



Department of
Education

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Winterfold Primary School

Public School Review

June 2021



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 Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Opened in 1967, Winterfold Primary School is located in Beaconsfield, approximately 20 kilometres south-west of the Perth central business district. The school is situated within the South Metropolitan Education Region. It gained Independent Public School status in 2012.

Currently, 350 students are enrolled from Kindergarten to Year 6, with an increase in student numbers in recent years. The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1038 (decile 3).

There is a strong community focus at the school, with the Parents and Citizens' Association (P&C) and School Board working together to support the school, and school events well attended by 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:

- All staff and School Board members were engaged in the preparation of the Electronic School Assessment Tool (ESAT) school self-assessment submission.
- As part of the school's self-assessment process, staff were given the opportunity to work in teams to make judgements and collate evidence across all domains of the Standard.
- An open, transparent and honest analysis of the school's performance was submitted.
- Discussion with staff, parents and students during the validation visit provided information that served to add value to the school's self-assessment submission.

The following recommendation is made:

- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, and use school performance evidence to inform planned intentions.

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Relationships and partnerships

School leaders have built a strong culture and sense of team that is underpinned by trust. Staff, School Board members and P&C representatives demonstrate a commitment to working in partnership to deliver positive outcomes for students and their families.

Commendations

The review team validate the following:

- The School Board and P&C are active participants in the school improvement process. While maintaining their independence, they work in partnership and value the contribution they each make to the school's culture.
- Relationships between parents, staff and students are viewed as positive and constructive. Parents and students commented on the commitment and willingness of staff to address individual needs.
- The Aboriginal Cultural Standards Framework has been implemented in an authentic way with the voice of Aboriginal families central to the development of the Reconciliation Action Plan (RAP).
- A range of innovative and sustainable partnerships have been formed to connect students to the community and build their understanding of future challenges. Students' engagement with Waterwise and ClimateClever has built an awareness of the importance of sustainability practices.
- Clear communication processes are evident within the school and with key stakeholders. Parents and community members report they feel well informed.
- The school fosters and cultivates positive relationships with a range of services and agencies to facilitate in-school support for students and families.

Learning environment

Winterfold Primary School prides itself on offering a safe and caring environment for students and staff. This is underpinned by a culture that is proactive and responsive in supporting quality learning and positive behaviours.

Commendations

The review team validate the following:

- A consistent approach to behaviour management, based on 1-2-3 Magic, has been implemented across all year levels. Whole-school behaviour expectations and values are communicated at assemblies and positive student behaviour is recognised.
- Implementation of the Highway Heroes syllabus through weekly health lessons is supporting the development of students' resilience, and ability to take responsibility and self-manage their behaviour.
- The school leadership advocates for students at educational risk and actively seeks support that best meets their individual needs and circumstances. Teachers access additional support through the chaplain, school psychologist and School of Special Educational Needs: Disability (SEN: D).
- Student leaders are well supported by the chaplain and have an active voice in the school, including representation on the RAP committee.

Recommendations

The review team support the following:

- Continue school-wide implementation of the Zones of Regulation.
- Develop and extend identification of, and opportunities for, gifted and talented students.

Leadership

An inclusive leadership team comprising the Principal, associate principal, deputy principal and specialist teacher, champion the school's improvement agenda. The team works closely with curriculum and program leaders, who are charged with writing and ensuring the implementation of operation plans.

Commendations

The review team validate the following:

- Staff demonstrate a commitment to the school vision and shared goals. Through the school's model of inclusive leadership, staff feel valued and that their voice contributes to the setting of the school's improvement agenda.
- Authentic leadership opportunities are provided for staff who self-identify an interest in leading an area of improvement within the school. They are provided with support to build their knowledge and capacity to engage others in the implementation of school initiatives.
- The School Board and P&C advocate for the school and are active participants in planning processes.
- Education assistants are provided with leadership roles in the areas in which they are trained.

Recommendations

The review team support the following:

- Consider further investigation of the Western Australian Future Leaders Framework to guide selection and development of staff leadership capabilities.
- Clearly articulate the school leadership structure to ensure the sustainability of the current model.
- Establish procedures to further support the provision of feedback to teachers on their practice.

Use of resources

Financial planning and budget management protocols are in place. Student agency is given a priority in resource allocation to support student needs.

Commendations

The review team validate the following:

- Targeted initiatives and student characteristics funding are directed to achieve the outcomes and meet the obligations of the Funding Agreement for Schools.
- Resources are managed through formalised procedures by the Principal, manager corporate services and Finance Committee. Procedures are transparent and provide oversight of appropriate resource allocation.
- The P&C works in partnership with the Principal and School Board to align their plans with the business plan, and prioritise expenditure.
- Working in partnership, the Principal and manager corporate services closely monitor expenditure to ensure resources are deployed effectively and the budget does not operate in deficit.
- The manager corporate services provides induction and training for cost centre managers and, together with the Principal, monitors finance submissions to ensure alignment with business plan priorities.

Recommendations

The review team support the following:

- Progress the review of the school's workforce plan.
- Undertake a strategic review and seek support to ensure reserve accounts meet the requirements of the Funding Agreement for Schools.

Teaching quality

The school has built a culture in which teachers and school leaders take a personal and collective responsibility for promoting continuous professional improvement.

Commendations

The review team validate the following:

- Whole-school planning processes are underpinned by the school's assessment schedule. Specialist teachers and curriculum leaders are accountable for implementing learning area plans and ensure staff engagement with data.
- Teachers incorporate Aboriginal perspectives into the classroom learning program and draw on the knowledge and experiences of Aboriginal students.
- An integrated approach that engages students in purposeful and relevant learning, is adopted in HASS¹, science, health and the arts. An example of the quality of integration is evident through the Waterwise program, which teaches students about the real life issues of water supply, conservation and the importance of water in Aboriginal culture.
- Specialist teachers attend year level collaborative meetings to support planning and promote common approaches to teaching in literacy, numeracy and the integration of ICT² across the school.
- Education assistants add value to the teaching programs, conducting assessments and providing feedback to teachers.

Recommendations

The review team support the following:

- Continue to provide opportunities for staff to engage in moderation processes to strengthen consistency in teacher judgement.
- Continue to promote the school's professional learning culture and the development of a Professional Learning Community model with staff.

Student achievement and progress

A range of systemic and school-based data is collected and analysed to track student achievement and progress. Staff have a sense of collective responsibility for the success of every child.

Commendations

The review team validate the following:

- In 2016-2018 and 2017-2019, Year 3 to Year 5 students demonstrated high progress and high achievement in reading and writing in like-school comparison.
- The school continues to monitor and adjust its academic program and expectations to accommodate the changing student demographics and rising school ICSEA.
- The school has a comprehensive literacy and numeracy assessment schedule to monitor student achievement and progress at the individual, year and school level.
- Literacy and numeracy school-based and systemic data is provided to teachers prior to the start of each school year to inform planning.

Recommendations

The review team support the following:

- Maintain the focus on developing staff data literacy to support teacher judgement and guide planning.
- Investigate opportunities for staff to strengthen their understanding of the School Curriculum and Standards Authority (SCSA) Judging Standards and expected level of student achievement, to support reporting and grade allocation.

Reviewers

Lou Zeid
Director, Public School Review

Linda Griffin
Principal, Osborne 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 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Humanities and Social Sciences
- 2 Information and communications technology