



Department of
Education

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Wandina Primary School

Public School Review

November 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

Expectations of schools

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

together with the Funding Agreement for Schools.

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.



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Context

Wandina Primary School opened in 2014 in Geraldton, approximately 480 kilometres north of Perth, and is situated within the Midwest Education Region. The school opened as an Independent Public School and has an Index of Community Socio-Educational Advantage of 994 (decile 5).

Enrolments have increased every year since opening and due to its continued growth, the school was provided with government funding in 2016 for the second stage of the school build. Student enrolments began as Kindergarten to Year 3 and the school currently enrolls 466 students from Kindergarten to Year 6.

The Parents and Citizens' Association (P&C) supports the school in obtaining funds that directly benefit students, including fundraising for a nature playground and a school amphitheatre. The School Board meets twice a term to formulate and monitor the school's educational objectives and priorities.

School self-assessment validation

The Principal submitted a succinct and yet rigorous school self-assessment.

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

- The leadership team demonstrated a deep understanding of the context of the school, its development from inception, and the direction for the next business plan.
- The evidence provided for analysis was credible and selected thoughtfully to represent the processes used to assess school achievement and the focus for improvement.
- Staff are engaged collaboratively in all aspects of reflection and planning for improvement and have student learning at the centre of this effort.
- A disciplined dialogue approach provides a consistent framework to guide the analysis of performance data school-wide.
- Staff have a good understanding of the conditions impacting student success as outlined in the Standard for Public School Review and use the information to make useful judgements about school performance.
- The school validation visit provided positive, detailed evidence that added value to the self-assessment information and supported the validation process.

The following recommendation is made:

- Continue to induct new staff in the reflective practices that successfully drive improvement.

Public School Review

Relationships and partnerships	
<p>The school has a climate of 'orderly calm' based on the trust and respectful relationships between staff, students and the community. Students are engaged, well behaved and express satisfaction with the support and care offered by staff.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board provides honest feedback, good governance and contributes helpful perspectives to the school's future direction. • The school's leadership and Board consider feedback from the community and act on it where possible. • An active P&C supports the resourcing of significant projects and promotes community building activities. • High-quality collaboration is at the heart of professional relationships between staff and focuses planning for student academic success. • A range of digital technologies is utilised to ensure that communications to parents are clear and engaging. The school's messaging during COVID-19 was appreciated and unambiguous.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Further develop local community partnerships to enhance science, technology, engineering and mathematics (STEM) teaching and learning, to highlight pathways to future employment for students.

Learning environment	
<p>The internal and external presentation of the school signals an environment with high standards for learning and behaviour. The cultural diversity of the staff matches that of the community and is valued and celebrated.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Clear and effective processes are evident to identify, make adjustments for and monitor the progress of students at educational risk. • The success of contemporary approaches such as the Discrete Trials to maximise the learning of students with Autism Spectrum Disorder, is compelling. • Staff work together to identify issues affecting student success and problem solve using evidence-backed solutions. • A respected model of implementation and leadership has led to staff using technology skilfully, in innovative ways, to support learning. • The methods adopted to promote regular attendance are well understood. • All stakeholders understand procedures used to guide positive behaviour.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to implement and refine the Positive Behaviour Support program, aligned with the strategic plan.

Leadership

The executive team display relational wisdom to plan and guide a sound model of distributed leadership based on individual staff members' strengths and their ability to support and empower others. This is a strength of the measured change process within the school.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • High levels of understanding and alignment are evident between the school's vision and priorities and the actions staff undertake to progress them. • Leaders select carefully and analyse effectively data sets to guide classroom planning, and select targeted approaches that promote student achievement and progress. • The formal and informal induction processes and resources guide consistent practice and are appreciated by staff. • Teacher leaders are engaged effectively to provide coaching and curriculum support that hone teachers' skills and knowledge. • Students are provided with authentic, real-life opportunities to develop their leadership skills and contribute to the wellbeing of other students.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to build staff capacity and provide opportunities for leadership with ongoing support and coaching.

Use of resources

Prudent management of financial and human resources, as well as assets, has ensured that the flexibilities offered by student-centred funding are maximised. Significant cash and salaries are directed, in creative ways, towards staff development.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are regularly and effectively trained to ensure that practices comply with the Funding Agreement for Schools. • The Finance Committee meets regularly to provide oversight of the budgeting and monitoring processes of the school. • Explicit plans have been created to ensure that sufficient reserves exist to meet the needs of the replacement schedules. • The focus of financial and resource allocation is on meeting the needs of students and links to operational and strategic plans. • Funding connected to student characteristics and targeted initiatives is planned to maximise educational impact for specific groups such as Aboriginal students and those with a disability.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to resource selected strategies or programs that support the health and wellbeing of staff and students.

Teaching quality

A focus on high impact instruction for every student is driving a school-wide, consistent approach to teaching and learning that maximises the attainment of quality outcomes for students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Members of Phase of Learning Teams and committees describe healthy levels of accountability towards each other in reaching common goals and standards. • Feedback is a well-established and valued strategy for improvement within the coaching and performance management processes. • Students are active participants on the pathway to excellence, which is made clear and scaffolded by teachers. • Collaboratively researched and evidence-based decisions have elicited a high level of confidence in staff that they have the right approaches in place to drive better outcomes for students. • The development of consistent and sustained whole-school approaches is the focus of professional learning.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Further develop, and articulate, the 'Wandina Way' to embed and formalise the school's professional standards.

Student achievement and progress

The trends, patterns and individual stories of students attached to data sets are well known and acted upon by staff at all levels. All action is committed to improving student performance.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has set a standard that any student not attaining an 85 per cent level of understanding and proficiency is provided with additional support. • Systemic and school-based data is well known and used by teachers to plan, teach and assess in targeted ways to meet the needs of students. • Consistent and reliable judgments about student performance are supported by excellent processes within the school. • Explicit instruction has had a measurable impact on the achievement and progress of students in literacy and numeracy. • Teachers are using supports from Abilities Based Learning Education, Western Australia and the School of Special Educational Needs: Disability to modify programs to meet the needs of individual students. • Case management is effective and well-coordinated.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop clarity around school benchmarks for literacy and numeracy.

Reviewers

Jen Graffin
Director, Public School Review

Lisa Ledger
Principal, Baynton West 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 4, 2023.



Stephen Baxter
Deputy Director General, Schools