



Department of
Education

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Public education
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Alkimos Primary School

Public School Review

September 2018

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

Alkimos Primary School opened in February 2016 in a coastal area of rapid development 43 kilometres north of Perth. The school, with an Index of Community and Socio-Educational Advantage rating of 997, has more than doubled its enrolment in the last two years and currently provides for 513 students from Kindergarten to Year 6.

The school's motto 'Strength in Unity' supports the school's recognition that student achievement is maximised when robust non-academic strategies and shared beliefs are apparent. This is underpinned by an active commitment to establish sustainable and collaborative community partnerships, services and support.

The school anticipates further increased enrolments, in addition to offering one of the 16 Western Australian Department of Education Autism Specialist Learning Programs (SLP) in 2019. Planning has commenced to ensure consistency and sustainability of the school's established inclusive and positive learning culture in response to the diverse and changing needs of the expanding school community.

School self-assessment validation

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

The following aspects are confirmed:

- Whole staff collaboration and engagement in the analysis of data to inform the school's self-assessment.
- Staff engaged positively and reported significant benefit from the self-assessment process.
- A wide scope and multiple sources of credible evidence were selected for analysis.
- Strong knowledge and alignment between the evidence presented, the contextual factors impacting on the conditions for student success and areas identified for improvement.

The following recommendation is made:

- Consider the selection of data to most effectively and efficiently represent the school's performance and related planning in support of sustaining conditions for student success.

Public School Review

Relationships and partnerships	
The Principal leads an emphasis on building strong and sustainable relationships and partnerships. Students, staff and families demonstrate mutual trust and respect, collectively recognised as valued learners and contributors to the school's united community.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The community indicated a strong satisfaction with the school's positive ethos, beliefs, sense of belonging and practices.• Positive school values and practices are upheld by staff, students and families who each share ownership of, and actively contribute to, the positive tone of the school.• A range of communication modes ensure timely promotion of activities and information with options available for families without access to technology.• High value is placed on the involvement of support staff and families as integral members of the school's learning community.• Opportunities are sought to extend relationships within the wider community in response to identified student, staff and family requirements.
Improvements	<p>The review team identifies the following action:</p> <ul style="list-style-type: none">• Explore training opportunities for the School Board to consolidate their role as active contributors in strategic planning for 2019 onwards.

Learning environment	
The school has developed an evident culture of respect and inclusivity with a shared ownership in prioritising health and wellbeing at the centre of all planning. The impact on student achievement is considered when planning for an inclusive and engaging learning environment.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Strong communication and family involvement in a range of planned activities support a cohesive and collaborative learning community.• Emphasis on ongoing formal and informal celebrations and events supports a positive learning culture.• Expectations and frameworks supporting Social Emotional Learning are articulated regularly and guide holistic approaches to student achievement.• The school has prioritised support for sustainable and consistent whole-school Classroom Management Strategies.• Planning is underway to maintain an inclusive learning environment in preparation for the implementation of the 2019 Autism SLP.• Effective use of individual monitoring and case management to collaboratively develop individualised plans will be further supported by the establishment of a dedicated student services team in 2019.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Complement existing cultural and student diversity learning through strategic implementation of the <i>Aboriginal Cultural Standards Framework</i>.

Leadership

The leadership team are highly visible and demonstrate strong alignment of vision and values, which are reflected by staff throughout the school. Described as supportive, available, receptive and responsive, the leadership team have clear expectations for new and existing staff as active contributors, invested in the school's positive learning culture.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Ongoing reflective practice and strategic planning is responsive to increasing enrolments and changing needs of the school. • Change is managed strategically with consideration for clearly articulated expectations, resourcing requirements and collective accountability. • Expectations and professional accountability are supported by clear demarcations of individual roles and responsibilities. • The link between school, operational and classroom planning is evident. • A broad range of high interest extracurricular activities, led by staff, adds value to academic and social emotional learning. • Plans to lead the school's positive ethos, beliefs and practices are developed collaboratively. • Comprehensive induction processes, information and expectations support an effective professional learning environment.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Develop current and emerging leaders through the identification of specific skills and expertise to inform strategic leadership planning.

Use of resources

The school has effectively managed significant and recurring movement in budgets due to increasing enrolments over the last few years. Budgets and finances are established through collaborative and transparent planning and are comprehensively reviewed each month.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Workforce plans are adjusted to accommodate the evolving needs of the school with consideration of students, staff and resource requirements. • Student characteristic funding and resource allocations are reviewed and allocated to accommodate new programs and in response to student need. • Strategic planning ensures sustainable replacement and maintenance of assets and resources inclusive of office and classroom technology. • The School Board members actively engage in and understand the school's financial planning processes.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue monitoring and managing accommodation, budget and workforce planning to sustainably meet increasing enrolments and new programs. • Develop a professional learning plan to sustainably resource staff development required for an increasingly diverse student population.

Teaching quality

The staff have created a shared culture of mutual accountability and demonstrate high levels of professional and personal responsibility. A strong moral purpose and developing student independence and achievement are prioritised. Staff are enthusiastic learners who are highly engaged and collaborative in the development of students, the school, self and others.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Scheduled collaborative time for staff supports effective and productive classroom and whole-school reflection and planning processes.• There are clear expectations the needs of diverse learners will be met.• Regular moderation and common assessment tools support whole-school consistent assessment and judgement of student progress.• A willingness to seek and respond to feedback is practised widely and acknowledged as essential to sustaining high levels of performance.• Collaborative development and annual review of a structured approach to learning is articulated in the school's Yearly Overview documents.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Continue strategic change management processes to support the successful implementation of a 2019 whole-school mathematics program.• The Performance Management policy is clear and explicit. Continue to refine a model that incorporates negotiated targets aligned with identified priorities and to provide effective performance and practice feedback.

Student achievement and progress

The school acknowledges the current lack of available longitudinal data. A strength of the school is the continued focus on sustaining evidence-based whole-school teaching and learning practice to extend the progress and potential of every child.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Students and families are provided with explicit information to support understanding of learning requirements for assessments.• Many data sources are used to inform student ability and progress.• Common assessment tasks and moderation activities validate assessment and reporting grading processes.• Targeted whole-school literacy programs and explicit instruction has contributed to the increase in 2018 NAPLAN achievement and progress.• Transitions are supported by comprehensive handover processes, complemented by relief folders to support students identified at risk.• Parent surveys reflect high satisfaction of achievement and progress.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Support the collation and management of achievement and longitudinal progress data for students with Special Educational Need.• Review a range of student achievement and progress data to inform longitudinal trends and identification of targets for the next business plan.

Reviewers

MERRILEE WRIGHT
Director, Public School Review

CAVELLE MONCK
Principal, Mount Lawley Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.

A handwritten signature in black ink, appearing to read 'L. Hale', with a small flourish at the end.

LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS