



Department of
Education

Shaping the future

Queens Park Primary School

Public School Review

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 in student achievement and progress.

The Statement is between; the Department of Education, 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

Queens Park Primary School was established in 1905 as Woodlupine School in a local community hall. It relocated to the present site in 1906 and was renamed Queens Park Primary School in the 1920s. Facilities are a combination of the original traditional buildings and modern facilities.

Located approximately 11 kilometres south-east of the Perth central business district, the school is in the South Metropolitan Education Region. In 2015, Queens Park Primary School was granted Independent Public School status.

Currently, there are 278 students enrolled from Kindergarten to Year 6. The student population is culturally diverse with almost 70 per cent having English as an additional Language or Dialect.

The school has an Index of Community Socio-Educational Advantage of 999 (decile 5).

Support from the community is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an account of the current school context and actions planned for the future.
- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review. Staff were involved in the preparation of the ESAT submission and were provided with an opportunity to discuss and reflect on the evidence submitted.
- The school's self-assessment was enhanced by conversations with members of the school community, who contributed their reflections and engaged actively during the validation visit.
- The Principal and staff demonstrated a genuine understanding of the context of the school, its development to date, and the direction for future planning.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.
- Embed the language of self-assessment, across all aspects of the school's ongoing self-assessment processes.
- Be selective and strategic about the evidence sources used to support the school's judgement of its performance.

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Relationships and partnerships

Inclusive, respectful and collaborative practices underpin a harmonious and welcoming school culture. There is an unwavering commitment to building strong relationships and partnerships within and beyond the community to ensure students are provided with a range of opportunities.

Commendations

The review team validate the following:

- Viewed as a valued support and source of knowledge, the Aboriginal and Islander education officer leads culturally inclusive practices and strategies that aim to establish and maintain positive relationships between the school and community.
- Sound governance supports the School Board to fulfil its roles and responsibilities. Members advocate positively for the school, citing high levels of confidence and trust in the strategic direction of the school.
- Communication strategies are purposeful and varied, designed to inform and engage parents in their child/ren's learning and provide information about school events and school priorities.
- A range of partnerships with the community significantly enhance learning opportunities and relationships between students and community.

Recommendations

The review team support the following:

- Engage all Board members in School Board training.
- Explore opportunities to capture feedback and opinions from the diverse cultural groups within the school.

Learning environment

The school provides a safe, supportive and inclusive learning environment. There are high expectations for student behaviour, attendance and engagement, which are underpinned by a range of structures, processes and supports.

Commendations

The review team validate the following:

- Student behaviour and engagement is consistently supported through a shared understanding of the school plans and strategies.
- Embedded across the school, KAGAN Cooperative Learning and Engagement Strategies enhance student learning and teach behaviour skills that help students navigate different group settings.
- Cultural diversity is acknowledged, respected and celebrated across the school.
- Processes supporting students at educational risk (SAER) are comprehensive with effective case management procedures in place to identify, support and monitor students. Aligned to priority areas and documented plans, there is a clear focus and support for quality differentiated practice in the classroom.
- Data informed interventions, including Reading Mastery, support identified students from Pre-primary to Year 6.

Recommendations

The review team support the following:

- Continue to embed consistent approaches to the implementation of Promoting Alternative THinking Strategies through review of effective practice and professional learning as needed.
- Through leadership and enhancement of SAER processes, provide further academic extension opportunities for students.

Leadership

The school vision, which aims to empower academic excellence through independent, positive, creative learners, places students at the core of all decision making. Strategic school planning drives school improvement and there is clear alignment between strategic, operational, priority and classroom planning.

Commendations

The review team validate the following:

- Student voice is valued with a strategically developed student parliament that fosters leadership and provides opportunities to share feedback and ideas.
- The Principal is recognised as an enabler of positive change, developed through trust and transparent decision making.
- Successful implementation of the Sounds~Write program was led by Early Childhood Education staff following the development of a proposal which resulted in resourcing, professional learning and collaborative practice.
- Leadership is distributed across the school with teachers leading key curriculum and improvement areas. School leaders are viewed as supportive and committed to improving outcomes for all students.
- Aligned to the business plan and school priorities, staff engage in regular and reflective performance management and development processes. Opportunities for feedback are provided to teachers through classroom observation processes.

Recommendation

The review team support the following:

- Enhance and build capabilities by developing and sharing clear leadership responsibilities for middle leaders.

Use of resources

The Principal and manager corporate services work collaboratively and provide sound oversight of the one-line budget to ensure that resources are aligned and deployed effectively to drive school strategic directions.

Commendations

The review team validate the following:

- Aligned to school planning and priorities, student characteristic and targeted initiatives funding are used to support student learning and wellbeing foci.
- The Finance Committee meet regularly and provide appropriate oversight to the school's financial management strategies and processes. Measures are in place to ensure decision making is transparent and evidence-based.
- Responsive to need, additional supports for students and staff are deployed with processes in place to ensure these are targeted and reviewed for impact.
- Aligned to school priorities, staff professional learning is prioritised.
- The workforce needs are understood with strategies and plans in place to ensure staffing aligns to the requirements of the diverse school community.

Recommendations

The review team support the following:

- Continue with plans to review reserve fund usage and allocation of budgets.
- Continue to prioritise coaching and professional learning for staff in-line with school priorities.

Teaching quality

Collegiate and dedicated staff value opportunities to work in collaboration in order to consolidate the implementation of whole-school pedagogical practices and share best practice. Data analysis informs the development of strategic and operational plans.

Commendations

The review team validate the following:

- Shared beliefs and pedagogical approaches inform school-wide practices and are understood by all. Explicit learning intentions and success criteria, collaborative structures, operational plans and overviews reinforce the shared pedagogical approaches implemented.
- Priority areas within English and Numeracy are identified and planning is in place to address targeted areas for improvement.
- Collaborative structures support teachers in their planning, teaching, assessment of the curriculum and implementation of the agreed whole-school practices. Assessment and moderation within these groups helps identify opportunities for differentiation, targeted intervention and extension.
- Across phases, Brightpath is used to moderate Writing, interpret data and plan for student improvement.

Recommendations

The review team support the following:

- Ensure all staff, across all phases, implement and embed the school explicit lesson structure and collaborative processes.
- Continue to develop and enhance peer observations processes.

Student achievement and progress

A range of school-based assessment and systemic data is used to monitor and track student progress. Shared ownership is strengthened by data literate staff who effectively understand and use data to inform planning.

Commendations

The review team validate the following:

- A whole-school reporting, assessment and data collection schedule outlines a range of standardised and school-based assessments including PAT¹, KAT² comprehension, OEAP³, NAPLAN⁴, Brightpath and common assessment tasks across curriculum areas.
- Year 5 stable cohort data, NAPLAN (2019-2021), indicate high progress and high achievement in all assessed areas, with the exception of Numeracy where high achievement was noted.
- Evident across the school, moderation is a focus to strengthen teacher judgement and planning.
- Whole-school tracking of data occurs. Data is used to identify students requiring intervention, and informs differentiation strategies and classroom supports.
- Comprehensive analysis of data in Kindergarten-2, including PAT tests and OEAP informs levels of growth and case management for identified students.

Recommendations

The review team support the following:

- Embed consistent expectations and use of data throughout the upper school, ensuring data informs practice, planning and levels of student achievement/progress.
- Enhance moderation by exploring opportunities to moderate with other schools.

Reviewers

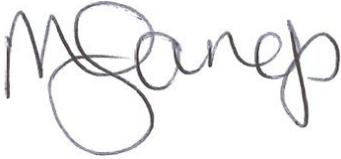
Rebecca Bope
Director, Public School Review

Kendall Lange
Principal, Serpentine 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, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Progressive Achievement Tests
- 2 Kindergarten Assessment Tool
- 3 On-entry Assessment Program
- 4 National Assessment Program – Literacy and Numeracy