



Department of
Education

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Waikiki Primary School

Public School Review

June 2021



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 Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

Waikiki Primary School opened in 2002 and is located approximately 55 kilometres south of the Perth central business district, within the South Metropolitan Education Region. In 2017, it became an Independent Public School.

Initially, the facilities comprised seven houses built as temporary accommodation. In 2008, the school moved to its current premises with modern facilities and surrounded by well-maintained grounds.

Currently, there are 344 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 993 (decile 5).

An active Parents and Citizens' Association (P&C) provides ongoing assistance to the school, raising funds for additional resources and equipment.

The School Board meets twice per term and is involved in reviewing outcomes and student achievement data, in addition to assisting in setting school priorities and policy directions.

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 provided a clear description of the current school context and actions planned for the future.
- The Principal and staff demonstrated a genuine understanding of the context of the school, its development to date, and the direction for future planning.
- Staff were involved in the preparation of the ESAT school self-assessment and provided with an opportunity to discuss and reflect on the evidence selected for submission.
- 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.
- Involvement in the preparation of the ESAT was viewed positively by staff as a validation of their work.

The following recommendations are made:

- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, and use school performance evidence to inform planned intentions.
- Use the ESAT as a repository for school self-assessment evidence on an ongoing basis, to ensure information is readily available should there be changes in leadership during a school review cycle.

Public School Review

Relationships and partnerships

The new leadership team is building a strong collegial culture amongst staff, students and families, founded on mutual respect, trust and support.

Commendations

The review team validate the following:

- Parents report the school is creating a sense of community in which students are encouraged to build positive and supportive relationships with one another.
- Communication processes are clear, timely and keep families well informed regarding school activities, events and their child's wellbeing.
- The school is viewed as being highly inclusive and responsive to the differing circumstances and needs of Defence Force and Aboriginal families.
- School Board and P&C members are invested in the school. The Board supports the school's direction and provides sound governance. The P&C works in partnership with the school to provide multiple avenues for parent engagement through fundraising events and family activities.
- Relationships between parents, staff and students are positive, with staff developing long-term connections with students, supporting them throughout their schooling.

Recommendations

The review team support the following:

- Continue to strengthen family engagement and their understanding of the school's educational programs and the impact of attendance on student performance.
- In partnership with the School Board and P&C, promote a greater understanding of each group's role and function within the community.

Learning environment

The school has created a safe, inclusive and supportive learning environment in which students have access to a range of support. Families indicate a strong sense of community and belonging.

Commendations

The review team validate the following:

- Positive Behaviour Support and introduction of the HERO (Has respect, Endeavour, Resilience, Own my actions) metaphor and characters has been well accepted. A set of agreed expectations and approaches to the management of student behaviour has been established.
- There is an emphasis on students taking responsibility for self-regulating their behaviour through the use of the Zones of Regulation and access to the HERO Hub when feeling unsettled.
- Student leadership is encouraged through selected Year 5 and Year 6 students supporting younger children in the playground by teaching them schoolyard games.
- Through engagement with the Aboriginal Cultural Standards Framework, the school is working towards building an inclusive environment and embedding Aboriginal perspectives across the curriculum.

Recommendations

The review team support the following:

- Continue to consolidate student referral processes, utilising the combined experience and expertise of the school psychologist, social worker, chaplain and student services team to support students and families.
- Strengthen staff induction processes in Positive Behaviour Support and trauma-informed practice.

Leadership

A new leadership team is building on the school's strengths with the implementation of a distributed leadership structure. It is focused on increasing teacher engagement, together with an understanding of data, to inform whole-school decision making and planning processes.

Commendations

The review team validate the following:

- The shift to collaborative decision making, with a focus on building teacher leadership capacity, has been well accepted and is appreciated by staff.
- Formal and transparent processes for the selection of teacher leadership positions, and allocation of roles and responsibilities in line with the business plan, have been implemented. Selected teacher leaders are provided with leadership opportunities beyond the classroom and the school.
- The leadership team and School Board have formed a collaborative and respectful partnership, with the Board having meaningful engagement in school governance processes.
- Change is well managed and supported by a school-based mentoring and coaching model.
- Classroom observation has been welcomed by staff as an opportunity to build their capacity through the observation of others and reflection on their own practice.

Recommendations

The review team support the following:

- Examine the Future Leaders Framework and consider how it could further strengthen the school's current leadership development model.
- Continue to explore ways of consolidating processes to provide greater parent and student voice in decision making.

Use of resources

The Principal, manager corporate services and Finance Committee provide oversight of resource allocation.

Commendations

The review team validate the following:

- Targeted initiative and student characteristics funding are directed towards the provision of teaching and learning adjustments that align with student needs.
- Members of the Finance Committee are well informed and authentically engaged in decision making.
- The Principal and manager corporate services have established an agreed cycle for planning and review of the school's one-line budget.
- A review of the replacement schedule has been undertaken to assure alignment with the school's business plan and the ongoing management of the school's infrastructure and assets.
- Education assistants are deployed on a needs basis, which is regularly reviewed to ensure program and student requirements are met.

Recommendations

The review team support the following:

- Ensure assets and the replacement schedule are maintained and recorded in Asset Manager.
- The Principal and manager corporate services to continue to build their knowledge of the one-line budget.

Teaching quality

Staff recognise they are at the beginning of a journey in the development of whole-school approaches to achieve greater consistency and quality of teaching in all classrooms to ensure that 'every moment counts'.

Commendations

The review team validate the following:

- In consultation with staff and based on evidence, the school has articulated an agreed teaching framework titled 'The Waikiki Approach'. School leaders are working with staff to embed the framework, knowing staff are at various stages of development.
- The introduction of 'The Waikiki Approach' is providing a common language in the classroom and reassurance for students regarding classroom learning expectations.
- To provide greater consistency in curriculum delivery in spelling and writing, the school has implemented Promoting Literacy Development and Talk for Writing across the school.
- All teachers are provided with a handbook that guides planning for reading, writing and spelling, reducing the cognitive load and allowing them to focus on the task of teaching.
- Collaboration is playing an integral role in building teachers' collective efficacy, as well as their willingness to trial and implement new approaches.

Recommendations

The review team support the following:

- Continue to develop and embed a whole-school approach and consider the implications for all curriculum areas.
- Develop assessment and data resources that provide timely information to inform day-to-day planning.

Student achievement and progress

The school is actively seeking to consolidate its approach to the collection and analysis of student data.

Commendations

The review team validate the following:

- A range of summative assessments are used to track student achievement and progress. These include systemic and school-based assessments such as Progressive Achievement Tests, the Kindergarten Assessment Tool and the On-entry Assessment Program.
- The school has commenced working with a consultant to develop a school-wide assessment schedule and student tracking system to support whole-school and class planning.
- Work has been initiated to develop common assessment tasks and year level benchmarking to inform teacher judgements.
- A disciplined dialogue structure has been implemented supporting staff engagement with data and strengthening staff data literacy.

Recommendations

The review team support the following:

- Continue to work on establishing a student database that will provide longitudinal information on student achievement and progress. Ensure the database is maintained and readily accessible to monitor the effectiveness of whole-school programs and to guide future decision making.
- Maintain the focus on developing staff data literacy to guide teacher judgement and planning.

Reviewers

Lou Zeid
Director, Public School Review

Gayle Higgins
Principal, Upper Swan 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 2, 2024.



Melesha Sands
Deputy Director General, Schools