



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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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 resources 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. In 2015, the school gained Independent Public School status.

There are currently 288 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1098 (decile 2).

The first Public School Review of Scarborough Primary School was conducted in Term 3, 2021. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal co-ordinated the submission of a reflective and transparent school self-assessment.

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

- The leadership team are united in their commitment to school improvement and embraced the Public School Review as an opportunity to leverage support to continue paving the intended school improvement journey.
- The narrative of the school's improvement journey was captured through the self-assessment process. Authentic reflections were a feature of the Electronic School Assessment Tool (ESAT) submission.
- Enthusiastic members of staff and students endorsed the work of the school during validation meetings conducted by the review team. A school tour assisted to verify the authenticity of the information presented.
- The insightful and authentic participation of staff in review discussions demonstrated an unwavering, shared commitment to the school's success. Their reflections were incorporated into future improvement planning through the recommendations in the report.
- Parents, including Board members and P&C representatives, participated in validation visit discussions, reflecting an unreserved level of investment in the school's improvement agenda and its positive reputation within the community it serves.

The following recommendations are made:

- In future ESAT submissions, consider distilling evidence to that which demonstrates the Standard has been met and that which has the strongest impact on student outcomes.
- To further develop an evidence-based decision making ethos, introduce robust data analysis techniques that enhance data interrogation and interpretation, such as looking for patterns and trends in student and school performance. Consider the use of the ESAT to capture this analysis.

Relationships and partnerships

Authentic and productive relationships between staff, students and families support school success and provide a benefit to all stakeholders. The impact of these relationships is evident in the positive school culture and reputation within the community it serves.

Commendations

The review team validate the following:

- Professional and respectful relationships between staff are enabled through phase of learning and committee collaboration and the provision of support in terms of timetabled collaborative time. High levels of trust between staff flourish within these established structures.
- Staff and students are actively engaged in decision making processes, the leadership team ensuring they have a voice, shared understandings and commitment to the school's strategic and operational directions.
- The School Board has a sound understanding of its governance role and responsibilities to help guide school decision making and policy. The P&C work productively with staff, sharing a collective responsibility that supports the strategic goals of the school and enhances the learning environment.
- Evidence of the confidence parents have in the school was apparent during the validation stage of the review process. Their investment in the school is resounding.
- External partnerships between the school and community, including YouthCARE and the Department of Transport through the Your Move program, are highly valued. The school's well documented success as participants of the Your Move program has attracted mutually beneficial partnerships with State and Federal members.

Recommendation

The review team support the following:

- Implement a unified approach to the use of communication platforms to support parents as partners in their child's learning. Consider the development of a communication strategy to support this process.

Learning environment

There is a strong sense that the responsibility for engaging students and providing a safe place to learn is shared by all staff and focuses on preparing them for a successful future. An engaging physical environment provides positive spaces for learning programs.

Commendations

The review team validate the following:

- A holistic approach integrating academic achievement and social and emotional wellbeing is laying the foundation for lifelong learning and personal growth.
- The well led Positive Behaviour Support (PBS) Committee are implementing the program with high levels of enthusiasm and fidelity, founded on The Scarborough Way. Strong staff buy-in of the increasingly consistent processes and actions has increased academic engagement and overall wellbeing of students.
- A significant capital works project has been thoughtfully planned and executed to meet the diverse needs of students and provides attractive spaces for learning, both in classrooms and outdoors.
- The learning support teacher, with the support of the Principal, leads a developing approach to student services. Staff demonstrate a high level of care and professional commitment in meeting the needs of students at educational risk, including students requiring additional academic extension and intervention, and support to engage and regulate their emotions.

Recommendations

The review team support the following:

- Progress as intended the school's PBS approach to support the continued development of common language and consistent reinforcement.
- With positive behaviour support as the foundation, ensure behaviour management and students at educational risk processes and practices are clearly defined and actioned with accountability.
- Develop a health and wellbeing strategy and proceed with the intention to introduce a whole-school social and emotional learning program to support students.

Leadership

A widely displayed willingness to undertake leadership roles has led to the school benefiting from the strengths, skills and passion of its staff. They are supported and encouraged to build their capacity through professional learning and opportunities to lead whole-school initiatives.

Commendations

The review team validate the following:

- Leadership is focused on the development of strategic alignment of the school direction to further enhance structures and processes consistent with the new business plan and Department expectations.
- The school invests in teacher development and aspirational leadership, as evidenced by the engagement of selected teachers in the Western Australian Future Leaders Framework aspirant leaders' program and associated action research projects, offered through the Churchlands Regional Network of schools.
- Highly skilled and valued education assistants deliver high quality support to students and enrich discussions on targeted curriculum delivery options. They have a thirst for professional learning to strengthen their contribution to the school and student outcomes.

Recommendations

The review team support the following:

- Engage all staff in the development of a shared school-wide vision and beliefs aligned to community and Department expectations.
- Prioritise the development of a business plan with supporting operational plans in collaboration with staff, and in consultation with School Board members. Ensure all strategic and operational planning guides classroom practice and is aligned to the Western Australian Curriculum.
- Approach opportunities for improvement utilising a recognised change management process with clear and calibrated steps to implement whole-school initiatives. Privilege authentic staff consultation and collaboration to ensure buy-in and accountability for all staff.
- Provide instructional leadership to foster uniformity and low variability of teacher practice and lesson design, aligned to Teaching for Impact.

Use of resources

Agile and targeted allocation of physical, financial and human resourcing considers students' needs and impact on student outcomes. Working collaboratively with the Principal, the experienced manager corporate services (MCS) is steadfast in their student focused planning and decision making.

Commendations

The review team validate the following:

- With clear oversight by the MCS, Principal, School Board and Finance Committee, financial management processes and procedures are transparent, robust and effective.
- The planning and allocation of technologies, including iPad banks in all classrooms, has ensured all staff and students have access to current technologies.
- With consideration to increasing student enrolments, workforce planning is a priority. Comprehensive strategies in place ensure alignment of staffing to school priorities and student needs. Close attention is paid to potential workforce gaps and the strategies required to address them.
- Aligned to student characteristics funding, students receive the support they require, including individual academic, social and wellbeing supports and interventions.

Recommendation

The review team support the following:

- Within the development of whole-school operational plans informed by the business plan, ensure resourcing links are overt and aligned.

Teaching quality

The personal devotion and professional responsibility of staff to make a difference for all students is tangible. It follows that there is an unwavering commitment to developing and implementing school-wide teaching practices and strategies based on collection and analysis of reliable student performance data.

Commendations

The review team validate the following:

- Quality academic programs are delivered by committed staff who are advocates for the school's teaching and learning values. They recognise and accept that the responsibility of improving student achievement and progress is theirs.
- Professional learning is appropriately targeted towards the implementation of agreed school-wide programs. Areas of concern in student achievement is driving a focus on improving teaching practice and data informed classroom planning.
- There is a committed whole-school approach to the implementation of Promoting Literacy Development, Talk for Writing and Maths Trek. Standardised assessments such as Progressive Achievement Tests and Brightpath support data collection and moderation practices.
- Implementation of differentiation strategies is evident. Individual education plans, group rotations and targeted programs such as Rapid Reading and Genuis Hour offer options for staff to address a range of student abilities.

Recommendations

The review team support the following:

- Develop and articulate school-wide beliefs, pedagogical approaches and expectations into a common agreed framework, to support induction processes and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Implement whole-school programs with consistency and fidelity.
- Formalise phase of learning collaboration to focus on curriculum, pedagogy, data analysis and planning to support the implementation of connected practices across the school.

Student achievement and progress

The school is acutely aware of the need to arrest the decline in student achievement data. As a consequence, the school is committed to prioritising the development of the data literacy of staff, routine data collection and analysis for the purpose of achieving greater reliability of evidence-based decision making.

Commendations

The review team validate the following:

- Teachers in the early years use the data provided through On-entry testing to plan for effective differentiation in literacy and numeracy. Targeted interventions are planned for individuals and small groups to address knowledge gaps.
- As evidenced through the implementation of Talk for Writing, the school is committed to using data to inform decision making processes.
- Staff understand the importance of consistent judgements and clear communication of student progress to parents. This also enhances the quality of handover processes at the conclusion of each year.

Recommendations

The review team support the following:

- Review and refine the school-based assessment schedule to ensure all datasets remain fit for purpose, inform planning with impact and are relevant to the school's goals for student achievement.
- Proceed with the intention to introduce school-based data collection points to support tracking and monitoring of student achievement and progress and the development of longitudinal data sets.
- Further develop staff data literacy and introduce a disciplined dialogue approach to support purposeful data analysis to determine the effectiveness of programs and differentiate teaching and learning.

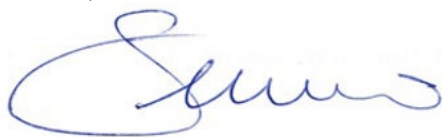
Reviewers	
Kate Wilson Director, Public School Review	Serena Gosnay Principal, Banksia Park Primary School Peer Reviewer

Endorsement

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

The next review process focusing on the leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 4, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson
Deputy Director General, Schools