Department of
Education

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Duncraig
Primary School

Public School Review

March 2021

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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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, as well as the Professional Performance Review of the Principal.

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.

Context

Duncraig Primary School is located in the northern suburbs, 18 kilometres from Perth, within the North Metropolitan Education Region. The school opened in 1975 during the period when the suburb of Duncraig was first being developed and infrastructure was being established.

The school has an Index of Community Socio-Educational Advantage of 1094 (decile 2). It gained Independent Public School (IPS) status in 2011.

There are currently 437 students enrolled from Kindergarten to Year 6. A successful pre-Kindergarten transition program for three-year olds is run by the school.

The school grounds are extensive with a large oval, several playgrounds, a nature play area and a well-resourced kitchen garden.

The parent community is viewed as an integral part of Duncraig Primary School. The School Board, comprising parents, staff and community representatives, is committed to supporting the school to achieve the best outcomes for all students through the development, prioritisation and review of policies and targets.

An active Parents and Citizens' Association (P&C) assists in raising the profile of the school in the local community and provides additional resources through fundraising efforts. Parent involvement in school activities is welcomed and regularly occurs in classrooms and during school events. The P&C works in collaboration with the school's Fathering Project Dads Group to actively engage all members of the school community.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- Business plan focus areas directly align to the School Improvement and Accountability Framework, and reflect the Department's strategic directions.

- The Standard was used to guide self-assessment processes in preparation for the Public School Review.

- Within each domain of the school's Electronic School Assessment Tool submission, a summary document outlined the observations, analysis and planned improvements, with alignment to some attached evidence sources.

- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review.

- Discussions held with school community members, students and staff during the validation visit further enhanced the self-assessment.

The following recommendations are made:

- Annotate evidence sources and/or make explicit links to evidence sources to strengthen the alignment of judgements made to data submitted.

- Embed ongoing cycles of self-assessment across the school in alignment to the Standard.

Public School Review

Relationships and partnerships

With the school vision emphasising learning and achieving, the staff are committed to working in collaboration. Underpinned by the social-emotional needs of students, the school works in partnership with families to provide a safe, caring and happy learning environment.

Commendations

The review team validate the following:

- Maintaining positive partnerships and authentic opportunities for engagement with parents is an ongoing focus for the staff, School Board and P&C.
- Staff engage in collaboration through year level, Phase of Learning Teams and committee meeting structures that are valued as key opportunities to plan and progress school priorities, and review progress.
- Strong connections exist within the Duncraig Partnership Network of eight schools, supporting the provision of professional development, moderation and opportunities to share professional knowledge.
- The School Board actively contributes to the development and monitoring of the business plan and assists with building and supporting directions for the school.

Recommendations

The review team support the following:

- Continue to facilitate and prioritise time for collaborative and Phase of Learning Team meetings to support planning for ongoing school improvement.
- Continue to utilise and monitor whole-school communications, ensuring key messages about school priority areas are featured.

Learning environment

Using evidence-based frameworks, programs and strategies, the school provides a safe and inclusive learning environment where belonging and connectedness are paramount.

Commendations

The review team validate the following:

- Whole-staff professional learning, to empower students and build resilience, has been implemented through the Be You professional learning modules.
- The school's Social and Emotional Wellbeing (SEW) Plan outlines whole-school strategies and processes, including student behaviour guidelines and values.
- Student wellbeing is nurtured through a whole-school evidence-based approach to teaching SEW, utilising Friendly Schools Plus.
- Documented Education Plans are used to cater for the needs of individuals or targeted groups of students, with Special Educational Need planning evidenced.

Recommendations

The review team support the following:

- Continue to review the school's Students at Educational Risk (SAER) Guidelines. Prioritise the implementation of evidence-based approaches for academic intervention and extension.
- Further embed whole-school values to ensure alignment to teaching and learning practices.

Leadership

There is a growing culture of collective responsibility and accountability towards the school's vision: *'every day, in every classroom, every child is learning and achieving'.*

Commendations

The review team validate the following:

- Authentic opportunities are provided for student leadership, and student voice is sought to inform school planning.
- Leaderships structures are evident, with a shared understanding of role clarity. The executive leadership team drives improvement at a whole-school, Phase of Learning and individual student level.
- Performance and development processes identify and support leadership opportunities. Teachers engage in self-review aligned to the AITSL[1] Australian Professional Standards for Teachers and set goals for development.
- Leaders are reflective, honest and committed to the school's improvement journey, with leadership distributed and owned by staff across the school.
- Foci, strategies and targets aligned to strategic and operational planning drive the direction of meetings and the school's change agenda.

Recommendations

The review team support the following:

- Embed classroom walkthroughs and feedback structures to provide timely feedback to teachers with reference to implementation of whole-school approaches and pedagogy.
- Strategically and explicitly message key priorities with staff to ensure shared understanding of decision making and change.

Use of resources

A highly valued manager corporate services provides oversight of the one-line budget and supports the leaders to ensure that resources are used appropriately to drive the strategic direction of the school.

Commendations

The review team validate the following:

- Financial management processes are strengthened by the alignment between the school's plans and the role of the school's Finance Committee. Funding is allocated accordingly.
- The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.
- There is a strong and effective partnership between the school, P&C and School Board, adding value to the school's priorities and providing key services to families.
- Major funding in the area of ICT[2] is prioritised, including the accessibility of technologies, interactive panels and infrastructure upgrades.

Recommendations

The review team support the following:

- Continue to fund professional development for staff linked to performance and development goals and the school business plan.
- Continue to regularly monitor and revise the resources, asset improvement and replacement plans.

Teaching quality

The school motto of 'Endeavour' characterises the shared vision of *'every day, in every classroom, every child is learning and achieving'.* The culture of the teaching staff is shifting to align to high standards and expectations.

Commendations

The review team validate the following:

- Whole-school learning intentions, differentiated success criteria and goal setting are used to focus students' learning and embed low teacher variance.
- Teacher-developed assessments are used effectively to inform planning and differentiation at a class level.
- The Brightpath ruler is used to moderate writing, and track student achievement and progress.
- Teachers use informal peer observations and coaching to support their professional development as outlined in their performance management and/or school priorities.

Recommendations

The review team support the following:

- Further embed a whole-school pedagogical framework, reflective of Visible Learning practices, and provide feedback on efficacy through classroom observations.
- Further address the National Quality Standard (NQS) by focusing on educational programs and practices, as outlined in the NQS verification process.
- Review and update the Numeracy and Literacy block model to reflect the whole-school approach of warm ups, and to embed common language.

Student achievement and progress

A range of school-based assessment and systemic data is used to monitor and track student progress. Shared ownership for student success is evident across the school, with cycles of self-review aligned to disciplined dialogue approaches.

Commendations

The review team validate the following:

- Students' academic achievement is measured by carrying out assessments at regular intervals. Data analysis is carried out regularly to identify students at educational risk.
- Teachers examine NAPLAN[3], On-entry Assessment Program and Brightpath data, in addition to school-based assessments, to monitor student achievement and progress.
- Year 5 stable cohort data, NAPLAN (2017-2019), indicate high progress in Reading, Numeracy, Spelling and Grammar and Punctuation.
- An assessment schedule outlines the mandated system and school-based assessments.
- Whole-school tracking of data occurs. Data is used to identify those students that need intervention, and informs differentiation strategies and classroom supports.

Recommendations

The review team support the following:

- Continue to research effective means of collecting student data, to ensure analysis is aligned to norm-referenced/standardised assessments.
- Annually review the school's assessment schedule to ensure data collection is purposeful and can be used to measure student achievement and progress.

Reviewers

Rebecca Bope
Director, Public School Review

Lisa Helenius
**Principal, Rapids Landing 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, 2024.

Melesha Sands
A/Deputy Director General, Schools

References

1   Australian Institute for Teaching and School Leadership
2   Information and communications technology
3   National Assessment Program – Literacy and Numeracy