



Department of
Education

Shaping the future

Scarborough Primary School

Public School Review

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 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the 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.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Scarborough Primary School is located approximately 14 kilometres north-west of the Perth central business district, within the North Metropolitan Education Region.

Opened in 1934, Scarborough Primary School has a proud history as the first school established in the coastal suburb. Grounds are attractive and amenities are well-resourced. In 2015, the school gained Independent Public School status.

There are currently 247 students enrolled from Kindergarten to Year 6, with student numbers expected to increase based on projections of population growth in the area. The school has an Index of Community Socio-Educational Advantage of 1077 (decile 2).

The student population is culturally diverse, with approximately 22 nationalities represented.

Community support for the school is demonstrated through the work of the School Board, which monitors progress against business plan targets to inform the school's direction and planning. The school is also supported by the Parents and Citizens' Association (P&C) through various fundraising activities.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context and changing nature of the school due to significant enrolment growth.
- Authentic opportunities were provided for all staff to engage in preparation for the Public School Review, through reflection and feedback on the school's performance against each domain of the School Improvement and Accountability Framework.
- During the validation visit, the Principal, staff and community members provided a clear and honest account of the school's operations, performance and plans for improvement.
- The review process was viewed by the school as a positive and informative experience, and valuable in reinforcing processes for ongoing reflection and school self-assessment.

The following recommendations are made:

- Continue to embed and engage staff in future cycles of school self-assessment.
- Continue to build a culture of data and evidence-based decision making across the school.
- Ensure that evidence selected as part of future ESAT submissions best demonstrates school performance against the Standard.

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Relationships and partnerships

High levels of trust evident in the school and its leadership, are founded on positive relationships in combination with open and transparent communication. The school's authentic engagement with families and its 'whole-child' approach are valued by local community members.

Commendations

The review team validate the following:

- The invested School Board works to deliver sound governance. Input into strategic planning and school performance monitoring, as well as leveraging specific skill sets to support school projects, initiatives and communications, is evident.
- Education assistants are viewed as equal partners, and integral to the school and the quality of support provided to students with additional needs.
- The school has effective communication processes both internally and externally. As the school expands, the community is kept informed of changes and infrastructure developments, with appropriate opportunities for input.
- A positive partnership with the Brighton Road Community Garden has enabled development of the Indigenous Seasons garden, enhancing student learning and engagement.
- Staff embrace collaboration and teamwork across the school, underpinned by high levels of trust and cohesion.

Recommendations

The review team support the following:

- Ensure staff, parents and students have timely opportunities to provide feedback on levels of satisfaction and contribute to school improvement.
- Continue intentions to seek support during the school's building development from within the Department of Education, including Schooling Planning and the Collegiate Principal initiative.

Learning environment

A strong staff moral purpose, high levels of pastoral care and a focus on catering for both the individual and collective needs of students, is evident. This is acknowledged and valued by parents and the wider community.

Commendations

The review team validate the following:

- An orderly environment is supported through a focus on school values and the implementation of Zones of Regulation as part of a social wellbeing support process.
- A new wellbeing team is providing accountability and guidance for programs such as protective behaviours, cyber safety and the development of a whole-school focus on social and emotional learning.
- Embedded processes for supporting students at educational risk include a wraparound case management approach involving staff, parents, school leaders and a range of external agencies.
- A new learning support coordinator has been appointed to support teachers with curriculum delivery, planning and catering for students at educational risk.
- Students with special educational needs have an Individual Educational Plan, with identified learning goals and strategies for support. Students with diagnosed learning difficulties, such as Attention Deficit Hyperactivity Disorder or Dyslexia, are catered for through targeted strategies.

Recommendations

The review team support the following:

- Continue to build on student wellbeing through the implementation of whole-school approaches.
- Progress intentions to build on the school's positive behaviour approach and embed consistent behaviour strategies across the school.
- Guided by the Aboriginal Cultural Standards Framework, continue to build a school-wide approach to cultural responsiveness.

Leadership

The Principal's supportive and relational leadership approach has contributed to staff cohesion and stability during a period of substantial growth and change. The development of a distributed leadership structure is a current focus, with evidence of sustainable momentum in the shaping of teams and leadership roles.

Commendations

The review team validate the following:

- The belief that everyone is a leader underpins the school's focus on providing authentic opportunities for leadership development. Three teachers are part of the local Future Leaders Framework network, which will provide opportunities for building leadership capabilities.
- Phase of Learning Teams have a focus on delivering consistent practice across classrooms. Curriculum teams review current programs and strategies for the implementation of whole-school approaches. All teams are informed by data and evidence.
- A focus on using data to inform planning is evident in the new learning support coordinator role, which includes whole-school data analysis and targeted student support.
- Instructional support is provided by skilled teacher leaders, who willingly share their knowledge and expertise with other staff.
- The business plan has clear linkage to operational plans, with targets monitored and reviewed.

Recommendations

The review team support the following:

- Continue to consolidate a distributed leadership structure with clear roles and responsibilities. Strengthen teams through the clarification of purpose and structure.
- Continue to develop the leadership of whole-school data analysis to inform planning.
- Strengthen instructional leadership and staff support to ensure low variance teaching practices and the embedding of agreed whole-school approaches.

Use of resources

The school has well-maintained learning and administrative spaces as well as a well-resourced library. A significant rebuild for the school is progressing, with collaboration and management of school-based planning a feature of decision making.

Commendations

The review team validate the following:

- The school's highly valued and skilled manager corporate services works collaboratively with the Principal and Finance Committee to ensure effective and efficient financial and resource management.
- Staff are well informed, through professional learning opportunities to reinforce the school's financial management processes and ensure clarity of expectations for cost centre managers.
- Embedded financial management processes ensure funding is spent in a compliant and responsible manner that best targets the needs of students. Additional funds have been allocated to identified priorities, such as science resources and an upgrade to the art room.
- Prudent workforce management is evident in the close monitoring of the impact of student enrolments and recruitment of staff whose values align with the school's culture.

Teaching quality

There is a commitment to building whole-school approaches and consistent teaching practices. Guided by an agreed pedagogical statement, continued work in the development of low variance teaching is being prioritised.

Commendations

The review team validate the following:

- The school is in the initial stages of introducing Brightpath, with a view to providing a common language for moderation and assessment.
- Guided reading, Visible Learning, Talk for Writing and explicit teaching have been introduced as whole-school approaches. Jolly Phonics is well embedded, with evidence of significant impact on student achievement.
- Staff professional learning in Bloom's Taxonomy has been implemented to extend students' thinking skills.
- The Early Years Learning Framework is used to plan, teach and assess English in the early years.
- All teachers complete moderation tasks and other phase of learning common assessments to ensure consistency in student performance expectations and adherence to the student achievement standard in the Western Australian Curriculum.
- Staff work collaboratively in Phase of Learning Teams, focusing on student progress, planning and teaching.

Recommendations

The review team support the following:

- Progress the development of a whole-school approach to teaching mathematics.
- Apply consistent, agreed practices in the teaching of reading, particularly between Pre-primary and Year 3.
- Consolidate consistent practices for 'warm ups' to optimise student learning and progress.

Student achievement and progress

The school recognises the importance of analysis of data and evidence to inform school and classroom decision making. There is acknowledgment that student achievement has been inconsistent over recent years and this is a focus area for improvement.

Commendations

The review team validate the following:

- In response to declining student performance data, the school is prioritising intervention for students in literacy and numeracy as well as providing staff support through shoulder-to-shoulder teaching.
- On-entry Assessment Program data is used to inform strategic and operational plans, create student learning goals and identify students at educational risk in the early years.
- A focus on guided reading practice saw gains made in Year 3 to Year 5 NAPLAN¹ Reading progress and achievement in 2019. This is confirmed in more recent Progressive Achievement Tests data.
- School assessments are mapped out in the school's Assessment Plan and used by staff to inform classroom planning.

Recommendations

The review team support the following:

- Maintain the focus on addressing the decline in student achievement in NAPLAN Year 3 Grammar and Punctuation and Year 3 Reading.
- Address the decline in Year 5 Numeracy through a whole-school approach and agreed pedagogical practices.
- Continue to build staff data literacy through the collaborative analysis of student assessment evidence to enhance the tracking of student progress and to identify target groups for intervention.

Reviewers

Kim McCollum
Director, Public School Review

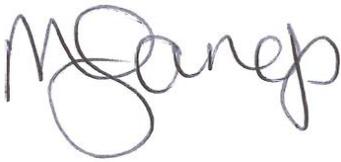
Kim Perkins
Principal, Edgewater Primary School
Peer reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Student Achievement and Progress domain only, will be Term 3, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy