



Department of
Education

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Boyare Primary School

Public School Review

June 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

Boyare Primary School, established in 1991, is located in the suburb of Mirrabooka approximately 12 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school currently enrolls 287 students from Kindergarten to Year 6. Up to 75 per cent of the student population has a language background other than English. The major languages spoken are Arabic and Vietnamese, and there are more than 28 first languages identified within the Boyare Primary School community. The School has an Index of Community Socio-Educational Advantage rating of 912.

The school is supported by an active Parents and Citizens' Association and committed School Council.

School self-assessment validation

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

The following aspects are confirmed:

- A wide scope and multiple sources of credible evidence were selected for analysis.
- All staff were given access to submit documents and see the Electronic School Assessment Tool comments and ratings.
- Groups of staff discussed the school performance using the three questions. By rotating through each domain, each group had an opportunity to comment on the domains.
- The selection of evidence provided an open and transparent account of the current school context and performance.
- There is alignment between evidence of school performance, observations and judgements about performance.
- Collaboration and staff engagement in whole-school improvement was validated during the school visit.
- A number of staff and community representatives actively engaged and contributed their reflections during the school-based validation phase.

The following recommendation is made:

- Review, with the intention of prioritising, the number of entries and associated attachments in the school self-assessment.

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Relationships and partnerships	
<p>Relational trust is evident across all layers of the school operations. This has a significant impact on the school's ability to maintain community confidence. A growth mindset adds momentum to the ability to establish strong partnerships with allied school agencies.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Members of the school community acknowledge their school has outstanding working relationships with families. The range of additional student activities offered by staff is appreciated by parents and students. • Highly effective work is being carried out with external agencies such as The Smith Family, to complement what is already occurring within the school. • School culture is highly positive and it is obvious that all members of the school community enjoy visiting or working in this space. • A proactive approach is taken to building positive, supportive relationships with students. The Year 6 Leaders Program is an innovative response to the needs of the students and school. • School Council members are strong advocates for the school, acknowledging the open and transparent support received from the school leadership.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to explore methods of improving communication with parents, particularly non-English speaking parents.

Learning environment	
<p>The school has achieved high levels of pastoral care through a multi-layered approach and has a well-respected, whole-school values program in place. A strong staff moral purpose is evident, creating a positive and productive learning environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is strong evidence that staff are committed, collaborative, supportive and respectful. Staff model the Six Kinds of Best values framework. • The school's Ethnic Education Assistant – Arabic provides an important link between the school and the parents of 5 per cent of the school population, both in terms of assisting with language and culturally appropriate engagement. • Similarly, the AIEOs¹ provide support to families with respect to attendance and managing culturally sensitive issues, together with support to the school in the implementation of the <i>Aboriginal Cultural Standards Framework</i>. • There is clear evidence that children attending the 0 to 4 program have improved readiness for Kindergarten. • The chaplain provides highly respected support to students both individually and for groups, and is visible around the school for families seeking support arising from identified trauma.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Use AIEOs to continue to build relationships and address attendance issues with Aboriginal families.

Leadership

The school's leadership disposition is one of composure in the face of challenges, innovative to meet complexity, and moral in terms of purpose and belief about how children learn best. There is a strong value attached to staff empowerment, which has added much to their sense of efficacious impact as professionals.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's distributed leadership model is authentic in purpose and noteworthy in impact. • Leaders set high expectations, modelling professional obligations and personal accountability, for staff to emulate. • Experienced staff mentors support new graduates and recent appointees to take on roles on curriculum committees. • Change management is collaborative in approach and strategic in design. Proposed change is underpinned by targeted professional learning. • Staff consultation and collaboration is evident in whole-school planning processes and policy review, ensuring initiatives are endorsed and implemented by staff.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue the focus on supporting the pastoral care of staff.

Use of resources

There is a clear and defensible link between school budgeting and its plans for raising standards of student achievement and progress for all students. User pays arrangements, recently negotiated, provide a small but important revenue stream for the maintenance and upkeep of school assets.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The checks and balances relating to the probity of budget management include sign-offs by the Finance Committee and School Council. • Student characteristic funding is used to implement appropriate teaching and learning adjustments to support students at educational risk. • Using the social disadvantage component, the school funds additional school psychologist and chaplaincy time together with subsidies for incursions and excursions. • A well-informed and balanced budget is set each year and includes short and long-term workforce planning. • Astute management of the ICT² budget provides students with the opportunity to be fully immersed in 21st century digital learning options.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to seek funds through grants from external sources to augment the delivery of quality educational learning experiences.

Teaching quality

A unified approach to intervention and curriculum planning, integrated with innovative student engagement programs, ensures a skilfully differentiated approach to meeting individual and group needs. High priority is given to research for evidenced-based solutions to address unique student challenges.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> There is a willingness to reflect in detail on the students' progress and achievement, to strive for improvement. Staff have opportunities to present or participate in professional learning working alongside each other to model lessons or assist with planning. Peer observations have commenced and feedback is being given based on the identified AITSL³ Australian Professional Standards for Teachers. Performance management is thoughtfully implemented using these Standards. There is evidence of strategic differentiation in key areas of literacy and numeracy. Reviews conducted on the literacy and numeracy programs provided a comprehensive and insightful examination of both programs.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Continue to refine and revise whole-school policies and processes to ensure continuity and best practice.

Student achievement and progress

Staff are focussed on maintaining high quality evidenced-based teaching and learning practices and using student tracking processes to ensure continuity of student learning. The process of 'review, plan and assess' is embedded across the school.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Student improvement targets have been set in consultation with staff with due consideration of expectations for individual student achievement. Individual student grade improvements for literacy and numeracy are specified as part of the school's target setting agenda. The school notes the volatility of NAPLAN⁴ results. Therefore it intends to use additional assessment tools to augment the tracking of student progress throughout the course of the year. A comprehensive scope and sequence plan covering all strands of literacy provides direction for Kindergarten to Year 6 staff. Student vocabulary levels have been identified as a contributing factor to the downward trend in mathematics achievement. Steps have been taken to arrest that trend.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Embed the proposed whole-school writing strategy, Talk for Writing.

Reviewers

Rod Lowther
Director, Public School Review

Therese Gorton
Principal, Kinross 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 Aboriginal and Islander Education Officer
- 2 Information and communication technology
- 3 Australian Institute for Teaching and School Leadership
- 4 National Assessment Program – Literacy and Numeracy