



Department of  
Education

**Shaping the future**

# North Perth 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 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.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

North Perth Primary is located 3 kilometres from the Perth central business district in the North Metropolitan Education Region.

Established in 1899, the school became an Independent Public School in 2017.

The current enrolment is 406 students from Kindergarten to Year 6. North Perth Primary has an Index of Community Socio-Educational Advantage of 1130 (decile 1).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

## 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:

- In approaching the task of preparing the Electronic School Assessment Tool (ESAT) submission, the Principal undertook a self-reflection process with members of staff and the broader school community.
- All key stakeholders committed to providing a sincere and improvement focused submission and sought to use the Public School Review process to determine their strategy going forward.
- A conscious effort was made to comprehensively incorporate the feedback of all stakeholders in the evidence submitted in the ESAT.
- There was alignment between the evidence selected for inclusion in the ESAT and the domains of the Public School Review Standard.
- Members of the community, staff, leaders and students all contributed effectively during meetings on the day of the validation visit. These contributions assisted the review team in validating the school's self-assessment.

The following recommendation is made:

- Consider the use of a more comprehensive set of student achievement and progress data in the ESAT. Annotating and/or abridging large data sets to show evidence of student performance levels and progress, at key points in the improvement cycle, would enhance the impact of evidence presented.

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### Relationships and partnerships

Students are connected to their school, make an effort to welcome new students and appreciate the work of classroom and specialist teachers in providing them with opportunities to learn.

### Commendations

The review team validate the following:

- An annual calendar of community events, artistic productions, exhibitions and projects, coupled with routine activities such as running club, demonstrate the school's place of importance in the local community.
- Participants in the school's activities aligned to the Fathering Project speak warmly about the impact that it has had on family life and the connections formed with their child's schooling.
- Staff communication has improved in recent years with staff crediting the use of platforms, such as Microsoft Teams, providing dynamic and responsive dialogue between staff and leaders.
- The experienced Board has committed to training and induction for new members. The current Board is committed to maintaining the expertise and skill levels to assist the school in its governance processes.
- The P&C is led by a core team of volunteer family members who are skilled at staging successful events and their connection with the school adds value to student learning.

### Recommendations

The review team support the following:

- Continue to connect the Board with the school's improvement and operational agenda to ensure depth of knowledge of proposed strategy and processes.
- Through the RAP<sup>1</sup> working group, strengthen partnerships with local Aboriginal elders and community members while supporting staff to broaden their knowledge and understanding of local culture.

### Learning environment

The nurturing learning environment is reflected in the maintenance of 125 year old buildings and grounds that retain the local town feel in an inner city community. A sense that school is a place where students feel like they belong is palpable.

### Commendations

The review team validate the following:

- Students report that their opinions are valued with frequent consultations resulting in action.
- The readiness of staff to progress the school's RAP<sup>1</sup> journey is supported by parents. Momentum in reconciliation is maintained by all stakeholder groups.
- The school values of Respect, Resilience, Responsibility and Inclusivity drive approaches to behaviour management led by the Wellbeing Committee.
- The Joey passport rewards system, as well as a whole-school faction system, assist in supporting the development and sustainability of positive behaviour.
- Both within and out of class targeted assistance for learning is delivered by EA – SN<sup>2</sup>. It is planned to be expanded through evidence-based programs to be implemented in coming years.

### Recommendations

The review team support the following:

- Strengthen approaches to meet the needs of SAER<sup>3</sup> by ensuring consistent use of EdCompanion throughout K-6. This should include identifying and planning for extension students.
- Engage with outside agencies that support families with onsite services for early intervention therapy. Work with families to assist staff in the differentiation of learning programs to support students with diverse learning needs.
- Revisit common beliefs and support consistency of practice between all staff about expectations in managing and teaching positive student behaviours.

## Leadership

The priority areas of the school are excellence in teaching and the provision of a positive school environment. Planning throughout the school is strategically and operationally aligned to these 2 areas.

### Commendations

The review team validate the following:

- An induction process inclusive of all priority and operational areas is provided for new staff. This process has evolved effectively with the influx of new staff.
- Numeracy leadership has seen the preparation of 'classroom ready' scope and sequence documents and led to the preparation of lesson materials so that teachers can focus on the delivery of the curriculum.
- Literacy leadership through the rollout of evidence-based programs has been coupled with a set of literacy teaching expectations. These are embraced by staff and championed by a voluntary literacy team.
- The school improvement team provides a link between the school's leadership and the implementation of agreed strategies. It provides feedback to the executive team on the progress of initiatives.
- A distributed leadership ethos is in place throughout the school providing opportunities for aspiring staff and influencing executive led strategies.

### Recommendations

The review team support the following:

- Identify and support staff as future school leaders using the Western Australian Future Leaders Framework to formalise leadership pathways for teachers.
- Engage with the School Board in setting strategic direction for the school in the 2023-25 Business Plan.
- Support leaders in the development of their Growth Coaching techniques to assist with the implementation of peer and line manager classroom observations, including the delivery of feedback.

## Use of resources

Staff are committed to meeting their obligations in using public resources and are supported by an experienced manager corporate services (MCS) and business support officer. The Principal and MCS are aligned in their vision for student focused resource distribution.

### Commendations

The review team validate the following:

- Resource replacement is planned strategically through an asset replacement schedule and regular stocktakes.
- Student's report having noticed the efforts the school has made to upgrade and build its suite of technology devices and the capabilities of staff. The maintenance of a contemporary suite of equipment is appreciated and guaranteed through a newly implemented leasing arrangement.
- Consultation with the Student-Centred Funding Model team has assisted and advised the executive team how best to deploy the school's resources.
- Workforce planning priorities have recently changed from targeted recruitment to consolidation of the strengths of the existing staff hired to build capacity in literacy and numeracy instruction.
- Budget allocations, determined by the preliminary budgeting process and noted by the School Board, are attached to operational plans to support agreed programs and allow for the purchase of resources.
- Targeted initiatives and student characteristics funding is carefully tracked through the monthly comparative budget report to ensure the intended purpose is realised.

### Recommendation

The review team support the following:

- Update the Workforce Plan to outline professional learning for school support staff, inclusive of education assistants to assist in outcomes for SAER.

## Teaching quality

Staff understand and accept the pedagogical evidence-base for the lesson design approach that the school has adopted. They are determined to embed and prioritise this strategy before introducing anything further.

### Commendations

The review team validate the following:

- The addition of classroom daily reviews is being successfully trialled throughout the school with 3 reviews a week conducted by teachers and feedback provided to leaders.
- A plan to undertake professional learning for High Impact Teaching Strategies will be realised in 2023 with staff identified and registered to attend the Teach Well Masterclass.
- An emerging common language, conceptualisation and vocabulary about the nature of quality teaching is being led by identified teachers.
- Through staff use of the Diana Rigg, Promoting Literacy Development (PLD) approach, student agency is driven through their ability to track their own academic progress and determine what they need to do to meet the next academic level.
- Timed reading and other early childhood initiatives are utilised by staff from K-2. A structured timetable ensures adherence to agreed delivery timeframes for whole-school wellbeing programs.
- Staff are committed to ensure that changes to the ways in which teachers deliver instruction are founded on a research base and embedded with fidelity.

### Recommendations

The review team support the following:

- Embed high quality teaching practices based on clear expectations about what quality teaching and learning looks like in every classroom across the school. Finalise and embed the North Perth Primary School Pedagogical Framework and ensure its alignment with the Department's Quality Teaching Strategy.
- Build teacher knowledge of the Western Australian Curriculum, embedding cross-curricula themes such as creativity and problem solving to extend students.

## Student achievement and progress

The differentiation of learning to meet student needs is becoming embedded practice among teachers. Students acknowledge that they are dynamically aware of their progress toward achieving academic goals.

### Commendations

The review team validate the following:

- Staff have a collective understanding of the levels of student achievement and are committed to improvement in both systemic and school-based assessments.
- A literacy 'gap analysis' is regularly conducted to ensure that student learning is planned systematically. A voluntary numeracy team oversees pedagogy and curriculum content for teachers to ensure knowledge is passed on between staff at points of year level transition.
- Accountability measures are in place to monitor the agreed implementation of programs such as Talk for Writing and PLD.
- Staff regularly meet with parents and families to share student achievement and progress information. These opportunities are provided informally and formally through planned activities.
- A renewed focus on moderation of writing achievement using 'Real Time Writing' has strengthened comparability between teachers' student achievement judgements across the school.

### Recommendations

The review team support the following:

- Embed evidence-based whole-school approaches to the teaching of spelling, grammar and punctuation, mathematics and reading. Closely monitor and track student achievement in these areas from K-6.
- Link student achievement improvement strategies to a program of performance development. Include walkthroughs, classroom observations and performance management meetings as measures to increase collected accountability to foster consistent approaches throughout the school.

## Reviewers

Rohan Smith  
**Director, Public School Review**


Sarah Hill  
**Principal, Leda 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 and Student Achievement and Progress domains only, will be Term 3, 2023.

The next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Reconciliation Action Plan
- 2 Education assistants – special needs
- 3 Students at educational risk

