



Department of
Education

Shaping the future

Busseton Primary School

Public School Review

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 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the 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.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Busselton Primary School is located in a coastal city approximately 221 kilometres from Perth, in the Southwest Education Region.

The school was established in 1848 and is an important part of the local community. The original building was located in the centre of town but has since relocated to the east side of the town. There are purpose-built classrooms for music, art and science, and a library resource centre. In 2015, the school became an Independent Public School.

Currently, there are 261 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 939 (decile 8).

Support for the school is demonstrated through the helpful work of the Parents and Citizens' Association (P&C) and School Board.

School self-assessment validation

The Principal submitted a school self-assessment that provided an insight into areas of the school's operations.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided a wide range of information that described the work of the school.
- The leadership team demonstrated a genuine understanding of the context of the school, its development to date, and the direction for future planning.
- Further evidence was presented by staff during the validation visit to support and enhance the school's judgements made in the ESAT submission.
- The School Board and a parent representative engaged openly in the validation visit.
- During the validation visit, members of the Student Council provided a positive contribution to the Public School Review.

The following recommendations are made:

- Make use of the guidelines and domain reference information provided in the ESAT. Use this to identify and select a concise collection of quality evidence to describe the essential indicators of performance, as outlined in the Standard.
- Consider the use of ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycle.

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Relationships and partnerships

Busselton Primary School places an emphasis on relationships and partnerships, creating a school environment of trust, safety and belonging.

Commendations

The review team validate the following:

- Collaboration to plan whole-school community events is seen as a priority for the school community. A School Board subcommittee has been established and tasked with developing a plan to provide greater opportunities for family participation and promotion of the school to the wider community.
- Staff promote the value of learning through whole-school events such as: Book Week; Mad Maths Week; Learning Journey; and Celebration Night.
- The school's communication strategies are comprehensive, utilising a variety of platforms including the school website, Facebook, SMS messaging and hard copy documents. Staff keep parents informed of classroom activities and school events through Seesaw and Connect.
- Well-established partnerships exist with a wide range of local organisations, businesses and volunteers. These groups provide ongoing support to school events and initiatives, including the Breakfast Club and playgroup.

Recommendations

The review team support the following:

- Working with the School Board, establish a Code of Conduct that provides a set of agreed standards for all members of the school community.
- Seek to strengthen School Board engagement and understanding of school plans and operations, through regular updates. Enable and empower the Board to promote the school's programs, successes and achievements to the wider community.
- Continue to work with the P&C to promote school events and family engagement.
- Further promote a culturally inclusive environment through recognition and promotion of the various cultural groups within the school community.

Learning environment

The school is focused on creating a safe, inclusive and supportive learning environment, with an emphasis on nurturing a sense of belonging for all students, and an understanding of self-responsibility for their behaviour and caring for others.

Commendations

The review team validate the following:

- The Kaaka Baaka room provides a link for Aboriginal families that affords the opportunity to access support from a range of agencies and services. Engagement with these programs and relevant services builds parents' and students' connection and confidence in both attending and participating with the school.
- School-side implementation of the Positive Behaviour Support (PBS) strategy is resulting in a safe, positive, and supportive environment through the teaching of appropriate behaviours, self-regulation and the identification of behaviours for targeted improvement.
- With an emphasis on early intervention, a range of programs, including the School Speech Program, are implemented for selected students.
- Education assistants are a valuable resource for both intervention programs and small group instruction. Clear guidelines are provided to staff about the most effective ways they can provide support in the classroom.

Recommendations

The review team support the following:

- Continue with the implementation of the attendance plan and the focus on creating an environment in which student and parents feel welcome and comfortable.
- Consolidate the implementation of the Tier 2 PBS strategy and progress the development of a Tier 3 intervention approach.

Leadership

The leadership team demonstrates a unified purpose and commitment to the strategic direction of the school. Staff actively engage in decision making processes with students at the centre.

Commendations

The review team validate the following:

- School and curriculum leaders actively support staff with the implementation of agreed pedagogies through sharing current research and providing examples of their own classroom practice. Opportunities are dedicated to explore, discuss, and engage in relevant professional learning.
- Performance management meetings, informal discussions and observations are used to identify staff leadership capacity and aspirations. Identified staff are encouraged and supported to take up leadership opportunities both within and beyond the school.
- The school's committee structure affords the opportunities for staff to engage with current research and contribute to the development and review of operational plans.
- The school leadership team, in conjunction with the literacy, numeracy and technology leaders, actively promotes a range of evidence-based teaching strategies with staff by facilitating discussions on current research.

Recommendations

The review team support the following:

- Review the strategic allocation of time and resources to expand opportunities for curriculum and committee leaders, to capitalise on their skills, knowledge and commitment.
- Explore leadership development models that encourage all staff to reflect on their leadership potential and provide suitable opportunities for growth and development.

Use of resources

The collaborative relationship between the Principal and manager corporate services ensures there is a direct link between budget decisions and the school's business plan.

Commendations

The review team validate the following:

- The Principal and manager corporate services, through diligent planning and careful monitoring of expenditure, ensure school priorities are funded, facilities are maintained and reserve account funding adequately meets long-term resourcing requirements.
- A clear mantra of data-driven decision making is communicated to staff. Sound financial processes are in place to support staff in the purchase and management of resources across the school.
- Finance Committee members are well informed and budget information is shared with the School Board and staff to build their understanding and inform decision making to maximise the use of resources.
- Targeted initiatives and student characteristics funding is deployed strategically to support a range of strategies and enrichment programs for identified students.
- Education assistant support is allocated on a needs basis and regularly reviewed to meet program and student requirements.

Recommendations

The review team support the following:

- Share the school resourcing process with staff and key members of the school community. Identify funding priorities that focus on student learning needs and teaching priorities to ensure budget allocations deliver sustainability of programs.
- In consultation with the P&C and School Board develop a long-term facility and infrastructure plan.

Teaching quality

The school leadership team is focused on creating a Professional Learning Community committed to a common set of beliefs about teaching, that recognises the knowledge, skills and passion that each staff member brings to the school.

Commendations

The review team validate the following:

- In consultation with staff, the school has developed an Explicit Teaching Action Plan (ETAP). The ETAP describes the whole-school teaching framework to support consistency in practice across the school. Furthermore, it assists students to know and understand what they need to learn and how to accept and use feedback to improve their work.
- Staff meetings and school development days are utilised for collaborative planning, with additional time allocated to enable teams to reflect on teaching practice and plan for the implementation of school priorities.
- Teachers are supported to teach digital technologies within the context of other learning areas. A Technologies Committee develops, monitors, and supports staff to implement the Technologies Plan.
- Teachers use a range of classroom, whole-school and system data to identify the needs of all students. This information informs planning and adjustments to programs according to whole-class, small group and individual student needs.

Recommendations

The review team support the following:

- Continue to promote the school's pedagogical framework to improve the consistency of teaching across the school.
- Consolidate processes that facilitate the sharing of effective teaching practice among staff and develop their ability to select strategies that best meet the learning styles and needs of students.
- Work with staff to undertake formative and summative assessment practices that engage students and inform teacher planning.

Student achievement and progress

A wide range of school-based and systemic data is collected, which informs reflection against school targets and teacher and strategic planning.

Commendations

The review team validate the following:

- Year 3 and Year 5 NAPLAN¹ data across assessments has been similar to or above like schools over a sustained period.
- The school leadership team analyses whole-school data. They present this to staff for further interrogation to determine effectiveness of operational plans and to identify areas for improvement.
- The school has an agreed assessment schedule, which is supported with commercial tools to provide yearly data on cohort, group and individual student progress.
- Teachers are provided with time to analyse data, with a focus on English and mathematics, and supported to identify strategies to include in their teaching program.
- Targeted short-term intervention strategies are implemented for cohorts or groups of students, with the aim of closing the gap in their performance.
- With the introduction of the Brightpath writing tool, teachers are developing greater confidence in the assessment and moderation of student writing tasks.

Recommendations

The review team support the following:

- Continue to develop staff data literacy and understanding in the selection of aligned teaching strategies.
- Review and develop processes that make student data accessible to staff and enable them to regularly access and review data at point of need to guide planning.

Reviewers

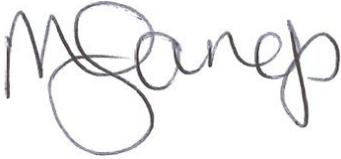
Lou Zeid
Director, Public School Review

Timothy Baker
Principal, Castletown 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 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy