



Department of  
Education

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Public education  
**A world of opportunities**

# Walliston Primary School

## Public School Review

March 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Opened in 1970, Walliston Primary School is located in the South Metropolitan Education Region in the hills east of Perth. A large amount of retained natural bush and native shrubs enhance the spacious school grounds.

The school, with an Index of Community and Socio-Educational Advantage rating of 1034, currently enrolls 184 students from Kindergarten to Year 6. The school motto 'Aim High' refers to the geographical location and the expectations that are placed on staff and students.

The school has an information and communication technology focus. Class sets of iPads and computers are used in classrooms.

The Parents and Citizens Association (P&C) is supportive and raises funds for significant projects that supplement the school's resources.

## School self-assessment validation

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

The following aspects are confirmed:

- Multiple sources of credible evidence were selected for analysis.
- Alignment between the school's evidence, their observations and judgements about performance was apparent in the submission.
- Actions for improvement were described in the school's self-assessment documentation and elaborated on during the validation phase.
- Staff engaged positively in the review process.
- Through the submission and conversations during the validation visit, the school described accurately the journey of cultural transformation undertaken in recent years.
- Members of the School Council played an active role in the school's self-assessment process.

The following recommendation is made:

- Ensure all evidence referenced in the observations and analysis is reflected in the Electronic School Assessment Tool.

## Public School Review

Relationships and partnerships	
<p>A culture of trust has been established through transparency of practice and authentic engagement of stakeholders in school-wide decision making. Staff and parents share a narrative of cultural reform where they feel valued, perceptions are positive and connection and cohesion characterise relationships between the school and wider community.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Respectful and cohesive staff relationships are founded on a strong culture of collaboration and high levels of professional obligation.</li> <li>• The School Council are strong advocates for the school and are actively engaged in consultation regarding school directions.</li> <li>• Strong support from the P&amp;C and community groups such as the RSL<sup>1</sup> and car club, facilitate enhanced learning opportunities for students.</li> <li>• Timely and accurate communications are appreciated by staff and parents.</li> <li>• A community playgroup is well-supported and provides pre-Kindergarten schooling opportunities for future students.</li> <li>• A proactive and authentic approach is taken to the mental health and wellbeing of staff, students and the community.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Ensure all members of the School Council undergo appropriate training to consolidate their role as active contributors to school improvement.</li> </ul>

Learning environment	
<p>The leader is invested in establishing the pre-conditions for students to thrive both academically and in terms of their health and wellbeing. A culture of inclusivity, where both staff and students enjoy a positive and supportive learning environment, is most evident.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The PBS<sup>2</sup> program is founded on a well-understood and communicated matrix of expected behaviours and the integration of zones of regulation.</li> <li>• Staff use school data and teacher observations to identify students for targeted support under the RTI<sup>3</sup> 'Wave' model.</li> <li>• Teachers understand the value of differentiation and employ a range of strategies to support individual student's learning.</li> <li>• The staff are supported to adopt RTP SEN<sup>4</sup> as their preferred format for individualised education planning.</li> <li>• Attendance rates are above like schools and Western Australia public schools' average.</li> <li>• The impact of the chaplain in supporting students, particularly the student leaders, is recognised and valued.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Use available behavioural data to set aspirational improvement targets.</li> <li>• Strengthen the quality of in-class differentiation through building an agreed understanding of effective differentiated practice.</li> <li>• Support staff to understand and implement the new SAER<sup>5</sup> policy.</li> <li>• Continue to develop explicit lessons around the school's behaviour matrix to enhance the impact of the PBS program.</li> </ul>

## Leadership

The Principal's authentic and engaging style has built trust and confidence in the school's leadership. The leaders are united and their purposeful and inclusive approach to creating a clear and shared school-wide direction has built widespread advocacy and commitment.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Staff value and appreciate their involvement in establishing the school's vision and direction and value the clarity of expectation and support.</li> <li>• The genuine engagement of staff in developing the school's strategic and operational plans has resulted in a high degree of commitment and ownership of those plans.</li> <li>• The diligent and strategic management of change, builds staff acceptance of, and commitment to, agreed school-wide initiatives.</li> <li>• Performance development processes support staff to reflect against key school directions and the Australian Professional Standards for Teachers.</li> <li>• Student leaders are active participants in school activities, have a voice in school improvement and are supported to develop their leadership skills.</li> <li>• A distributed leadership model supports staff engagement in school and student improvement processes.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to implement the <i>Aboriginal Cultural Standards Framework</i>.</li> <li>• Strengthen performance development processes by introducing peer observations connected to the agreed school-wide practice and pedagogy.</li> <li>• Formalise performance development processes for support staff.</li> </ul>

## Use of resources

The day-to-day management of resources is sound. Budgets and finances are established through collaborative and transparent planning. The school applies careful scrutiny and due diligence when deploying resources to support student needs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• There is a clear link between school budgeting and improvement plans.</li> <li>• The school adopts innovative approaches to supplement funding through close associations with the P&amp;C, targeted grant applications and forming partnerships with local business and community organisations.</li> <li>• The majority of staff hold cost centre manager responsibilities and are supported through training and advice to fulfil these roles.</li> <li>• A well-trained and supported finance committee meets regularly to ensure transparency of financial decision-making.</li> <li>• In response to a deep awareness of the impact of workforce issues, a comprehensive workforce plan, that considers existing and future staffing requirements, has been developed.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Prioritise strategies for succession planning when appointing new staff and leaders to maintain school culture and ensure appropriate expertise to support the school's key directions.</li> </ul>

## Teaching quality

Staff are highly skilled, committed to their students and acknowledge the value of continually reflecting on and improving the quality of their practice. Establishing a culture of high expectations through a greater connection to performance data is a key focus for the school.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A range of school-wide programs support teachers to address the school’s literacy and numeracy priorities.</li> <li>• Teachers appreciate the diagnostic value of school-based assessment data in informing classroom planning and target setting.</li> <li>• A targeted and intensive literacy intervention program assists students identified as requiring additional support.</li> <li>• Staff engage in moderation practices with colleagues from local schools.</li> <li>• Phase of learning teams and dedicated meeting times provide the opportunities for structured and productive staff collaboration.</li> <li>• Class profiles provide valuable handover information for teachers.</li> <li>• The school places high priority on investing in infrastructure and support for staff to use digital technologies to enhance the quality of their teaching.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• With staff, develop an agreed school-wide pedagogy based on shared beliefs about effective teaching practice.</li> <li>• Ensure the Western Australian Curriculum drives and informs teacher planning; finalise scope and sequences for each school curriculum priority.</li> <li>• Support students with potential for high academic performance through implementing the Walliston Extension Program with a STEM<sup>6</sup> focus.</li> </ul>

## Student achievement and progress

The leaders and staff appreciate the value of data. They can articulate their respective areas of strength and those requiring improvement to ensure effective use of performance information at the classroom and whole-school levels.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Principal is committed to building a culture of collective ownership and responsibility for whole-school performance.</li> <li>• A recently revised assessment schedule guides the school-wide collection of appropriate and relevant data.</li> <li>• The leaders have analysed system data to identify the school’s longitudinal performance, like school comparisons and performance of sub-groups.</li> <li>• Promising student progress in the ‘Wave model’ intervention program has been identified through in-school tracking mechanisms.</li> <li>• The introduction of a disciplined dialogue using specific lines of inquiry, supports teachers to analyse and use school-based data effectively.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to build the capacity of staff to use data to inform appropriate teaching adjustments and target setting at the classroom level.</li> <li>• Use school and systemic data to revise strategic and operational targets.</li> <li>• Extend the use of the disciplined dialogue to POL<sup>7</sup> team meetings to strengthen the quality of discussions and planned interventions.</li> </ul>

## Reviewers

Jim Bell  
Director, Public School Review

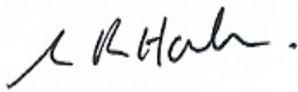
Craig Ashby  
Principal, Bertram Primary School  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

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## References

- 1 Returned and Services League
- 2 Positive Behaviour Support
- 3 Response to Intervention
- 4 Reporting to Parents Special Educational Need
- 5 Students at educational risk
- 6 Science, technology, engineering, mathematics
- 7 Phase of learning