



Department of
Education

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Public education
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Wattle Grove Primary School

Public School Review

March 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

Wattle Grove Primary School has a rich history, dating back to 1915 when the school first opened. Students commenced at the current site in 2011, in contemporary and purpose-built facilities within beautifully presented grounds. The school is in the South Metropolitan Education Region.

Wattle Grove Primary School gained Independent Public School status in 2012 and was recognised as the Western Australian (WA) Primary School of the Year in 2014. Individual staff have also been bestowed the WA Beginning Teacher of the Year in 2015 and WA Premier's Primary Teacher of the Year titles in 2017 and 2019.

In recognition of consistent high quality achievement, a performance study into exemplary practice was conducted at the school in 2017.

Wattle Grove Primary School has an Index of Community Socio-Educational Advantage rating of 1070 (decile 2). Student numbers have increased in recent years and there are currently 837 students enrolled from Kindergarten to Year 6.

The School Board assists the school in setting targets and providing additional expertise to improve student outcomes. A supportive and committed Parents and Citizens' Association has an important role in raising funds for resources and facilities for the school.

School self-assessment validation

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

The following aspects are confirmed:

- Members of the executive team used an ongoing and embedded focus on self-assessment, planning and reflection to prepare for the Public School Review.
- A range of leaders prepared the Electronic School Assessment Tool submission.
- Opportunities for staff contribution were provided at year, phase and committee levels in conjunction with ongoing self-assessment processes.
- Identification and interrogation of evidence was conducted to determine evidence sets, and contributed to the observations, analyses and impact statements in the submission.
- The principal, in partnership with key senior leaders, reviewed each submission and this analysis informed the concluding judgement for each entry.
- The validation visit provided an opportunity to distil from the broad narrative provided, the ongoing process to determine key and strategic planned intentions to support the school's continuous improvement journey.
- The school reported that the process of self-assessment proved affirming and the validation visit provided an opportunity to celebrate successes.

The following recommendation is made:

- Maintain the embedded reflective culture and use of the summary overview 'commitment to improvement' foci, at the individual teacher, year, phase of learning, committee and whole-school levels, to inform the priority of planned intentions.

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Relationships and partnerships	
High levels of trust in the school and its leadership are founded on an authentic commitment to a 'learning and teaching culture of excellence.' This is embedded as the foundation for school direction and ensuring actions, with quality professional relationships underpinning high levels of staff morale and positivity.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Mutually respectful relationships exist between staff and members of the School Board to facilitate effective governance. Board members advocate strongly for the opportunities and support provided for students.• Staff play an important relational and system leadership role with a range of external partners including: Curtin University Centre for Excellence in the Explicit Teaching of Literacy; Caladenia Primary School; and the Darling Range Learning Community network, with a genuinely positive impact on professional learning and practice.• Strong endorsement for the school is evident from parents, staff and students through the National School Opinion Survey. A shared sense of commitment and belonging to the school is evident for each group.• Communication processes are well established and respected by the school community.• Mutually respectful relationships between staff and students are evident. These are complemented by strong, collegial relationships, both formal and informal, reinforcing staff willingness to share ideas and expertise.

Learning environment	
The school prides itself on providing a safe and caring learning environment for students and staff, underpinned by a values rich learning culture that supports quality learning and positive behaviours. High levels of effectiveness are evident in meeting the needs of all students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Embedded in the practice of staff, and demonstrated by students, is an understanding of, and engagement in, the shared school values of 'Learning, Excellence, Equity and Care'. They underpin the philanthropic focus 'give to receive' within an orderly and inclusive setting.• The Safe and Supportive Summary Overview articulates clearly the specific strategies to address and monitor the business plan focus on a safe and supportive learning environment. High level commitment to the priority is evident in staff practice.• A genuine assurance by staff to provide students with a voice and the support to build their skills to do this effectively, is acknowledged by student leaders.• Policies and procedures are highly effective in monitoring and planning for positive behaviours, attendance and meeting student needs as evidenced in analyses of Attitude, Behaviour and Effort data.• The school demonstrates a proactive approach to building the cultural competence and responsiveness of students and the wider community.

Leadership

The strategic intent of the school is founded on the belief that effective leaders have a unified purpose in a culture of continuous improvement. High-level leadership where the purpose of actions is clear, expectations are explicit, appropriate support is provided and accountability responsibilities are enacted, ensures a sophisticated, aligned and scaffolded environment.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Strategic intentions are operationalised with a strong sense of moral purpose. Expectations, initially articulated by the principal, have become embedded with passion and professionalism into staff practice. They define the culture of the school and staff engagement. • An effective distributed leadership structure is valued highly and well resourced. Robust processes for collaborative decision making aligned to consistent whole-school practice are evident. • Purposeful alignment and coherence underpin all decision making. This is evident in the articulation of school direction in the business plan and expectations of accountability for student development in documentation. • Strategic planning supports operations at the: individual; year; phase of learning; committee; leadership team; and executive team levels to determine the impact of actions and inform 'commitment to improvement'. • Leadership commitment to actioning key messages of intent has resulted in a strong connection between rhetoric and reality. Energetic and insightful direction is articulated through the 'Wattle Grove Way.' • Student leadership opportunities are defined, shared and comprehensive. There is strong alignment between leadership expectations and responsibilities and classroom collaborative strategies.
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Use of resources

Resource deployment and workforce management are strategic and support school planning and action. The strategic alignment of resources to both long-term and short-term planning, and reflective of identified need, ensures effectiveness.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between school budgeting and business plan targets. • Student characteristics funding is used to implement a range of programs successfully, to ensure continued high-level outcomes. • Strategic human resource recruitment, selection and deployment processes ensure a high quality workforce, committed to the sustainability and efficacy of programs and practice. • The school has responded to AEDC¹ and OEAP² data to provide targeted intervention through a highly successful pre-Kindergarten program. • Targeted initiative funding is deployed strategically to support a range of enrichment strategies including: EAL/D³; multi-age academic classes; and the Curtin University Centre for Excellence in the Explicit Teaching of Literacy. • Finance Committee members are well informed and plan proactively for short-term and long-term considerations for optimal student impact.
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Teaching quality

Staff demonstrate an infectious enthusiasm for what they consider to be their core business of teaching and learning. This is underpinned by shared beliefs and expectations about how they engage with students in order to optimise progress, achievement and development of the whole child.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Formalised and comprehensive collaborative processes and ongoing support enhance staff reflection, implementation and review of practice. • In recognition of high quality instruction in literacy and numeracy, the school has taken a lead role in the Curtin University Centre for Excellence in the Explicit Teaching of Literacy. • The performance management and development process focuses on reflective practices and peer conversations aligned to the AITSL⁴ Australian Professional Standards for Teachers. It is well regarded and enhances staff capacity to observe, reflect and converse regarding teacher practice. • Quality academic programs are delivered by committed staff who are advocates for the school's teaching and learning values. • Collaborative planning meetings and committee meetings reinforce staff understanding of, and commitment to, school-wide beliefs about teaching and learning. • A range of data are collected and analysed routinely to support decisions to implement evidence-based literacy intervention programs.
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Student achievement and progress

Student achievement across the range of academic opportunities is exceptional. The school culture embodies an emphasis on excellence and development of the whole child. Curriculum offerings and support structures optimise the prospects for student success.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • While school performance is owned by all staff sharing responsibility for making performance improvements, students are also developing a sense of ownership for individual achievement and progress. • The reliability of teacher judgements is supported through processes including year level collaboration, and in-school and external moderation. • School means were above the like school mean in all assessments in National Assessment Program – Literacy and Numeracy (NAPLAN) in Year 3 and Year 5, 2014 to 2019. • Longitudinal data demonstrate high progress and high achievement from Year 3 to Year 5 in 17/25 assessments from 2015 to 2019. • Year 3 and Year 5 NAPLAN comparative performance from 2014 to 2019 was above the expected mean in all tests and over 1.0 standard deviation above the mean in 39/60 tests. • The proportion of students at Wattle Grove Primary School achieving in the higher proficiency bands is consistently greater than those in like schools in all areas assessed.
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Reviewers

Rebecca Bope
Director, Public School Review

Brett Hunt
Director, Public School Review
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 Australian Early Development Census
- 2 On-entry Assessment Program
- 3 English as an additional language/dialect
- 4 Australian Institute for Teaching and School Leadership