan Education Region.

Established in 1973, the school offers well-established facilities including attractive grounds featuring Japanese gardens and mature Tuart trees.

A range of outdoor play areas provide a selection of engaging spaces for students to enjoy unstructured play time. Specialist programs including Japanese, music, physical education, art and science enhance the range of student learning.

There are currently 109 students enrolled from Kindergarten to Year 6 with numbers declining over recent years. The school has an Index of Community Socio-Educational Advantage rating of 1054 (decile 2).

Staff and community members described the positive change in the school's learning environment over the past four years.

The school is co-located with the West Coast Language Development Centre (WCLDC). A memorandum of understanding with the WCLDC enables the effective and mutually beneficial sharing of resources, both human and physical.

The school is supported through the work of the School Council and the Parents and Citizens' Association (P&C).

## School self-assessment validation

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

The following aspects are confirmed:

- The leaders have a good understanding of school self-assessment processes and demonstrate a commitment to school improvement and public accountability.
- The process of preparing for the Public School Review was in keeping with the ongoing procedures for school self-assessment and improvement.
- The Electronic School Assessment Tool (ESAT) submission provided an account of the current school context, performance and planning priorities.
- Staff engagement and collaboration in the school assessment process is evidence of an understanding of the need for reflection and improvement.
- The summary statements provided in the ESAT submission assisted reviewers to gain an overall understanding of evidence presented for each domain.
- Leaders, staff and community representatives engaged openly and contributed their reflections during the school-based validation phase.
- There is alignment between performance evidence, judgements about priorities and planning for improvement.

The following recommendations are made:

- Explore opportunities for using the ESAT as a device for maintaining a 'running record' of school performance information and related judgements.
- Continue to utilise the summary statements as the framework to capture targeted analysis as evidence for each domain of the ESAT.

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Relationships and partnerships	
<p>Purposeful collaboration and mutually respectful relationships exist between staff, students and parents. Staff recognise the importance of building and maintaining strong and sustainable relationships with these individuals and groups, to impact positively on student achievement.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• High levels of unanimity of purpose underpin quality professional behaviours that are modelled consistently by staff. This has provided the foundation for positive and respectful relationships with students.</li> <li>• A range of communication processes are utilised by, and for, staff and parents. Parent feedback endorses the variety as relevant, accurate and timely in meeting their needs.</li> <li>• School Council representatives engage actively in consultation about school direction. They are committed to their role and developing an understanding of capacity in school governance.</li> <li>• The P&amp;C is active, reflecting a strong connection to the school. It makes a positive contribution to the school functioning and culture.</li> <li>• Leaders seek feedback regularly to ensure a strong understanding is maintained of school community perceptions regarding school operations.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Survey parent perceptions regarding the range of communication platforms. Include the consideration of the use of Connect.</li> <li>• Identify opportunities for the student voice to be incorporated into relevant decision making processes in activities that affect them.</li> </ul>

Learning environment	
<p>The learning environment is characterised as safe, orderly and caring, leading to high levels of effectiveness in meeting the needs of students. Supportive programs, structures and relationships have been embedded to enhance student development.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Behavioural expectations founded on 'rules, routines and relationships' are articulated clearly and supported diligently by staff.</li> <li>• Issues including engagement, alienation and social-emotional challenges are addressed through collaborative case management processes of identification, intervention and routine monitoring for improvement.</li> <li>• Whole-school and targeted improvement strategies have addressed concerns with attendance effectively.</li> <li>• The physical environment has been enhanced through strategic projects including the installation of nature play equipment.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Enhance teacher understanding of mental and emotional wellbeing with a view to implementing programs for support.</li> </ul>

## Leadership

The stated priority to ensure that strong and empowering leadership clearly articulates the intended outcomes and strategies to ensure high standards are set, a unifying vision is enacted and leadership opportunities are provided for staff, is evident.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• There is a clear commitment to the school's implementation of the <i>Aboriginal Cultural Standards Framework (ACSF)</i>. An action plan is being implemented strategically to ensure cultural responsiveness.</li> <li>• Change has been managed strategically in establishing whole-school approaches with attention to maximising available resources.</li> <li>• A culture of collective responsibility is evident in the distributed leadership structure. Staff capacity is recognised with the provision of opportunities for leadership development.</li> <li>• Leaders have developed a collaborative culture for their improvement model based on active listening, genuine sharing and mutual respect.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to develop cultural responsiveness through the ACSF action plan.</li> <li>• Ensure staff engagement in evidence-based decision making.</li> </ul>

## Use of resources

Current needs and longer term directions are aligned to an evidence-base and an alertness to opportunity. The principal and manager corporate services (MCS) are aware of the complexities associated with small schools and manage the budget skilfully.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school has a developing information and communications technology (ICT) environment augmented by a variety of devices that ensure students have access to contemporary learning options.</li> <li>• The MCS plays a key consultancy role in school operations and resource management.</li> <li>• Effective monitoring and management by the Finance Committee enables informed resource decision making aligned to the priority areas of the school plan, with student needs as the primary focus.</li> <li>• Classes are well-resourced with deployment to support whole-school programs an ongoing priority.</li> <li>• The school has been successful in accessing supplementary funding from a variety of sources to develop and maintain programs and opportunities.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to monitor the balance between the salary and cash components of the budget to ensure prudence when planning for human and financial expenditure.</li> <li>• Continue to monitor and review funding commitments for leasing.</li> <li>• Consider workforce opportunities when appropriate circumstances arise.</li> </ul>

## Teaching quality

Shared understandings regarding best practice in delivering high quality teaching and learning, are evident. Whole-school approaches and quality teaching practices are accepted, understood and embedded by passionate, engaged and committed teachers.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Teaching staff receive feedback as part of revised performance management and development (PM&amp;D) processes aligned to the AITSL<sup>1</sup> Australian Professional Standards for Teachers.</li> <li>• A sophisticated and contextual approach to professional learning for staff seeks to balance personal goals with school operational needs.</li> <li>• Success has been achieved in embedding ICT into the curriculum through a range of options. The school-wide skills checklist aligned to the ICT general capabilities is well-regarded by staff.</li> <li>• Teachers use data effectively to inform their classroom and individual planning, differentiation, interventions and case management. This has impacted positively on student performance.</li> <li>• A strong team ethos, attributed to staff stability, was identified as a strength contributing to making every student feel welcome and valued.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Develop formal classroom observation protocols to further refine the PM&amp;D process.</li> </ul>

## Student achievement and progress

Analysis of longitudinal systemic and school-based student achievement data has informed planning and pedagogical practice over time. Staff share responsibility for student achievement and accountability for making appropriate performance improvements.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A deep analysis of student achievement identified the need for greater focus on consistent whole-school approaches to teaching practice.</li> <li>• Biannual reviews of set targets are undertaken in all year levels to ensure predicted performance reflects the most recent student achievement.</li> <li>• Longitudinal student performance has been above like schools consistently in all areas of the National Assessment Program – Literacy and Numeracy (NAPLAN).</li> <li>• Year 3 NAPLAN results have demonstrated an upward trend in recent years with cohorts achieving above expected levels compared to like schools.</li> <li>• Student progress in recent years, for Year 3 to Year 5, has been consistently higher than like schools in most areas of NAPLAN.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Use student performance profiles to target specific skills for individual students and to inform class teaching and learning programs.</li> <li>• Review and refine case management processes.</li> </ul>

## Reviewers

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Brett Hunt  
Director, Public School Review

Warren Bachman  
Principal, Falcon Primary School  
Peer Reviewer

## Endorsement

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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

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## References

- 1 Australian Institute for Teaching and School Leadership
- © Department of Education WA 2019