Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Edgewater Primary School

Public School Review

D23/0564750
February 2023

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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 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 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, 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

Edgewater Primary School is located approximately 25 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1071 (decile 2).

It currently enrols 433 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Edgewater Primary School has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Edgewater Primary School was conducted in September 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

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

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

- The Electronic School Assessment Tool (ESAT) submission and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- High levels of staff engagement and collaboration in the school assessment process are evidence of an embedded culture of reflection and improvement.
- Reflections on the school's performance were enhanced significantly by conversations held with members of staff and the school community during the validation visit.
- Staff demonstrate ownership for student success with professional and personal responsibilities and expectations are well understood and articulated.
- The ESAT submission acknowledged and addressed the 2019 Public School Review recommendations, highlighting a transparent and genuine focus on ongoing school improvement

The following recommendation is made:

- Through the lens of the following reflective question: *Why do we think the evidence selected for our Public School Review demonstrates meeting the Standard?*, consolidate the parameters for summary statements and aligned evidence to be included in future ESAT submissions.

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Relationships and partnerships

The school's unwavering focus and approach to maintaining sustainable relationships and partnerships is acknowledged. An embedded culture of collaboration, mutual respect and trust between staff, students, families and the wider community has been established.

Commendations

The review team validate the following:

- Informed and highly functional, the School Board has a sound understanding of its governance role and responsibilities. Together with the P&C, they actively support the school in addressing the needs of students and appreciate the open and collaborative relationship with school leadership.
- The staff highly value collaboratively sharing their knowledge and skills. Respectful and positive, they demonstrate a collective understanding of their students' and the school's priorities.
- The school seeks and responds to feedback, including within identified areas of priority or focus. Families and staff report high levels of satisfaction with the school which was supported by previous year's survey data.
- A range of effective communication strategies are established with opportunities for families to understand their child's or children's learning in the classroom.

Recommendation

The review team support the following:

- Continue to maintain partnerships with external stakeholders and community groups that support school priorities.

Learning environment

Inclusive and responsive to need, the school is firmly focussed on ensuring structures, processes and supports are established to secure the conditions for students to thrive are in place.

Commendations

The review team validate the following:

- The indoor and outdoor learning environments provide age-appropriate engaging spaces to learn and play.
- Established processes ensure that students at educational risk (SAER) are identified, monitored and supported, with targeted intervention through the use of the MiniLit and Reading Tutor program evident.
- Opportunities to be culturally responsive and embed Aboriginal perspectives into curriculum are a focus and are reflected through partnerships, curriculum planning and events.
- Whole-school positive behaviour and attendance processes and initiatives are in place to manage student and family engagement with the school.
- Underpinned by data and supported by a staff health and wellbeing plan, there is a genuine commitment to ensure the health and wellbeing needs of staff are understood and supported.
- The leadership of sustainability programs is driven through a committee structure with plans in place to embed contemporary, culturally inclusive and sustainable practices and programs.

Recommendations

The review team support the following:

- Review SAER policies and procedures, with consideration and planning for academic extension of identified students.
- Continue to engage with the Aboriginal Cultural Standards Framework and progress plans to integrate sustainability and bush tucker programs.

Leadership

The principal leads a school-wide culture of improvement, realised through a clear strategic agenda, instructional leadership and high levels of staff consultation and collaboration.

Commendations

The review team validate the following:

- Performance management and development processes are in place, with alignment to the needs of staff and school priorities.
- Staff are engaged in the development and review of the business plan and operational plans based on targets and student data. There is connection and alignment between the business and operational plans, resourcing, and classroom practice.
- Student leadership is valued with multiple opportunities for students to take responsibility and be involved in decision making.
- Distributed leadership is evident with responsibilities and expertise shared. Curriculum committees are data focussed and drive consistency in classroom curriculum delivery across the school.
- Change is implemented in a strategic, timely and inclusive manner with a focus on student success, the provision of support and opportunities for staff voice.

Recommendations

The review team support the following:

- Review the use of the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards for teachers in the performance and development processes.
- Continue to explore opportunities to embed coaching and peer observations, ensuring ongoing collective efficacy.

Use of resources

Financial management of the one-line budget is sound. Physical, financial and human resources are deployed effectively to ensure school priorities are appropriately resourced and student outcomes are maximised.

Commendations

The review team validate the following:

- Evidence-based and timely, decision making in the allocation of resources is aligned to school priorities. There is an unwavering focus on the provision of student supports and professional learning in the development of quality teaching and learning.
- The Finance Committee meets regularly and provides appropriate oversight of the school's financial management strategies and processes.
- Targeted initiatives and student characteristics funding have been deployed to maintain strategies for supporting SAER, including targeted interventions and supports for staff.
- Information and communications technologies (ICT) are prioritised through the implementation of an iPad program, broadening the variety of ICT platforms available to students.
- The P&C provides targeted funding to enhance the learning opportunities and experiences for all students.

Recommendations

The review team support the following:

- Continue to regularly review workforce planning aligned to school priorities.
- Continue to review and plan for the ongoing access of contemporary technologies to students.

Teaching quality

Collaborative practices are a strength of the school. Staff demonstrate professional accountability and commitment to the delivery of low-variance connected practice. Teaching quality has been a priority for the school with shared beliefs and clear expectations about effective teaching and learning evident.

Commendations

The review team validate the following:

- Aligned to school priorities, there is a strong investment in staff professional learning and building capacity through collaborative supports and school development days.
- Formal and informal collaboration is evident and effective. Phase of learning teams engage collaboratively to undertake moderation, the review of data and plan for teaching sprints.
- The value of data literacy is acknowledged with the staff committed to building their capacity to use and interpret data more effectively.
- Curriculum leaders support the development, implementation and review of action and operational plans.
- Teaching sprints and a visible learning scope and sequence supports the school wide implementation of agreed visible learning strategies.

Recommendations

The review team support the following:

- Continue to build data literacy skills of all staff to support data analysis of systemic and standardised assessments.
- Aligned to the school's pedagogical framework, resume a focus on classroom observations to support and embed low variance connected practice.

Student achievement and progress

A range of systemic and school-based data is collected to inform levels of student achievement and progress. With high levels of collective ownership and determination by staff to ensure all students achieve their potential, the school acknowledges it is on a journey to further enhance the use of its performance data.

Commendations

The review team validate the following:

- Inclusive of systemic assessments, standardised testing and school-based assessments, a whole-school assessment schedule guides staff in the consistent collection and review of data.
- Longitudinal data collection and tracking supports committee level analysis and planning, driving evidence-based decision making,
- Data informing the intervention approaches is reviewed to determine the numbers of students accessing supports.
- A shift in the review and presentation of data from a report format to collaborative disciplined dialogue is acknowledged as critical to building capacity and ownership of data.
- Common writing tasks are moderated in year level and Phase of Learning Teams (POLTs) each term. Moderation practices within the school and between the network are valued.

Recommendations

The review team support the following:

- Continue data analysis processes that collectively set clear student achievement and progress targets.
- Use the Student Achievement Information System (SAIS) dashboard to review systemic data and to support the development of targets for ongoing improvement.

Reviewers	
Rebecca Bope **Director, Public School Review**	Blake Ingersole **Principal, Sutherland Dianella 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.

Your next school review is to be scheduled for 2026.

Melesha Sands
Deputy Director General, Schools