



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Edgewater Primary School

Public School Review

September 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 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:

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

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

Context

Edgewater Primary School is located in the suburb of Edgewater in the North Metropolitan Education Region, approximately 25 kilometres from the Perth central business district. The school opened in 1983 and gained Independent Public School Status in 2015.

The school has an Index of Community Socio-Educational Advantage rating of 1067 (decile 2). It currently enrolls 404 students from Kindergarten to Year 6.

Active forums for parent involvement in the school are provided through the work of the School Board and the Parents and Citizens' Association (P&C).

School self-assessment validation

The principal submitted an informative and succinct school self-assessment.

The following aspects are confirmed:

- Staff were provided with opportunities for collaboration and reflection in the school assessment process.
- Members of the School Board were engaged in the self-assessment process.
- A variety of evidence was submitted.
- A number of key staff engaged actively during the school visit validation phase.
- Planning intentions described in the school's submission were elaborated on during the validation phase.
- There was alignment between the performance evidence and the proposed improvement strategies.

The following recommendation is made:

- Consider the Electronic School Assessment Tool in terms of sequential and cohesive presentation of comments, analysis, impact and planned actions.

Public School Review

Relationships and partnerships	
There are trusting and supportive relationships between staff and between staff and parents. A positive school culture is supported by high levels of parent engagement.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> National School Opinion Surveys for students, parents and staff reflect high levels of satisfaction with the school. The Children’s University Edith Cowan program encourages students to pursue activities outside of school hours, holding a ‘graduation’ to acknowledge the completion of blocks of work. The choir program is valued highly. Students perform in One Big Voice and parents have formed their own choir to perform for students at an end of year event. Strong governance is evident from the school, Board and P&C. To assist with transparency of decision making at Board meetings, the Board chair provides input at P&C meetings. A unique Anzac Day ceremony acknowledges families with military connections by assembling the ‘Wall of Edgewater’.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Embed the newly established distributed leadership model to focus on developing leadership opportunities. Raise the profile of the <i>Aboriginal Cultural Standards Framework</i> and the Reconciliation Action Plan.

Learning environment	
The school prides itself on providing all students with an opportunity to shine, and focuses on the students’ interests and strengths.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> School grounds are extensive and include nature play areas, natural bush, ample shaded playgrounds, tennis/netball courts and a school garden. The school chaplain works at the school two days per week, supporting individuals and groups of students to develop social and emotional skills. The Fathering Project is a key parent engagement program. Some of the successful activities organised by the ‘Edgiemen’ group include taking students on camp and holding a ‘Dads’ organised’ disco. A weekly ‘Digiclub’ offers additional digital technology opportunities for students. In response to survey data, the school has established the primary focus areas for pastoral care and student support as resilience and anti-bullying. Programs which support these foci include Be You, Bounce Back, You Can Do It, and Friendly Schools Plus.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Develop a policy for staff wellbeing.

Leadership

The principal has formed strong trusting relationships and is developing a collaborative professional learning culture.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The distributed leadership model, which includes phase of learning, curriculum, year level and student leadership teams, has been constructed to provide additional leadership opportunities. • Performance management and development processes are established, with teachers selecting the type of classroom observations they prefer. • A restructure of leadership roles provides more effective use of strategic planning and operational work time. • Leadership meetings are structured and purposeful and include the principal, deputy principals and manager corporate services.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Strengthen links between the business plan, operational, financial and classroom planning.

Use of resources

The manager corporate services works closely with the principal to monitor expenditure and discuss long-term planning using electronic planning tools.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school benefits from fundraising from P&C organised events, including a quiz night, and the five days per week canteen. • Student characteristic funding for students with disabilities is expended flexibly on resources including education assistants. • Funding for Aboriginal students is directed to the Reconciliation Action Plan and further implementation of the <i>Aboriginal Cultural Standards Framework</i>. • Financial practices are state-of-the-art for ease of use, with PayPass available to parents. • A comprehensive workforce plan has identified future staffing focus areas.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Broaden the variety of technology platforms available to students. • Prioritise the use of reserve accounts for upgrades to school infrastructure and minor works projects.

Teaching quality

Enthusiastic teachers spoke in depth about the variety of programs and teaching strategies used to support their planning and teaching.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Education assistants bring a wealth of knowledge and are an integral part of the teaching and learning program. • Curriculum differentiation is embedded in classroom planning using the Diamond class profiling tool. • The Learning Sprints strategy is used as a tool for reflective practice to assist teachers to improve their skills, lesson delivery and impact on student learning. • A well-established student profile handover process occurs at the end of the year. It supports continuity of appropriate curriculum provision for students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review school teaching and learning beliefs to develop a whole-school approach and agreed pedagogy. • Explore other methods of integrating technology into the curriculum in the classroom teaching and learning programs. • Embed the performance and development cycle for reflection on teaching practice. • Investigate other teaching models that will open up the curriculum, including open-ended learning opportunities to extend all students.

Student achievement and progress

Edgewater Primary School students generally perform above the Australian mean in most areas tested in the National Assessment Program - Literacy and Numeracy (NAPLAN).

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A range of student assessments is used to identify trends in student achievement, inform teacher planning and set future targets in operational plans. • The MultiLit and MiniLit programs were established in 2019 in response to identified need for targeted intervention in reading. Along with a Reading Tutor program, early indications are that these initiatives are improving student achievement. • The school recognises that the NAPLAN data indicate the school has a concentration of students achieving in the mid-range. Intensive work with groups of students to raise their achievement levels, is being trialled. • NAPLAN student progress and achievement data, compared with like schools, indicated that progress from Year 3 in 2016 to Year 5 in 2018, was in the 'higher progress' category in all areas tested. • Progressive Achievement Tests in science identify trends of success and deficit for teachers to provide targeted teaching.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop teachers' data literacy to inform improvement planning.

Reviewers

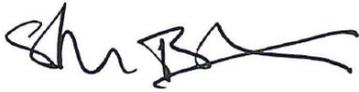
Laura O'Hara
Director, Public School Review

Jane Rowlands
Principal, Floreat Park 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
Deputy Director General, Schools