Shaping the future
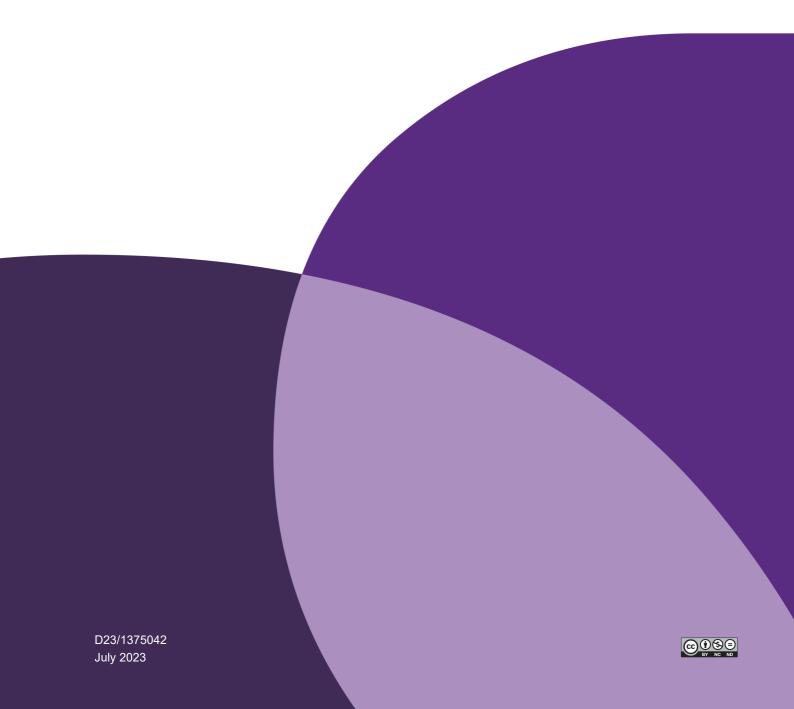
Padbury Primary School

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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1973, Padbury Primary School is located approximately 22 kilometres from the Perth central business district within the North Metropolitan Education Region.

The school is co-located with the West Coast Language Development Centre and has an Index of Community Socio-Educational Advantage rating of 1072 (decile 2).

There are currently 132 students enrolled from Kindergarten to Year 6.

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

The first Public School Review of Padbury Primary School was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- Staff collective ownership and understanding of the school's self-assessment was extensive due to the recent collaborative development of overview summary documents.

- Engagement with staff, students and community during the validation visit was honest, welcoming, and transparent, adding value to the school review.

- The school community, students and staff were invited to engage in self-assessment processes and participate in interviews during the validation visit.

The following recommendations are made:

- In future submissions, ensure explicit attention is given to the quality of evidence used to describe the essential indicators of performance, as outlined in the Standard.

- Engage all staff and stakeholders in regular, transparent and collaborative self-assessment processes aligned to school plans and priorities.

- Build a school-wide culture of self-assessment using evidence to determine levels of performance and areas for targeted improvement.

Public School Review

<table>
<tr><td style="background-color:#5B2C83;color:white">Relationships and partnerships</td></tr>
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Described as fractious and not conducive to positive or productive outcomes, the relationships and partnerships between the school and community need to be developed and nurtured to support the best interests of students.

Commendations

The review team validate the following:

- The recent appointment of a new Principal is viewed as an opportunity to re-establish a positive school culture with productive partnerships between the school and families, community and staff, a shared identified priority.
- Staff are highly supportive of each other with some evidence of effective and informal collaboration evident.
- Sports carnivals and a regular morning running club is valued as an opportunity for staff, students and families to be involved in school activities.
- Staff are positive and committed to the whole-school improvement journey in the best interests of students.

Recommendations

The review team support the following:

- Implement strategies for the school to re-engage all families and key community partnerships, including the Language Development Centre. Conclude, or begin to cease, any school-wide actions or behaviours that came into effect as a result of COVID-19 restrictions.
- Create opportunities for parents to be partners in their child's education through establishing clear and consistent communication protocols and opportunities to engage in school events and activities.
- Engage the School Council effectively in their governance role by providing training and implementing appropriate governance structures and processes for members.

<table>
<tr><td style="background-color:#5B2C83;color:white">Learning environment</td></tr>
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The school understands the need and is committed to, embedding an orderly learning environment whereby consistency of expectations and structures, and policies and processes establish the conditions required for students to thrive.

Commendations

The review team validate the following:

- The physical indoor and outdoor learning spaces are organised, well-resourced and engaging.
- There is a commitment to the development of whole-school health and wellbeing approaches that support students and staff.
- Students at educational risk (SAER) are supported through the development of plans and provided with access to support and resources.

Recommendations

The review team support the following:

- Develop, document and implement whole-school SAER processes and structures to ensure all students are effectively identified, supported and monitored for improvement as required.
- Embed whole-school understanding and consistency in the universal, intensive and targeted supports in place to address the academic, behaviour, engagement and social emotional needs of students.
- Establish and embed consistent behaviour management practices through the development of clearly articulated policies and procedures.
- Strategically link to Statewide Services School of Special Educational Needs (SSEN): Disability, SSEN: Sensory and SSEN: Behaviour and Engagement to support the implementation and management of effective school-wide practice.
- Formalise the Reconciliation Action Plan and engage all staff in the review aligned to the Aboriginal Cultural Standards Framework.
- Explore opportunities to strategically address staff and student wellbeing needs.

Leadership

The recent change in leadership has highlighted the critical need for strategic direction and implementation of structures, processes and plans that will enable and facilitate sustainable school improvement.

Commendations

The review team validate the following:

- Staff and community expressed a strong desire for clear strategic directions and consistent whole-school processes that reflects a clear vision and meets the needs of the community.

- Staff are committed to school improvement processes and in concert with community, expressed confidence in the new Principals' collaborative and transparent approach.

Recommendations

The review team support the following:

- Continue to establish processes that lead and facilitate transparent and collaborative change.

- Document and share the roles and responsibilities of the leadership team with explicit reference and clarity of leading teaching and learning across the school.

- Prioritise instructional leadership. Capitalise on staff expertise by providing role clarity, leadership development and support.

- Develop and embed curriculum plans with explicit targets, milestones and resourcing links to support consistency in programs and pedagogy.

- Provide feedback to staff. Embed performance management and accountability processes to ensure consistency and goals are linked to whole-school priorities.

- Undertake a National Quality Standard verification to support further reflection and improvement in Early Childhood Education.

Use of resources

There is an unwavering focus and understanding of the need to ensure funding decisions are prioritised in the best interests of students, with transparent and clear links to school strategic planning.

Commendations

The review team validate the following:

- The manager corporate services (MCS) and Principal work collaboratively to undertake planning and monitoring of the school's resources in an appropriate and efficient manner.

- Led by the highly valued and experienced MCS, the management of the schools' budget is sound, with procedures and processes in place to facilitate the efficient planning and allocation of resources.

- The Finance Committee meet once a term and provide thorough financial oversight.

- The provision and accessibility of current technology for students and staff is evident through the strategic leasing of equipment.

Recommendations

The review team support the following:

- Drive transparent decision making processes through the Finance Committee by ensuring there are clear and explicit links to planning.

- Where possible, prioritise resourcing to support the development of distributed leadership and collaborative structures to embed a culture of improvement and accountability.

- Develop a current workforce plan that clearly identifies key staffing objectives and potential strategies to address workforce gaps.

Teaching quality

The school acknowledges the importance of connected pedagogy and consistent whole-school approaches to support sustainable levels of student achievement and progress.

Commendations

The review team validate the following:

- Teaching staff are professional, personally motivated to excel and passionate about improving opportunities and outcomes for students.

- A range of whole-school programs including Promoting Literacy Development, Talk for Writing, iMaths and Primary Connections are embedded which supports the delivery of a consistent and connected approach.

- Expectations for the use of ICT[1] in teaching and learning programs are established.

- The use of a student record form supports teachers to undertake individual student handover processes.

Recommendations

The review team support the following:

- The development of operational plans needs to be prioritised. Work collaboratively to develop and embed curriculum operational plans that explicitly link to the Western Australian Curriculum.

- Aligned to the Quality Teaching Strategy, develop a whole-school instructional framework to strengthen connected practice and consistency in lesson delivery.

- Increase data literacy through the establishment of structures and supports to enable meaningful data collection and analysis and review.

- With alignment to whole-school priorities and staff development, provide professional learning opportunities.

Student achievement and progress

The effective use of data to track student progress and inform whole-school decision making has been acknowledged by the school as an area requiring development.

Commendations

The review team validate the following:

- In response to the review of NAPLAN[2] data, approaches to strengthening whole-school processes are considered.

- Teachers use a range of formative and summative assessments in their classrooms to identify learning gaps and plan for student improvement.

- The use of School Curriculum and Standards Authority Judging Standards, summative assessments and teacher developed excel spreadsheets to support effective reporting and moderation processes is evident in some classes.

Recommendations

The review team support the following:

- Review and update the whole-school assessment schedule. Use assessments to facilitate consistent data informed practice through alignment to purposeful and explicit targets.

- Support teachers to know every child's level of progress and achievement. Implement targeted evidence-based interventions to differentiate learning as required.

- Provide opportunities for academic extension across the school.

- Manage the collection, tracking and storage of assessment data to facilitate ease of access and handover processes.

Reviewers	
Rebecca Bope **Director, Public School Review**	Matthew Snell **Principal, Gooseberry Hill 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 all domains will be Term 3, 2024.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.

Melesha Sands
Deputy Director General, Schools

References

1   Information and communication technology
2   National Assessment Program – Literacy and Numeracy