



Department of
Education

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Wundowie Primary School

Public School Review

July 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 focussed 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

Originally established as Wundowie School in 1947, the school became known as Wundowie Primary School in 1990. Situated 65 kilometres from the Perth central business district and 35 kilometres from Northam, it is in the Wheatbelt Education Region.

Wundowie Primary School has an Index of Community Socio-Educational Advantage rating of 898 (decile 9). The school currently enrolls 87 students from Kindergarten to Year 6.

Wundowie Primary School became an Independent Public School in 2015.

The school is set in an attractive environment adjoining the town oval which is utilised regularly by students.

Embodied by their school motto, 'industry achieves' Wundowie Primary School seeks to develop successful learners who are able to reach their full potential by being hard working, conscientious and productive. School values are focused on learning, excellence, equity and care. These values are supported by the key expectations of Be Responsible, Be Respectful and Be Your Best.

School self-assessment validation

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

The following aspects are confirmed:

- The school's self-assessment, submitted through the Electronic School Assessment Tool (ESAT), included several informative summary sheets for each SIAF¹ domain. These summary sheets describe the school's judgements against current performance, evidence that supports these judgments and responsive planning intentions.
- The school's self-assessment submission was informed by a recent review of business plan target attainment through which relevant achievement data was analysed prior to targets being reviewed and refined to conform to a SMART² format.
- The Principal and leadership team also utilised the NSIT³ to reflect against to determine school performance. This process informed the evidence submitted through the ESAT and the judgements made. The reflections were shared with all staff.
- The self-assessment submitted included a frank description of the areas in which the school is operating effectively and foci for improvement.
- There is an intent to incorporate findings from the business plan review and NSIT reflections in the next round of strategic planning.
- A broad range of staff and community members actively participated during the validation visit, adding significant value to the information submitted through the ESAT.

The following recommendations are made:

- Embed the recently introduced disciplined dialogue process through which systemic and school based student achievement data are analysed.
- Ensure that this includes deep analysis at student, classroom and phase-of-school levels.
- Strengthen school accountability processes by incorporating a more targeted focus on the identification and implementation of improvement actions that stem from judgements about performance.

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Relationships and partnerships	
<p>The P&C⁴ and School Board highlight the strong sense of community that exists in the school with a 'service ethos' demonstrated at professional and personal levels. Despite the small school context, the P&C manage the uniform shop, canteen and student banking.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The productive P&C has a strong focus on the positive promotion of the school in the wider community through personal representations, Facebook and the school newsletter. • The responsiveness of the Principal and the staff is appreciated by parents. • Interagency support facilitated through CAMHS⁵, school psychology service, SSEN⁶ and therapists is valued by parents and staff. • Student leaders have responsibilities across a range of school operations and a sense of student voice is evident in decision making.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Raise the profile of the School Board by developing a communication system between the Board and the broader school community. • Recruit Board members purposefully, both within and outside the Wundowie community, targeting expertise in identified priority areas. • Develop a schedule of Board activity that aligns with school review timelines and processes. • Engage the Board in a review of its effectiveness.

Learning environment	
<p>There is solid evidence of the promotion, teaching and celebration of positive student behaviour, with an intent to build on existing practices when reinvigorating the behaviour policy.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A strong focus on social-emotional support of the 'whole-child' is evident. • Evidence gathered through NSOS⁷, SDERA and CHAT⁸ surveys is analysed proactively and will inform scope and sequence development in health, student resilience and protective behaviours. • Attendance policies have been ratified by the School Board, with strategies planned for the promotion of attendance and targeted intervention support.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Utilise the NQS⁹ audit findings when incorporating the improvements identified in school improvement planning. • Involve students in a review of the 'peg approach' to behaviour regulation. • Develop a more systematic approach to the collection and analysis of behavioural data, ensuring that this enables the critique of approaches. • Create an operational plan for student health and wellbeing that builds on the learnings gained from the positive behaviour, SDERA and CHAT initiatives.

Leadership

The school has recently embarked on an ambitious improvement agenda, led by the energy and industry of the Principal, the newly established leadership team and curriculum leaders.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A business plan tracker facilitates the collaborative review of plan targets. • The leadership team provides an emerging consultative and distributed leadership structure that engages in instructional and curriculum reflection. • New initiatives are supported by a 'trial approach.' Methodologies such as explicit teaching and Zones of Regulation¹⁰ are explored and critiqued by key teachers prior to consideration of expansion. • Performance management planning has begun, with teachers being coached to identify planning goals. These discussions are valued by staff. • Curriculum leaders' performance management processes emphasise leadership goals that are linked to the explicit teaching approach trial. • Staff development is supported through quality professional learning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Document the school's change management process, describing how new initiatives will be identified, prioritised, implemented and supported. • Address the emerging disconnect between Kindergarten to Year 2 (K-2), and Year 3 to Year 6 (3-6) phases-of-schooling by ensuring phase representatives actively contribute to data analysis, planning, and leadership of whole-school initiatives. • Extend the leadership team structure to include K-2 representation. • Provide curriculum leaders with access to systemic and school-based data and support them to work with classroom teachers to analyse data, identify trends and develop responsive school improvement foci.

Use of resources

The school makes informed decisions about resource deployment. There is high trust and respect for the Manager Corporate Services who engages at all levels of school operations.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Management of physical resources places student needs at the centre. • A Staff Finance Reference document is shared with staff each year, providing detailed information about fiscal expectations. • The impact of small class sizes on the overall budget is recognised, requiring heightened cognisance and management of school finances.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Reinstate cost centre application submissions. • Empower curriculum leaders further by linking operational plans to cost centres and salary pool allocations. • Engage staff and the Board in a cost/benefit analysis of the salary and cash budget distribution that results from small class sizes. • Document future staffing considerations in a finalised workforce plan.

Teaching quality

<p>The school is in the early stages of determining whole-school beliefs and approaches to teaching and learning. Consistent approaches across phases of schooling are desired.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff reflection against the NSIT pedagogical practices and systematic curriculum delivery domains resulted in conversations as to what constitutes effective teaching. • Leadership team professional learning in the area of explicit teaching resulted in this approach being trialled and critiqued in two classrooms. • Operational plans in K-2 adopt an integrated learning approach with an emphasis on English and mathematics. Supporting scope and sequence documents are guided by NQS reflections, the Early Years Learning Framework and SCSA¹¹ expectations. • The Making Consistent Judgements process references SCSA exemplars. There is an intent to enhance this through moderation with local schools.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Collaboratively develop a Wundowie Primary School pedagogical framework that describes whole-school beliefs about, and key approaches to, teaching and learning. • Critique connections between K-2 and 3-6 planning, curriculum and assessment expectations in all learning areas. • Continue the consultative process of developing the 'Wundowie Way' of teaching mathematics, incorporating collaborative analysis of data. • Incorporate peer observations in the performance management process.

Student achievement and progress

<p>Staff understand student achievement and progress, particularly at the classroom level. Given the small school context, the school's challenge is to aggregate these data and ensure that consistent improvement foci are shared across all phases-of-schooling.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School-based data analysis is used effectively to supplement and interpret systemic NAPLAN¹² data trends within a small stable cohort. • K-2 and 3-6 assessment schedules incorporate a broad range of assessments and support tracking of achievement and student handover. • Tracking of student social competence and emotional maturity is a focus for the K-2 phase of learning, with an intent to plan targeted improvements.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consolidate links between business and operational plan targets, and strategies and learning area sequences. • Enhance K-2 tracking of student achievement and progress through analysis of AEDC¹³, OEAP¹⁴, school based and NAPLAN data. • Embed the disciplined dialogue accountability process at the classroom level, establishing improvement foci for individuals and groups. • Create data walls to enhance visible tracking of student performance.

Reviewers

Stuart Percival
Director, Public School Review

Lucy Webb
Principal, Greenmount 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
A/Deputy Director General, Schools

References

- 1 School Improvement and Accountability Framework
- 2 Specific, measurable, achievable, realistic, time-based
- 3 National School Improvement Tool
- 4 Parents and Citizens' Association
- 5 Child and Adolescent Mental Health Service
- 6 Schools of Special Educational Need
- 7 National School Opinion Survey
- 8 Changing Health Acting Together
- 9 National Quality Standard
- 10 A Curriculum Designed to Foster Self-regulation and Emotional Control
- 11 School Curriculum and Standards Authority
- 12 National Assessment Program – Literacy and Numeracy
- 13 Australian Early Development Census
- 14 On-entry Assessment Program