



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

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Public education  
**A world of opportunities**

# Eddystone Primary School

## Public School Review

September 2019

## PUBLIC SCHOOL REVIEW

### Purpose

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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

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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

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused 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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Eddystone Primary School is located in the suburb of Heathridge, approximately 25 kilometres from the Perth central business district in the North Metropolitan Education Region.

Established in 1986, the school currently enrolls 245 students from Kindergarten to Year 6. It also hosts an Intensive English Centre (IEC) catering for students with language backgrounds other than English. Due to the nature of operation of the IEC, student numbers fluctuate between 60 and 120.

The school has an Index of Community Socio-Educational Advantage rating of 984 (decile 6).

The Eddystone Primary School community is diverse with more than 40 nationalities represented. Parents, caregivers and the general community work together to support the school through the School Council and Parents and Citizens' Association (P&C). A small group of committed parents are supported by a significant number of volunteers to ensure the success of P&C sponsored events.

## School self-assessment validation

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

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided genuine understanding of the school context.
- The summary statements provided in the ESAT submission assisted reviewers in the overall understanding of evidence presented.
- A range of credible evidence was selected for analysis to support the summaries.
- Staff engagement in the school self-assessment process was collaborative.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A culture of reflection and continuous improvement was evident.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation. A range of staff, students and parents provided unified endorsement of school direction.

The following recommendation is made:

- Continue to embed established self-assessment practices to optimise the school's commitment to a genuine culture of improvement.

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Relationships and partnerships	
<p>The school actively seeks to develop and maintain engaging and productive relationships and partnerships. Many long-standing associations have been established with the underlying focus on improved student outcomes.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Well-established communication options including; 'The Bulletin', Facebook, SMS<sup>1</sup>, the school website, email and electronic signage, are endorsed as effective and valued highly by parents and staff.</li> <li>• 2018 NSOS<sup>2</sup> data reflect high levels of parent satisfaction.</li> <li>• Quality relationships between staff and students are developed and fostered through positive classroom environments and support.</li> <li>• Newly elected School Council representatives are committed to their role and advocate strongly for the school. They are undergoing training to optimise understanding of their role in school governance.</li> <li>• Strong, collegial relationships, both formal and informal, underpin staff willingness to share ideas and expertise that may impact student learning.</li> <li>• Staff, parent and student voice is valued, considered and acted upon appropriately. Input on recent physical landscaping was greatly appreciated.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to seek and consider staff, student and parent views.</li> </ul>

Learning environment	
<p>An attractive physical environment is complemented by a genuinely inclusive approach to individual and whole-school needs. A safe, welcoming, engaging, harmonious and orderly environment has been embedded.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The multicultural nature of the school creates a strong sense of belonging. Diversity is acknowledged and celebrated to ensure inclusivity.</li> <li>• Teachers, parents and the students at educational risk team work collaboratively to provide the necessary support and/or intervention regarding attendance, academic, social or special needs.</li> <li>• A tiered intervention model has been developed to focus on individual student needs and improve access to necessary interventions including education assistant time, MiniLit<sup>3</sup>, MultiLit<sup>4</sup> and/or DRUMBEAT.</li> <li>• The embedded PBS<sup>5</sup> framework underpins all aspects of behaviour management and has engendered positive and respectful relationships.</li> <li>• A strong focus on genuinely differentiated learning and the creation of a culture in which all students are expected to learn successfully, is evident.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to promote a culture of high expectations and commitment through recognition of agreed standards.</li> </ul>

## Leadership

The school community has welcomed the commitment of the principal following a period of instability with leader turnover. An explicit improvement agenda has been maintained despite the changes in leadership. Alignment of school processes together with the recognition of staff experience and capacity has now focused direction and improvement planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Distributed leadership and consultative processes have contributed to the foundation of a genuine, whole-school approach to improvement.</li> <li>• Strategic planning, staff development and change management have underpinned positive student achievement. Staff, student and parent feedback describe a positive, successful school seeking to improve.</li> <li>• Change is introduced incrementally through research, trial and consultation prior to school-wide implementation and whole-staff commitment.</li> <li>• Accountability measures are being embedded through options including interviews, presentation of action learning projects, classroom observation and instructional rounds.</li> <li>• Consultative processes through well-established leadership groups ensure staff have a clear understanding and ownership of decisions.</li> <li>• The professional development process has been simplified to align to the AITSL<sup>6</sup> Australian Professional Standards for Teachers and school priorities.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Formalise PLCs<sup>7</sup> in the phases of learning and the IEC to provide a collaborative forum for targeted leadership and operational dialogue.</li> </ul>

## Use of resources

Resource planning and deployment to meet the requirements of the student-centred funding model and address the needs of current students and future directions, are organised, methodical and proactive. Judicious oversight ensures management practices are compliant.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Formal documentation to endorse the efficacy of past practice and minimise future risk have been implemented under the current leadership.</li> <li>• Resourcing is committed to essential support for research-based, whole-school curriculum programs and targeted intervention strategies.</li> <li>• The manager corporate services plays a key role in strategic resource management and is recognised as an integral part of the leadership team.</li> <li>• The Finance Committee and School Council ensure resource allocation decisions are aligned with budget priorities, and have student needs as the primary focus.</li> <li>• The initiation of a school-centred school officer training program has generated significant supplementary income for the school.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Develop a workforce plan to attend to the gaps identified.</li> <li>• Formalise the staffing strategy proposed to support MiniLit and MultiLit.</li> </ul>

## Teaching quality

A school-wide understanding of the need to build a performance culture around targeted whole-school approaches, underpins the improvement journey. A strong foundation for its development is provided by a high level of teacher capacity and commitment.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Staff have worked collaboratively to develop the business plan, including the school vision and purpose, as the basis for teaching and learning.</li> <li>• School-wide beliefs about effective teaching are understood and implemented consistently.</li> <li>• Targeted whole-school strategies and frameworks including Talk for Writing, iMaths, Soundwaves, PAT<sup>8</sup>, and Brightpath, support curriculum and assessment and have resulted in improved student achievement.</li> <li>• Information and communication technology is embedded in classroom practice following directed professional learning for staff and capacity building of students via ScopeIT Education.</li> <li>• Operational plans in maths, English, humanities and social sciences, and STEM<sup>9</sup> guide school-wide implementation effectively.</li> <li>• A focus on Visible Learning has established agreed learning dispositions.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Provide support for staff to plan and moderate within the school and network.</li> </ul>

## Student achievement and progress

Staff appreciate the benefits of the analysis of systemic and school-based student achievement data to inform planning and practice. Their capacity to interrogate these data and modify teaching pedagogy effectively has resulted in improved student performance in recent years.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Professional support to record and analyse student performance data effectively has been provided by a designated staff member. In a culture of collaboration, teachers then plan for improvement and act to implement planned strategies.</li> <li>• Despite vulnerabilities evident in AEDC<sup>10</sup> and OEAP<sup>11</sup> data, there was evidence of good progress from 2016 to 2018 in NAPLAN<sup>12</sup> performance.</li> <li>• Progress for the stable cohort in NAPLAN 2016-2018, Years 3 to 5, was well above like schools in numeracy, reading and writing.</li> <li>• Effective differentiation has resulted in proficiency band achievement better than like schools. Literacy intervention programs have demonstrated significant success.</li> <li>• Student progress in the IEC is assessed comprehensively using the <i>English as an Additional Language/Dialect Progress Map</i>.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Embed Best Performance data tracking and analysis to build on established school processes.</li> </ul>

## Reviewers

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Brett Hunt  
Director, Public School Review

Hans Geers  
Principal, Brookman Primary School  
Peer Reviewer

## Endorsement

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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

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## References

- 1 Messageyou Schools
- 2 National School Opinion Survey
- 3 Early literacy program
- 4 Literacy intervention program
- 5 Positive Behaviour Support
- 6 Australian Institute for Teaching and School Leadership
- 7 Professional learning communities
- 8 Progressive Achievement Tests
- 9 Science, technology, engineering and mathematics
- 10 Australian Early Development Census
- 11 On-entry Assessment Program
- 12 National Assessment Program – Literacy and Numeracy