



Department of
Education

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Public education
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Glendale 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 Unit. 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, 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 principal's Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from your 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

Located in the northern suburbs of Perth, Glendale Primary School has an enrolment of 318. With an Index of Community Socio-Education Advantage of 1052 (decile 3), the school is experiencing a changing demographic and steadily increasing student numbers. More recently, the staff profile has also undergone change, becoming a balanced mix of experienced staff and those who have recently graduated.

In 2016, the school embarked on an agenda based on a re-think about how best to become a high performance school. This involved a deeply reflective process, with staff, the School Board and the broader parent body, considering what was needed to change in terms of policies, processes and practices to more effectively meet the needs of all students.

School self-assessment validation

The school's self-assessment submission reflected thoughtful consideration of how best to present a statement of claims about Glendale Primary School's performance supported by evidence.

The review team validates the following:

- The strategic whole-school cultural change was initiated through a deeply reflective process. It involved challenging existing school priorities, structures and processes.
- Staff engaged positively in the review process.
- There is alignment between evidence of school performance, observations and judgements about performance. This, together with the planning intentions described in the school's submission were elaborated on during the validation phase.

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Relationships and partnerships	
<p>Parents have confidence in the governance procedures. This has been achieved through the high level of public accountability and transparency of the school's communications processes.</p> <p>The leadership team is united in its moral purpose, which is a motivating influence for staff to be professionally accountable to each other and the community of families it serves.</p> <p>The establishment of professional learning communities (PLCs) for each phase of learning creates further opportunities for staff to engage in positive and productive relationships.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Professional facilitation of PLCs ensures the establishment of consistent rules of engagement with staff collaboration continuing to strengthen.• There is a high priority on building community partnerships based on local values in combination with a spirit of goodwill and co-operation.• The school habit of seeking feedback enhances performance monitoring.• The leaders recognise that schools are adult work places where staff development requires a differentiated approach.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The school recognises that cultural change is not a short-term event and consequently accepts the need for more time to embed key elements.• Develop community understanding of the role of the School Board.

Learning environment	
<p>The tone of the school reflects a sense of pride in creating a safe, inclusive and vibrant learning environment. This is reflected through the school's considered decision in 2016 to take a case management approach to support students at educational risk.</p> <p>Staff are supported to monitor the progress of individual students and tailor their teaching to ensure the focus is on the progress of student learning.</p> <p>As a Positive Behaviour Support School (2015) the school encourages, reinforces and rewards positive behaviours using an innovative tracking system.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The case manager has a deep understanding of each student, which is highly beneficial and ensures continuity from year to year. Whole-school timelines include standardised student monitoring processes.• The introduction of SMART goals has improved the school's Individual Education Plans and learning for students.• Guiding rules that value respect are the basis of the behaviour policy. Innovative structured play provides students with opportunities to learn appropriate behaviour.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The school plans to celebrate regular and punctual attendance.• The school has introduced a differentiation checklist that includes high achieving students.

Leadership

The leadership team has taken a proactive approach to building a cohesive school culture. In the pursuit of improved teaching and student learning outcomes, they work directly to support staff by sharing their knowledge and experience.

Notably, new appointees to the school are inducted through a five-step process with the expectation that they become invested in the school culture and make an immediate contribution to the school development program.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Feedback from new appointees on their induction is very positive.• The school's distributed leadership model creates meaningful opportunities to build leadership capacities among staff.• Targeted professional learning, in combination with the establishment of PLCs, supports staff unity and development.• The pursuit of a high performance culture is to be commended.• Coaching and mentoring provides opportunities for staff development.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The school has decided to monitor the impact of the coaching and mentoring programs.

Use of resources

The school has sound processes to deploy resources in response to student needs. Monitoring systems and decision-making protocols are robust and transparent.

The school's focus on information and communication technology and science, technology engineering and mathematics (STEM) is advanced through strategic use of resources and the investment in training staff to ensure continuity and coherence across all year levels.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Student characteristic funding is utilised in accordance with student needs.• Oversight of workforce management has strong characteristics of integrity and transparency.• Additional devices to support innovative media/digital technologies as a specialist subject is an appropriate response to 21st century learning.• The school is a leader in the introduction of engineering as a reportable subject in 2018, requiring strategic funding decisions.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The school has committed to maintaining ongoing support for cost centre managers.

Teaching quality

The school values the positive impact that staff collaboration can have on school improvement. Its research led to the creation of PLCs.

The teaching/learning model emphasises what students need to learn and how to know what learning has been achieved through formative assessments for each unit of instruction.

Through a thoughtful well executed change management process, staff have adjusted their instructional practices to build a well-integrated, balanced curriculum that reflects 21st century student learning priorities.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The PLC is the preferred organisational collaborative structure enabling professional contributions from staff using respectful meeting protocols. That the aim of the PLCs is to focus on student achievement and progress. • The school acknowledges different PLCs are at various stages of development. However, meeting facilitation training is building trust and confidence among staff. • There is conscious effort to elevate the quality of feedback to staff by the leaders by acknowledging it is a required skill for both the giver and receiver.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The proposal to emphasise PLC processes that ensures data drives teacher planning. • The continued development of assessment tasks with achievable timelines.

Student achievement and progress

The school acknowledges students have tended to perform below expectations for a number of years.

While there are factors that have influenced this trend, the review team validates the school's determination to arrest this trend and in a sustainable way, establish a new narrative about positive student achievement and progress.

A strength of the school is its strategic approach to implementing new programs such as MultiLit by effectively deploying the principles of change management.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The strategic allocation of staff resources, teaching and non-teaching, to ensure program implementation and sustainability. • The introduction of the Letters and Sounds program is having a positive impact on teaching continuity and improved student learning in the early years. • The school uses the STEM initiative as an authentic way to connect and address WA curriculum requirements. • The renewed focus on STEM subjects has enabled students to develop a new set of skills through experiencing a range of digital learning options. • The impact of the 'Young Engineers' program on students exhibiting certain levels of reluctance to core subjects has been profound. • The successful training of Education Assistants to deliver programs such as MultiLit has added value to the school's learning program.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The development of screening tools for all new students.

Reviewers

ROD LOWTHER
Director, Public School Review

STEVE DICKSON
Principal, Hocking 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 horizontal line at the end.

LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS