



Department of
Education

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Banksia Park 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

Banksia Park Primary School is located in the suburb of Leeming, approximately 18 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Opened in 1989, the school is set amongst well-established grounds. Banksia Park Primary School became an Independent Public School in 2017.

The school has an Index of Community Socio-Educational Advantage of 1091 (decile 2). Current enrolments are 269 students from Kindergarten to Year 6.

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 evidence of sound school self-assessment that identified where the school considered itself to be and their improvement foci.

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

- The Electronic School Assessment Tool submission and feedback gained during the validation visit provided insight into the school context and operations in addressing identified areas for improvement.
- The Principal arranged a process of collaborative school self-assessment as the foundation for improvement, which was evident at the strategic and operational levels.
- Staff used assessment data confidently to identify areas of strength and areas in which to build student capacity.
- Staff were provided with opportunities to identify areas of celebration and evidence to support each domain of the School Improvement and Accountability Framework and student achievement and progress.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.
- Staff demonstrate ownership for student success, with professional and personal responsibilities and expectations well explained.
- Representatives of the School Board participated positively in the validation visit, providing sensible insights to guide the school's direction.
- Staff and community members reflected that the process was positive and highlighted the awareness of the moral propose of the school set out by the leadership team.

The following recommendation is made:

- Continue to engage in reflective practice that identifies trends and focuses on the actions required to create and sustain the conditions for successful students.

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Relationships and partnerships	
High levels of respect for the leadership are evident in regard to the care and support underpinning a culture of teamwork.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Communication is clear in its many forms and enhanced significantly by the daily 'walkabout' undertaken by the Principal and deputy principal. • The leadership are mindful of the need to ensure consistency of staff communications, inclusive of those working part-time, through the use of a range of methods/formats. • Feedback from the School Board is sought, valued and reflects the members' ability to represent the community. • Staff, students and the community are surveyed regularly, with feedback acted upon. Responses are overwhelmingly positive. • An active P&C is respected widely for the support they provide to the school and learning environment.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Maintain the work environment where the pastoral care of staff and students provides a foundation for professional relationships. • Continue to explore and implement efficient modes of electronic communication.

Learning environment	
The affirmative tone of the school reflects a strong sense of pride in creating a safe, inclusive and supportive learning environment where stakeholder contributions are welcomed.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Behaviour guidance clearly sets out expected standards for parents and students. Staff describe high levels of assurance that any incidents will be followed up by teachers and administration. • Social and emotional wellbeing and learning are sustained through the embedded programs tailored to build resilience and ethical values. • The local bush setting provides a physical environment that connects the school community to elements of nature and provides opportunities for an enriched curriculum. • Careful planning and space design have resulted in a multipurpose library that is aesthetically pleasing and functional. • An enthusiastic and caring staff response during the COVID-19 lockdown enabled students to engage successfully in alternative learning.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Maintain the focus on the possibilities for engagement and learning through digital technologies.

Leadership

The executive leadership group is united and credited with providing the vision outlined in annually reviewed planning documents. Staff commitment to the shared responsibility of supporting student learning is facilitated through clear role descriptions and distribution of leadership based on evident skillsets.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are mature and capable professionals, who take on leadership roles to enhance processes within the school. • The leadership team demonstrates its focus on the professional development of staff by accessing expertise within the school and network. • Leaders provide the stable workforce, and beginning teachers, with strong direction to guide consistent practice in the form of induction, handbooks and business and operational plans. • The cycle of planning and review is strengthened by a collaborative effort from all stakeholders. • Staff describe a supportive process of performance review that provides opportunities for professional growth.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Maintain the team approach to leadership and the development of leaders with potential.

Use of resources

Processes contributing to the student-centred funding model are well understood and addressed. The school has consistently demonstrated exemplary levels of finance and resource management.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are provided with ongoing training to encourage compliance and flexible use of resources. • A well-developed process of budget planning and monitoring is undertaken by the Finance Committee. • Student funding is allocated effectively to support the needs of students. • Reserve accounts have strategic plans to ensure that future, large-scale expenditure is accounted for. • The information and communication technology infrastructure includes a bank of computers in the library and a set of iPads to support learning programs.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop the workforce plan to accommodate growth or decline in student numbers.

Teaching quality

A good reputation based on the quality of teaching is highlighted by the feedback received and results in many out-of-boundary enrolments. Processes to manage teacher development and performance are clear.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Evidence-based programs in literacy and numeracy are being refined to support the planning and delivery of the Western Australian Curriculum. • Staff are passionate and invested in their students' progress and achievement. • Literacy and numeracy learning is sequential and targeted with some contemporary approaches being trialled in the early years. • Teaching, learning and assessment processes are supported through collaboration and moderation. • Meaningful data analysis has enabled staff to focus on identified areas of student learning.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to build consistent judgements with all staff, including part-time teachers.

Student achievement and progress

Historically, there have been good standards of student achievement demonstrated across the school, engendering community pride. The school is working to identify and target areas where the longitudinal trend is slightly down.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • National Assessment Program – Literacy and Numeracy (NAPLAN) results from 2014 to 2019, for both Year 3 and Year 5, have generally been similar to like schools. • Staff have identified achievement in Grammar and Punctuation as an area for improvement, with detailed planning in place. • Early intervention measures have been adopted to counter the recent downward trends in literacy and numeracy performance in the On-entry Assessment Program. • Moderation processes ensure that grade allocations align with student achievement.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Maintain a focus on the teaching, learning and assessment cycle to challenge and support students to reach their potential. • Continue to provide appropriate professional learning in the explicit teaching of literacy and numeracy.

Reviewers

Jen Graffin
Director, Public School Review

Suzanne Pekin
Principal, Dalkeith 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 4, 2023.



Stephen Baxter
Deputy Director General, Schools