Yanchep Lagoon Primary School

Public School Review

December 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.

For further information or resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Previously Yanchep District High School, which opened in 1975, Yanchep Lagoon Primary School opened in 2018 in one of the fastest growing regions in the State. Located in the suburb of Yanchep, approximately 54 kilometres north of Perth, the school is situated within the North Metropolitan Education Region.

The school is located on the previous Yanchep District High School site and is currently undergoing significant re-building, with all work expected to be finalised in March 2021.

Yanchep Lagoon Primary School currently enrols 392 students from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 982 (decile 6).

The transition to a primary school has been well supported by an active Parents and Citizens' Association, a dedicated School Council and the wider school community.

School self-assessment validation

The Principal submitted a sound school self-assessment.

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

- An open, transparent and honest analysis of the school's performance was submitted as part of the school's self-assessment.

- Staff worked in collaboration to reflect on current school performance in order to identify information and select evidence for their self-assessment.

- Conversations with staff and community members further enriched the validation process and highlighted areas not captured within the Electronic School Assessment Tool (ESAT) submission.

- A number of staff, students and parents engaged openly in the validation visit, providing insights to enhance the review process.

- The opportunity to engage in the school review was valued and viewed as a learning experience for the leadership team, to drive further school improvement.

The following recommendations are made:

- Further embed regular cycles of self-assessment in order to amplify and share the school's understanding of its current level of performance and support future planning intentions.

- Ensure a clear alignment between judgements made, and the analysis of evidence submitted, as part of the self-assessment process.

- Pay explicit attention to the quality of evidence used to demonstrate achievement of each indicator of the Standard.

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Relationships and partnerships

Staff relationships are positive and underpinned by a genuine desire to work in collaboration, in order to best meet the needs of all students.

Commendations	The review team validate the following:
	• A range of effective communication tools are in place to facilitate the timely sharing of information about the school, events, student engagement and learning.
	• The School Council advocates positively for the school. They are informed and support the Principal in leading future directions.
	• POLT[1] leaders provide key collaborative support to teachers in the implementation of programs, planning and moderation processes.
	• Through key personnel and community links, there is growing capacity and commitment to establish meaningful and genuine relationships with Aboriginal families.
Recommendations	The review team support the following:
	• Explore and implement strategies to further promote the school with the intent to share current successes and the school's journey.
	• Review the current strategy and progress implementation of the ACSF[2] through reflection and developing of relevant planning.
	• Capitalise on opportunities to survey the school community using the NSOS[3] in order to understand current successes and drive improvement planning in focus areas.

Learning environment

Despite current challenges faced due to the school building upgrades, there is a genuine desire and commitment to the provision of calm, engaging and orderly learning spaces.

Commendations	The review team validate the following:
	• Underpinned by a behaviour management policy, the PBS[4] framework supports effective student engagement, through the provision of a safe and positive learning environment.
	• Survey data drives the focus on the implementation of health and wellbeing approaches for students. Through intervention and guidance, the Health and Wellbeing leader and the Be You initiative are viewed as valued support and resources for students.
	• Individual tracking of SAER[5] through a shared database supports intervention and transition. Processes are established that enable staff to identify, support and monitor student improvement.
	• The chaplain is highly valued and provides programs focused on student wellbeing for a wide range of students.
Recommendation	The review team support the following:
	• Formalise intervention approaches to ensure decisions are made on the basis of student need, with stronger alignment to data.

Leadership

A feature of the school is the distributed leadership model. Driven through the POLT structure, leadership opportunities exist and teacher expertise is capitalised on to drive the strategic and pedagogical foci across the whole school.

Commendations	The review team validate the following:
	• Regular self-audit aligned to the National Quality Standard (NQS) highlights the strengths and improvement foci, with connection to planning and priorities.
	• Aligned to self-review, operational planning details improvement planning, with explicit reference to improvement targets, strategies, resourcing, and monitoring processes.
	• Leadership in literacy is reflective of a documented comprehensive whole-school approach, with regular review, ongoing data analysis and moderation.
Recommendations	The review team support the following:
	• Further embed self-assessment discussion and actions through formal verification of the NQS.
	• Strengthen and further support collaborative processes through clear identification and sharing of role clarity of all leadership positions.
	• Review current leadership of numeracy to support ongoing review and sharing of current documentation.
	• Review performance management and development processes to determine a shared understanding of peer and line manager formal observation processes.

Use of resources

Financial, human and physical resources are deployed in a targeted way to meet the learning and wellbeing needs of all students.

Commendations	The review team validate the following:
	• The Finance Committee comprises of key staff members and is underpinned by sound financial processes.
	• Student characteristics funding is acquitted strategically to provide explicit support for engagement and intervention.
	• Staff expertise is capitalised on through the planned provision of supports and interventions for learning.
	• The manager corporate services works in partnership with the Principal to maintain a student-centered focus.
	• A strong commitment to the provision of technologies across the school is evident through budget allocations and supports.
Recommendations	The review team support the following:
	• Review allocation of human resourcing in line with role descriptions.
	• Consistently engage school support staff through regular cycles of performance management and development.

Teaching quality

Aligned to a shared vision for student success, staff are committed to reflecting on their impact. There are high levels of personal and professional responsibility that demonstrate a strong culture of consistency in practice and data-informed decisions.

Commendations	The review team validate the following: • Genuine collaborative and supportive relationships exist between the teaching staff and education assistants. Intervention approaches are valued with good feedback provided on student progress. • Aligned to school priorities, there is a strong commitment to the provision of professional learning. • Through the implementation of iSTAR, there is a clear and shared pedagogical language and approach across the whole school. • Staff engage in peer observations and support each other formally and informally. • In response to data, there is an unwavering focus on consistency of teaching practice in writing. A Talk for Writing Committee drives planning, moderation processes and support for teachers.
Recommendations	The review team support the following: • Review differentiated learning strategies in order to identify professional learning opportunities and support for teachers. • Prioritise the provision of the academic extension programs.

Student achievement and progress

Teaching staff value and appreciate the importance of evidence-informed decision making. Consistent, robust analysis of data, through disciplined dialogue, builds an understanding of student performance.

Commendations	The review team validate the following: • During POLT meetings, teachers collaborate to analyse data sets and undertake moderation to inform levels of achievement and progress. • Shared assessment rubrics ensure assessment consistency and support moderation and feedback processes to students. • Analyses of PAT[6] data informs targets for the operational plans and supports teachers to identify gaps and areas of teaching foci. • An assessment schedule outlines the expectations for school-based assessments. • Teachers examine NAPLAN[7], PAT - Reading, Science and Numeracy, in addition to class-based assessments, to monitor student achievement and progress. • When measured against like schools, 2019 NAPLAN data indicates higher achievement across all areas.
Recommendation	The review team support the following: • Continue to explore whole-school data collection and analysis tools.

Reviewers

Rebecca Bope
Director, Public School Review

Carolyn Lucarelli
Principal, East Maddington 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 scheduled for Term 4, 2023.

Stephen Baxter
Deputy Director General, Schools

References

1   Phase of Learning Team
2   Aboriginal Cultural Standards Framework
3   National School Opinion Survey
4   Positive Behaviour Support
5   Students at educational risk
6   Progressive Achievement Tests
7   National Assessment Program – Literacy and Numeracy