



Department of
Education

Shaping the future

Freshwater Bay 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

Following the amalgamation of East Claremont and Claremont Primary Schools, Freshwater Bay Primary School opened at the beginning of 2011. It is located approximately 10 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1170 (decile 1). It currently enrolls 425 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Community support for 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 range of school self-assessment information

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

- The school's self-assessment processes were impacted by sudden, and unanticipated, changes to school leadership, resulting in a mixed degree of understanding and awareness of the submission across the staff and the School Board.
- Planned actions were reflective and provided clear and accurate insights into the future needs of the school.
- The commitment to include as many staff and community members as possible in the validation sessions added value to the process.
- The candour of participants enhanced the validation process.

The following recommendations are made:

- Allow a greater degree of staff involvement in the school's future self-assessment processes.
- Ensure the focus of evidence provided is on reviewing how the school is going and not on what it is doing.
- Provide clear alignment between the evidence provided and the ESAT commentary, drawing attention to specific aspects of the evidence and the purpose for its inclusion.

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Relationships and partnerships

The school is viewed by parents as welcoming and friendly. Stakeholders demonstrate a strong sense of pride in the school and willingly look at ways in which to support the schools ongoing improvement journey.

Commendations

The review team validate the following:

- School Board members demonstrate an understanding of governance requirements. The Board is diligent in undertaking its role, with a focus on progressing the best interests of students as its core business.
- Staff value the high degree of camaraderie and collegiality that is very visible across the school and see this as a pivotal strength of the school.
- The P&C works with the school to support the engagement and academic success of students. This is evident through their extensive fundraising efforts and the provision of significant financial support.
- Parent and carer feedback is actively sought. There is a strong intent to act on this feedback to improve the effectiveness of the school.
- The creation of a role with the designated responsibility of communication and enrolments is evidence of the value the school places on creating strong partnerships with families.

Recommendations

The review team support the following:

- Continue to improve communication, with a specific focus on decreasing the variation in practice across staff. Consider including processes that allow for timely and candid interactions with parents that are focused on working in partnership to improve outcomes for children.
- Leveraging off the collegiality of staff, implement processes to support purposeful collaboration between teachers, across all parts of the school, that is focused on understanding student progress and improving teaching practice.

Learning environment

The community values the ethos of high care for every child, which results in a sense of belonging and connection. The physical environment is attractive, inviting and well-maintained.

Commendations

The review team validate the following:

- The school has introduced the Friendly Schools Plus and the Zones of Regulation programs to support student wellbeing.
- Student leaders demonstrate a strong sense of civic duty and philanthropy to lead the identification of charities for which they raise funds.
- The Teach like a Champion program is evident across the school and provides staff with a range of strategies that support student engagement in the teaching and learning process.

Recommendations

The review team support the following:

- Progress the creation of a culturally responsive environment by using the Aboriginal Cultural Standards Framework to reflect on school processes and use this information to inform future planning
- Review the school's Student Behaviour Management policy to ensure it reflects current best practice. Build a consistent implementation of the process across the school.

Leadership

Each of the school's recent leaders have been highly invested in creating an environment in which all students thrive. The significant changes to the leadership team over the last 2 years have impacted the school's improvement process.

Commendations

The review team validate the following:

- The school has worked with the Board to create a long-term vision for the school that provides the pillars informing school business planning.
- The school's direction is aligned to Department expectations and is focused on meeting student needs.
- Scope and sequence documents in English provide guidance for systematic delivery of the Western Australian Curriculum.
- Creating stability in the leadership team has been a priority to ensure staff are supported and processes are enacted with consistency.

Recommendations

The review team support the following:

- Further develop a model of distributed leadership to support the provision of instructional leadership and the implementation of the school's business plan.
- Reinvigorate the performance development process, ensuring this includes classroom observations and feedback.
- Adopt a single, clearly articulated and scheduled model of change management and share this with staff to ensure ongoing improvement whilst maintaining staff wellbeing.
- Embed a culture in which staff collaborate and implement the strategies articulated in school planning with fidelity.
- Ensure staff are consulted and included in the school improvement process, particularly when it involves developing quality teaching practices, implementing effective whole-school programs and analysing and responding to student achievement data.

Use of resources

Effective schools apply resources, staff time, expertise, funds facilities and materials, in a targeted manner to meet the learning needs of all students. These practices are prudent and flexible to assist in identifying and addressing student need.

Commendations

The review team validate the following:

- The manager corporate services strives to ensure finances are spent in a compliant manner.
- The P&C provides a significant ongoing contribution to purchase resources, upgrade facilities and support student access to technology.
- Disability resources are primarily used to employ educational assistants, who support the implementation of Individual Education Plans.

Recommendations

The review team support the following:

- Reconstitute the Finance Committee and associated consultative budgeting and oversight processes.
- Train all staff with purchasing responsibilities the necessary policy and procedures.
- Ensure the links between budget and planning are transparent and align to improving student outcomes.
- Ensure reserve accounts are appropriately resourced to provide for sustainable support of the business plan.
- Review the salary budget to prioritise the appointment of a second deputy principal.

Teaching quality

The school understands the conditions under which quality teaching will prosper and is working towards a shared ownership for the success of all students.

Commendations

The review team validate the following:

- The school has an agreed suite of programs in place to improve student achievement. These include Letters and Sounds, Teach Like a Champion, Spelling Mastery, Talk for Writing and Seven Steps to Writing.
- Through the creation of common Duties other than Teaching (DOTT) time, opportunities are provided for teachers to collaborate with an articulated focus on improving teaching quality.
- Students with a diagnosed disability are identified on enrolment and case managed. This includes the creation, and monitoring, of individualised plans and collaboration with families and external support services.

Recommendations

The review team support the following:

- Review the existing whole-school pedagogical frameworks, with a view to streamlining and implementing an agreed approach from Kindergarten to Year 6. Consider using the Quality Teaching Strategy and Teaching for Impact resources to inform this.
- Ensure the selection, implementation and embedding of whole-school approaches is articulated clearly within non-negotiable school plans. Provide guidance and support for staff, resulting in these being delivered with fidelity, consistency and confidence,
- Agree to, and implement, a whole-school approach with an emphasis on extending and enriching student learning.

Student achievement and progress

Affording a high-priority to the collection and analysis of data and responding to what it is telling staff about student performance, are compelling levers for school improvement. The whole-school agreement and commitment to the use of data is emerging.

Commendations

The review team validate the following:

- Data from Progressive Achievement Tests in Maths, Spelling, Grammar and Punctuation and Reading Comprehension is used by Year 1 to Year 6 teachers to inform their planning.
- Letters and Sounds data is collected and informs the work of individual teachers in literacy.

Recommendations

The review team support the following:

- Review and refine the current whole-school assessment schedule to ensure data collection and analysis is systematic and purposeful at a whole-school, cohort and individual classroom level.
- Establish and clearly articulate the expected standard and levels for student achievement at Freshwater Bay Primary School.
- Continue to develop moderation processes that ensure teachers provide parents and carers with consistent and accurate information about their children's achievement and progress.
- Build the data literacy of staff, with a focus on developing their knowledge and skill to analyse and use systemic data to inform teacher planning and school improvement.

Reviewers

Gary Crocetta
Director, Public School Review

Julie Roberts
Principal, Wattle Grove 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 Leadership, Use of resources, Teaching quality and Student achievement and progress domains, will be Term 1, 2024.



Melesha Sands
Deputy Director General, Schools