



Department of
Education

Shaping the future

Lesmurdie 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

Lesmurdie Primary School is located approximately 25 kilometres south-east of the Perth central business district, in the South Metropolitan Education Region.

Established in 1920, the school became an Independent Public School in 2017.

The school has an Index of Community Socio-Educational Advantage of 1039 (decile 3).

There are currently 305 students enrolled from Kindergarten to Year 6. Each classroom is equipped with interactive screens and information technology devices.

The school is supported by the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a school self-assessment that provided an overview of the school's operations.

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

- The Electronic School Assessment Tool (ESAT) submitted by the Principal represented a body of work involving staff, the School Board, P&C and community partners capturing the myriad voices which comprise the school community.
- The Principal advised that the review process provided the opportunity to reflect upon school performance across the 6 domains and to revisit, reflect and review the degree to which they are delivering on the priorities of the business plan.
- An extensive tour of the school provided the reviewers with insight into the complexity and depth of work undertaken to minimise the impact of the rebuild construction work on teaching and learning.
- Staff, students, representatives from the School Board and P&C, and a community member participated enthusiastically in the validation process, demonstrating genuine care and strong support for their school.
- It was generally agreed the review and validation process was a positive opportunity, providing affirmation of what is working well and the direction to inform future planning through the feedback and recommendations.

The following recommendations are made:

- In future ESAT submissions, ensure the evidence submitted is current, relevant and supports judgements made, providing understanding for the reviewers as to why the evidence meets the Standard.
- Continue to engage staff in school self-assessment processes, facilitating reflection and understanding of school performance against the Standard.
- Continue to use the ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycle.

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Relationships and partnerships

A feature of the school is the positive, connected relationships fostered with families and the broader school community. Continuing strong connections and partnerships with families and the community is viewed as essential to developing and providing for each child's talents, creativities and potential.

Commendations

The review team validate the following:

- Open and transparent communication is evident for staff, students and families. Communication is tailored, audience specific and closely monitored to determine the level of usage and engagement.
- Collaborative structures facilitate opportunities for staff to be actively engaged in school improvement. This includes regular collaboration time for leadership teams, the SAER¹ team, teachers and whole staff.
- Partnerships with organisations such as the Bibbulmun Network, EdConnect, CHAT² health and wellbeing program, Cambodian Sister School and the Kalamunda City Council are enabling beneficial outcomes in strengthening support for students and providing valuable professional networks for staff.
- The P&C contributes to the school through fundraising events, providing valuable resources and building connected and positive relationships within the school community.
- School Board membership is representative of the community and brings a complementary combination of skills and knowledge to provide advice and feedback from the community to the school.

Recommendations

The review team support the following:

- Ensure the school regularly seeks and responds to the views and feedback from parents. In consultation with the School Board, follow up with a school response and intended actions to the school community.
- Continue to explore external partnerships and engage with a range of providers that will add value to the work of students and staff. Carefully monitor and review existing and new partnerships for impact.

Learning environment

Opinions from family and community groups, together with extensive planning, have ensured the school re-design process is implemented sensitively with minimal impact on the learning environment, benefiting families now and into the future. These actions have further built a place of belonging for families and staff.

Commendations

The review team validate the following:

- Taking a whole-school approach, programs are implemented to enhance and sustain student wellbeing including the Bounce Back Bear resiliency program and CHAT resources used in the delivery of the Health curriculum.
- The school has been proactive in developing and promoting inclusive practices. The implementation of the ACSF³ and an individual case conference approach for SAER, interventions and extension programs, support student learning.
- Students' opinions and feedback are valued and sought, including collaborating with stakeholders in the school rebuild and the Kalamunda City Council design of the skate park.
- The SAER team, LSC⁴ and school psychologist provide guidance and assistance to teachers and families in the identification, monitoring and planning for student intervention.
- Prioritising a positive school culture, the school has been proactive in seeking and responding to data through surveys and Padlet. Staff greatly value the opportunity to have their voice heard.

Recommendations

The review team support the following:

- In consultation with stakeholders, review and develop a behaviour management policy and procedures that will provide clarity and consistency across the school.
- Regularly review SAER practices to ensure a streamlined process and effective response to intervention that is clearly understood by all staff.

Leadership

The Principal's attention to creating the conditions for respectful leadership, supportive of staff and community, is engendering a whole-school commitment to, and sense of accountability and ownership of, the school's direction.

Commendations

The review team validate the following:

- Engagement with the Bibbulmun Network, Western Australian Future Leaders Framework and professional learning supports an ongoing focus on identifying, developing and providing opportunities for aspirant leaders to develop their leadership capacity.
- The school has prioritised the development of leaders' capacity to lead school improvement through their engagement with the Leading School Improvement professional learning.
- Drawn from the analysis of data, in collaboration with staff and key members of the school community, the business plan reflects the Department's strategic directions and the needs of the school.
- A collaborative approach to whole-school planning has been commenced with the intent to provide staff with the opportunity to have input into the strategic direction and operations of the school.

Recommendations

The review team support the following:

- Lead a clear and structured change process agenda in the development of a school improvement plan that is explicit in how the school is going to meet business plan priority areas to improve student outcomes.
- Consider the development of instructional leaders to support staff understanding and consistency of implementation of whole-school programs, data literacy and the instructional model.
- Embed a performance development culture and review performance development documentation.

Use of resources

The Principal and manager corporate services monitor and give high consideration to the changing nature of their local intake area. This ensures resourcing and workforce plans are flexible in accommodating projected student enrolments.

Commendations

The review team validate the following:

- The office is well-resourced and managed, ensuring the first encounter with the school is a positive experience for parents and visitors.
- Budget planning is well-structured with a defined process undertaken by the Finance Committee and cost centre managers that ensures alignment to school budgeting and planning for student improvement.
- Student characteristics and targeted initiatives funding assists student learning through the resourcing of evidence-based school programs and interventions. Additional resources, in the form of FTE⁵, are allocated to support cross-setting of mathematics and time for the LSC to provide support for SAER.
- The digital technology needs of the students and school have been reviewed with a long-term plan and replacement schedule established. The plan recognises the current ICT⁶ skills of staff and identifies the ongoing professional learning and resources required to keep pace with new and evolving technologies.

Recommendations

The review team support the following:

- Progress the intent to expand staff representation on the Finance Committee to ensure membership is representative of the current staff profile and to increase understanding of school resourcing processes.
- Allocate resourcing to drive instructional leadership and to support consistency of implementation of low variance teaching practices.
- Develop a current workforce plan. Identify and address strategies and potential workforce gaps.

Teaching quality

High value is placed on collegial support, relationships and the leadership team in supporting staff in their work. The ensuing culture, underpinned by professional courtesy, has led to a preparedness by staff to work together in the pursuit of improved student outcomes.

Commendations

The review team validate the following:

- Opportunities to observe teachers from within the network schools and development of a Years 5-7 network literacy scope and sequence, promotes connected practice and transition to secondary school for students.
- Collaborative meetings provide opportunity for staff to engage in professional dialogue and celebrate student progress together, building staff efficacy.
- Learning area leaders facilitate and provide support in the interrogation of data.
- Cross-setting for mathematics, intervention/extension programs, LSC assistance for planning and reporting, including ABLÉ WA⁷, supports teachers to differentiate the curriculum. Essential to the success of students, is the work of paraprofessionals in the planning and delivery of intervention programs.
- At point of need, professional learning is provided from within, by tapping into the strengths and knowledge of experienced staff members, supporting greater fidelity of implementation of the whole-school programs.

Recommendations

The review team support the following:

- Continue to embed classroom observation and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model across the school.
- Build on and strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across all phases of learning.
- Review and reflect on current practices in Kindergarten–Year 2 with the aim of developing the vision and teaching and learning beliefs, as the foundation to lead pedagogical improvement in the early years.

Student achievement and progress

Focused on optimising student achievement and progress, the school is taking a targeted and responsive approach to address the decline in student performance over time.

Commendations

The review team validate the following:

- Cross-setting as a grouping strategy for the delivery of mathematics in Years 3-6 is providing for collaboration, consistency of teaching practice and sustained high NAPLAN⁸ achievement and progress.
- Analysis of data has led to the implementation of evidence-based programs, Talk for Writing, Letters and Sounds, PLD⁹ spelling and MacqLit, along with cross-setting in mathematics, have been linked to improved student progress.
- The school's attention to developing student resilience and conflict resolution skills through targeted programs is ensuring the pre-conditions are in place for students to successfully engage with their learning.
- A whole-school approach to moderation supports greater alignment in grade allocation, when compared to NAPLAN data, and improved consistency of teacher judgements across the school.

Recommendations

The review team support the following:

- Continue to develop staff data literacy to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.
- Continue to ensure there are opportunities for staff to engage in moderation processes with network schools to accurately make judgements and allocate grades.
- Monitor closely the impact and consistency in the implementation of agreed whole-school programs, pedagogy, instructional models and interventions to address low student achievement and progress.
- Closely investigate and monitor progress from OEAP¹⁰ to Year 3, to determine effectiveness of programs and the instructional approach in the Kindergarten to Year 2 phase of learning.

Reviewers

Maxine Augustson
Director, Public School Review

Therese Gorton
Principal, Kinross 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 3, 2023.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 Changing Health Acting Together
- 3 Aboriginal Cultural Standards Framework
- 4 Learning support coordinator
- 5 Full-time equivalent
- 6 Information and communications technology
- 7 Abilities Based Learning and Education Western Australia
- 8 National Assessment Program – Literacy and Numeracy
- 9 Promoting Literacy Development
- 10 On-entry Assessment Program