



Department of
Education

D19/0548558

Public education
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Bakers Hill Primary School

Public School Review

November 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 focused 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

Bakers Hill Primary School was established in 1898. The school is located in rural surroundings 72 kilometres east of Perth, within the Wheatbelt Education Region.

Student numbers have fluctuated between 207 in 2011 and 131 in 2015. The current enrolment is 164 students from Kindergarten to Year 6.

Bakers Hill Primary School has an Index of Community Socio-Educational Advantage rating of 971 (decile 7).

The Parents and Citizens' Association (P&C) and School Council members actively support the school as an integral part of the local community. The nature play area at the school was updated with the assistance of staff and parents and now includes a mud kitchen, paths, bridges and a wooden swing.

The recent and well-patronised 'Class on the Grass' P&C fundraiser event exemplified high level community support for the school and the ability to bring people together.

School self-assessment validation

The principal submitted a limited school self-assessment.

The following aspects are confirmed:

- The leaders conducted a transparent self-assessment process in preparation for the Public School Review.
- The Electronic School Assessment Tool (ESAT) submission provided a generalised summary of elements of the school context.
- The school selected a limited range of information as evidence for their self-assessment.
- Evidence submitted and judgements made were not always aligned.
- While there was limited strategic whole-school alignment between the performance evidence and actions planned for the future in the ESAT, it was evidenced during validation.
- A small number of staff and parents representing the School Council and P&C engaged openly in the validation visit.
- The school visit yielded information that served to add significant value to the school self-assessment submission and assisted with validation.
- Knowledge of the need for a culture of reflective practice was evident in the ESAT submission and during the validation visit.

The following recommendations are made:

- Continue to embed a reflective culture at the individual teacher, phase of learning and whole-school levels, to assess the impact of planned interventions.
- Further enhance future input to the ESAT by providing opportunities for staff to submit comments reflective of current observations, analysis and planned actions.
- Ensure alignment between the most appropriate performance evidence, judgements about the evidence and strategies to be used for improvement, in future ESAT submissions.

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Relationships and partnerships	
<p>A culture of informal collaboration and shared responsibility among staff for the development and maintenance of the conditions to optimise student achievement, is at the centre of the moral purpose of the school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The 2018 National School Opinion Survey responses indicate positive levels of parent satisfaction with the school culture and operations. • Mutually respectful relationships between staff and students are evident. These are developed and fostered through positive intent to support and impact upon student development. • Strong, collegial relationships, both formal and informal, are evident, reinforcing staff willingness to share ideas and expertise. • Formal student leadership roles are complemented by the commitment to philanthropy by 'peer group fundraising'. • School Council and P&C representatives are committed to their roles, advocate strongly for, and are supportive of, the school's leadership, operations and direction.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop Council members' understanding of their roles and responsibilities in proactive school governance through engagement in School Council training.

Learning environment	
<p>An inclusive, caring and agile environment is embedded. Supportive leadership has had a positive impact on targeted interventions for individual students leading to a broader community reputation as a school that can 'make things happen' for students at educational risk.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A respectful climate has been developed that is safe, secure and accepting and where staff and students are engaged purposefully in teaching and learning. • Leaders work collaboratively with staff and parents to provide exceptional and adaptive support and/or intervention for students with targeted needs. • A whole-school approach to behaviour management is founded on expectations modelled consistently by leaders and staff. • A commitment to student wellbeing is recognised as a result of the nurturing approach to 'Bakerising' students through the ongoing development of the whole-child.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop a strategic response to improving student attendance through establishing consistent practices for communication, intervention and monitoring.

Leadership

There is a high level of motivation demonstrated by the leaders to achieve goals related to student care. These are modelled effectively by them. The stated goal of the principal to facilitate teachers' ability to focus on teaching is acknowledged and appreciated by staff.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Strong, purposeful relationships underpin a cohesive school culture. A solid foundation has been laid for staff commitment to future improvement, through the relational leadership of the principal. • The leadership is strongly attuned to the importance of nurturing community relations. Support for students and school resources is sourced proactively with the support of the School Council, from government agencies and local business. • Leaders reflect on their own practice and identify areas where their work can be more effective. • Leaders manage changing circumstances proactively to consider optimal conditions for the success of all students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to build the foundation for the future through formally documenting essential plans, procedures and whole-school practices. • Continue to build the leadership capacity of staff. Articulate clearly, the expectations, support and accountabilities associated with the various roles and responsibilities to be undertaken.

Use of resources

Addressing the immediate needs of students and longer term directions are aligned to evidence-based strategies and creative intuition. The principal and manager corporate services (MCS) are aware of the complexities associated with small schools and manage the budget skilfully.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS plays a key consultancy role in school operations and resource management. She is recognised as an integral part of the leadership team, providing essential training to cost centre managers. • Effective monitoring and management by the Finance Committee enables informed resource decision making aligned to the priority areas of the school plan, with student needs as the primary focus. • The asset replacement plan ensures that strategic and operational resourcing practices are organised and responsive. • The school has been successful in accessing supplementary funding from a variety of sources to develop and maintain programs and opportunities.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to evaluate annually, the outcomes of all initiatives implemented. • Ensure adequate reserves are in place to meet current and future needs of the school.

Teaching quality

There is an understanding of the need to establish a common language for pedagogy and a school-wide disciplined dialogue to achieve consistent curriculum design and delivery. A strong foundation for this is evident in a high level of teacher engagement and leader support.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff accept a collective responsibility for the development of the whole-child. Beliefs about teaching and learning are shared and understood, focusing on the social, emotional and academic needs of students. • Targeted whole-school strategies including Promoting Literacy Development, Seven Steps to Writing, iMaths, and Brightpath, support curriculum and assessment, with evidence of improved student achievement. • The quality of teaching practice is enhanced through the professional partnerships between teachers and school support staff. • Performance management and development processes are aligned to the AITSL¹ Australian Professional Standards for Teachers, with professional learning supporting school priorities and individual needs.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Establish an agreed whole-school instructional framework within agreed school-wide approaches to pedagogy. • Formalise moderation activities to enhance the consistency and comparability of teacher judgements. • Formalise opportunities for staff collaboration and engagement in professional discussions with colleagues within phase of learning teams.

Student achievement and progress

Leaders and staff acknowledge that while student achievement and progress are satisfactory, targeted improvement is required. The need to build a data-informed culture around whole-school approaches to underpin the school's improvement journey, is acknowledged.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Longitudinal student performance has been similar to like schools consistently in all areas of the National Assessment Program – Literacy and Numeracy (NAPLAN). • AEDC² data are analysed to support the school-wide foci on implementing evidence-based intervention programs. This complements the advice resulting from the targeted work of a speech pathologist. • Despite vulnerabilities evident in AEDC and OEAP³ data, there was evidence of sound progress from 2016 to 2019 in NAPLAN performance. • Student progress in recent years, for Year 3 to Year 5, has been consistently higher than like schools in most areas of NAPLAN.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop the data literacy skills of staff to drive professional reflection and practice and determine responses to address gaps in student learning.

Reviewers

Brett Hunt
Director, Public School Review

Anita Wills
Principal, Katanning 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
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 Australian Early Development Census
- 3 On-entry Assessment Program