



Department of
Education

Shaping the future

West Greenwood 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

Opened in 1977, West Greenwood Primary School is located on attractive, well-maintained grounds in the City of Joondalup. Situated within the North Metropolitan Education Region, the school is approximately 18 kilometres north of the Perth central business district and shares an attractive parkland setting with the adjacent Greenwood College.

In 2015, the school gained Independent Public School status. Currently, there are 459 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1051 (decile 3).

The School Board is valued for its role in supporting the strategic direction of the school. Strong governance exists with members actively engaged in data analyses, review and input into planning.

There is strong community support for the school demonstrated through the work of the Parents and Citizens' Association (P&C) and regular volunteering in classrooms and at school events.

A range of partnerships with the community significantly enhance learning opportunities and relationships between students and the community.

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 Standard and Public School Review Domain References documents were used to guide reflection processes.
- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review.
- Staff were introduced to the Standard and provided with the opportunity to discuss and reflect on the evidence submitted in the Electronic School Assessment Tool (ESAT) submission.
- The school's self-assessment was enhanced by conversations with members of the school community, who contributed their reflections and engaged actively during the validation visit.
- A range of evidence was selected and annotated for the ESAT submission, with a clear alignment between performance evidence and planned actions.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.
- Continue to utilise the ESAT to engage in and embed ongoing cycles of school self-assessment across all domains.

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Relationships and partnerships

The best interests and needs of students are central to decision making. Staff are respectful, positive and collegiate professionals, who are committed to working collaboratively to progress the school improvement journey.

Commendations

The review team validate the following:

- Staff effectively collaborate with an unwavering focus on planning, understanding student progress and improving practice, whilst capitalising on the sharing of knowledge, expertise and support.
- National School Opinion Survey (NSOS) data are used to evidence positive levels of parent and community feedback. The school actively seeks formal feedback and responds appropriately.
- Inclusive of the Edith Cowan University speech program, Story Dogs and the West Coast Language Development Centre outreach service, staff embrace relationships with external providers to enhance the academic, developmental and social outcomes for students.
- Innovative and supportive, the P&C and school work in partnership to promote positive outcomes for students and families. In addition to fundraising, they drive key initiatives such as the Fathering Project, Waste Wise and Wellbeing Day.
- Purposeful communication strategies, including Connect, are used effectively across the school to inform and engage parents in their child/ren's learning and to provide information about school events.

Recommendation

The review team support the following:

- Maintain high levels of community responsiveness and continue to collect and use data through the NSOS.

Learning environment

West Greenwood Primary School is committed to ensuring a safe, supportive, challenging and nurturing learning environment. There is an unwavering and clear emphasis on whole-school practices that address the health and wellbeing needs of students and staff.

Commendations

The review team validate the following:

- Expectations for student behaviour, attendance and engagement are supported by effective structures, processes and supports.
- The health and wellbeing of staff and students are prioritised through the implementation of school-wide programs, including Grow Your Mind and the explicit teaching of the Zones of Regulation. The importance of health and wellbeing is further acknowledged and celebrated through a highly regarded Wellbeing Day for the community.
- Valued by students, a number of clubs are in place to cater for the diverse interests and needs of students.
- Through a newly endorsed, whole-school, positive approach to managing behaviour, staff are focused on building positive relationships, with clarity of roles and responsibilities evident.
- Processes and structures to support students at educational risk are in place. Education assistants work across the school to provide support, intervention and differentiated programs for identified students.

Recommendations

The review team support the following:

- Progress the new behaviour management policy from draft status to operational, with required supports.
- Continue to enhance processes for students at educational risk through the monitoring, review and tracking of documented plans and intervention approaches.

Leadership

There is an unrelenting focus on professional, responsible and accountable leadership. Underpinned by a shared vision and high levels of trust, collective and strategic leadership ensures staff and the community have a voice in the direction of the school.

Commendations

The review team validate the following:

- The leadership team's focus on accountability is reflected in the school culture through the core values of Respect, Responsibility, Resilience and Doing Your Best.
- Committee leaders support staff to develop operational and teaching plans based on performance data, and implementation of evidence-based, whole-school pedagogical approaches.
- Collaborative meetings drive consistency in planning, teaching and learning. Leaders utilise staff meetings and school development days to develop strategic and operational directions and planning for the school.
- As outlined in the business plan, the strategic directions are developed with staff, students and the School Board. Continual school self-assessment of performance in academic and non-academic areas is evident.
- A performance growth process supports staff in their professional development in line with whole-school initiatives. Staff and their line managers meet throughout the year to facilitate performance management and observation processes.

Recommendations

The review team support the following:

- Continue to lead rigorous data analysis to review Strategic Directions and levels of student performance. Strengthen operational plans to ensure there are overt targets and strategies that align to the school's strategic plans and pedagogical framework.
- Continue to document expectations with embedded and defined accountability measures in place.

Use of resources

The school manages its resources in a targeted manner, implementing strategies and programs identified in consultation with staff to maximise the learning outcomes for all students.

Commendations

The review team validate the following:

- The Finance Committee is representative of staff from across all phases of learning. Members provide appropriate oversight of the school's financial management strategies and processes.
- Aligned to school priorities and planning, student characteristics and targeted initiative funding is used to support student learning and wellbeing programs and activities.
- There is a focus on accessibility of technologies, including iPads and interactive screens, with adequate resourcing, support and planning in place.
- Workforce planning is linked to whole-school initiatives. There is a focused approach to utilising staff skills, knowledge and experience to meet student needs.
- Interventions and support programs are prioritised. Aligned to plans, additional education assistants are allocated to classrooms and playgrounds according to need.

Recommendations

The review team support the following:

- Explicitly link operational plans to budgets.
- Formalise processes that evidence the impact of intervention programs and additional support time on student outcomes.

Teaching quality

Student focused, staff understand the need to create and maintain the conditions under which quality teaching can thrive. A significant shift from the delivery of textbooks and programs to evidence-based, connected pedagogy has occurred, with shared beliefs about teaching and learning evident.

Commendations

The review team validate the following:

- Opportunities to collaborate are valued and prioritised to ensure robust, respectful discussions build common understandings and practices that best support student learning.
- Staff use the Western Australian Curriculum in conjunction with whole-school scope and sequence documents to plan differentiated units of work.
- A range of whole-school practices, including a West Greenwood Primary School explicit teaching model and common understandings about the teaching of mathematics, English and digital technologies, are being implemented.
- A clear performance growth process facilitates effective performance management processes through self-reflection and goal setting for teachers, education assistants and support staff.
- Documented plans for students at educational risk are developed, with Special Educational Need planning and reporting processes in place.

Recommendations

The review team support the following:

- Continue to build consistency in the data literacy of staff. Use data to enhance differentiated learning approaches that support students at all levels of achievement.
- Underpinned by data-driven targets, identify and implement processes for measuring the impact of whole-school pedagogy and planning.
- Embed a mathematics pedagogy across the school by researching and implementing evidence-based practices. Ensure implementation timelines and expectations are clearly understood and accepted.

Student achievement and progress

A suite of school-based assessment and systemic data is used to monitor and track student progress at an individual, class and cohort level. Shared ownership for student success is evident across the school, with cycles of self-review aligned to recently implemented disciplined dialogue approaches.

Commendations

The review team validate the following:

- Individual student profiles are updated annually with academic and non-academic data sets. The sharing of this information supports effective class transition and planning processes.
- Progress Achievement Tests data are displayed on a data wall to facilitate tracking and analysis of student achievement and progress between years.
- In response to data analysis, the school recently implemented an Academic Support Program to cater for identified students from Pre-primary to Year 3 who require phonological awareness and phonics intervention.
- Collaborative time is viewed as an opportunity for year level teachers to engage in moderation, with Brightpath used to support teacher judgement and moderate student achievement in writing.

Recommendations

The review team support the following:

- Revise the whole-school assessment schedule to ensure alignment to academic improvement targets and clarity of purpose for all staff.
- Continue to analyse cohort and whole-school data to inform planning and improve student outcomes.
- Develop and embed processes that triangulate classroom, school and system data sets to inform levels of student performance across the school.

Reviewers

Rebecca Bope
Director, Public School Review

Rebecca Burns
Principal, Southern 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.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools