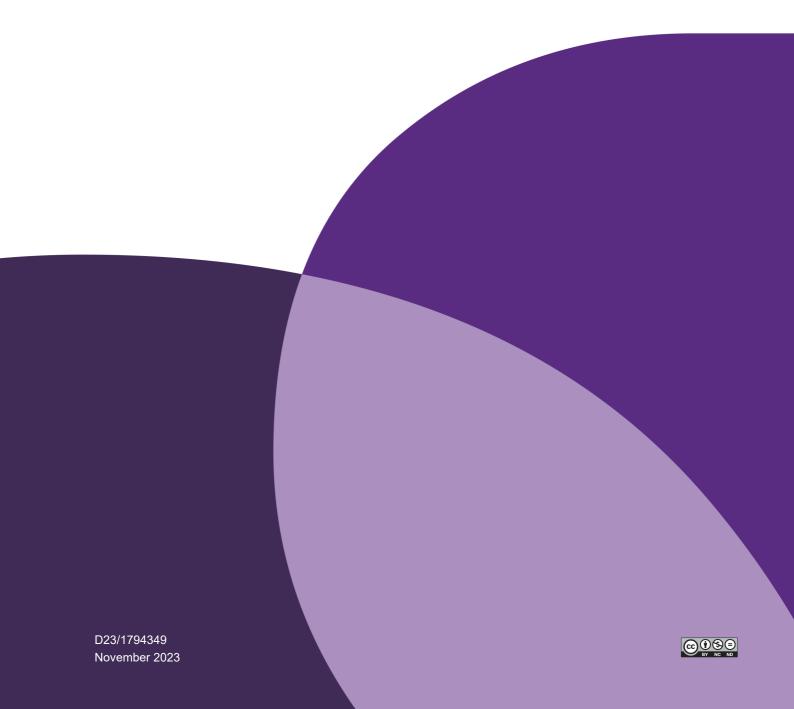**Shaping the future**

Bayswater 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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. It will also support the Principal Professional Review.

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 resources in alternative formats for people with accessibility needs, please contact
PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1894, Bayswater Primary School is located approximately 7 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1097 (decile 2).

It currently enrols 442 students from Kindergarten to Year 6.

Bayswater Primary School became an Independent Public School in 2020.

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

The first Public School Review of Bayswater Primary School was conducted in Term 4, 2018. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

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:

- A strategic school self-assessment process was adopted with the formation of a review team. Members of the team took ownership and oversight of leading staff to identify and collect evidence to support the school judgements against the domains of the Standard.

- The approach to self-assessment and staff engagement with the National School Improvement Tool developed staff understanding of, and commitment to, the school's improvement agenda.

- An executive summary of each domain was provided as an element of the Electronic School Assessment Tool (ESAT) submission. These overviews provided additional information connecting context, evidence and future directions relevant to the particular domain.

- The process provided an opportunity for staff to clarify the school's future strategic direction and acknowledge the significant changes made since the last review and the positive impact this has had on student learning.

- School Board members and P&C representatives engaged enthusiastically in the validation visit discussions, reflecting a strong sense of engagement and investment in the school's ongoing development and an appreciation of the work of staff in improving educational outcomes for their children.

- A variety of staff and Year 6 students engaged in discussions with the review team, contributing authentic reflections in support of the school.

The following recommendations are made:

- Consider broadening the School Board's role in the school self-assessment process.

- When submitting information through the ESAT, consider annotating evidence and drawing attention to specific aspects to be considered and the purpose of its inclusion.

Public School Review

Relationships and partnerships

A central hub for families, the school enjoys a positive reputation within its community. Partnerships with external providers allows students easy access to meaningful after school extra curricula activities on site.

Commendations

The review team validate the following:

- Great importance is placed on seeking, receiving and responding to feedback from stakeholders. The analysis of data collected through surveys is used to set targets and inform improvement intentions within the school's business plan.
- School Board members understand their governance roles and are active in reviewing school data and developing the business plan.
- An active P&C enhances the educational experiences of students and create a sense of community through maintaining services such as a canteen and recycling station and organising events which include the school fete, colour runs and discos.
- The pursuit of enhanced collaboration between teachers has been purposeful and resolute. This has been achieved through the implementation of phase meetings and professional learning opportunities focused on fostering collaboration.

Recommendations

The review team support the following:

- Ensure parents and carers from culturally and linguistically diverse backgrounds have a voice through reviewing the school's current processes for family engagement.
- Continue to develop effective classroom communication with families by promoting consistency through the development of clear guidelines and expectations for staff.

Learning environment

Students report that they enjoy coming to school and are appreciative of a physical environment that encourages a variety of interactions within an orderly, respectful, positive and safe learning environment.

Commendations

The review team validate the following:

- The Sustainability and Gardening Committees play an active role in planning for and maintaining an engaging physical learning environment. This includes the creation of the Imaginature nature play, loose parts playground and managing the Hillside Harvest community garden.
- The social and emotional wellbeing of students is monitored through the ACER[1] Wellbeing Survey. Data collected is analysed and used to inform classroom planning.
- Students identified as at educational risk in literacy or numeracy participate in Sounds-Write or DeltaMath intervention programs.
- A review of the behaviour management policy has ensured it aligns to the Department's expectations and includes a restorative approach to managing behaviour through a positive behaviour framework using multi-tiered support strategies.

Recommendations

The review team support the following:

- Increase cultural responsiveness through strengthening partnerships with Aboriginal students, families and community elders.
- Review the whole-school Social and Emotional Learning program to ensure it is meeting the identified needs of students and is being implemented with consistency.
- Consider further opportunities to develop, strengthen and validate student voice to improve the learning environment.

Leadership

A shared vision of Build, Belong and Become underpins a strong strategic direction focused on improving student outcomes. All levels of school planning are aligned and clearly articulate and address school targets and strategies.

Commendations

The review team validate the following:

- A model of distributed leadership committees which allows opportunities for the development of aspirant leaders is used to operationalise and implement the business plan. This approach has resulted in strong staff engagement and ownership.

- Change is managed in a consultative and systematic manner. Data is used to identify needs and strategies are informed by research. Solutions are trialled and evaluated before being agreed to and implemented.

- A culture of professional learning, review and ongoing personal development builds staff capacity that supports the implementation of school plans.

- Detailed literacy and numeracy operational plans together with scope and sequence documents guide classroom practice.

Recommendations

The review team support the following:

- Develop and implement an observation and coaching model to provide effective feedback to teachers about their work.

- Consider reducing the number of priorities to be addressed in the next business plan as a strategy for managing the rate of change and deepening the embeddedness of new initiatives.

Use of resources

The Principal and manager corporate services (MCS) work collaboratively to ensure decision making processes are transparent, evidence-based and monitored. Resource allocation is strategically managed and aligned to the needs of students.

Commendations

The review team validate the following:

- Funding is targeted to address school priorities and is clearly and explicitly evident in operational plans.

- The Finance Committee, together with the School Board, provide oversight of school finances and have a sound understanding of their roles and responsibilities.

- The P&C prioritises and contributes financial support to projects that provide the broadest impact and maximise the benefits for all students.

- The appointment of a leader to manage the integrity of the school's ICT[2] infrastructure allows for a proactive and responsive approach to meeting both the short and longer term goals of the school.

Recommendations

The review team support the following:

- Develop a workforce plan, paying consideration to the impact of the current staff profile, future needs of the school and enrolment trends.

- Review the impact of programs resourced through targeted funding on the students for whom the funding is targeted.

- Create a plan to manage the replacement and upgrading of playground infrastructure and classroom furniture.

Teaching quality

Significant progress has been made since the last review in developing a whole-school approach to quality teaching, with a high degree of alignment in classroom programs and a shared understanding of what good practice looks like.

Commendations

The review team validate the following:

- The Bayswater Primary School Handbook serves as a comprehensive resource for staff providing guidelines and expectations in respect to the school's literacy and numeracy blocks and quality teaching.

- The gradual release of responsibility is at the core the school's pedagogical approach and explicit teaching lesson design, influenced by participation in the Centre for Excellence in Explicit Teaching Internship.

- Staff are upskilled to deliver with consistency, research based whole-school programs that include Seven Steps to Writing Success, PR1ME Mathematics and Sounds-Write.

- Teachers collaborate within and across their respected year groups to create strategies, share lessons and units of work aimed at enhancing student learning.

Recommendation

The review team support the following:

- Continue to develop the school's pedagogical approach, ensuring it reflects the expectations of the Quality Teaching Strategy and accommodates the needs of students requiring academic extension.

Student achievement and progress

A culture in which the importance of data-informed decision making is embraced by all is evident. Improvement targets are owned, and staff are committed to improving the academic achievements of their students.

Commendations

The review team validate the following:

- In recent years NAPLAN[3] results have moved from being consistently below, to at or above, like schools. The importance of using data to drive teaching is apparent and the school is constantly looking to develop the data literacy of teachers.

- The analysis of school-based and systemic data though a disciplined dialogue approach to inform and monitor school improvement is embedded.

- Whole-school data is collated enabling the achievements and progress of individual students to be tracked.

- The school's data collection schedule and cycle are planned and explicit. Having multiple sources of data helps ensure judgements on student progress are evidence based.

- A data leader provides valuable support that enables teachers to review and analyse data to monitor progress and inform planning.

Recommendations

The review team support the following:

- Refine the analysis of data to monitor the impact of the school's programs on culturally and linguistically diverse students.

- Continue implementing consistent school-wide moderation processes to support teachers in ensuring comparability of student achievement across learning areas.

Reviewers	
Gary Crocetta **Director, Public School Review**	Paul Burke **Principal, Coogee 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.

Melesha Sands
Deputy Director General, Schools

References
1   Australian Council for Educational Research
2   Information and communications technology
3   National Assessment Program – Literacy and Numeracy