Department of
Education

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Waggrakine Primary School

Public School Review

May 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

✓	**Effective**
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Waggrakine Primary School, the largest of the primary schools in the Midwest Education Region, opened on the present site in 1979. Located in Waggrakine, an outer northern suburb of Geraldton approximately 424 kilometres north of Perth, the school has an Index of Community Socio Educational Advantage value of 902 (decile 9).

Waggrakine Primary School supports students from diverse backgrounds and educational needs with an increasing number of students with special educational needs identified and supported. Aboriginal students comprise 21 per cent of the student population. The school has historically experienced high rates of transiency although this trend has declined in the past year.

Over the past twelve years, increasing student enrolment has led to ongoing upgrades and additions to school facilities and classrooms. The school is currently at capacity and has not taken 'out of intake area' students for many years.

The Kindergarten (K) – Year 1 Waggrakine Early Intervention Program (WEIP) enhances readiness for learning through targeted speech and OT[1] intervention for identified students. In 2018, the school introduced an Autism Spectrum Disorder (ASD) intervention program that provides intensive and personalised instruction of academic content.

The school became an Independent Public School in 2012 and is supported by an informed School Board and dedicated Parents and Citizens' Association who contribute to school development and provide support for families new to the school.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The school self-assessment processes, led by the school leaders, demonstrated a commitment to improvement and accountability.

- Staff engagement in whole-school improvement was validated during the school visit.

- A wide range of evidence, from multiple sources, was selected for analysis.

- The submission provided an open, honest and transparent account of the current school context.

- Planning intentions were elaborated on during the validation phase.

- A number of staff and a parent representative actively engaged during the school validation visit. Staff were candid in their judgement of the school's performance and focus areas for improvement.

The following recommendations are made:

- Include information or evidence that describes the impact of the school's strategies, programs, policies and initiatives to support the judgement of current performance.

- Provide detail of the identified plans in response to the observation and analysis of the evidence submitted.

- Establish processes for the collation and analysis of individual and whole-school data to inform areas of improvement, target setting and strategic planning.

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Relationships and partnerships

The Principal leads a whole-school ethos of shared respect, care and compassion that is inclusive of staff, students and families. Staff are invested in sustaining high levels of parent confidence in their provision of quality education that is inclusive of every child.

Effectiveness	The review team validate the following:
	• The School Board are empowered advocates for the school and are actively engaged in contributing to the school's improvement agenda.
	• Parents express that their opinions and contributions are welcomed and valued. They are highly supportive of the school's efforts when responding to the changing needs of students, staff and the community.
	• Kindergarten inductions facilitate early ability identification. The provision of targeted events for parents is appreciated and enhances school/family relationships, links to service providers and successful student transitions.
	• Partnerships with Statewide Services have supported staff, increased whole-school responsiveness and progressed personalised student achievement.
	• Technology platforms support a cohesive and informed community through enhanced access and timely communication between parents and staff.
Improvements	The review team support the following actions:
	• Develop a communication strategy that includes both achievements and information to sustain a positive school reputation and identity.
	• Extend training opportunities for parents to strengthen home/school approaches that enhance student literacy and self-regulation development.

Learning environment

Whole-school investment in personalised planning and targeted intervention has contributed to a learning environment that is inclusive, engaging and productive. Following a time of adjustment, parents and staff describe the tone of the school as increasingly calm and positive.

Effectiveness	The review team validate the following:
	• Staff are supported to develop and use a range of strategies that promote a structured and safe learning environment.
	• The SAER[2] team use a three-tiered register to coordinate timely student monitoring and planning for individualised RTI[3] strategy implementation.
	• PBS[4] is strengthened by the explicit teaching of expected behaviours and the use of Zones of Regulation, ongoing values education and incentives.
	• Case management and home visits sustain attendance above like schools.
Improvements	The review team support the following actions:
	• Consolidate consistent processes and practices for Tiers 1, 2 and 3 SAER identification, planning, intervention, implementation and monitoring.
	• Develop a plan that consolidates all programs, interventions and assessment measures in support of student and staff health and wellbeing.
	• Implement strategies to reduce the percentage of unexplained absences.

Leadership

The Principal understands and accepts the challenges in leading a whole-school culture of high expectations, improvement and accountability that sustains community confidence while managing the balance between increased accountability and support.

Effectiveness	The review team validate the following:
	• The Principal leads a respectful team culture where staff feel valued. This is reflected in high staff retention and stability each year.
	• The leadership team is cohesive, supportive, available and responsive. High expectations of excellence are shared by all staff.
	• A distributed leadership structure provides opportunity for staff involvement in school improvement processes through various committee roles.
	• The transfer of information between staff is supported through a comprehensive and interactive handbook of information and practice.
	• Collaborative change management has resulted in a renewed school brand.
Improvements	The review team support the following actions:
	• Consolidate a culture of empowerment, shared accountability and collective ownership for the success of all students.
	• Clarify priority areas and achievement targets, across a broad range of areas, to inform strategic planning that is reflective of the current context.
	• Refine and embed whole-school programs, approaches and practices.
	• Engage Aboriginal community members in embedding culturally and contextually responsive learning that is aligned with the ACSF[3].

Use of resources

Expenditure is responsive to the changing needs of staff, students and school priorities. The Principal has maintained the contingencies budget and authorised an over-budget workforce allocation to support staff to plan and respond to increased teaching and learning adjustment.

Effectiveness	The review team validate the following:
	• Budgets are established through collaborative and transparent planning involving the finance committee and Board, and articulated in school plans.
	• Student characteristic resourcing is aligned to student need, with education assistants supporting individual and group targeted intervention.
	• Students access dedicated spaces, distributed throughout the school, to support self-regulation safely and respectfully.
	• A well-resourced and engaging environment provides a range of multi-functional areas for small group learning and structured play.
Improvements	The review team support the following actions:
	• Monitor the budget and maximise financial and workforce efficiencies to ensure expenditure does not exceed available resources.
	• Plan for the financial sustainability of programs that have made a positive impact on student progress.

Teaching quality

The cohesive and supportive culture is evidence of a staff who have strong knowledge and skills. The school is managing and responding to students with special educational needs and is returning to a focus on curriculum development and quality education for all students.

Effectiveness	The review team validate the following:
	• Staff have engaged in a comprehensive range of social and emotional professional learning to competently support student readiness for learning.
	• Staff use videos of practice to reflect on and develop instructional skills.
	• Collaborative planning is supported through regular meetings.
	• Partnerships with Statewide Services staff have strengthened the skills of the ASD Coordinator, LSC[4] and lead EA[5] to guide school-wide sustainable practice across all levels of adjustment.
	• EAs are highly skilled and supported to complete teaching qualifications. They facilitate literacy intervention for students at risk using evidence-based programs and in-built assessments to monitor progress.
	• IEP[6] goals are developed with families, external partners and stakeholders, are documented in RTP SEN[7] and aligned with the WAC[8] and ABLE*WA*[9].
Improvements	The review team support the following actions:
	• Continue to refine whole-school curriculum content and delivery practices and extend the school-wide use of data that informs planning.
	• Consolidate the use of the instructional and pedagogical frameworks and use the shared language to strengthen observation feedback mechanisms.
	• Extend the range of collaborative moderation and assessment processes to sustain the consistency of whole-school teacher judgements.

Student achievement and progress

Leaders undertake comprehensive analysis of system data to identify the school's longitudinal performance, like school comparisons and performance of sub-groups. NAPLAN[10] data continues to trend 'at expected' levels when compared with like schools.

Effectiveness	The review team validate the following:
	• The consistent use of Sounds-Write has seen an improvement in spelling.
	• The K–Year 1 WEIP provides targeted speech and OT intervention to increase students' readiness for learning.
	• Discrete Trial Training provides an intensive 1:1 learning program that accelerates the learning of key foundation skills for children with ASD.
	• Class profiles provide valuable handover information for teachers.
Improvements	The review team support the following actions:
	• Implement planned strategies to increase student progress in numeracy.
	• Increase progress and achievement for the Year 3-5 stable cohort.
	• Audit the scope, purpose and use of assessment tools and intervention programs together with the processes that monitor, manage and analyse data.
	• Refine longitudinal tracking of students identified at risk or requiring extension to monitor the efficacy of interventions and to inform planning.

Reviewers

Merrilee Wright
Director, Public School Review

Craig Skinner
Principal, Bayswater Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.

Stephen Baxter
A/Deputy Director General, Schools

References

1   Occupational Therapy
2   Students at educational risk
3   Response to Intervention
4   Positive Behaviour Support
5   Aboriginal Cultural Standards Framework
6   Learning Support Coordinator
7   Education Assistant
8   Individual Education Plan
9   Reporting to Parents Special Educational Need
10 Western Australian Curriculum
11 Ability Based Learning Education Western Australia
12 National Assessment Program - Literacy and Numeracy