



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Burrendah Primary School

Public School Review

August 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

Burrendah Primary School is located in the suburb of Willetton, 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. Burrendah Primary School highly values its close working relationship with both of these schools. The school also works with other local primary schools to deliver collaborative programs that increase positive outcomes for all students.

The school currently enrolls 697 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage rating of 1118 (decile 1). The student body is culturally diverse with representation from over 40 countries with 56 per cent of students speaking a variety of different languages.

Becoming an Independent Public school in 2013, Burrendah Primary School is supported by a highly effective School Board and an active Parent and Citizens' Association (P&C).

School self-assessment validation

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

The following aspects are confirmed:

- A consultation process inclusive of staff, students, parents and the School Board ensured that the school community was well informed about the purpose of the Public School Review.
- The leadership team consulted with other principals experienced in school review to read the school's self-assessment prior to submission to gain feedback on clarity and purpose.
- Reflections from a broad range of stakeholders were represented in the school's self-assessment.
- Evidence submitted supported the judgements made, and were well aligned to the school's self-assessment.
- The school's narrative was unique, with the Electronic School Assessment Tool submission reflecting the school's distinctive journey and planning.

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Relationships and partnerships	
<p>Relationships at Burrendah Primary School are productive, caring and supportive. Each individual matters. Staff requiring support to develop their skills for promotional positions, or care during personal crises, are monitored and attended to compassionately.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A skilled team support CALD¹ and EAL/D² families by translating school communications to ensure families understand Australian cultural expectations. The team works with individual students and small groups on their English language acquisition. • The school benefits from an effective P&C. Their significant fundraising and their active engagement facilitate relationship development within the school community. • In response to parent feedback from the NSOS³, a School Board subcommittee worked in conjunction with the Principal to establish an out-of-hours care centre. • In order to set clear expectations and meet the needs of the parent community, a homework policy with supporting guidelines was developed by the associate principal in collaboration with the School Board and other stakeholders. This has been accepted and embraced by all.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Build upon communication practices to include Connect at both the classroom and school community levels.

Learning environment	
<p>The bustling, purposeful learning environment at the school delivers high quality education. A wide range of opportunities enhance its pursuit of developing the whole-child.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A comprehensive student leadership structure facilitates the continuation of high standards, consistent behaviour expectations and pride in being a student at the school. • Boasting the largest selection of instruments for IMSS⁴ students in the State, the music program comprises choirs, instrumental ensembles, a 28-piece string orchestra and a 25-piece wind band. This provides students with ample opportunities to perform and showcase their talents. • Science and sustainability is identified by staff as a priority, and is valued by students and parents. Students engage in hands-on learning experiences such as Solar Car Challenges, garden programs and the use of Spheros, Bee-bots and 3D printers. • Following reflection on behaviour expectations, the WAPBS⁵ program was implemented to establish clear and shared beliefs about instructional and behavioural practices that enhance student academic and behavioural outcomes.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Embed the <i>Aboriginal Cultural Standards Framework</i> across all learning areas. • Consolidate WAPBS language and expectations into classrooms and across the school community.

Leadership

A capable, unified and aspirational leadership team has ensured that while Burrendah Primary School is high performing, it embraces a culture of change to be responsive to the needs of its students and to continue to develop.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff appreciate that the leadership team has established meeting protocols, norms and agendas, which ensure that meetings are purposeful and achieve desired outcomes. • The leadership team reviewed meeting structures and, in consultation with staff, developed phase of learning leaders, PLCs⁶ and cohort collaborative meetings. These meetings enable staff to engage in professional dialogue to share and improve practice. • The leadership team has chosen evidence-based data collection tools carefully and continue to develop staff data literacy to inform classroom planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Increase staff ownership and understanding of whole-school processes. • Continue to identify and support emerging leaders through a distributed leadership model.

Use of resources

Burrendah Primary School demonstrates skilled management of their one line budget. The leadership team work with community partners and obtain grants to fund valued learning experiences to support students' diverse needs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leadership team and Finance Committee consider school priority areas when determining budget allocations. • A reorganisation and levelling of home reading books, aligned with PM Benchmarks, has provided teachers with ease of access to resources appropriate for students' needs. • The school is auditing the current provision of digital technology and is working with the Roe Network of schools and the school community to develop a sustainable model of digital technology provision. • Investment in professional learning has ensured the vast majority of staff have been trained in mindfulness practices to address school-wide social and emotional wellbeing. This is an identified area of need and is now being extended into classrooms to support student needs.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Investigate a BYOD⁷ program to support key learning areas.

Teaching quality

Recent research⁸ indicates there is greater variation in teaching practice between classrooms within the same school than between schools. Aligned with this research, the leadership at Burrendah Primary School has recognised that in order to enhance student learning, 'connected practice' must be a priority.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • DOTT⁹ timetables have been developed strategically to enable Year level groups to collaborate and moderate work samples together. • There has been a renewed focus on the whole-school approach to Guided Reading through staff discussions and the engagement of external expertise to provide professional learning. This has led to consistency in classroom practice and whole-school shared understandings. • Performance development processes, including classroom observations, offer teachers constructive feedback on their teaching practice. • Comprehensive operational plans, linked to the AITSL¹⁰ Australian Professional Standards for Teachers, are reviewed regularly at staff meetings to monitor the progress on agreed priority areas.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure whole-school planning is evident in daily practice in every classroom. • Embed the strategies and skills of Guided Reading as common practice in all classrooms.

Student achievement and progress

Students have demonstrated that they are very capable academically. While the school values academic achievement, it also values the arts, languages, social and emotional skills, and physical development. Opportunities are made available for all students to pursue their passions.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • NAPLAN¹¹ results for Year 3 and Year 5, from 2016 to 2018, have been at or above expected achievement levels. • Operational plans have been revised recently with a focus on 'connected practice', outlining whole-school teaching strategies to ensure consistency. • To complement the hands-on science learning, the school has introduced ACER¹⁴ PAT-S¹⁵ testing to track student achievement and progress.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Strengthen strategies that support both progress and achievement for Year 3 and Year 5 stable cohorts. • Continue to build data literacy of teachers to inform teaching adjustments and target setting in the classroom. • Proceed with introduction of a school-based GAT¹⁶ program for Year 1 to Year 6. • Continue to build the capacity of all staff to cater for students with special needs including Autism.

Reviewers

Laura O'Hara
Director, Public School Review

Anna Alford
Principal, Sorrento 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 Culturally and linguistically diverse
- 2 English as an additional language/dialect
- 3 National School Opinion Survey
- 4 Instrumental Music School Services
- 5 Western Australian Positive Behaviour Support
- 6 Professional Learning Community
- 7 Bring Your Own Device
- 8 Hattie, J, What doesn't work in education: The Politics of Distraction, Pearson pic, London 2015
- 9 Duties other than Teaching
- 10 Australian Institute for Teaching and School Leadership
- 11 National Assessment Program – Literacy and Numeracy
- 12 School Curriculum and Standards Authority
- 13 Humanities and Social Sciences
- 14 Australian Council for Educational Research
- 15 Progressive Achievement Tests- Science
- 16 Gifted and Talented