



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

D20/0081662

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Bannister Creek Primary School

Public School Review

February 2020

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

Bannister Creek Primary School is located in the suburb of Lynwood approximately 14 kilometres south-east of the Perth central business district and within the South Metropolitan Education Region.

The school opened in 2008 and was built on the existing Lynwood Primary School site to replace Ferndale Primary School, Kinlock Primary School and Lynwood Primary School. In 2011, the school gained Independent Public School status.

The majority of the 584 students enrolled from Kindergarten to Year 6 come from a language background other than English. The school's Index of Community Socio-Educational Advantage rating is 1033 (decile 3).

Student learning and engagement opportunities are enhanced through a school-wide sustainability program which includes a school garden, chickens, fish and an Aboriginal six seasons garden.

Parent and community involvement is encouraged through the Parents and Citizens' Association (P&C) and the governance role of the School Board.

School self-assessment validation

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

The following aspects are confirmed:

- The school executive leadership team compiled the school's self-assessment and Electronic School Assessment Tool (ESAT) submission.
- Executive members led teams within the school to select samples of evidence to best showcase school achievements.
- The school's ESAT submission was shared with the school community, including staff, parents and community members.
- The validation visit enhanced the school's ESAT submission through positive and enthusiastic conversations with a range of staff, students and community members.

The following recommendations are made:

- Consider including staff in validation visit meetings, who are not part of the leadership team, to ensure a breadth of perspective to strengthen validation of school judgements.
- Consider the added benefits of empowerment and trust that can flow through the school by scheduling meetings with the reviewers that do not include members of the school's leadership team.
- Ensure inclusion of analysis that supports the observations and evidence submitted in the ESAT and informs judgements and planned actions.

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Relationships and partnerships	
<p>The strong school community is proud of their school and feels an ownership and commitment which is reflected in significant parent and community involvement in school events. An underlying theme of the school visit was one of authentic care for students and families.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An autonomous Aboriginal parent group, Baldja Waangkiny, acts as an advisory group to the school and coordinates the parent information sessions on the <i>Aboriginal Cultural Standards Framework</i>. • Baldja Waangkiny initiated and supports the annual Aboriginal students awards which is an opportunity for the local Aboriginal community to come together to celebrate their students' achievements. • The successful Fathering Project provides a platform for students' Fathers to form meaningful links with the school and participate in special events including the annual school oval 'camp out'. It is credited with strengthening the 'cultural fabric of the school'. • A highly effective School Board comprises of members who bring skills and knowledge from a range of disciplines, providing the school with an excellent reference point of expertise during Board meetings. • The efficient school P&C has modelled its meetings on the structure of Board meetings, ensuring clarity of purpose and time commitments. P&C subcommittees include Aboriginal and sustainability committees.
Learning environment	
<p>The learning environment presents as safe, welcoming, inclusive, physically appealing and well maintained.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Students provide feedback through surveys and a suggestion box, to inform changes in the playground and are active in ensuring that play opportunities are inclusive, varied and meaningful. • High expectations of student attendance are clearly articulated and have resulted in attendance data which is higher than like schools for all students. • A recent National Quality Standard audit and verification has led to reflection and subsequent action in some quality areas. • The student services team provide support, strategies and modelling in classrooms to implement strategies to develop students' self-regulation skills and social and emotional wellbeing. • The school's sustainability program, focused on students' understanding of environmental, social, cultural and economic issues, is highly valued and integrated in a range of curriculum areas.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Implement a renewed wellbeing focus using the Be You framework.

Leadership

The executive leadership team is well respected and valued by staff, students and the community. Each adds value to the collective executive leadership through their unique skill set and knowledge.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The <i>Aboriginal Cultural Standards Framework</i> is embedded and is the subject of regular school and community reflection to ensure the inclusive and proactive actions are continuing. • Developing a distributed leadership structure has been a strategic intent which is continually reviewed to determine the most effective model. • Each phase of learning block is a 'mini school' with a collaborative leader serving as the link between the executive leadership and teachers and support staff. Meetings are used for moderation, planning, professional learning and embedding/developing the school's connected practice. The collaborative structure has improved communication between tandem teaching teams.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Complete strategic planning documents which align to the three-year operational plans. • Implement planned refinements to the distributed leadership structure in 2020.

Use of resources

The experienced manager corporate services works seamlessly with the principal and executive leadership team, providing regular updates on the school's financial position along with presenting models projecting financial implications resulting from proposed actions.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Finance Committee follows recommended governance structures and reviews submissions for funds against the operational plan priorities. • The executive leadership uses a targeted approach to staff recruitment based on a thorough analysis of skill audits against projected school directions. • Strategic employment of staff has led to a culture of prudent financial management in which all solutions are considered for best value and achieving best support for students. • A successful BYOD¹ implementation has resulted in a 98 percent participation rate among students in Year 3 and Year 4 in 2019. • Special projects, which include literacy support programs for EAL/D² students, school chaplain and Aboriginal and Islander education officer programs, support the needs of the students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Broaden the workforce plan to include analysis of future skill set needs to supplement analysis of staff demographic by age, gender, ethnicity to enhance school recruitment planning. • Progress the development of digital technologies and sustainability through the appropriate allocation of physical and human resources.

Teaching quality

Teachers are dedicated to continuous self-improvement to develop expertise that supports the evolving needs of students. Working in collaborative teams, teachers and support staff focus on the needs of each child and target their teaching accordingly.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• An explicit teaching approach has been adopted through participation in the Department of Education endorsed Curtin University Centre for Excellence in the Explicit Teaching of Literacy.• The iSTAR model of whole-school connected practice is embedded.• The '6Ps Inquiry Process' underpins the teaching of STEM³.• Teachers' professional growth, reflection and accountability is aligned to the AITSL⁴ Australian Professional Standards for Teachers.• The school-wide use of Brightpath has been credited with improving students' writing skills through facilitating teacher moderation of work samples against the writing scale, informing teachers of gaps or the next step to teach in writing development.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Further extend staff data literacy through delving deeper into the analysis of achievement data.• Implement literacy and numeracy blocks across the school by 2022 in order to lengthen the lesson time to include all elements of an effective lesson cycle, ie plenary.• Implement the Letters and Sounds phonics program in Kindergarten to Year 2 in 2020.

Student achievement and progress

A culture of continuous self-reflection, data analysis and focus on school improvement have supported the long-term high levels of student achievement and progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• It is a cause for celebration that Year 3, 2014 to 2019, NAPLAN⁵ longitudinal data indicates that in all areas tested, students achieved at, or often well above, predicted school mean.• Year 5 NAPLAN results from 2014 to 2019 are particularly strong and demonstrate that 29 of 30 results fall in the predicted school mean category.• The On-entry Assessment Program is conducted in Pre-primary and has served to inform the school about areas of effectiveness and improvement needed in early childhood teaching.• Progressive Achievement Tests are administered bi-annually for students in Year 2 to Year 6 in spelling, mathematics, reading, science and punctuation and grammar, and through analysis informs teachers classroom planning.• Analysis of improved reading results has confirmed the effectiveness of the guided reading strategy.
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Reviewers

Laura O'Hara
Director, Public School Review

Lisa Ledger
Principal, Baynton West Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Bring Your Own Device
- 2 English as an additional language/dialect
- 3 Science, technology, engineering and mathematics
- 4 Australian Institute for Teaching and School Leadership
- 5 National Assessment Program – Literacy and Numeracy