



Department of  
Education

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Public education  
**A world of opportunities**

# Newton Primary School

## Public School Review

June 2019



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Newton Primary School is located in the suburb of Spearwood, 27 kilometres south of the Perth central business district in the South Metropolitan Education Region. Built on the site of a limestone quarry, the school opened in 1981 and gained Independent Public School status in 2015.

The school currently enrolls 251 students from Kindergarten to Year 6. Student numbers have increased over recent years. The Index of Community Socio-Educational Advantage rating is 999.

The staff are recognised for their strong commitment to the students and school community. Supported by a collaborative School Board and active Parents and Citizens' Association (P&C), the school embraces a strong sense of community spirit.

## School self-assessment validation

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

The following aspects are confirmed:

- A detailed self-assessment of school performance was evident, with multiple sources of credible evidence validated.
- Staff across the school were highly involved and reflective throughout the validation visit.
- Conversations with members of the school community during the validation visit enhanced the school's self-assessment.
- Planned actions were aligned to the school's self-assessment and were elaborated on during the validation phase.

The following recommendations are made:

- Further collaborate and engage with phase of learning teams in the process of preparing the self-assessment.
- Consider the inclusion of additional information that directly informs operational plan emphases and the allocation of resources. Align this additional information to existing evidence sources to strengthen judgements and planned improvements.

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Relationships and partnerships	
<p>Strong, respectful relationships built on trust, care and connection are a feature of Newton Primary School. There is a strong sense of community and pride as people work together in the best interests of students and the school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The views of staff, students and community are sought and valued. Respectful and cohesive relationships across all levels are highlighted.</li> <li>• Staff apply high levels of contextual knowledge as they collaborate, create opportunities and build partnerships within and beyond the school.</li> <li>• The School Board is engaged in the school self-assessment process and has a sound understanding of its roles and responsibilities.</li> <li>• A diligent and hardworking P&amp;C works with the school to enhance opportunities for community engagement and provide funding for special projects.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to explore and expand on collaborative opportunities through the Cockburn community health, Fremantle schools and MCS<sup>1</sup> network.</li> <li>• Extend ongoing initiatives that celebrate success and support staff wellbeing.</li> <li>• Continue to educate the community about new programs and school focus areas through streamlined communication methods.</li> </ul>

Learning environment	
<p>A focus on the whole-child within a community of learners ensures that students are afforded high quality learning opportunities. The school has invested significant time and resources to ensure the needs of all children are met.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A shared belief about the importance of nurturing and supporting the whole-child is held by staff. This underpins the academic, social, emotional and physical development programs across the school.</li> <li>• Social-emotional support of students is comprehensive and distinctive. The school chaplain and key staff drive targeted programs including Rainbows, Imagine Me, peer mediators, Aussie Optimism, and student leadership opportunities.</li> <li>• SAER<sup>2</sup> processes are streamlined and teachers are supported through the LSC<sup>3</sup> to document, monitor and review student progress.</li> <li>• New staff are supported through mentorship, leaders and a staff handbook.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Refine SAER processes through the implementation of RTP SEN<sup>4</sup> and consistent application of the established system of classroom profiles.</li> <li>• Cater to the learning needs of higher performing students by identifying explicit programs that focus on academic extension.</li> </ul>

## Leadership

Under the motto 'CARE - Cooperation, Achievement, Responsibility and Endeavour', the leadership team align all aspects of planning and articulate a clear school direction. The strengths of staff are embraced and the leadership team build on the high levels of existing expertise.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A range of effective practices and programs across the school highlight the capacity of distributed leaders and a school-wide focus on improvement.</li> <li>• The leadership team is visible, approachable and supportive. Staff feel empowered to lead, contribute and provide feedback.</li> <li>• Student leadership is developed and fostered through a range of strategic initiatives and opportunities across the school.</li> <li>• Comprehensive performance management processes are inclusive of peer observations, and planned strategies provide direction for professional growth and accountability.</li> <li>• Leadership engage in reflection against school priority areas. They strategically facilitate instructional and curriculum leadership opportunities and considered change management across the school.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Further identify and develop leadership capacity across all levels to facilitate succession planning and continuity of programs into the future.</li> </ul>

## Use of resources

Clear and transparent alignment of resources to school operations has been established. Processes and procedures are in place to plan and ensure sound budgeting and expenditure.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A workforce plan is in place that addresses recruitment, selection and staff development strategies.</li> <li>• As part of the leadership team, the MCS and school officer are viewed as invaluable resources, playing a key role in building relationships in a friendly and professional atmosphere.</li> <li>• Phase of learning committees maintain cost centres and submit all spending proposals to the Finance Committee.</li> <li>• Occupational health and safety management across the school is exceptionally thorough. All aspects of management from maintenance, hazards, evacuation procedures and staff wellbeing are addressed.</li> <li>• The P&amp;C provide financial support when enhancing initiatives and effecting physical improvements across the school.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Explore and implement a streamlined process to the management of classroom and library resources.</li> </ul>

## Teaching quality

<p>Teacher capacity across the school is strengthened by a genuine desire and commitment to improve outcomes. Collective beliefs place children at the heart of all decision making.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A well-defined framework, aligned to the AITSL<sup>5</sup> Australian Professional Standards for Teachers, is used to facilitate self-reflection, peer observations and goal setting for teachers.</li> <li>• An experienced teaching team reflect on their effectiveness by consistently engaging in self-assessment of their practice and impact.</li> <li>• Supported by a whole-school assessment schedule, data is used to inform decisions about program implementation and effectiveness.</li> <li>• The establishment of PLCs<sup>6</sup> for each phase of learning highlights the willingness of staff to engage in collegiate and productive improvement.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• PLCs to include regular moderation practices and analysis, which will be used to review targets set in the operational plan.</li> <li>• Continue to drive and implement the Digital Technologies curriculum across the school.</li> </ul>

## Student achievement and progress

<p>The school considers a range of system and school-based data in order to analyse performance and determine targeted approaches for improvement. An improvement focus is evident with staff regularly engaged in collaborative moderation and reflection of practice.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A range of data sources drive the direction of strategic plans, including ABE<sup>7</sup>, grade allocation and NAPLAN<sup>8</sup> analysis. Sound data literacy is reflected in regular analysis and planning for improvement.</li> <li>• NAPLAN data highlights high progress and high achievement of the stable cohort when comparisons are made against like schools.</li> <li>• Effective teaching and learning adjustments for students with additional learning needs are supported by evidence and are implemented across the school. Interventions include Sounds Write, a reading improvement program, and an Early Childhood words, grammar and fun program.</li> <li>• Students benefit from an explicit teaching focus evident across the curriculum. Embedded within this, is a shared language and expectations that are aligned to school values.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement a system of whole-school data collection that formalises the data analyses between fixed assessment points of the On-entry Assessment Program and NAPLAN.</li> <li>• Enhance the transition processes for Kindergarten student enrolments.</li> </ul>

## Reviewers

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Rebecca Bope  
Director, Public School Review

Helen Demiris  
Principal, Halidon Primary School  
Peer Reviewer

## Endorsement

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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

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## References

- 1 Manager Corporate Services
- 2 Students at educational risk
- 3 Learning Support Coordinator
- 4 Reporting to Parents - Special Educational Need
- 5 Australian Institute for Teaching and School Leadership
- 6 Professional Learning Communities
- 7 Attitude, Behaviour, Effort
- 8 National Assessment Program – Literacy and Numeracy