



Department of
Education

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Public education
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Poseidon Primary School

Public School Review

September 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

Poseidon Primary School is located in the northern suburb of Heathridge, approximately 27 kilometres from the Perth central business district. First opened in 1986, the school gained Independent Public School status in 2015.

Poseidon Primary School currently enrolls 267 students from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1036 (decile 3).

The school is beneficiary of support provided through the work of the School Board and Parents and Citizens' Association (P&C).

This includes plans to improve the outdoor school environment focusing on nature spaces and enhancement of existing landscaped gardens. The parent members of the Garden Improvement Committee provide valued advice and support.

School self-assessment validation

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

The following aspects are confirmed:

- A variety of evidence was submitted and expanded on during the validation phase.
- Staff who engaged in the validation discussions, understood and accepted the value of reflecting on the need for continuous school performance improvement.
- Staff described their engagement in the process as extensive, collaborative and professionally stimulating.
- Planning intentions outlined in the Electronic School Assessment Tool (ESAT) were elaborated on during the validation phase.

The following recommendation is made:

- Continue to consider ways of using the ESAT as a device for maintaining a 'running record' of school performance information and related judgements.

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Relationships and partnerships	
<p>School/community interaction and discussion about school and student matters are encouraged with regular two-way communication being a feature of transparent information exchanges. The notion of parents as partners is a well-developed aspect of this school's ethos.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Feedback and information collected from students, staff and parents influences the planning priorities, the strategic direction and operational processes of the school. • The partnership with a neighbouring school has provided an impetus for strengthening the provision of an enhanced 21st century digital learning environment. • The existing strong culture among staff has been enhanced through the introduction of the FISH! Philosophy, the foundation of a positive school culture, by tapping into meaningful ways of helping and supporting colleagues. • The School Board understands and respects its governance role and is supporting the vision and direction of the school. • Staff expressed praise for the leadership's team commitment to pastoral care, professional and personal morale.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to pursue strategies for bolstering the impact of the P&C.

Learning environment	
<p>Staff have a common set of values with respect to building positive relationships with students. This is reflected through their actions in creating a safe and caring learning environment which includes having monitoring processes focused on the health and wellbeing of students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Class environments are motivating and engaging and are complemented by equally positive interactive playground facilities. • Student performance analysis is rigorous and thorough to ensure supported action for students is appropriate to their specific needs. • Class arrangements for Pre-primary and Year 1 have been strategically structured, with the support of parents, to maximise learning opportunities. • Student leaders described the school environment as friendly with options to seek advice and support. • The importance of student engagement is recognised with efforts to incorporate 21st century digital technology approaches to student learning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Build on existing respectful relationships with Aboriginal families through ongoing implementation of the <i>Aboriginal Cultural Standards Framework</i>, to extend professional engagement with Aboriginal community representatives.

Leadership

Staff understand and share the school's purpose to improve student achievement and cultivate a responsive 21st century learning environment. The Principal is focused on building collaborative processes where staff can participate in leadership opportunities.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The Principal's growth mindset is evidenced through an unremitting determination to empower staff to undertake leadership roles.• The leadership team's relationship with staff is fortified by trust and respect.• With a clear focus on school improvement, the Principal has pursued a mantra of 'process over programs' to achieve alignment of curriculum content and delivery.• The School Board has a respectful and informed understanding of the importance of having a productive relationship with the school leadership.• The leadership team provides strong instructional and curriculum support and advice across the school.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Continue to expand leadership opportunities in 2020 as new areas of responsibility emerge.

Use of resources

The school's available resources are used to maximise student learning. Staff and the School Board are provided with regular updates in regards to the efficient deployment of financial and human resources.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The Principal and the Manager Corporate Services approach to budget management and workforce planning is student centred.• The Finance Committee, in combination with cost centre managers, provides considered advice and support to ensure school funds are managed within the constraints and guidelines of the budget.• Reserve accounts are managed with a view to continually upgrading the building assets and grounds improvement.• Workforce planning is adjusted to accommodate the evolving needs of students.• Budgets are aligned with school planning and identified priorities.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• The school executive and Finance Committee to continue to explore options for streamlining the 2020 budget.

Teaching quality

The incoming Principal was alert to, and respectful of, the existing high level of classroom experience and practice. Innovative teaching practices are embraced and supported through a culture of knowledge sharing which is embedded in collaborative routines and structures.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A deep analysis of data to inform target setting showcased the need to streamline whole school practices to identify and select students for accelerated improvement. • Whole-school processes, programs and resources are used to improve connected practice and pedagogy for all teachers. • Teachers highly value opportunities for collaboration and professional learning and use these to share knowledge and experience with colleagues. • A comprehensive literacy and numeracy planning process in Term 1, 2019, has set the school on a positive journey of embedding whole-school mandated curriculum cohesion and continuity, both within and across, phases of learning. • Teachers are committed to a school improvement cycle knowing it will have a positive impact on student progress.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to look for opportunities to enhance leadership capacity through performance development sessions. • Explore opportunities to showcase the National Quality Standard early childhood team's collaborative practices as part of planning for 2020.

Student achievement and progress

Data analysis to identify areas of improvement is also used to prioritise the building of school-wide connected practice. Grade allocation processes are extensively moderated, consistent and defensible.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Knowledge and understanding of standardised assessments, in combination with teacher insight, is used skilfully to inform the preparation of Individual Education Plans and case management discussions. • The school is alert to areas of literacy and numeracy improvement and has implemented mandated approaches to ensure it happens. • The school has moved from externally delivered data analysis to building staff skills and ownership of student performance information. • The level of detail in the literacy and numeracy operational plans, including school-wide targets, in combination with; individual students at educational risk, accelerated and extension student targets, is notable. • Staff have a cross-phase collective responsibility for all student progress and achievement.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Revisit professional learning to embed the use of data for Special Educational Need planning and reporting.

Reviewers

Rod Lowther
Director, Public School Review

Mari Dart
Principal, City Beach Primary School
Peer Reviewer

Endorsement

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