



Department of
Education

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Williams Primary School

Public School Review

May 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

Williams Primary School is located approximately 160 kilometres from Perth, in the small rural town of Williams, within the Wheatbelt Education Region.

The school, with an Index of Community and Socio-Educational Advantage rating of 1030 (decile 3), currently enrolls 130 students from Kindergarten to Year 6.

The Kindergarten and Pre-Primary centre are well-equipped. The main school building is spacious with rooms that open onto verandas. Williams Primary School is well-resourced with an automated library and classrooms that are fully networked with internet access. The school grounds are spacious, well-presented and cater for a wide range of sporting and physical activity.

Williams Primary School is supported by an active Parent and Citizens' Association. The School Council provides input to support the school's decision making process.

School self-assessment validation

The Principal submitted an honest and informative school self-assessment.

The following aspects are confirmed:

- The school's self-reflection against the School Improvement and Accountability Framework domains was presented in a disciplined dialogue format.
- A credible and comprehensive range of data was presented to support the school's judgements.
- Thorough analysis of the school's current position was presented accompanied by appropriate future planning directions.
- The staff and school community engaged positively in the school validation visit.

The following recommendations are made:

- Take action to arrest the decline of NAPLAN¹ student achievement results as a priority.
- Begin to engage staff in ACSF² self-reflection and planning.

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Relationships and partnerships	
<p>The close, supportive farming community of Williams works with the school to provide positive support. Community members will often be proactive in addressing issues for the school, for example, the farmer who waters the school oval from his dam in the summer.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Parent communication is effective and occurs through newsletters, emails Facebook and surveys. • There is a mutually beneficial intergenerational program at the Community Resource Centre which facilitates the integration of senior citizens and Williams Primary School students. Past projects have focused on anecdotal history lessons based on the town of Williams. • The local newspaper sponsors the GRIP Leadership Conference and the citizenship awards for the Year 6 students. • The school achieved Gold Medal status through the SDERA³ CHAT program.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Investigate School Council training for members in 2019. • Continue to source opportunities for students to engage in the wider community related to improved student outcomes in a meaningful way.

Learning environment	
<p>The culture at the school and community is one of respect and focused on what is in the best interests of the students. Students love the safe, supportive learning environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A school-developed values education program, RRISE (Respect, Responsibility, Initiative, Self-Control and Emotional Intelligence) is being refreshed to ensure consistent use at the school. • Parents and teachers report that all students, including those with special educational needs, are well-supported through resourcing. • As a measure of the inclusivity of the school's learning environment, it is commendable that all children are learning Auslan⁴ and are signing key songs and the school oath at assemblies. • The early childhood pedagogy provides an intentional play-based learning program. Letters and Sounds⁵ is being implemented.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to focus on improved student attendance and investigate new strategies for improvement.

Leadership

The leadership team has identified the most important areas in which to lead school improvement. Feedback from staff indicates that they have found the right balance between leading necessary change and allowing staff time to adjust to new directions.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School focus areas were identified through evidence-based decision making. • The leadership team sources appropriate professional learning to support teachers to develop necessary skills in priority areas. • There is a distributed leadership model at the school with many senior teachers assuming curriculum leadership roles. • In response to an identified need, the school's anti-bullying policy and 'bullying' definition were both reviewed with staff and students to ensure a shared understanding of acceptable behaviours.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Implement and regularly self-reflect against the ACSF as a priority. • Link performance management for teachers to the AITSL⁶ Australian Professional Standards for Teachers. • Ensure alignment of the new strategic plan to operational and financial plans to accurately reflect the agreed directions of the school. • Improve performance management practices for education assistants. • Complete a comprehensive workforce plan.

Use of resources

Resourcing is targeted to support essential personnel and programs. There is sound financial management of the one-line budget with plans in place for reserve accounts.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Despite limited and unreliable internet access, the school has prepared the students for NAPLAN online testing and provided access to technology when possible. • The Principal and MCS⁷ work closely to set and monitor the budget during the year. • The five member finance committee operate effectively and the members understand their role.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Improve management of reserve accounts by refining the associated plans. • Investigate, fund and develop a school website. • Investigate ongoing training opportunities for the new MCS.

Teaching quality

The stable teaching staff at Williams Primary School are motivated and engaged in school improvement planning. Teachers are proud of the support for each other and the way they work collaboratively in the best interest of the students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • All teachers attended Instructional Strategies professional learning to ensure consistency in teaching strategies and delivery of a common language at Williams Primary School. • Teachers differentiate the curriculum through the grouping of students and through the use of cooperative learning strategies. • The school benefits from having a PPP⁸ facilitator and a 'Little Scientist' trained teacher. Experienced teachers have provided leadership in the local schools' network in the areas of their expertise. • Advice and ongoing support has been received from the NEM PEAC⁹ to ensure education programs for gifted and talented students are appropriately designed.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to implement and monitor the use of the Seven Steps to Writing program. • Initiate and schedule network grade moderation sessions for teachers using the SCSA¹⁰ judging standards.

Student achievement and progress

A range of system and school data is used to track student achievement and progress. Teachers work together to reflect on data collected and look for ways to improve student performance.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leadership team is aware of declining NAPLAN results and is taking steps to reverse this downward trend. • Acknowledging that improving numeracy results is a priority, teachers have attended training session with Dr Paul Swan to streamline and align the numeracy teaching strategies. • The OEAP¹¹ is administered in Pre-Primary, Year 1 and with selected Year 2 students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Introduce the PAT¹² in Science to monitor student progress. • Develop teacher data analysis skills. • Develop teachers' skills in the use of SEN¹³ planning and reporting with RTP SEN¹⁴.

Reviewers

Laura O'Hara
Director, Public School Review

Charlie Serravite
Principal, Parkfield 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

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Aboriginal Cultural Standards Framework
- 3 School Drug Education and Road Aware
- 4 Australian Sign Language
- 5 A phonics resource
- 6 Australian Institute for Teaching and School Leadership
- 7 Manager Corporate Services
- 8 Positive Parenting Program
- 9 North East Metropolitan Primary Extension and Challenge
- 10 School Curriculum and Standards Authority
- 11 On-entry Assessment Program
- 12 Progressive Achievement Test
- 13 Special Educational Need
- 14 Reporting to Parents Special Educational Need