



Department of
Education

Shaping the future

Goollelal 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

Goollelal Primary School is in the suburb of Kingsley, approximately 20 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school opened in 1981 and became an Independent Public School in 2015. Facilities include a variety of dynamic play areas and a challenging fitness track. Grounds are well-maintained and feature established native trees and plants.

Currently, there are 252 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1078 (decile 2).

At the heart of a vibrant community, the school benefits from the support of parents and wider community, including through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

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

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

- The school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. Evidence submitted addressed each domain of the School Improvement and Accountability Framework.
- In preparation for the Public School Review, the leadership team led a self-assessment process that incorporated the perspectives of a range of staff and school community representatives.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school improvement agenda.
- The leadership team presented an open, transparent and honest account of the school's performance, reflective of their understanding and capacity to lead ongoing cycles of self-assessment.

The following recommendations are made:

- Consider the use of the ESAT as an ongoing tool to track school self-assessment judgments and to store evidence of improvement over time.
- Use the Standard across each of the domains to benchmark the school's ongoing school performance and improvement goals.

Public School Review

Relationships and partnerships

The school actively seeks to establish and maintain engaging relationships and partnerships within and beyond the school. There is a strong sense of pride in the school and a tangible feeling that parents, staff and the community are united in their support of the children.

Commendations

The review team validate the following:

- An established staff culture with high levels of relational trust, staff cohesion and connected efficacy that promotes resilience and a strong team orientation mindset is evident.
- The Parent Communication Charter sets clear expectations about how staff and parents communicate.
- A cohesive School Board is focused on supporting a united whole-school desire to drive positive change, specifically in the areas of literacy and numeracy.
- The 40 Year Anniversary celebration of the school's history and the continuation of strong community links, past and present, reaffirms the feeling of a country school in the metropolitan area.
- Engagement with the WCLDC¹ which supports the teaching of literacy, and the commitment of education assistants in facilitating the 'Early Birds' program to deliver literacy.
- Authentic collaboration across the school is focused on the improvement needs of staff and students.

Recommendations

The review team support the following:

- Further engage with the ACSF² to guide connection with local Aboriginal Elders and develop greater cultural responsiveness and understanding of Aboriginal histories by students, staff and the community.
- Communicate regularly to the community, utilising the strong School Board and P&C voice, to celebrate school success and improvements.

Learning environment

The learning environment is safe, caring, inclusive and enhances student learning. The wellbeing of students and staff is a strong focus with the physical environment adding value to the student learning experience and connecting all in the school community.

Commendations

The review team validate the following:

- A case management approach is used for SAER³, inclusive of external agencies, ensuring individual education plans are documented and reviewed regularly.
- Pastoral care reflects the school motto of 'sharing, caring and learning' and is widely cited by parents as a primary reason for enrolling children at the school.
- Proactive strategies are understood and used by staff to manage student behaviour respectfully and in a restorative manner.
- The provision of a range of voluntary clubs and other activities promote student engagement, belonging, wellbeing and connection.

Recommendations

The review team support the following:

- Provide professional learning to ensure the school's investment in ICT⁴ supports the coordinated and integrated use across the school by all students and teachers.
- Review the relevance of the 'Resilience Doughnut' program as an ongoing component of the school's student engagement policy.

Leadership

A shared vision and an unwavering focus on empowering and supporting staff with clear directions and expectations has been established by the leadership team. A culture of trust, respect and collaboration has united the school community through a targeted plan for improvement.

Commendations

The review team validate the following:

- Opportunities for leadership are provided through curriculum committees and designated leaders for literacy and numeracy.
- The Principal's relentless focus on authentic consultation with staff, the School Board and community ensures planning for improvement is collaboratively informed to guide improved teaching and learning.
- A new leadership culture built on proactive strategies to ensure staff voice and relational trust has been established.
- The 2021-2024 strategic plan gives a clear strategic direction and sharp focus on the clear expectations about the consistency of whole-school teaching practice, learning progress and connectedness with the community.
- Distributed leadership has a clear focus on leading instruction in literacy and numeracy.
- There is change management awareness that is focused on sustainable improvement and is supportive of the wellbeing of staff, students and the community.

Recommendations

The review team support the following:

- Invest in coaching, planning and mentoring for literacy and numeracy leaders to grow leadership capacity.
- Consult with staff to implement an effective classroom observation and feedback process.
- Identify and support high quality aspirant leaders by using the Western Australian Future Leaders Framework.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- The MCS⁵ in addressing budget challenges to return to a surplus, has engaged strongly with the Finance Committee to review expenditure and align allocations to agreed planning priorities.
- A detailed workforce profile, inclusive of current and future needs, informs a comprehensive plan for improvement.
- The 2021 leadership team's robust analysis and actions towards ensuring resources are more strategically managed and allocated is supporting school improvement planning.
- Prioritisation of funds for quality professional learning in the areas of literacy and numeracy is evident.

Recommendations

The review team support the following:

- Establish a sustainable asset and resource replacement plan to ensure provision for the upgrading and replacement of identified areas/items of need.
- Develop a workload advisory committee to assess new and existing initiatives through the lens of staff workload.
- Consider resourcing and developing a marketing strategy to celebrate achievements and increase enrolment.

Teaching quality

Staff have a high level of personal care, commitment and professional knowledge. They are collectively and collaboratively focused on continually improving the quality of teaching in-line with the strategic plan.

Commendations

The review team validate the following:

- The staff are hardworking and capable educators committed to their professional growth and the challenge of embedding quality teaching and learning across the school.
- The use of data, by the leadership team, to identify and inform school improvement needs, provides guidance to the planning imperatives required for sustained growth in student achievement and progress.
- There are positive and sustained high levels of student performance in science and digital technologies through sustained quality teaching based on high expectations and innovative engagement of students.

Recommendations

The review team support the following:

- Continued refinement of moderation practices to provide consistent teacher judgements that align with NAPLAN⁶ and the use of Brightpath to moderate student achievement and progress in writing.
- Build teacher data literacy through the provision of regular opportunities for teachers to engage in quality and effective data analysis incorporating the use of a 'disciplined dialogue' approach.
- Ensure teacher collaborative meetings have a data informed focus on student performance aligned to the school's strategic goal of 'every student achieving year-on-year academic progress'.
- Ensure faithful implementation of whole-school evidence-based approaches for literacy and numeracy, including clear expectations about what quality teaching and learning looks like in every classroom.
- Develop a cohesive pedagogical approach based on a balance of intentional play and explicit instruction for early childhood students.

Student achievement and progress

There is a collective understanding, ownership and drive to address the need for improvement in student achievement and progress. A cohesive and co-ordinated strategic plan is in place and is fully supported by all staff and the School Board.

Commendations

The review team validate the following:

- The use of NAPLAN, OEAP⁷, PAT⁸, KAT⁹ and RAT¹⁰ to track student performance at an individual, class and cohort level is evident.
- A robust self-assessment has informed all improvement planning. All plans have a clear focus on the required changes needed to improve student achievement and progress for all students.

Recommendations

The review team support the following:

- Measure student year-on-year progress using a common suite of standardised and school created assessments.
- Consider requesting a NQS¹¹ validation audit to moderate school judgements of early childhood practice.
- Continued implementation of whole-school approaches, PLD¹² phonics, T4W¹³ and embed non-negotiable high impact teaching strategies identified in the whole-school literacy and operational plans.
- Finalise development of a cohesive whole-school numeracy plan to embed consistent teaching practice based on explicit direct instruction, high impact, evidence-based strategies and a focus on common language and mathematical vocabulary.

Reviewers

Steve Dickson
Director, Public School Review

Emma Bancroft
Principal, Collier 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 Teaching Quality and Student Achievement and Progress domains only, will be Term 4, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 West Coast Language Development Centre
- 2 Aboriginal Cultural Standards Framework
- 3 Students at educational risk
- 4 Information and communications technology
- 5 Manager corporate services
- 6 National Assessment Program – Literacy and Numeracy
- 7 On-entry Assessment Program
- 8 Progressive Achievement Tests
- 9 Kindergarten Achievement Tests
- 10 Reading Assessment Tests
- 11 National Quality Standard
- 12 Promoting Literacy Development
- 13 Talk for Writing