



Department of
Education

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Subiaco Primary School

Public School Review

October 2020



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 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

together with the Funding Agreement for Schools.

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.



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Context

Opened in 1897, Subiaco Primary School is located 4 kilometres from Perth, within the North Metropolitan Education Region. Many of the classrooms are housed in the original buildings, and onsite facilities include a large covered assembly area, tennis and basketball courts and a six lane, 17 metre swimming pool.

The school became an Independent Public School in 2011 and has an Index of Community Socio-Educational Advantage is 1176 (decile 1). Currently, there are 742 students from Kindergarten to Year 6 enrolled at the school.

There is strong community involvement through the School Board, the Parents and Citizens' Association (P&C) and parent volunteers.

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 Principal demonstrated high-level understanding of the alignment required between evidence (direct and indirect) and planning, taking into account the contextual factors impacting on student learning.
- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational foundations and planned directions.
- A broad representation of staff contributed to the submission and an equally large number of teaching and support staff engaged actively during the validation visit.
- The purpose of evidence-based self-assessment is embraced by the leadership, staff, the School Board and P&C, ensuring a positive approach to the validation phase of the review process.
- There is alignment between performance evidence, judgements and plans for improvement.

The following recommendation is made:

- Maintain the embedded reflective culture and use of student performance information. Continue to monitor the impact of these on student achievement, whole-school approaches and teaching practice at the individual, teacher, year, phase of learning and whole-school levels.

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Relationships and partnerships

The leadership team has built a strong collegial culture founded on mutual respect, trust and support amongst staff, students and families. The quality of the relationships that have evolved is highly valued by the whole school community.

Commendations

The review team validate the following:

- Parents view the school as being an integral part of the Subiaco community and value the partnerships that have been cultivated in connecting the community to the school.
- Relationships between adults and students focus on advancing the academic achievement and wellbeing of students, quality of teaching and the supportive learning environment.
- The P&C and School Board are strong advocates for the school and facilitate community partnerships providing multiple avenues for parent engagement.
- Student wellbeing is given high priority and staff actively seek to check that children are 'OK'.
- A variety of communication platforms are used to ensure staff, parents, students and the community are well informed in a timely manner.

Learning environment

The school prides itself on providing a safe and caring environment for students and staff, underpinned by a culture that supports quality learning and positive behaviours. High levels of effectiveness are evident in meeting the needs of all students.

Commendations

The review team validate the following:

- Students have a strong sense of belonging and recognise the contribution that they make to improving the learning environment through the Student Representative Council and Peer Mediators.
- Students describe the learning environment as welcoming and are appreciative of the opportunities offered by the range of activities that cater for the varied interests of students.
- A high priority is placed on student and staff wellbeing with processes in place to provide both academic and non-academic support to address individual needs.
- The school community embraces its cultural diversity and respects the cultures, languages, experiences and world views of their families, creating a feeling of belonging and acceptance.
- There are well-established policies and processes for monitoring student progress and ensuring students at educational risk receive appropriate levels of support including targeted interventions.

Leadership

Leaders have created and are embedding an organised, structured, aligned and supportive work environment where staff are provided clarity about the purpose for all actions. This is complemented by explicit expectations, support for implementation and accountability.

Commendations

The review team validate the following:

- The leadership team and School Board are united in their purpose. Board members are highly motivated and made a substantial contribution to the development of the business plan.
- The Board provides strong governance and oversight of school planning and through the guidance of leaders actively monitors the implementation of the business plan.
- Students take their leadership responsibilities seriously and have a genuine voice in decision making. They established the school's behaviour expectations and contributed to the development of the school's business plan.
- The leadership team have built a school-wide professional team of staff committed to the school vision, who enthusiastically take on leadership roles beyond the classroom.
- The implementation of Curriculum Champions has invigorated staff and led to a deep commitment to school priorities and building future leaders.

Use of resources

Financial planning and prudent budget management protocols are in place to ensure resource allocations relate specifically to the improvement of student outcomes.

Commendations

The review team validate the following:

- Budget information is shared with the School Board and staff to build their understanding and inform their decision making to maximise the use of resources.
- The P&C, through its community partnerships and fundraising activities, contributes significant funds to the school. The Principal and P&C have established processes to prioritise spending in line with the business plan.
- The manager corporate services is valued highly and works in partnership with the Principal to maintain a clear student-centred focus.
- There is strong alignment between teaching and learning reforms and budget allocations.

Teaching quality

The school has built a culture in which teachers and school leaders take a personal and collective responsibility for promoting continuous professional improvement and accept shared responsibility for student success.

Commendations

The review team validate the following:

- Staff have engaged in collaborative practices over a sustained period. This has led to long-term partnerships that support continuous self-reflection on teaching practices.
- Structures have been established to enable highly skilled and knowledgeable staff to share their knowledge and experience for the benefit of all children through consistency in teaching practice.
- The team of teachers enhance their individual instructional skills whilst at the same time addressing common student performance deficits.
- Staff place a high value on collaborative practice and have not allowed the limitations of the school's physical structure to diminish the level of collaboration and planning.
- Analysis of systemic data and the development of whole-school approaches support staff to strengthen their practice.
- Staff demonstrate an infectious enthusiasm for what they consider to be their core business of teaching and learning.

Student achievement and progress

The school culture embodies an emphasis on excellence and development of the whole child. Curriculum offerings and support structures optimise the prospects for student success.

Commendations

The review team validate the following:

- Student performance is similar to like schools. NAPLAN¹ 2019 data demonstrated an upward trend across all assessment areas.
- Student data indicate that student progress is stronger in the early years. On-entry Assessment Program 2020 data indicated an improvement from previous years in Speaking and Listening (Oral Language).
- The establishment of Data Hub allows the school to track student achievement and progress longitudinally. These data are used by the English and mathematics specialists to guide school planning and by teachers to differentiate their teaching and learning programs.

Recommendations

The review team support the following:

- Continue to build teacher capacity around the effective use of data to drive targeted improvement in teaching programs.

Reviewers

Lou Zeid
Director, Public School Review

Brett Hunt
Director, Public School Review

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 scheduled for Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy