



Department of
Education

Shaping the future

Gidgegannup 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

Gidgegannup Primary School is located approximately 40 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region. Opened in 1992, the school is situated within a rural setting, in the eastern most district of the City of Swan. In 2017, Gidgegannup Primary School gained Independent Public School status.

Currently, there are 212 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1028 (decile 4).

The School Board is actively involved in school planning and engaging the local community for the benefit of the school.

Parent involvement in the school is encouraged. The Parents and Citizens' Association (P&C) supports the school through fundraising and organising activities throughout the year.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The school assessment summary outlined the context and recent challenges of the school community and the reform agenda undertaken in recent years.
- Leaders and staff described the Public School Review process as a positive and reflective experience in presenting the school's story, achievements and challenges.
- The Principal engaged all staff, students, parents and School Board members in identifying evidence to be included in the Electronic School Assessment Tool (ESAT) submission.
- A significant level of staff voice was evident throughout the entries in the ESAT submission.
- A broad number of staff, students and parents contributed to discussions during the validation visit providing further insight into the school's progress against the domains of the School Improvement and Accountability Framework.
- Staff demonstrated a good understanding of how the school is going and future actions identified for each domain. The enthusiasm of staff to continue on their improvement journey was evident throughout the validation day conversations.

The following recommendation is made:

- Utilise the Standard and the ESAT to guide ongoing school self-assessment practices between school review cycles.

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Relationships and partnerships

Positive relationships underpin the interactions within and beyond the school. The small community values the school, and community members contribute as true partners for the benefit of students.

Commendations

The review team validate the following:

- Staff are united in their commitment to the school and its students. Staff work collaboratively and organically, partnering in curriculum delivery and the sharing of resources.
- The school recognises the importance of working in partnership with families, many of whom provide their expertise in support of the school.
- Avenues for seeking feedback from families are carefully considered by the school. Along with the NSOS¹, smaller, specific surveys provide insight into the views of parents, which guide decision making.
- Engagement with the community is enhancing the learning experiences of students and creating opportunities for involvement in community events. ANZAC² Day is one example embraced by the community, with the local RSL³ and Country Women's Association being key positive contributors.
- The School Board plays a significant role in advocating for the school, promoting community engagement. Their willingness to participate in the inaugural 'School Board Development Day' demonstrates and strengthens their commitment to the school and their understanding of governance.
- The P&C provides ongoing support for the school and its programs, actively fundraising and working in the community for the benefit of students.
- The school values the Hills Education Community (HEC) Network, actively engaging in professional learning opportunities and involving students in extracurricular activities with network schools.

Recommendation

The review team support the following:

- Enhance communication between the P&C and teaching staff beyond parent representatives, to ensure improved awareness of P&C events.

Learning environment

A culture of care and inclusion exists where staff, students and families all play an important role in creating positive conditions that promote learning.

Commendations

The review team validate the following:

- The school has established a safe, caring and inclusive culture. Students clearly articulate the school values and what they mean in relation to behaviour expectations.
- Staff show genuine care for their students and know them well. Social and emotional learning opportunities are integrated in classrooms, with whole-school approaches being explored.
- Student voice is considered in school planning, including during the review of school values. The Student Council plays an important role in presenting annually at the open School Board meeting.
- Students at educational risk (SAER) are supported to address individual learning needs. Documented planning, communication with parents and an open door policy with therapy services will be enhanced through the inclusion of a staff member in the SSEN: D⁴ internship program.
- Learning experiences are enriched by the physical environment, which is appreciated by students. Year 6 students demonstrate pride in giving back to the school by improving the environment for future students.

Recommendations

The review team support the following:

- Progress the work of the SAER Committee in establishing whole-school processes for SAER.
- Continue to progress the school's journey in becoming increasingly culturally responsive, guided by the Aboriginal Cultural Standards Framework.

Leadership

Leaders have actively engaged in developing an increased understanding of ongoing school improvement. The school's vision, mission and values are reflective of the school community and are driving school directions.

Commendations

The review team validate the following:

- The 2020-2022 Business Plan was developed collaboratively and guides the work of staff. A commitment to connected practice is promoted through strategies and tools developed by the Agile Schools program.
- The introduction of Phase of Learning Teams has provided a structure for increased leadership opportunities.
- Staff undertake an annual review of the school's progress against the National School Improvement Tool. Greater understanding of the extensive data sets available to make accurate judgements of the school's performance is progressing.
- Leadership capacity is strong across the school, with many staff working together to lead pedagogical change. The Early Childhood team are using their reflection on current practice against the National Quality Standard to drive change to improve student outcomes.
- The implementation of Teaching Sprints, linked to professional review, is providing a framework for disciplined inquiry and reflection.

Recommendations

The review team support the following:

- Continue to support middle and future leaders to develop their readiness, performance and leadership attributes.
- Increase leadership opportunities for aspirants to drive the school improvement agenda.
- Strengthen staff safety and accountability through classroom observation and feedback by ensuring the consistent implementation of agreed practices is monitored effectively.

Use of resources

Leaders recognise the impact of good financial and resource management on the ability to address school priorities. Student performance and wellbeing drive funding decisions.

Commendations

The review team validate the following:

- The Principal and manager corporate services work collaboratively in managing the ongoing financial position of the school. Budget and resource decisions are overseen by the Finance Committee with the School Board enacting its role in good governance.
- The manager corporate services ensures expectations for cost centre managers are clear, well supported and expended annually for the benefit of the current years' students.
- Student characteristics and targeted initiatives funding are allocated appropriately to maximise the success of identified students. Paraprofessionals are assigned effectively, working in collaboration with teaching staff to provide differentiated learning for identified students.
- Grants sourced by the school and support from the P&C enhance the learning opportunities and physical environment for students.
- An ICT⁵ audit has resulted in improved resources and capacity to maintain up-to-date technology through a leasing rather than buying strategy.

Recommendation

The review team support the following:

- Continue to monitor the workforce plan and articulate strategies to inform recruitment, staff development and leadership opportunities.

Teaching quality

A commitment to providing quality teaching and learning is shared across the school, with ongoing professional learning in agreed whole-school programs, building teacher capacity.

Commendations

The review team validate the following:

- A dedicated and driven teaching staff are collective in their efforts to meet the imperatives articulated in the business plan.
- A number of agreed whole-school approaches are being implemented across the school. Staff demonstrate a genuine commitment to improve student achievement and progress through consistent instruction in every classroom.
- The school has invested significant funds to provide whole-school professional learning in Sounds~Write. Small group intervention is targeted, predominately in the early years, providing additional support for identified students.
- Reflective teaching practice through Teaching Sprints is evident as teachers explore evidence-based approaches to improving teaching and learning.
- Brightpath moderation within the HEC Network is creating opportunities for staff to gain confidence in accurate and consistent assessment.
- Classroom teachers use individualised student data to inform planning. Development of whole-school data literacy is a focus area for the school.

Recommendations

The review team support the following:

- Audit the instructional guides and programs currently prioritised to ensure staff are channelling their collective efforts into practices that have the highest impact on student learning.
- Explore with staff the best structure for collaboration to promote improvements in teaching and learning.
- Continue to enhance staff capacity in data analysis and evidence-based decision making.

Student achievement and progress

The school recognises the importance of using data to inform planning with a wide range of school-based data being collected. Teachers have a good understanding of individual students' achievement and progress.

Commendations

The review team validate the following:

- Teachers demonstrate a commitment to improving the outcomes for all students. Robust and reflective discussion on how to collectively improve the monitoring and assessment of student achievement is driving future planning.
- A comprehensive data schedule is monitored routinely by leaders. Teachers use the broad data sets to inform classroom practice and individual adjustments for their students.
- In the absence of 2020 NAPLAN⁵ data, Progressive Achievement Tests and Brightpath data provided evidence of student progress against the school's targets in literacy and numeracy.
- Longitudinal tracking of NAPLAN scores indicate student performance is comparable to like schools. Year 5 students, in both 2018 and 2019, demonstrated higher progress than like schools in four of five testing domains.
- On-entry Assessment Program data and school psychologist testing is identifying students requiring early intervention and additional targeted support.

Recommendation

The review team support the following:

- Further embed the use of data at the whole-school and phase of learning levels, ensuring targeted data sets are identified and the data literacy of staff is strengthened.

Reviewers


Vicki McKeown
Director, Public School Review

Melanie Buller
**Principal, South Halls Head 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 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 Australian and New Zealand Army Corps
- 3 Returned and Services League
- 4 School of Special Educational Needs: Disability
- 5 Information and communications technology
- 6 National Assessment Program – Literacy and Numeracy