Department of
Education
GOVERNMENT OF
WESTERN AUSTRALIA

Public education
A world of opportunities

Eaton
Primary School

Public School Review

May 2021

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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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

Established in 1967, Eaton Primary School is situated within the Southwest Education Region, approximately 170 kilometres south of Perth in Eaton, a northern suburb of Bunbury. A large proportion of Eaton's population are employed in mining, government and local service industries.

The school became an Independent Public School in 2017 and currently has 398 students enrolled from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage of 970 (decile 7).

In recent years, the school underwent major renovations to update existing facilities. A new early childhood building was officially opened in 2020.

There is an active parent community that provides support to the school through the Parents and Citizens' Association (P&C) and the School Board. Staff, parents and volunteers run the school's main fundraiser each year, the Eaton Foreshore Festival, which was first organised in 1991 and is one of the largest community events in the Bunbury area.

School self-assessment validation

The Principal submitted an honest and transparent self-assessment.

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

- Staff identified as leaders were provided with opportunities to contribute to the school self-assessment and determine sources of evidence for submission.
- The review process was valued as an opportunity to engage staff and support school improvement planning.
- Staff engaged enthusiastically and positively with the process, acknowledging the school's improvement journey.
- Information was provided in the Electronic School Assessment Tool for each domain within the Standard. The information was limited and did not sufficiently cover the indicators of the Standard to validate the judgement within each domain.

The following recommendations are made:

- Ensure a clear alignment between judgements made and the analysis of evidence submitted as part of the self-assessment process.
- Embed cycles of self-review aligned to the School Improvement and Accountability Framework, with a targeted focus on the role of evidence.
- Embed the language of self-assessment to drive evidence-informed decision making across all levels of the school.
- Build the capacity of all staff to effectively use data as evidence of school performance.

Public School Review

Relationships and partnerships

The school is viewed as welcoming and friendly. Staff embrace opportunities to build positive relationships with students, parents and the wider community through key events and specialist programs.

Commendations

The review team validate the following:

- The Eaton Foreshore Festival is highly valued by staff and students as a way of engaging with the community.
- Staff meeting time is prioritised for engagement in phase meetings and committees. A dynamic staff considers ways to improve and embraces opportunities to work in collaboration.
- An effective P&C is actively involved in providing financial support, operating a fulltime canteen and positively promoting the school community.
- School Board members' understanding of their governance role has been strengthened through School Board training. They advocate positively for the school and support the school's strategic direction.

Recommendations

The review team support the following:

- Aligned to the school improvement foci, prioritise the opportunity for genuine collaboration amongst staff. Embed leadership structures that foster support and accountability within meetings.
- Conduct the National School Opinion Survey for parents to determine levels of satisfaction and obtain feedback to support improvement planning in communications and community engagement.

Learning environment

There is a commitment to ensure students can play and thrive in engaging and orderly learning spaces, with a focus on nature play. The values of Excellence, Courage and Respect underpin whole-school approaches to student behaviour and wellbeing.

Commendations

The review team validate the following:

- A PBS[1] staff file, developed in collaboration with the PBS Committee and school community, provides clear information regarding strategies, procedures and processes that promote and maintain positive behaviours.
- Behaviour expectations are high. Staff are upskilled with a focus on consistency of practice and language.
- Aimed at empowering children to develop their social and emotional skills, the Circus program is highly valued by staff and students.
- The school Robotics program provides an opportunity for students to academically extend and build connections beyond the school.

Recommendations

The review team support the following:

- Document and embed consistent processes and procedures for students at educational risk to ensure there is a shared understanding of the student services structure.
- Develop and implement a Response to Intervention model that reflects a commitment to embed evidence-based programs and intervention in response to the needs of all students.
- Continue to prioritise early intervention in response to identified needs, and upskill staff in this area.
- Continue to embed consistency in whole-school structures, particularly in PBS.

Leadership

Viewed as a transitional time for the school, the new leadership is strategically leading change and building a cohesive school culture underpinned by a commitment to improving outcomes for all students.

Commendations

The review team validate the following:

- Staff expertise is valued and leadership capability is developed through distributed leadership structures. Leaders support the implementation and review of a number of school programs and practices, including PBS, sustainability, Robotics, Lego League, Circus skills and the Aboriginal Cultural Standards Framework.
- The executive team consult and engage staff in the development and review of whole-school operational and business planning.
- Staff leaders are provided with opportunities to lead committee and phase teams.
- Comprehensive performance management processes are documented and valued as opportunities for staff to reflect on achievements, establish goals and supports for growth.

Recommendations

The review team support the following:

- Continue to progress the development of business, strategic and operational planning, with alignment to the School Improvement and Accountability Framework and explicit targets for improvement.
- Ensure all leaders have explicit roles and responsibilities aligned to the school's improvement foci. Use executive meetings to support and drive accountability processes.
- Review leadership roles and prioritise curriculum and instructional leadership as a feature of the executive team. Build capacity and strengthen feedback through coaching and classroom observations.
- Progress the current work aligned to the Aboriginal Cultural Standards Framework to ensure it reflects changes in pedagogy and planning.

Use of resources

The Principal and manager corporate services work together to ensure appropriate allocation of the one-line budget.

Commendations

The review team validate the following:

- There is a commitment to build the skills and understandings of staff, including the manager corporate services, to ensure resourcing is targeted and aligned to school planning.
- The Finance Committee meets and provides appropriate oversight to the school's financial management.
- An effective partnership between the school and P&C adds value to the school's priorities.
- Funding in the area of ICT[2] is prioritised, including the accessibility of technologies such as interactive screens, robotics and iPads.

Recommendations

The review team support the following:

- Increase financial awareness and strengthen the budget planning and review processes by ensuring clear and defensible links exist between school plans and budgets.
- Continue to regularly monitor budgets and planning intentions for student support to ensure balanced budgets, and data-driven, transparent decision making.
- Review and develop appropriate asset replacement plans.
- Formalise workforce planning to ensure it considers school needs and context.

Teaching quality

Underpinned by high expectations, staff are passionate and committed to school improvement. They understand the need to consistently implement whole-school approaches and data-driven decision making.

Commendations

The review team validate the following:

- Peer observations enable self-reflection and promote positive feedback and encouragement.
- Staff engage in moderation processes, including the implementation of Brightpath and collaborative review aligned to diagnostic assessments.
- Recently implemented, staff acknowledge the value in consistency of practice through Letters and Sounds in Kindergarten to Year 2.

Recommendations

The review team support the following:

- Embed shared beliefs about teaching and learning through school-wide consistency in programs and pedagogy.
- Update the Curriculum and Pedagogy Statement 2021 to reflect current priorities and strategies. Ensure this statement includes measurable targets and addresses all curriculum areas.
- Drive consistency in pedagogy through accountability in committee and phase meetings.
- Continue to build data literacy of all staff to ensure disciplined dialogue approaches and review processes are strengthened.

Student achievement and progress

The school is developing its consistent analysis and use of systemic and school-based data to track student progress and inform areas of pedagogy focus.

Commendations

The review team validate the following:

- In 2020, the school was invited to trial Brightpath in Mathematics. This, together with existing Brightpath writing moderation practices, supports teachers with the allocation of grades.
- Letters and Sounds is providing the opportunity for intervention and extension in the early years. Differentiation for students is facilitated by collaboration across classes.
- Explicit teaching in PBS has provided common language and a set of behaviour expectations that has created whole-school change.

Recommendations

The review team support the following:

- Use standardised assessments to set targets to track student progress and achievement across year levels.
- Use PAT[3] data, aligned to targets, to effectively inform levels of achievement and progress.
- Inclusive of academic and non-academic data, develop whole-school data collection processes to track student progress and achievement and drive future planning.
- Continue to utilise evidence-based, whole-school programs to ensure there is an opportunity for whole-school data collection processes.
- Enhance Brightpath writing practices to ensure moderation is impacting on classroom pedagogy and whole-school improvement.

Reviewers

Rebecca Bope
Director, Public School Review

Judith King
Principal, North Woodvale 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 all domains, will be Term 2, 2022.

Melesha Sands
Deputy Director General, Schools

References

1   Positive Behaviour Support
2   Information and communications technology
3   Progressive Achievement Tests