Department of Education

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Yangebup Primary School

Public School Review

June 2019

PUBLIC SCHOOL REVIEW

Purpose

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

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

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed 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:

✓	**Effective**
	The school demonstrates effective practice in creating the conditions required for student success.

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

Context

Yangebup Primary School is situated in the South Metropolitan Education Region, approximately 24 kilometres from the Perth central business district. The school opened in 1982 and since then has maintained a strong sense of community. School grounds complement the surrounding natural landscape and include vast playing fields and facilities enhanced by native flora.

With an Index of Community and Socio-Educational Advantage rating of 953, Yangebup Primary School currently provides educational programs for 283 students in Kindergarten to Year 6, from a variety of cultural and economic backgrounds. Kindergarten enrolments are demonstrating a rising trend.

A wide breadth of extra-curricular learning opportunities are complemented by high engagement lunchtime activities. Japanese is taught from Year 1 and refurbishment to the science room has enhanced hands-on learning. Students in the Year 6 student parliament attend leadership conventions, develop leadership skills and have responsibilities and input into school decisions.

The School Council is engaged in reviewing the school's progress and an active Parents and Citizens' Association (P&C) provides financial support for school activities and additional resources.

Yangebup Primary School provides facilities to host an on-site before and after school care program.

School self-assessment validation

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

The following aspects are confirmed:

- Staff were provided with opportunities for genuine collaboration and reflection in the school assessment process against each of the performance domains.

- The selection of credible data and appropriate evidence provided an open, honest and transparent account of the current school context and performance.

- There is alignment between observations and judgements about performance and the school's planning intentions.

- The school leaders, teaching staff, support staff and parent representatives elaborated on the planning intentions, described in the submission, during the validation visit.

- Staff engaged positively and reported significant benefit from the self-assessment process.

- A culture of reflection and continuous improvement was evident.

The following recommendations are made:

- Consider the selection of information that most accurately represents the school's most current judgement of performance and related planning.

- Include student progress and achievement evidence, in addition to anecdotal observations and analysis, in the *Student Progress and Achievement* section of the Electronic School Assessment Tool to demonstrate student focused self-assessment and improvement processes.

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Relationships and partnerships

The Principal leads a cohesive school founded on strong and sustainable relationships. An ethos of high care, trust and mutual respect is apparent between and for staff, parents and students. Parents and staff describe the school community like a 'family'.

Effectiveness	The review team validate the following: • The Principal leads a genuine campaign to build culturally responsive community connections. • The AIEO[1] supports Aboriginal families who feel welcome to attend school-based events as valued members of the whole-school community. • Staff are invested in fostering a positive learning community and show genuine interest, care and consideration for students and each other. • A partnership with Ed-Connect provides mentor opportunities for students. • Active engagement with the network supports collaborative learning, curriculum development and shared distribution of teaching resources.
Improvements	The review team support the following actions: • Implement training to strengthen the School Council's governance role as key contributors to the strategic improvement agenda. • Extend Aboriginal community partnerships that enhance cultural and contextually responsive learning opportunities. • Consolidate a whole-school communication plan that maximises parent access to timely information. • Continue to seek greater parent feedback through a range of means.

Learning environment

Students, parents and staff demonstrate pride in the school. Staff have created an inclusive, calm and safe learning environment with a focus on modelling and positive reinforcement.

Effectiveness	The review team validate the following: • High pastoral care and SEL[2] are supported by the school leaders, the AIEO and the Chaplain. The Breakfast Club and targeted financial support have increased student engagement and attendance at school. • Regular attendance is sustained through the use of high incentive rewards. • The school incorporates Aboriginal landmarks, language and events in learning that reflect cultural heritage and enhance community identity. • Whole-school approaches incorporating the Habits of Mind develop student independence and personal responsibility for choices and actions.
Improvements	The review team support the following actions: • Introduce longitudinal data monitoring to analyse SAER[3] and SEL intervention efficacy, inform progress and assist in planning. • Consolidate a consistent and coordinated approach, with all stakeholders, for the case management, plan development and reporting for SAER.

Leadership

The school is entering a phase of increased rigor for academic excellence by consolidating the alignment of strategic intent and whole-school practice. The leaders have clear expectations for staff as active contributors to the school's positive learning culture and improvement agenda.

Effectiveness	The review team validate the following: • Staff feel their opinions and contributions are welcomed and valued and express strong support for the school's leaders. • Genuine engagement of staff in the development of plans, shared beliefs and practices has increased staff ownership of school improvement processes. A school improvement team leads the change agenda. • The cohesive leadership team and curriculum coordinators support staff practice and are highly visible and approachable instructional leaders. • Curriculum leaders support the implementation of targeted programs and resources in the areas of literacy, mathematics and digital technology. • Staff engage in self-assessment and reflection against the ACSF[4] and use this data to inform culturally responsive school planning.
Improvements	The review team support the following actions: • Re-visit the school vision and review a broad range of whole-school data to consolidate the alignment of priority areas and achievement targets in the development of strategic and operational plans. • Increase resources and training for coordinators to augment instructional leadership skills that promote the achievement of priorities and targets. • Provide multi-layered communication opportunities between leaders, the MCS[5], teachers and education assistants to support disciplined dialogue that is directly linked to priorities, targets, budgets and student progress. • Enhance performance management processes through goal development, observations and feedback that is aligned to strategic or student targets. • Establish a formal induction program that sustains the school's vision, roles, responsibilities, policy, practice and expectations.

Use of resources

The school is well-resourced and expenditure is responsive to the needs of students. Vacant classes are utilised fully to facilitate differentiated learning for groups and individuals. Additional workforce expenditure supports early childhood learning and small group interventions.

Effectiveness	The review team validate the following: • Budgets and finances are established through consultative planning. Staff are consulted to identify sustainable practices for financial efficiency. • The school applies successfully for grants to extend learning opportunities. • The MHiS[6] funding provides a student services coordinator to support emotional regulation and develop plans in collaboration with stakeholders.
Improvements	The review team support the following action: • Ensure budgets are explicitly linked to strategic and operational planning.

Teaching quality

Staff are enthusiastic learners who are highly engaged and collaborative in the development of students, the school, self and others. A current focus on whole-school programs, intervention, instructional delivery and use of data to inform practice is evident.

Effectiveness	The review team validate the following:
	• A stable and experienced teaching cohort and opportunity for collaboration underpins a culture of strong collegiate support and a sharing of expertise.
	• Literacy and numeracy blocks support whole-school approaches.
	• Curriculum delivery and content adjustment is a current school focus.
	• The new ICT[7] committee facilitate the implementation of STEAM[8] through Maker Space environments.
	• A school self-assessment schedule communicates timelines for teachers to undertake student assessment, planning and reporting.
Improvements	The review team support the following actions:
	• Strengthen alignment between teaching expectations, whole-school practices and staff accountability for student performance targets.
	• Develop a whole-school approach to analyse data, inform the selection of intervention strategies and plan for improvement in student achievement.
	• Revise the visible learning framework to develop whole-school language and consistent pedagogy practice.
	• Extend a range of collaborative moderation and assessment processes that sustain the consistency of whole-school teacher judgement.

Student achievement and progress

Increased NAPLAN[9] numeracy student achievement results reflect well on the whole-school numeracy teaching and learning approaches. The school is refining a school-wide approach to strengthen sustainable literacy achievement. Small group literacy interventions support SAER.

Effectiveness	The review team validate the following:
	• A NAPLAN readiness plan is used across all phases of learning and supports students to navigate the digital components of online assessment.
	• The OEAP[10] assessments and Cracking the Code are used in the early years to track longitudinal progress and inform planning.
	• PAT[11] Maths and Best Performance facilitate the school-wide collation and analysis of data to identify student progress and inform planning.
	• Analysis of ABE[12] data identifies trends and informs intervention strategies.
Improvements	The review team support the following actions:
	• Increase progress and achievement for the Year 3 to Year 5 stable cohort.
	• Extend learning and achievement for students at or above standard level.
	• Implement PAT Reading and Letters and Sounds to track student longitudinal progress and measure the impact of teaching strategies.
	• Refine the whole-school purpose and use of assessments, in support of teacher planning, to align with school priorities and identified targets.

Reviewers

Merrilee Wright
Director, Public School Review

Sinan Kerimofski
Principal, Vasse Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.

Stephen Baxter
A/Deputy Director General, Schools

References
1   Aboriginal and Islander Education Officer
2   Social and Emotional Learning
3   Students at educational risk
4   Aboriginal Cultural Standards Framework
5   Manager Corporate Services
6   Mental Health in Schools initiative
7   Information and Communication Technology
8   Science, technology, engineering, arts and mathematics
9   National Assessment Program Literacy and Numeracy
10 On-entry Assessment Program
11 Progressive Achievement Test
12 Attitude, Behaviour, Effort