



Department of
Education

Shaping the future

Edney Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed 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 about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a three-year cycle, subsequent reviews are determined to occur on a one, three or five year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also inform the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Edney Primary School is approximately 22 kilometres east of the Perth central business district in the South Metropolitan Education Region.

Opened in 1989, the school became an Independent Public School in 2017. It has an Index of Community Socio-Educational Advantage of 981 (decile 6). There are currently 450 students enrolled from Kindergarten to Year 6.

The school is supported by parents and community members through the Parents and Citizens' Association (P&C) and School Board.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard.
- In preparation for the Public School Review, the leadership team guided a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school improvement agenda.
- Validation visit meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Throughout meetings, participants delivered strong and consistent messages that expanded on statements made within each domain.

The following recommendations are made:

- Use the assessment summary within the ESAT to provide a narrative on how the school engaged with, and used the tool, to support preparation for the Public School Review.
- Ensure evidence reflects a current point in time representation of the school's narrative to ensure improvement and future planning intents are captured.
- Consider use of the ESAT as an ongoing tool to track school self-assessment judgments and to store evidence of improvement over time.
- Use the Standard, across each of the domains, to benchmark the school's ongoing performance and improvement goals.

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Relationships and partnerships

The school actively seeks to establish and maintain engaging relationships and partnerships within and beyond the school. Open lines of communication strengthen connection and promote the feeling of community.

Commendations

The review team validate the following:

- Acknowledgement by parents of the Principal's responsiveness, desire and willingness to authentically listen has promoted trusting, honest and sustainable relationships.
- Effective communication via Connect, the school's Facebook page for parents, school website and emails from staff, ensure information for parents is always available. The 'Edney Express' circular ensures staff have weekly access to important operational information.
- The School Board Awards connect the community by acknowledging members of the school community for their contributions. Robust governance processes, and a connection with staff, ensure an understanding of the learning processes adopted by the school and support strong advocacy.
- A whole-school culture of collaboration is developing through resourcing of collaborative teams to drive shared planning, consistent curriculum delivery and the review of student performance.

Recommendations

The review team support the following:

- Explore the use of a communication 'app' to further enhance consistent and timely parent communication.
- Further develop the 'Edney Express' as the main staff communication tool to empower staff to make more contributions that support both operational and professional learning needs.
- Use Connect to store updated policies and plans to improve accessibility, both on and off site.

Learning environment

Underpinned by genuine care and in the best interests of students, school processes and approaches proactively establish the conditions for students to engage in a caring, inclusive and responsive learning environment.

Commendations

The review team validate the following:

- A learning environment, focused on high student expectations, drives inclusive practice to ensure the physical and emotional safety for all people who attend the school.
- Proactive engagement with parents and the use of Attendance Improvement Plans targets the needs of identified students. Strategies implemented in 2021 have increased attendance rates across the school.
- Informed by the 'Edney Way – Code of Conduct', consistent, school-wide strategies to manage student behaviour, strengthened by a restorative focus, track interventions and support improved behaviour regulation.
- Students at educational risk (SAER) are supported by clear policy and processes for intervention. The Edney Student Support Team referral protocols and case conference approach caters for all students.

Recommendations

The review team support the following:

- Explore digital storage of SAER information to support accessibility, currency and to manage staff workload.
- Enhance Aboriginal cultural learning opportunities through staff engagement with the Aboriginal Cultural Standards Framework.
- Develop opportunities for authentic student voice by exploring ways to gather thoughts and ideas from students across all year levels.
- Explore ways to make whole-school initiatives, incentives, celebrations and values more visible within the school and throughout the school community.

Leadership

A focus on empowering and supporting staff has been established by the leadership team. A culture of trust, respect and collaboration informs planning to cater for, and engage with students, staff and the community.

Commendations

The review team validate the following:

- Expansion of middle leadership roles, through an open and transparent process, accessible to all staff, is supported by the resourcing of time and professional learning. The distributed leadership nature of the collaborative team leader roles empowers staff voice and builds the capacity of all staff to be leaders.
- Clarity of school leaders' roles and responsibilities ensures staff can quickly access support and guidance as required. Leaders proactively apply their leadership expertise to drive student learning outcomes and to provide instructional leadership.
- A new focus on performance development is inclusive, builds capacity and accommodates the development needs of all staff and deputy principals.
- School planning is evidence-based and aligns with the needs of the students. The Business Plan 'Beyond' 2021 – 2023, succinctly provides a road map for the school community and staff.

Recommendations

The review team support the following:

- Provide time for school leaders and collaborative team leaders to meet regularly each term to grow and support cohesive and representative decision making.
- Consult with teachers to implement a systemic approach to peer observations that promote reflective practices across the school.
- Consider engagement with the Western Australian Future Leaders Framework as a tool to support aspirant leaders to build their leadership knowledge, attributes, and skills.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Budgeting, monitoring, and reporting requirements are overseen by an inclusive Finance Committee. Staff are supported with clear processes and work with cost centre managers to ensure spending compliance.
- Resources are deployed strategically in line with the school's priorities. Spending supports implementation of Talk for Writing, Letters and Sounds, and Sounds~Write training and associated resources.
- Workforce change management, across many areas of the school, showcases leadership that is sensitive to the differentiated transition needs of individual staff. The astute, proactive and inclusive provision of resources has built trust, connection and belonging.

Recommendations

The review team support the following:

- Explore the use of purchase cards to streamline the current approach to procurement and purchasing.
- Further develop staff knowledge of the student-centred funding model to enhance monitoring of school salaries, across pay periods, to inform point in time workforce planning decisions.

Teaching quality

Staff have a high level of personal care, commitment and professional knowledge. They are collectively and collaboratively focused on continually improving the quality of teaching, in line with the school's strategic plan.

Commendations

The review team validate the following:

- A committed staff provide high quality teaching to ensure success for all students. The Business Plan 'Beyond' 2021 – 2023, articulates the shared beliefs about effective teaching and is supported by operational plans for English and mathematics.
- Collaborative learning teams meet weekly to plan to share teaching strategies, assess and focus on moderation. Team leaders, supported with professional learning and the provision of time, drive the improvement agenda.
- Professional learning in Talk for Writing and Letters and Sounds, guides consistent implementation across the school.
- Individual Education Plans inform the differentiated teaching and learning needs of SAER and are supported by education assistants (special needs), who provide quality support and enhance the learning for these students.

Recommendations

The review team support the following:

- Empower teacher accountability to the faithful implementation of whole-school evidence-based teaching approaches by establishing agreed expectations of consistent practice in every classroom.
- Explore opportunities for all staff to share and receive targeted feedback about their quality of teaching and to build their collective instructional knowledge and practice.
- Grow teacher data literacy with regular professional learning and coaching to enrich data focused collaboration that informs and monitors teaching impact on student achievement.

Student achievement and progress

There is a collective understanding, ownership and drive to address the need for improvement in student achievement and progress in literacy and numeracy from Kindergarten to Year 2.

Commendations

The review team validate the following:

- Comparative performance of NAPLAN¹ shows an upward trend in performance of Year 5 students in Numeracy, Reading, Writing and Spelling. Longitudinal performance in Year 3 and Year 5 is above like schools in Numeracy. High progress and achievement from Year 3 to Year 5 is celebrated in Numeracy and Reading.
- Talk for Writing and Letters and Sounds implementation seeks to address the downward trend in Year 3 data. The addition of standardised Progressive Achievement Tests (PAT) in Reading and Numeracy further supports the gathering of quality data to validate teaching impact and practice across the school.
- A Disciplined Dialogue approach engages staff in data discussions and is developing teacher data literacy and building a culture of data informed practice.

Recommendations

The review team support the following:

- Continue to investigate student performance from Pre-primary to Year 3 NAPLAN and regularly evaluate the implementation consistency of all agreed whole school teaching and learning programs and practices.
- Investigate ways to facilitate easy access for teachers to individual student, class and whole-school data.
- Resource professional learning on the use of PAT reports and the SAIS² Dashboard to improve the data literacy of teachers.
- Consider the use of Brightpath as a tool to support writing moderation.

Reviewers

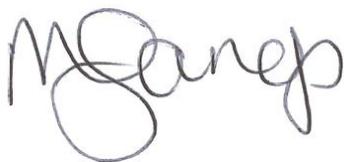
Steve Dickson
Director, Public School Review

Rebekah Brand
Principal, Yanchep Beach Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 1 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Student Achievement Information System