



Department of
Education

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Wembley Primary School

Public School Review

March 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

Wembley Primary School is located approximately six kilometres from the Perth central business district, within the North Metropolitan Education Region. Established in 1936, the school opened as a junior primary school with two classrooms, and by the end of the year had an enrolment of 72 students. The school was given full status as a primary school in 1956, and by this time had significantly expanded facilities. In 2011, the school gained Independent Public School status.

Currently, there are 845 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1172 (decile 1).

There is a focus at the school on sustainability, and the active support of the community has facilitated many initiatives in this area. The Parents and Citizens' Association (P&C) contributes a substantial amount of funding to the school through fundraising events.

The School Board works collaboratively with the school to provide governance, support and direction. Sub-committees with student, parent and staff representatives are also established as required.

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:

- Evidence and judgements, submitted in the Electronic School Assessment Tool submission, were discussed widely by the senior leadership at school executive team meetings and Hub meetings, with consensus and agreement forthcoming.
- Discussion with staff, parents and students during the validation visit provided information that added value to the school self-assessment.
- The School Board and P&C contributed substantially to the discussion during the validation phase of the review process.
- There was a strong commitment evident to establishing an agreed improvement agenda, most notably in relation to enhancing consistent approaches to teaching and learning.
- The school reported that the process of self-assessment proved affirming and the validation visit provided an opportunity to celebrate their collective successes.

The following recommendation is made:

- Continue to use the Standard to further strengthen staff understanding and engagement in school self-assessment.

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Relationships and partnerships

Through extensive consultation with staff, students and families, the school leadership has built a strong collegial culture, with productive relationships that are highly valued by the school community.

Commendations

The review team validate the following:

- The School Board and P&C are active participants in the school improvement process. They understand and value the contribution they each make to the school's ethos and in connecting families within the school community.
- A culture of shared responsibility based on the CARES values is embedded. The way families, staff and students work together reflects these values. Students articulate the values of respect and empathy as being key to strong relationships.
- Following the impact of the COVID-19 pandemic in 2020, the P&C placed an emphasis on welcoming new families to the school community to build connections and revive a sense of belonging.
- Relationships between parents, staff and students are viewed as positive and constructive. Both parents and students commented on the willingness of staff to discuss individual concerns.

Recommendation

The review team support the following:

- Continue with the existing plan to work with the School Board and P&C to evaluate the school communication processes.

Learning environment

The school prides itself on providing a learning environment that is inclusive, safe and caring, where all students can be inspired and engaged in meaningful learning.

Commendations

The review team validate the following:

- The school grounds have been transformed with an emphasis on creating an environment that is aesthetically pleasing and provides students with safe, engaging play spaces that encourage physical and social development.
- A high priority is placed on wellbeing, with students able to play an active role as members of the CARES Patrol. CARES Patrol members are trained to assist students who experience friendship issues in the playground.
- Teachers are able to access additional support for students and families through the chaplain and school psychologist.
- The school seeks opportunities to offer extra-curricular activities to children before and after school, adding to their positive experience of schooling.

Recommendation

The review team support the following:

- Reflect on the current processes for supporting students at educational risk and explore the prospect of advancing a coordinated approach that utilises the expertise of school leaders, teachers, the chaplain and school psychologist.

Leadership

The leadership team, inclusive of the School Board, are united in their purpose. They are highly motivated, continually strive for excellence and make a substantial contribution to the development of the business plan.

Commendations

The review team validate the following:

- The unique structure of the executive team offers the opportunity for all staff to attend executive team meetings and contribute to the school's management and decision making processes.
- The Board provides strong governance and oversight of school planning and actively monitors the implementation of the business plan. Through a sub-committee structure, there is a high level of engagement with the community in the consideration and review of policy.
- The school has a comprehensive student leadership structure in which students from Year 2 to Year 6 have opportunities to take on a variety of leadership roles. Through these structures, students have an active voice that contributes to decision making.
- The leadership team have built a school-wide professional team of staff committed to the school vision.
- Leadership opportunities within the school are authentic and provide opportunities for staff to take on leadership roles beyond the classroom. The Western Australian Future Leaders Framework is being used to guide development.

Recommendation

The review team support the following:

- Work with the School Board to embed the sub-committee structure as part of the school development and planning process.

Use of resources

The school makes evidence-based decisions when deploying resources. Established protocols are in place to ensure resource allocations relate specifically to the improvement of student outcomes.

Commendations

The review team validate the following:

- The Principal and manager corporate services have established, and adhere to, an agreed cycle for planning and review of the school's one-line budget.
- The workforce plan, and allocation of targeted initiatives and student characteristics funding, are monitored and reviewed to ensure resources are utilised to improve student outcomes.
- The P&C works in partnership with the Principal and School Board to align their plans and prioritise spending in line with the school's business plan.
- A long-term budget plan for ICT² has been developed and is being supported by the P&C's three-year commitment to the provision of iPads and personal devices.
- A strategic review of reserve accounts has been undertaken to ensure they meet the ongoing funding needs of the school.

Teaching quality

Leaders are providing the conditions for quality teaching to occur in every classroom. Staff demonstrate a commitment to their core business of teaching and learning and a collective responsibility for promoting continuous professional improvement.

Commendations

The review team validate the following:

- The school has placed a priority on building staff capacity in the delivery of an inquiry learning approach that builds the students' capabilities in critical and creative thinking.
- Collaborative planning has led to an understanding of the need for vertical planning to ensure continuity and consistency of learning programs across the school.
- Teachers actively seek feedback to improve their practice through peer observation and accessing school-based coaching opportunities.
- An emphasis has been placed on upskilling staff and students in the use of digital technology to further strengthen the value of the teaching and learning programs.

Recommendation

The review team support the following:

- Continue to work with staff to establish a connected approach to the teaching of literacy and numeracy across the school.

Student achievement and progress

The school is on a journey to become more data informed, and to build the capacity of all staff to understand and use data to plan for student learning needs.

Commendations

The review team validate the following:

- Student achievement and progress has been consistently strong, exceeding like schools in Numeracy, Reading and Spelling in Year 3 and Year 5 NAPLAN³.
- To track student progress in the early years, the Kindergarten Assessment Tool has been introduced into Kindergarten and the On-entry Assessment Program extended to Year 1.
- Review of data identified the need to increase the pace of learning in the early years and resulted in the development of scope and sequence documentation.
- The establishment of the Hub structure has provided opportunities to discuss student performance data and track student progress at the individual and cohort level.

Recommendations

The review team support the following:

- Continue to strengthen data collection processes and the scheduling of disciplined dialogue sessions in year level Hub planning sessions.
- Explore opportunities for staff to undertake moderation processes with other schools, to further strengthen the quality and consistency of teacher judgements.

Reviewers

Lou Zeid
Director, Public School Review

Julie Roberts
Principal, Wattle 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 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Courtesy and courage, accountability, respect, empathy and equity, service
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy