



Department of
Education

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Public education
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Settlers Primary School

Public School Review

October 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 focused 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

Settlers Primary School is located in the southern suburb of Baldivis, approximately 46 kilometres from the Perth central business district in the South Metropolitan Education Region.

Opened in 2005, the school offers modern facilities for 770 students, from Kindergarten to Year 6. Settlers Primary School gained Independent Public School status in 2013. The school has an Index of Community Socio-Educational Advantage rating of 1009 (decile 4).

The School Board provides governance and supports the principal in leading the strategic focus of the school.

An active Parents and Citizens' Association (P&C) provide opportunities for the community and school in working collaboratively to enhance outcomes for children in and beyond the school.

School self-assessment validation

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

The following aspects are confirmed:

- The school engages in comprehensive and regular self-assessment processes underpinned by the National School Improvement Tool (NSIT).
- Staff were collaboratively involved in school self-assessment processes that informed the evidence sets included in the submission.
- A wide range of staff and community engaged in discussion with the review team and enhanced the self-assessment undertaken.
- A comprehensive range of historical evidence from multiple sources was selected for analysis.
- The submission provided an open, honest and transparent account of the school's historic context and progress.

The following recommendation is made:

- Select evidence that represents the school's judgement of current performance as part of the Public School Review self-assessment process that aligns with a single (present) point in time.

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Relationships and partnerships	
Respectful, positive and supportive relationships exist across the school. Guided by an ethos of high expectations, the staff and community work in partnership to create and enhance quality learning opportunities for students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The highly functional School Board understands and fulfils its governance role. Members are informed and engaged advocates of the school, who support the school's strategic focus and self-assessment practices.• The P&C are active and committed to supporting the school operations. They provide innovative and purposeful opportunities for parents to be involved in school events and activities.• Genuine opportunities for the school community to be engaged with the school are provided through a wide range of school events including parent workshops and school productions.• Integral to the establishment of positive community relationships, a range of partnerships exist between the school and community, including EdConnect, the chaplaincy program, OSH Club¹ and sporting associations.• Survey feedback reflects the high level of staff, community and student satisfaction. Feedback in focus areas is used to inform planning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Formalise and share the charter of communication with the school community to further enhance existing approaches.

Learning environment	
Students are supported explicitly to achieve their potential and thrive in welcoming and engaging learning spaces. School staff are invested in maintaining an environment that reflects high expectations and optimal conditions where all students learn successfully.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• An unwavering focus on every child achieving their potential is reflected in the case management approach embedded at the school. Data informed targets are set for specific individuals and groups of students in order to accelerate learning and monitor progress.• The Engagement and Wellbeing Committee leads programs to ensure student social and emotional needs are catered for. The provision of targeted professional learning and practices addresses the wellbeing needs of staff.• The student behaviour policy and procedures are embedded, comprehensive and underpinned by the 'Settlers Way'. Students are taught expected behaviours and values explicitly. Regulation strategies including Zones of Regulation, meetings, sensory breaks, incentives and mindfulness techniques are applied at point of need.• Clear, shared processes and high expectations are underpinned by individualised interventions and reflected in attendance data above like schools and Western Australian public schools.• Staff are assisted to implement documented plans and drive programs to support the needs of all students.

Leadership

The leadership team is committed, united and explicit about improving learning outcomes for all students. Viewed as strategic, approachable and visible, the principal leads a strong and positive culture underpinned by organisational trust and a shared vision.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Change is managed strategically and overtly in order to drive sustained improvements. • Leadership is layered, with staff expertise acknowledged and valued. Teachers are supported and guided to lead committees and phase of learning meetings collaboratively. • Comprehensive processes and procedures inform staff performance management and development. Data and reflective conversations support accountability and empower staff to meet whole-school planning targets. • Student leadership is a feature with a functional Student Board providing an authentic voice in school planning and decision making. • Self-assessment, aligned to the National Quality Standard, highlights the strengths and improvement foci with connection to school planning and priorities. • A new business plan developed in consultation with staff and community reflects alignment to the NSIT and a continual drive for excellence.
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Use of resources

The needs of students drive the strategic deployment of physical, human and financial resources. The manager corporate services, in partnership with the principal, ensures decision making processes are transparent, evidenced based and monitored effectively.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Financial processes are sound, documented and understood by staff. The Finance Committee meets regularly and ensures inclusive financial oversight and management of the school's resources. • There are clear and defensible links between budgets and school planning. A range of differentiated programs support students explicitly to progress towards set targets in literacy and numeracy. • Workforce planning and gap analysis are reviewed annually to ensure budget expenditure and staffing requirements align to the school's strategic focus areas. • Targeted resourcing and leasing arrangements enable access to technologies, infrastructure, and information and communications technology software and hardware.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to seek and act on feedback through surveys, phase of learning meeting reflections and performance management goals.

Teaching quality

Professional and reflective, staff operate effectively within a culture of continuous improvement, guided by data-informed practice. All staff are viewed as valued team members who are committed to ensuring the best outcomes for students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Aligned to the AITSL² Australian Professional Standards for Teachers, a documented and comprehensive process supports and drives performance management and development. • Phase of learning meetings provide a structured opportunity to collaborate, moderate and reflect on school planning, pedagogy and whole-school approaches. • Operational plans articulate cohort programs, explicit targets, strategies, timelines and accountability measures that support student achievement. • Whole-school approaches to English and mathematics are embedded, reviewed regularly and refined accordingly. • The Teachers Teaching Teachers (Triple T) program provides an opportunity for teachers to undertake peer observations, engage in targeted mentoring and seek specific feedback about their practice.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop induction procedures to ensure all new staff are familiar with school processes, pedagogical expectations and standards.

Student achievement and progress

School-wide collection and analysis of systemic and school-based data is sophisticated, instructional and embedded. Data literate staff analyse data, reflect on, and plan to meet explicit targets to drive ongoing learning progress, within cohorts and targeted groups of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • NAPLAN³ achievement data exceed levels attained by like schools in all areas. Year 5 stable cohort data, NAPLAN (2016 -2018), indicate high progress in most areas assessed and high achievement in all areas. • On-entry Assessment Program data analysis informs the identification of student capabilities, target setting and implementation of differentiated learning programs. • Phonological awareness data from Kindergarten Assessment Tool testing are used to identify key focus areas of support and retesting informs and moderates progress. • Aspirational targets reflecting expected levels of progress are identified, tracked and reviewed across a range of assessment sources. • Reporting and whole-school assessment processes are rigorous. Staff develop their skills and engage in moderation regularly to ensure accurate grade allocation. • The handover and sharing of student achievement information is comprehensive and fosters a seamless transition between teachers.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Strengthen relationships with local daycare centres in order to support transition and early intervention aspirations.

Reviewers

Rebecca Bope
Director, Public School Review

Antony Beswick
Principal, Landsdale 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
Deputy Director General, Schools

References

- 1 Outside School Hours Care
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy