



Department of
Education

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Public education
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Flinders Park Primary School

Public School Review

May 2019



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 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:

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|  | Effective |
| | The school demonstrates effective practice in creating the conditions required for student success. |

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

Context

Flinders Park Primary School is located in the City of Albany, 400 kilometres south of Perth within the Southwest Education Region. The school opened in 1978 and caters for Kindergarten to Year 6 students, with 443 students currently enrolled.

The local intake area is extensive, stretching from Takenup in the north to Nananup in the east. It also includes the areas of Lower King and Bayonet Head. Students within the catchment area are subsequently from suburban, semi-rural and rural environments.

Town planning decisions in recent years have had an impact on the school's student demographic diversity. Currently it has an Index of Community and Socio-Educational Advantage rating of 988.

Flinders Park Primary School gained Independent Public School status in 2015. The community is active and valued within the school. The School Board and the Parents and Citizens' Association are both active and supportive to the school.

Set amongst well-presented grounds, construction is currently underway for a new early childhood learning and play area.

School self-assessment validation

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

The following aspects are confirmed:

- A range of credible evidence from multiple sources was selected for the school's submission.
- Planned actions were identified and are appropriate to support future planning.
- The school's self-assessment processes demonstrated a commitment to improvement and accountability.
- The engagement of staff in the school assessment cycle, expanded upon during the validation phase, strengthened their ownership and commitment to a sustainable school self-assessment culture.

The following recommendation is made:

- Review, with the intention of prioritising, the number of entries and associated attachments in the school self-assessment.

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| Relationships and partnerships | |
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| <p>There is strong community support for the school and its staff, with pride expressed in terms of the school's commitment to providing an inclusive, caring and safe learning environment. The school is committed to maintaining quality community relations which are built on the close links staff have with the local community.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school is identified as a school of choice for the local community. • There is considerable breadth and depth in the range of existing school-community partnerships. • There is a high level of community and parent engagement providing additional support for special projects and programs at the school. • The School Board understands its role through the implementation of Department's School Board training and support provided by the Principal. • Staff value the collaborative processes and opportunities to be involved in the 'big picture'. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consider options to make disciplined dialogue more effective during collaborative meetings. • Initiate opportunities for the broader school community to observe School Board meetings. |

| Learning environment | |
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| <p>The safe, inclusive environment was cited by parents as the reason they enrol their children at Flinders Park Primary School. The focus on improving attendance and punctuality, together with a five-year strategic approach to improving behaviour management is showing dividends.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • In combination with the PBS¹ program, the SAILS school-based values program has given the school a new performance edge. • Feedback indicates that the impact of school values (SAILS) program has extended beyond the school to the home. • Attendance plans have been developed with parents/carers in combination with outside agencies. • The level of staff social acuity has seen a willingness to adapt to the changing school demographics. • The impact of introducing programs such as MiniLit and MaqLit has been positive for students at risk. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to raise awareness of and support for increased attendance through the implementation of the Good Standing Policy. • Pursue new strategies to reduce the level of unexplained absences. |

Leadership

A strong moral purpose in combination with professional knowledge and a wealth of experience provides the school with a robust leadership disposition. The Principal is well respected by staff and the community.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none">• The distributed leadership structure supports aspiring staff to develop their skills and support curriculum innovation.• The evidence-based business plan guides the implementation of change.• The leadership team, strengthened by its role clarity, is united in its belief about school improvement priorities.• The Principal's relational focus has created a school-wide ethos of a shared obligation and commitment to the needs of students.• Newly appointed staff are linked with a mentor.• Education assistants are included in staff professional learning programs.• The leadership has driven staff engagement with the ACSF². |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none">• Use the Public School Review experience to review the school's existing self-assessment schedule.• Enhance performance management processes through incorporating teacher-directed peer observation. |

Use of resources

There is a good, practical understanding of the need for constant vigilance and astute management of the deployment of school resources. While the need for workforce planning to address organisational priorities is clear, the school approaches decisions with sensitivity and understanding.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none">• Cost centre managers monitor their expenditure effectively.• The Finance Committee, in partnership with the School Board, ensure the school budget is aligned to school planning priorities and special projects.• The grounds and facilities are well maintained and provide a safe and secure environment for students.• Student characteristic funding is recognised and delivered appropriately through effective budget decision making.• Management of the school workforce is responsive to the changing school demographic. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none">• Explain the demands and complexities of developing a workforce management plan to increase staff understanding of decisions that need to be made. |

Teaching quality

The continuity of curriculum delivery based on evidence of student progress and achievement is a priority for all schools. Collaborative opportunities for staff are enhanced by the strategic use of distributed leadership support across the phases of learning.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff beliefs about teaching and learning are shared collaboratively to achieve a unified approach to student achievement. • Teachers plan collaboratively and discuss student progress and teaching strategies during assigned DOTT³ time. • YuMi Maths has been embraced as a whole-school approach to the teaching of mathematics. • A dedicated intervention program supports students with identified literacy learning needs. • A spirit of public accountability among staff underpins the school’s culture of high standards and expectations. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to promote peer observations to build among staff, a willingness to share ideas and resolve challenges. |

Student achievement and progress

While recent trends in comparative performance in some areas of NAPLAN⁴ assessments are a concern for the school, staff accept the challenge to achieve and maintain improvement trends across all assessment areas.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Investment in professional learning for the teaching of mathematics is resulting in dividends across the school. • On-entry Assessment Program data are used effectively to inform a dedicated intervention program to support students with identified literacy learning needs. • Moderation of student work samples has been a focus of collaborative team agendas. • Decisions relating to differentiated teaching programs are based on a range of system and school-based data. • The use of disciplined dialogue has improved the levels of staff objectivity when looking at whole-school data, particularly Year 3 and Year 5 standardised, system-wide data. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Use SAIS⁵ data to inform differentiated class planning for literacy and numeracy programs with a focus on setting explicit improvement targets. • Review the range of assessment processes to determine the most effective and informative practices to assist with individualised planning. |

Reviewers

Rod Lowther
Director, Public School Review

Helen Demiris
Principal, Halidon Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Positive Behaviour Support
- 2 Aboriginal Cultural Standards Framework
- 3 Duties other than teaching
- 4 National Assessment Program – Literacy and Numeracy
- 5 Student Achievement Information System