



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Jandakot Primary School

Public School Review

February 2020

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

Jandakot Primary School is located approximately 25 kilometres from the Perth central business district in the South Metropolitan Education Region. The school originally opened in 1900 and, in collaboration with Bibra Lake Primary School, operated on a part-time basis.

In 1901, Jandakot Primary School opened independently on a full-time basis. The school relocated in 1926 due to flooding issues and relocated again in 1992 to its current site.

The school's building design is unique, with the curved roofline of the central blocks based on an aviation theme, acknowledging the importance of Jandakot's light aircraft industry.

The school has an Index of Community Socio-Educational Advantage rating of 1029 (decile 3). Currently, there are 505 students enrolled from Kindergarten to Year 6.

There is a strong sense of community within the school and support is provided through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

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

The following aspects are confirmed:

- A culture of self-assessment is evident through ongoing and regular cycles of data collection and analysis.
- Appointed six months ago, the principal has engaged staff through an audit of current practice, procedures and data, in order to inform and drive the next cycle of strategic planning.
- An open, transparent and honest self-assessment was submitted, highlighting key areas of strength and the planning intentions of the school.
- Staff and community engaged actively in discussions throughout the validation visit, providing further information to support the school's self-assessment.

The following recommendation is made:

- Consider analysis of all evidence sets submitted, to ensure clarity around the judgements made and the identified planned intentions for improvement.

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Relationships and partnerships	
A strong sense of community is evidenced through invested parents and motivated staff, who work in partnership to ensure all students are provided with opportunities to achieve their potential.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The P&C are an active, informed and supportive group that provides financial support and opportunities for families to engage with the school community. • The School Board is functional, engaged and actively fulfils its governance roles and responsibilities. • A range of survey data and parent feedback highlights strong and positive levels of satisfaction across all aspects of school operations. • Opportunities to network with the CCEN¹ around curriculum moderation and assessment approaches, are provided and valued. • Staff and community are actively engaged and consulted within the parameters of the development and implementation of the business plan.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Apply consistent approaches to the way in which the school communicates with the school community, with consideration given to digital platforms. • Explore opportunities to build and foster relationships with local businesses and agencies, to further enhance learning experiences.

Learning environment	
Approaches that support the development of the whole child, and address student wellbeing, engagement and values education, are viewed as a shared responsibility of all staff.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • With support from the leadership team, there are clear and comprehensive approaches to manage and promote positive attendance. • The learning support coordinator, school psychologist, chaplain and leadership team are valued and recognised for the key support services they provide. • Students at education risk (SAER) are supported through processes and procedures that drive targeted interventions, differentiated teaching and sharing of specialised resources. • Underpinned by policy, Positive Behaviour Support has been identified as the desired approach to manage behaviour in order to support all children and provide clarity of expectations.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop and implement a SAER policy that will provide clarity and document approaches and planned models of support. • Continue to educate and work with families regarding the impact of holidays taken during the school term.

Leadership

Distributed leadership is a strength of the school, with an articulate, cohesive and well-respected executive team establishing and driving an agenda for continued school improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Structures are in place that support distributed leadership approaches, build capacity and harness experience across phases of learning. • Comprehensive performance management and development approaches are valued by staff. • Aligned to school priority areas, peer and classroom observation processes enable feedback and support accountability measures. • Comprehensive induction processes provide targeted and explicit support for beginning teachers. • Reflections aligned to the <i>Aboriginal Cultural Standards Framework</i> have supported the implementation of school-based initiatives including parent consultation groups.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Establish a framework that will articulate protocols and procedures for the structure of curriculum and phase of learning meetings.

Use of resources

Underpinned by sound processes and procedures, the principal and manager corporate services work in partnership to effectively manage the one-line budget. Transparent and open decision making, with an unwavering focus on the school's strategic direction, is evident and respected by staff.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Allocation of budgets and alignment of resources occurs with careful consideration to the school context and the needs of students. • The Finance Committee meets regularly to provide financial oversight and monitoring of the school budget and expenditure. • Human resource management is regularly reviewed with significant investment of staff allocated to implement support and intervention approaches. • Workforce planning, relevant to the context and needs of the school, is in place. • In line with school priorities, ICT² infrastructure and the associated curriculum implementation is managed within lease arrangements and careful allocation of human resources.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Address the significant expenditure on human resourcing by considering alternative ways of program implementation and upskilling of staff. • Develop a comprehensive schedule that highlights the focus on asset and resource replacement.

Teaching quality

<p>Passionate, knowledgeable and positive staff commit to working in collaboration as they strive to continually embed connected practice through whole-school approaches.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is school-wide commitment to the revised values and beliefs that underpin the school's strategic intent and operational frameworks. • Underpinned by the National Quality Standard, an early childhood philosophy reflects the embedded practices, pedagogy and procedures. • The iSTAR instructional framework in numeracy is embedded consistently across the school, with a view to expanding across all learning areas. • Peer observations are valued and highlight the connected practice of intentional play within the iSTAR framework and visible learning approaches.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to review and streamline whole-school practices to ensure consistency of program implementation. • Consolidate inquiry-based learning approaches to facilitate implementation of academic extension programs.

Student achievement and progress

<p>A range of school-based and systemic data is used to monitor and track student progress. There is shared responsibility and focus on understanding current academic achievement through effective use of data and disciplined dialogue approaches.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • NAPLAN³ growth data from Year 3 to Year 5 in 2019, indicated that students attained high achievement in all areas. • Implemented and embedded in response to NAPLAN data, Brightpath drives moderation and support for targeted and focused intervention in writing. • Evidence-based approaches to spelling and reading intervention support staff to address the additional needs of students. • Aligned to a whole-school assessment schedule, a comprehensive suite of data is collected, tracked and shared within meetings and handover processes. • Analysis of Progressive Achievement Test data reflects a focus on highlighting areas of concern in terms of concepts and individual student progress.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review the data collected, focusing on the use of data and creation of target groups, for key intervention and extension strategies. • Continue to raise expectations of student achievement and progress through targeted reflection on the current assessment processes and programs.

Reviewers

Rebecca Bope
Director, Public School Review

Gareth Palmer
Principal, Esperance Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Cockburn Central Education Network
- 2 Information communications technology
- 3 National Assessment Program – Literacy and Numeracy