



Department of
Education

Shaping the future

Burrendah 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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

Burrendah Primary School is located approximately 20 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school shares a common site with Willetton Senior High School and Castlereagh School.

It has an Index of Community Socio-Educational Advantage rating of 1123 (decile 1).

Burrendah Primary School currently enrolls 659 students from Kindergarten to Year 6 and became an Independent Public school in 2013. The school is culturally diverse, with 72% of students having a language background other than English.

The school is supported by a School Board and an active Parent and Citizens' Association (P&C).

The first Public School Review of Burrendah Primary School was conducted in August 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a school self-assessment that showcased the work of the school.

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

- School Board members, and parent representatives, engaged enthusiastically in the validation visit discussions, reflecting a strong sense of engagement and investment in the school's ongoing development.
- Staff participation in the school's self-review was harnessed through the work of the School Review Committee.
- The participation of student leaders during the validation provided meaningful insights that added value to the process.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.

The following recommendations are made:

- Continue the process of embedding a school-wide reflective culture making data the key determinant of judgements of school performance.
- Consideration be given to the breadth and depth of each domain within the Standard when selecting and providing evidence in the Electronic School Assessment Tool (ESAT) submission.

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Relationships and partnerships

The attention given to being inclusive of the school cultural diversity and the genuine care teachers display for their students is the foundation on which positive relationships and partnerships are fostered with the school community.

Commendations

The review team validate the following:

- Members of the School Board advocate strongly for the school and support the school's strategic direction by analysing data and contributing to school improvement through representation on school committees.
- Students have a strong connection to their school and value the efforts of staff, who they believe care about them.
- The School Board is pro-active in seeking a membership that represents the diversity of the school population and incorporates the voice of the greater Burrendah school community.
- A strong, positive and student focused relationship exists with Willetton Senior High School that benefits students across both campuses. This relationship allows for a robust transition for students when they move from year 6 to year 7.
- The English as an Additional Language/Dialect (EAL/D) team are passionate and genuine in their work to engage with culturally diverse families and build strong connections to the school.

Recommendations

The review team support the following:

- Utilise the opportunities available to further develop and embed a culture of staff collaboration, focusing on understanding student progress and building consistency of practice, optimising student outcomes.
- Continue the focus on rebuilding the EAL/D parent network to further enhance family engagement in the activities of the school.

Learning environment

The school is committed to providing a contemporary, safe, inclusive and responsive learning environment and seeks opportunities to progress this.

Commendations

The review team validate the following:

- Leadership has been successful in developing the school's physical environment. The addition of new buildings, playground equipment and strategic repurposing of available spaces has enabled the school to create an inviting and purposeful learning environment.
- In response to feedback from the community, the school has implemented and embedded a Positive Behaviour Support program. The school's values and expectations are visible and understood by the community and have positively impacted in supporting students to engage in the classroom.
- Aboriginal culture is acknowledged across the school through highly visible signage and artwork.
- Work has begun in clarifying what the phrase 'student voice' means for Burrendah Primary School and how this will be incorporated into the school's operational processes.

Recommendations

The review team support the following:

- Continue to authentically seek a student voice to inform decision making.
- Continue to integrate Aboriginal perspectives into the school's learning programs.

Leadership

The school leadership is highly invested in creating an environment in which all students thrive.

Commendations

The review team validate the following:

- The school values staff participation and engagement in decision making. Opportunities to contribute and lead are made available through a variety of committees and teams.
- The use of an external facilitator to support the development of the current school business plan has resulted in an inspirational document which aligns to the learning needs of students and concisely outlines the school's improvement intentions.
- Opportunities exist for staff to develop their practices through observation and feedback, specifically in the areas of guided reading and Deep Learning.
- Opportunities are provided for staff to work together to deliver on the school business plan.
- Providing a structure for education assistants to regularly meet, and plan as a group, has been a positive step that strengthens their ability to work effectively in supporting students.

Recommendations

The review team support the following:

- Reinvigorate the performance management and development process, ensuring this includes classroom observations and feedback.
- Consider using a single, clearly articulated and understood model of change management and share this with staff.
- Continue to strive to create a culture in which staff collaborate and implement the strategies articulated in school planning with fidelity.

Use of resources

Against a backdrop of declining enrolments, the school is strategic in the way in which it allocates school resources. The Principal has been successful in attracting additional funding to support the ongoing development of the school's physical learning environment.

Commendations

The review team validate the following:

- The successful implementation and community uptake of the Bring Your Own Device program from Years 4 to 6 has resulted in students being able to access technology to support and enhance learning in a seamless and integrated manner. The operational planning in this space has been meticulous and comprehensive which has contributed to the success of the program.
- Research and innovative planning have enabled the school to create engaging, child focused classrooms through the introduction of contemporary classroom furniture. This allows for a greater variety of work spaces for students.
- Targeted funding is used to provide extensive support to EAL/D students and their families.
- The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.

Recommendations

The review team support the following:

- Create a workforce plan that aims to meet the challenges of the changing demographics of the school.
- Continue the roll out of contemporary furniture across the school.

Teaching quality

Schools with a culture in which teachers take personal and collective responsibility to deliver a consistent school-wide pedagogy, based on shared beliefs and clear expectations about effective teaching and learning, are successful. Burrendah Primary School is showing signs of progress towards achieving this aspiration.

Commendations

The review team validate the following:

- There is a clear understanding and acceptance that the school has to adapt its pedagogical approach to ensure the ongoing progress of high achieving students. It has been identified that approaches such as Deep Learning, The Maker Model and the use of High Impact Teaching Strategies are positive steps forward.
- The use of the 'Six Thinking Hats' as a tool to explicitly teach and prompt divergent thinking is embedded across the school.
- Based on research, Heggerty Phonemic Awareness, Letters and Sounds and Talk for Writing have been identified as whole school teaching programs to be embedded across early childhood classes.
- The school demonstrates a strong commitment to student engagement through access to opportunities such as the FIRST Lego League Challenge and the Solar Car Challenge.

Recommendations

The review team support the following:

- Develop and enact an agreed evidence-based pedagogical framework across all classrooms. Use the Quality Teaching Strategy to articulate what good teaching practice looks like at Burrendah Primary School.
- Create a culture of collaboration between staff to utilise data to inform conversations about student wellbeing, achievement, and progress to target future classroom and cohort planning. This will require developing the data literacy of all teachers.
- Implement agreed research based whole-school programs with fidelity to maintain consistency and integrity across classrooms.

Student achievement and progress

Successful schools afford high priority to the collection and analysis of, and response to, data and what it is telling them about student performance. The school is striving to create a culture where the importance of data informed decision making is embedded across classrooms.

Commendations

The review team validate the following:

- Year 3 and 5 students regularly achieve above like schools in the National Assessment Program – Literacy and Numeracy (NAPLAN).
- A whole-school assessment schedule is available and guides data collection across the school.
- The school is committed to improving the degree of progress, based on NAPLAN scores, made by students between years 3 and 5.

Recommendations

The review team support the following:

- Review and refine the current individual classroom and cohort level assessment practices to ensure data collection is systematic, purposeful and aligned to the whole-school data schedule.
- Continue to develop moderation processes to ensure teachers provide parents and carers with consistent and accurate information about their children's achievement and progress.

Reviewers

Gary Crocetta
Director, Public School Review

Melanie Osborne
Principal, Melville 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.

The timeframe for the next review process focusing on the Teaching quality domain only, will be Term 1, 2024.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for Term 1, 2026.

Melesha Sands
Deputy Director General, Schools

