



Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

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Belmay Primary School

Public School Review

December 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 focused 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

Belmay Primary School is located in the suburb of Cloverdale, approximately 11 kilometres from the Perth central business district, in the South Metropolitan Education Region.

Established in 1952, the school has strong links with the local community. Set on a large site, the school is co-located with the South East Metropolitan Language Development Centre and a satellite class from Carson Street School.

The school has an Index of Community Socio-Educational Advantage rating of 956 (decile 7). Currently, there are 233 students enrolled from Kindergarten to Year 6.

Support for the school is provided through the work of the School Council and the Parents and Citizens' Association (P&C).

The Western Australian Curriculum learning areas are enhanced through the specialist provision of physical education, visual and performing arts and Italian.

School self-assessment validation

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

The following aspects are confirmed:

- The principal conducted a process of informing staff and the community about the expectations of the Public School Review.
- Staff participated in a series of workshops to unpack the Electronic School Assessment Tool (ESAT) and discuss the school's performance in each domain.
- The school's analysis and judgements were based on evidence that was identified and collected by staff.
- The open, honest and transparent self-assessment process highlighted areas of strengths and areas for school improvement.
- Staff members had access to the ESAT and were presented with the full self-assessment prior to submission.
- The large number of staff, parents and community members who participated in the interviews enhanced the reviewers' understanding of the school's self-assessment, which assisted with validation of the school's judgements.

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Relationships and partnerships	
Supportive, harmonious relationships between staff and parents underpin the culture of trust, care and commitment to working together in the best interests of the students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Tell Them From Me (TTFM) parent data pertaining to communication, teacher accessibility and inclusivity indicated an average score of between 7.8 and 8.2 on a ten-point scale. • The School Council understands its roles and responsibilities. It follows a structured agenda to discuss relevant areas of school business. • The energetic and enthusiastic P&C works closely with the school to raise funds for school identified areas of need. • A P&C organised Breakfast Club operates on Monday and Friday, providing students with a nutritious breakfast to start the day.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to act on areas noted for improvement in the Fogarty EDvance School Improvement Program TTFM surveys. • Activate the planned marketing and branding strategy and further strengthen current media platforms and communications such as newsletters and the school website.

Learning environment	
A calm, orderly and welcoming school environment supports all students to feel safe. The school's ethos is, 'it's not just the student who comes to our school, it's the family'.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The enrolment process has been revised and is now conducted by the school officer, who is credited with welcoming families to the school and listening actively to parents to identify student needs. • A wraparound model of student services, led by the experienced learning support coordinator and deputy principal, includes close collaborative work with the school psychologist, chaplain, Child Development Centre, DCPFS¹ and appropriate external agencies. • High expectations of student behaviour are underscored by an embedded language incorporating the school's motto: 'We choose respect'. • The 'Be You' health and wellbeing initiative is being implemented as a successor to the KidsMatter program. Staff expressed the importance of setting the conditions for student success through prioritising staff and student wellbeing.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review processes for Individual Education Plan (IEP) development to ensure shared understandings and a whole-school approach. • Continue to develop whole-school approaches to student performance data collection, analysis and planning for academic progress.

Leadership

The principal leads the school by example, resulting in high levels of trust, inclusivity and transparency of decision making.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Described by staff and parents as approachable and visible, the leadership team is credited with listening to parents' concerns and taking swift and appropriate action. • The principal has embraced the school's strong student centred focus, strengthening processes for community and staff engagement. Clear, collaborative direction and actions for the future are articulated. • Distributed leadership is evidenced by the recently implemented teaching and learning communities led by curriculum leaders. They meet weekly during collaborative DOT² time, within three phase of learning teams, to discuss progress with new initiatives and sharing of best practice. • An Organisational Health Index staff survey revealed four key areas for school improvement that the school has taken into consideration for future planning. • A draft business plan has been developed in collaboration with staff and the community and is aligned to the Fogarty EDvance School Improvement Program.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Implement teacher and education assistant performance management processes with a focus on enhancing individual staff strengths and alignment to the business plan. • Ensure high level staff involvement in whole-school planning. • Continue to build an effective and cohesive distributed leadership model.

Use of resources

An experienced manager corporate services provides expert support to the principal on financial matters and ensures the front office is a warm, welcoming environment for students and parents.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • In 2019, the school used reserve funds to purchase a new set of desktop computers for the computer laboratory. • Guidelines for purchasing include the requirement to link submissions to school priorities and planned student outcomes. These are considered by the Finance Committee. • Highly skilled education assistants deliver the successful programs in Cogmed³ (working memory), Engine Room (social and emotional skills) and MultiLit literacy. • A workforce plan outlines the school's current staff profile, highlighting areas to consider for succession planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to refine ICT⁴ reserve plans. • Ensure there are clear links between strategic, operational and financial planning.

Teaching quality

The experienced staff articulate that they are committed to making a difference in the education of students at Belmay Primary School. This loyalty and shared moral purpose has influenced a stable staff profile.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers are effective in their robust understanding of best practice in literacy and numeracy and their broad repertoire of strategies to provide targeted support to students. • A recent audit of programs in literacy and the analysis of student needs, resulted in staff reflection on current practice and evidence-based best practice. Staff determined that the InitialLit whole-class literacy program would be trialled in 2019 with a view to school-wide implementation in 2020. • In response to an identified need for additional teacher collaboration and moderation time, the DOTT timetable was adjusted to provide common DOTT time to phase of learning teachers. • As a part of the team approach at Belmay Primary School, education assistants attend the same professional learning as teachers. • Elements of explicit instruction including WALT⁵, WILF⁶ and clear learning intentions, are evident in the teaching programs. • Whole-school approaches, which include guided reading, Paul Swan mathematics resources and the Margaret Menner writing program, are implemented effectively.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop school-wide consistency of pedagogy and programs. • Continue to respond to TTFM teacher survey data which indicate areas for improvement such as technology and leadership.

Student achievement and progress

Student success is measured at the whole-school and individual levels through a range of assessment tools. Parents are informed regularly about student progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Longitudinal year level NAPLAN⁷ data has been erratic, although in the comparative performance summaries, student performance is mostly within the Expected Achievement band. • In 2019, four out of five Year 5 NAPLAN tests resulted in high progress/high achievement. • An external consultancy, Customised NAPLAN Analysis Platform, provides the school with annual NAPLAN data analysis. • The Walker Learning Approach (WLA) engages students through hands-on and creative exploration and investigation. Teachers have flipped the traditional lesson timetable prioritising the WLA. This has improved student punctuality and attendance in Kindergarten and Pre-primary.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Using the Fogarty EDvance School Improvement Program, implement programs and strategies to raise student academic achievement. • Further develop staff capacity for data analysis and application to individual, group and classroom planning.

Reviewers

Laura O'Hara
Director, Public School Review

John Worthy
Principal, Newborough 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
Deputy Director General, Schools

References

- 1 Department for Child Protection and Family Support, Department of Communities
- 2 Duties other than Teaching
- 3 Evidence-based cognitive training program
- 4 Information and communications technology
- 5 We are learning to
- 6 What I'm looking for
- 7 National Assessment Program – Literacy and Numeracy