



Department of
Education

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Bassendean Primary School

Public School Review

August 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

The school was originally opened in 1906 as West Guildford Primary School, and was renamed Bassendean Primary School in 1922 along with the local area of West Guildford. It is located approximately 12 kilometres from the Perth business district within the North Metropolitan Education Region.

Bassendean Primary School has an Index of Community Socio-Educational Advantage rating of 1063 (decile 2). The school commenced as an Independent Public School (IPS) in 2019 as a result, the governing body of the school has recently transitioned from a School Council to a School Board. An active Parents and Citizens' Association also provides support to the school.

There are currently 307 students enrolled at the school from Kindergarten to Year 6.

Bassendean Primary School has a long tradition of arts engagement and appreciation in the local community. An in-school art exhibition is held annually with selected works entered in the Town of Bassendean Art Exhibition.

In 2018, it was announced that a classroom at the school would be transformed into a dedicated science laboratory to engage students in STEM¹ subjects. In addition, the school received a \$25,000 grant to purchase resources for the laboratory.

School self-assessment validation

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

The following aspects are confirmed:

- Multiple sources of credible evidence were selected for analysis and included in the submission.
- There was alignment between evidence provided, the analysis of performance and planned actions for improvement.
- A summary statement outlining six areas of school performance was used to support the school self-assessment process.
- Planning intentions described in the school's submission were elaborated on during the validation phase.
- The review team met with staff and community members who further enhanced the school's self-assessment process.

The following recommendations are made:

- Review, with the intention of prioritising, the number of entries and associated attachments in the school self-assessment.
- When engaging in ongoing self-assessment, be mindful of the nuances that occur when modifying key self-assessment language.

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Relationships and partnerships	
<p>A diverse range of partnerships feature across the school highlighting the provision of rich opportunities for students to learn and thrive. Involvement with the Waste Wise Schools program, River Rangers, EdConnect Australia and other organisations, strengthen the way students and the community work together for mutually beneficial outcomes.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Partnerships with stakeholders and businesses enhance the delivery of the physical education program through clinics and carnivals. The River Rangers program educates students about the local riverways and empowers them to make positive changes. The School Board advocate positively for the school. Its positive impact is facilitated through an annual outline of standing items, shared processes and a sound understanding of their roles and responsibilities. Connect is used effectively to support communication processes. Parents report that they feel welcomed at the school and informed through parent handbooks, newsletters and meetings. Survey data highlights high levels of student, staff and parent satisfaction.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Continue to foster and nurture the positive relationships established with local and wider community businesses and organisations.

Learning environment	
<p>The physical learning environment is welcoming, engaging and student focused. Guided by a learning support team, the school demonstrates ongoing commitment to the provision of processes to ensure an inclusive and positive learning environment for all students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> The learning support team drive the student wellbeing plans across the school. Proactive, whole-school initiatives are undertaken to support student wellbeing. This includes, the planned provision of the Bounce Back program and Zones of Regulation framework. Processes are in place that monitor and promote sound attendance. Processes for students at educational risk are comprehensive and reflect sound case management. The development, implementation and monitoring of IEPs² occurs in partnership with key stakeholders. Sustainability processes and procedures are a feature of the school, providing opportunities for students to integrate learning experiences with environmental priorities.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Build on existing behaviour guidelines, processes and values by considering Positive Behaviour Support training for staff.

Leadership

Viewed as genuine, approachable and passionate, the leadership team has led the staff and school community through a range of change processes. The smooth transition to IPS, establishment of the School Board, the implementation of a new business plan and a suite of planning documents, reflects strong and strategic leadership.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Reflection against the NQS³ highlights self-assessment with identified actions for ongoing improvements. • Committed and passionate senior teachers across the school drive diverse initiatives and programs that enhance student access to the curriculum. • Developed, in consultation with the school community, the business plan reflects the conceptual model as outlined in the <i>School Improvement and Accountability Framework</i>. • Diverse student leadership opportunities value add to school programs and give students an authentic voice in the school.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review current practice, then continue to implement CMS⁴ professional learning sessions with all staff. • Continue to reflect on, and engage with, the <i>Aboriginal Cultural Standards Framework</i>.

Use of resources

Financial management of the one-line budget, with oversight from the Finance Committee, reflects a sound alignment between school planning and priorities and resourcing.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Replacement plans exist to ensure resourcing is allocated to ensure appropriate provision of computers and ICT⁵ equipment across the school. • The workforce plan highlights an audit of current staff showing alignment with career support and development. • The school has been successful in attracting additional funding through deed of licence agreements and grant applications to support sporting activities and other key focus areas. • There are explicit and transparent links between targeted initiative funding and school priority areas and planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ongoing support through provision of professional learning to increase staff financial knowledge and skills. • Continue to plan for the provision of the student services team, including the allocation of resourcing to employ a support worker.

Teaching quality

A positive and collaborative culture is premised on the school's commitment to student success and progress being a shared responsibility. The implementation of explicit teaching practices, aligned to whole-school approaches is a focus.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The integration of ICT is supported by appropriate resourcing, targeted professional learning and Teacher Development School support. • Teachers engage in performance and development processes that foster action learning, classroom observations and goal setting. • Early Childhood Education planning describes the pedagogical practices and highlights a play-based approach balanced with inquiry learning. • Staff are committed to the implementation of whole-school literacy and numeracy approaches in order to enhance teaching and learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue planning for whole-school professional learning in Substitution, Augmentation, Modification, Redefinition model implementation. • Continue to strengthen student handover processes. • Build on embedding peer observation feedback processes.

Student achievement and progress

Opportunities for student success is provided through a range of programs. Staff are focused on understanding current academic progress and implementing appropriate planned actions in response to identified needs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A range of literacy and numeracy data is collected, monitored and reviewed by staff and curriculum leaders. It is used to inform case management, lesson planning and to verify teacher judgement. • Fine grained analysis of NAPLAN⁶ occurs through disciplined dialogue approaches. NAPLAN growth data from Year 3 to Year 5 in 2018, showed that students achieved high progress and high achievement in reading. • Performance trajectories are set and tracked for identified students. • The arts and physical education programs offer opportunities for students to access specialist local and state programs, both in school and after hours.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue interrogation of school and systemic data from Kindergarten to Year 6. • Continue to implement and embed a process of tracking academic achievements of students from Kindergarten to Year 3.

Reviewers

Rebecca Bope
Director, Public School Review

Geoffrey Miller
Principal, Wellard 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 Science, technology, engineering and mathematics
- 2 Individual education plan
- 3 National Quality Standard
- 4 Classroom management strategies
- 5 Information and communication technology
- 6 National Assessment Program – Literacy and Numeracy