



Department of
Education

Shaping the future

Jarrahdale 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

Jarrahdale Primary School is situated in a semi-rural community in the Shire of Serpentine-Jarrahdale, approximately 50 kilometres south-east from the Perth central business district, within the South Metropolitan Education Region. Opened in 1874, the school became an Independent Public School in 2015. The school has a long history within the town of Jarrahdale, which was formed around the establishment of the timber industry.

Currently, there are 72 students enrolled from Kindergarten to Year 6 with numbers remaining steady in recent years. Jarrahdale Primary School has an Index of Community Socio-Educational Advantage of 974 (decile 7).

Community engagement with the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive and transparent school self-assessment.

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

- The Standard was used to guide self-assessment processes in preparation for the Public School Review.
- Collaborative processes underpinned the school's self-assessment in preparation for the Public School Review.
- The school community, students and all staff were invited to engage in the preparation of the school self-assessment and interviews during the validation visit.
- The validation visit enhanced the school's Electronic School Assessment Tool (ESAT) submission through open and honest engagement by staff and community members.

The following recommendations are made:

- Align judgements of performance to the analysis and observations of evidence.
- Engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.
- Explicit attention should be given to the quality of evidence used to describe the essential indicators of performance, as outlined in the Standard.

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Relationships and partnerships

Relationships across the school are positive and staff demonstrate a genuine desire to work in collaboration to drive the school's planned improvement agenda. Staff are informed and engage authentically in decision making processes.

Commendations

The review team validate the following:

- There is a desire by staff to develop respectful relationships and culturally responsive practices with Aboriginal students, their families and communities.
- Staff morale and school culture are developing. An increase in open professional discussions in relation to quality teaching and learning, is supporting staff to build their professional confidence to provide valued input into school decisions.
- Open, honest conversations with the School Board and P&C have enabled the leadership team to build trust and engage key stakeholders in the schools' improvement journey.
- The School Board have a sound understanding of their governance role and provide oversight of the business plan development.
- Families are provided with opportunities to become involved in the school, build relationships and engage in their child's learning journey.

Recommendations

The review team support the following:

- Embed the Aboriginal Cultural Standards Framework into business and operational plans.
- Explore opportunities to lift the profile of the school within the local community.

Learning environment

The outdoor physical learning spaces are a feature of Jarrahdale Primary School. The school has successfully established the conditions for staff and students to thrive, with strategies to enhance student engagement and regular attendance at the forefront.

Commendations

The review team validate the following:

- Positive behaviour is celebrated and acknowledged. The introduction of the Positive Behaviour Support (PBS) Expectations Matrix has provided a common language of behaviour expectations.
- The opinions of students are sought, valued and acted upon. Students report they have a genuine voice and opportunity to share their thoughts and ideas.
- In building community awareness of the importance of regular attendance, the school has employed a range of strategies. There is an unwavering focus on the need to maintain high levels of regular school attendance for all students.
- School-wide programs focusing on the health and wellbeing of students have been implemented.

Recommendations

The review team support the following:

- Document the school-wide processes and procedures for students at educational risk and formalise evidence-based intervention plans.
- Ensure outdoor and play-based learning clearly align with and strengthen curriculum delivery and student outcomes.
- Continue to prioritise planned actions to embed the PBS framework across the whole school.

Leadership

Viewed as strategic, positive and collaborative, the Principal leads a culture of trust underpinned by strong communication and relationships, to ensure all staff commit to the shared improvement agenda.

Commendations

The review team validate the following:

- In consultation with staff and the community, a newly developed business plan outlines the vision and direction of the school, with clear alignment to the School Improvement and Accountability Framework.
- Leading School Improvement meetings are progressing the school's strategic focus. Staff are provided with opportunities to engage in professional conversations around pedagogy, best practice and student achievement.
- Ongoing cycles of self-review are implemented in order to develop and support all staff in school self-assessment across all aspects of the school's performance.
- Acknowledging the recent period of leadership instability, there is a renewed sense of confidence, optimism and trust in the current leadership and the planned improvement agenda.

Recommendations

The review team support the following:

- Ensuring a focus on curriculum, explore opportunities to form a distributed leadership structure.
- Define and embed an Instructional Lesson Framework, with appropriate capacity building, supports and accountability considered.
- Develop and embed current operational plans aligned to the business plan, and outline resourcing needs.

Use of resources

With recent leadership changes a significant factor, including appointment of a new manager corporate services, there are inherent challenges in understanding the operational management of resources at the school. The Principal and manager corporate services are working collaboratively and strategically to address resourcing governance requirements in line with the Funding Agreement for Schools.

Commendations

The review team validate the following:

- The Finance Committee meets regularly and provides sound financial oversight.
- Student characteristics funding is deployed effectively to support the learning needs of students.
- Current school budget processes ensure alignment with the priorities outlined in the business plan.
- Active, engaged and supportive of school initiatives and programs, the P&C provides valued funding and resources to enable key school operations.
- The availability and provision of current technologies is prioritised across the school.
- Differentiated learning practices to meet the needs of identified students are addressed through the delivery of Sounds-Write and MacqLit intervention programs.

Recommendations

The review team support the following:

- Continue to access system training and support in order to increase understanding of resource management. Address identified budget governance processes and procedures as required.
- Continue to address school resourcing processes in relation to the meaningful, transparent and effective allocation of school funds.
- Develop a workforce plan, with strategies to address workforce gaps and succession planning.
- Review, develop and align resource replacement plans.

Teaching quality

Staff are beginning their journey in creating conditions under which quality teaching can prosper. It is widely acknowledged that the school is in a phase of transition, whereby the ethos of shared ownership for high levels of student success is a focus.

Commendations

The review team validate the following:

- Staff are professional, respectful, dedicated and committed to ensuring success for all students.
- Staff are engaged in conversations around the effectiveness of current school programs. The introduction of school improvement discussions is building a culture of collaboration and driving change.
- The delivery of relevant and engaging curriculum in the classroom is supported by differentiated teaching that aims to cater for individual student needs.
- Performance management processes and classroom observations undertaken by the Principal are valued, with opportunities to enhance the process under consideration.
- The introduction of Sounds~Write and Talk for Writing is evidence of the school's commitment to implementing school-wide, evidence-based programs.

Recommendations

The review team support the following:

- Develop an assessment schedule inclusive of consistent formative and summative assessments. Build the capacity of all staff in data analysis to ensure data informs the teaching cycle.
- All staff to commit to the implementation of agreed, whole-school programs with fidelity, to ensure low variance pedagogy and connected practice.
- Explore and implement a common Instructional Teaching Framework to create continuity across the school. Define play-based and explicit teaching practices to form an agreed, shared common understanding.
- Explore relevant networking opportunities to support teaching staff to develop and moderate student-based learning programs.

Student achievement and progress

Longitudinal NAPLAN¹ data indicates that the school is underperforming, with inconsistent results evident. It is acknowledged that shared, whole-school programs and a common instructional framework must be priorities for implementation to reduce teaching variability.

Commendations

The review team validate the following:

- The implementation of the PBS program has supported staff to develop a common language and shared expectations, positively impacting on student engagement.
- There are plans to reintroduce Brightpath moderation with alignment to the Talk for Writing program.
- Recently reviewed, the current Student Assessment and Reporting Schedule reflects expected practices.
- Differentiated practice is an expectation, evidenced through the development and review of documented plans for identified students.

Recommendations

The review team support the following:

- Update operational plans to ensure they reflect current teaching approaches, and identify specific improvement targets.
- Build staff data literacy skills and engage all in the interrogation of data. Ensure staff are able to make informed professional decisions around classroom planning and intervention strategies.
- Ensure the links between student achievement, classroom practice, operational plan targets, and the business plan are well understood by all.

Reviewers

Rebecca Bope
Director, Public School Review

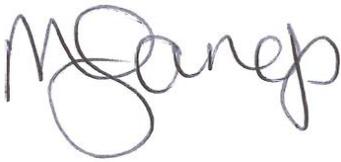
Natalie Dennis
Principal, Cervantes Primary School
Peer Reviewer

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 Use of Resources, Teaching Quality and Student Achievement and Progress domains 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