



Department of
Education

D20/0554899

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Walpole Primary School

Public School Review

October 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board 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

together with the Funding Agreement for Schools.

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.



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Context

Opened in 1932, Walpole Primary School is located approximately 430 kilometres south of Perth within the Southwest Education Region.

Walpole Primary School gained Independent Public School status in 2013. There are currently 41 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1039 (decile 3).

The School Board meets at least once a term to review and endorse policies, the budget, and the performance and direction of the school. The Parents and Citizens' Association (P&C) fundraises throughout the year and finance student experiences and excursions.

With a focus on the environment and sustainability, the school's gardens, orchard, use of solar energy and water catchment tanks are defining features of the school.

The school enjoys a strong partnership with the local community, evidenced through a range of partnerships including the URWalpole program. This annual whole-school, cross-curricular program explores global issues within the local context with key involvement from local businesses and community members.

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 summary statements provided in the Electronic School Assessment Tool (ESAT) submission informed the school's self-assessment and their planned actions for improvement.
- The School Board, parents and staff members provided feedback and insights during the validation visit elaborating on evidence submitted through the ESAT.
- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review.

The following recommendations are made:

- Consider the ESAT submission to ensure evidence is not duplicated.
- Strengthen the school self-assessment by ensuring alignment to succinct and clear targets for improvement.

Public School Review

Relationships and partnerships	
<p>The school has a strong and positive relationship with the community. The rich and valued contribution made by staff, parents and community adds value to the learning experiences, engagement and motivation of students.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The URWalpole cross-curricular program delivered to all students, provides an authentic platform to engage with experts in the community. • Staff communication processes effectively use a range of formal and informal platforms, designed to ensure all staff are informed and engaged. • Parents report high levels of satisfaction with the standard and quality of education at the school. Parent, staff and student feedback is sought to understand levels of satisfaction and areas for further development. • The School Board and P&C play an instrumental role in the school community. They are committed to school improvement and driven by the best interests of students.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Review and streamline communication process for parents and ensure more consistent approaches across the school. • Continue to explore opportunities that may raise the profile of the School Board. Engage all board members in school board training and induction processes.

Learning environment	
<p>The outdoor learning environment is an impressive feature of the school. A highly respected gardener ensures students have opportunities to apply authentic, real life learning skills within stimulating grounds that feature garden beds, chickens, an orchard and aquaculture.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Attendance and behaviour expectations are high. These are underpinned by policy and shared procedures with a focus on positive behaviours. • Processes are in place to support teachers to identify and plan for the additional needs of students in their class. • The Friendly Schools program is implemented across the school to support students' social and emotional learning needs. • Teachers collaborate with external agencies to identify, support and plan for students with additional needs. Individual Education Plans (IEPs) are developed to outline the specific areas of support and strategies required.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to identify, support and monitor the achievement of students at educational risk by refining IEPs with goals that are specific, measurable and timely.

Leadership

The school has a clear and shared vision of *Nature, Culture, Future*, which provides school-wide direction and ensures an unrelenting focus on environmental awareness, community connections and 21st century skill acquisition.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Cultural diversity of students is embraced and the school is committed to embedding Aboriginal perspectives throughout the curriculum. • Staff engage in regular discussions that enable them to reflect on the alignment of their practice to whole-school programs and assessments. • Viewed as approachable and a knowledgeable instructional leader, the Principal is committed to developing staff capability. Staff growth is supported through the provision of professional learning and implementation of structures that support change. • Performance management approaches are differentiated and reflect an alignment to AITSL¹ Professional Standards for Teachers. • The Principal engages all students in discussion forums designed to capture and address their concerns and ideas for the school.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Review reflections aligned to the Aboriginal Cultural Standards Framework and identify specific strategies for ongoing development and improvement. • Continue to identify opportunities that promote the school as the school of choice within the region.

Use of resources

Financial management of the school's human, physical and fiscal resources is prudent. The school is well resourced and there is a shared understanding that decisions made are linked to school priorities, planning targets and the needs of students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Principal and P&C successfully access grants, which reflect improvement planning in targeted areas of the physical environment. • Careful management of student characteristics funding allows the school to plan for three multi-aged classrooms. • The Finance Committee meets regularly, providing sound financial oversight of the budget aligned to school business planning. • Reserve accounts are carefully managed and aligned to planning to ensure sound oversight of the school's assets. • The P&C provides valued financial support reflected in playground and kitchen upgrades and contributions to student excursions and incursions.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Identify strategies to address future workforce gaps that may impact on school operations.

Teaching quality

Underpinned by common beliefs about what constitutes best practice, an experienced teaching team collaborates effectively to deliver whole-school approaches across the curriculum.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Collaboration is underpinned by respectful relationships and a clear shared vision for ongoing improvement. • Within the three multi-age grouped learning environments across the school, teachers use a repertoire of strategies to assess students and differentiate the learning to meet the specific needs of students. • Evidenced through operational plans, teachers demonstrate a sound understanding of the curriculum and assessment requirements aligned to the Western Australian Curriculum. • Opportunities to engage in moderation are valued and embraced. • Teachers understand the alignment between whole-school programs, operational and business planning. They monitor achievement and strive to meet identified targets within allocated resourcing.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to embed and refine the implementation of warm-ups across the school in order to ensure consistent practice. • Continue to embed whole-school practices with ongoing attention to moderation and monitoring of student achievement.

Student achievement and progress

A culture of shared responsibility and accountability ensures that students will achieve their potential. System and school-based data are used to inform levels of achievement and determine targets for ongoing improvement.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers use a range of assessments to inform judgements of students' progress including NAPLAN², On-entry Assessment Program data and Progressive Achievement Tests (PAT). • The Year 5 stable cohort, NAPLAN 2017 to 2019 data indicated high achievement in all areas assessed and high progress and high achievement in Numeracy, Writing and Reading. • Fine grained analysis of PAT data is used to track student progress, and identify learning gaps and teaching strategies. • Using moderation and multiple assessments, teachers are gaining a greater awareness of the alignment between grade allocation and student achievement.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to monitor school and classroom targets in order to identify student performance and areas for growth. • Enhance data literacy of staff by continuing to capitalise on moderation opportunities with other schools and across learning areas.

Reviewers

Rebecca Bope
Director, Public School Review

Kim McCollum
Director, Public School Review

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 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy