



Department of
Education

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Embleton Primary School

Public School Review

June 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

Embleton Primary School officially opened in 1961 and commenced as an Independent Public School in 2019. This multi-cultural school, in the suburb of Embleton, is eight kilometres north-east of Perth's central business district and within the North Metropolitan Education Region.

Embleton Primary School has an Index of Community Socio-Educational Advantage value of 929 and currently enrolls 162 students from Kindergarten to Year 6.

The school prides itself on a personalised approach to the learning of all students as well as a high level of pastoral care. In a partnership agreement with Durham Road School, four satellite classes attend the Embleton Primary School site and allow opportunities for student integration.

The wider school community contributes to the strategic direction of the school through parent and community representation on the School Board and the active and committed Parents and Citizens' Association.

School self-assessment validation

The Principal submitted an informative school self-assessment.

The following aspects are confirmed:

- A wide scope and multiple sources of evidence were selected for analysis.
- Staff, parents and the community thoughtfully participated in the review process and articulated the successes of, and challenges for, the school.
- Planning intentions described in the school's submission via the Electronic School Assessment Tool were elaborated on by leaders, teachers, support staff and parent representatives during the validation visit.

The following recommendations are made:

- Continue to build on the culture of reflection and continuous improvement.
- Establish clear links between areas identified for improvement and the school's plans (strategic, operational and financial) to raise the standards of student achievement.
- Develop alignment between teaching expectations, whole-school practices and staff accountability for student performance.

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Relationships and partnerships	
There is a genuine care for the students and their welfare, which extends to differentiated and responsive support at their individual point of need.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Respectful, supportive relationships exist between students, staff and the wider community. • The school hosts integrated satellite classrooms from Durham Road School which is beneficial to both schools, enabling seamless transition for students between the two learning contexts. • Staff report that health and wellbeing is a priority with the leadership team credited with being responsive and supportive. • There are several effective methods of communication employed by the school including newsletters, Facebook and Class Dojo.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Investigate opportunities for feedback from parents and community members regarding suggestions for improvement, possibly through informal 'coffee shop' discussions. • Access training for members of the School Board and consider broadening membership to include community members.

Learning environment	
The recently upgraded buildings and grounds have improved the physical appearance of the school. Upgraded toilet blocks, classrooms and the resurfacing of the basketball and netball courts, has modernised the school significantly.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff and parents highlighted that this is a safe, orderly and inclusive learning environment. • The home reading book series has been reorganised to enable more efficient access and appropriate selection of level by teachers. • The AIEO¹ provides invaluable support to families through home visits, breakfast club and individual and group work with students. This has improved engagement with Aboriginal families. • The NQS² are considered and reflected against with 'reflecting together as a staff' being the key focus area for improvement in 2019. • The highly regarded chaplain supports students through programs which focus on improving social skills and resilience. • SAER³ are identified, supported and monitored through a variety of intervention strategies.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Seek further opportunities to incorporate student voice in future decision making.

Leadership	
Some preconditions for school improvement have been established through the deliberate efforts of the Principal to foster a positive and collaborative school culture.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school leaders are well-respected by staff and parents. Trust has been established through school leaders being visible in the community, making themselves available and responding to issues raised in a calm and timely manner. • The Principal and Deputy Principal have been strategic in developing collaboratively with staff, the school vision, values and priority areas.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Apply evidence based change management strategies when introducing whole-school initiatives related to fostering a 'high performance' culture. • Prioritise school improvement initiatives and develop monitoring processes to systematically evaluate their effectiveness in producing improvements in student learning and performance. • Plan and implement structured professional learning opportunities for school leaders and newly appointed phase leaders to develop their instructional leadership skills. • Develop and communicate to staff, clear role statements for members of the leadership team. • Engage stakeholders in school self-assessment and reflection against the <i>Aboriginal Cultural Standards Framework</i> and use these data to inform culturally responsive school planning.

Use of resources	
The school has been successful in applications for funding grants including a science laboratory and shade sails to cover outdoor play equipment.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Reserve accounts outline future planning for expenditure including an extended nature play area and to ensure technology devices are state of the art. • The school employs and deploys education assistants to support students with additional needs in classrooms. • Finance meetings are convened each term to review and discuss school resourcing.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Refine and align strategic, operational and resource planning to ensure clear and defensible links between the school's plans for raising standards and school budgeting.

Teaching quality	
Staff are united in their commitment to improve the quality of teaching and learning and to develop a performance culture that supports the school's improvement journey.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Consistency in some learning areas is evident through the development of detailed scope and sequence documents. An agreed whole-school approach to assessment has been introduced and is evidenced by the development of an assessment timeline. The AITSL⁴ Australian Professional Standards for Teachers are used to inform performance management goals for staff.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Foster a performance development culture through the implementation of documented performance management processes, including classroom observation cycles. Extend and embed a culture of high standards and high expectations in relation to student performance and achievement for every student. Ensure assessment processes are: aligned to the curriculum; establish where individual students are in their learning; and monitor learning progress across the years of school. Establish an evidence-based, comprehensive and whole-school approach to teaching and learning in literacy (particularly in the identified focus area of reading). Provide all staff with high quality professional learning opportunities to support: coaching, mentoring, leadership pathways; phase of learning teams; and whole-school curriculum approaches.

Student achievement and progress	
Annual whole-school analysis of the NAPLAN ⁵ data serves to develop teachers' data literacy and encourage school-wide ownership of student results.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> The school started a new incentive-based home reading program which has increased the number of books being read at home. Year 3 student achievement data in all five NAPLAN areas was between 1.1 – 2.9 standard deviations above expected achievement levels in 2018.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Continue to focus on improving student achievement in reading as a priority. Continue to develop staff understanding and use of summative and formative assessments (including interrogation of data) to determine individual student progress and achievement. Continue to develop teacher capacity in data analysis in school-based assessments (PAT⁶) to track individual progress of students.

Reviewers

Laura O'Hara
Director, Public School Review

Anika Blackmore
Principal, Balga Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Aboriginal and Islander Education Officer
- 2 National Quality Standard
- 3 Students at educational risk
- 4 Australian Institute for Teaching and School Leadership
- 5 National Assessment Program – Literacy and Numeracy
- 6 Progressive Achievement Test