



Department of
Education

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Gibbs Street 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

Gibbs Street Primary School opened in 1971 on the site of the 'Western's Dairy'. The school is located in East Cannington, approximately 13 kilometres from Perth in the South Metropolitan Education Region.

Gibbs Street Primary School enrolls 502 students from Kindergarten to Year 6. It has an Index of Community Socio-Educational Advantage rating of 1024 (decile 4). Cultural diversity is recognised as a feature of the school community.

Facility upgrades are responsive to increasing enrolment trends. In 1997, the administration block was extended and existing buildings modified and refurbished. In 2010, the school saw further refurbishment to include new Pre-Primary and Kindergarten facilities. The school is air-conditioned throughout and has a sizable library.

The school has continued the maintenance of the Western family home now known as Western House. It is used by the school as an Arts Centre and hosts music lessons, morning reading classes, breakfast club and Parents and Citizens' Association (P&C) meetings.

Specialist programs offered at the school include Indonesian, science, music, digital technology and physical education. These complement a strong academic program.

The School Council and P&C make significant contributions to the school community and are invested in furthering parent engagement.

School self-assessment validation

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

The following aspects are confirmed:

- Whole-staff collaboration and engagement in the analysis of a wide range of evidence informed the school's self-assessment and Electronic School Assessment Tool submission.
- Staff engaged positively and reported significant benefit from the self-assessment process.
- The succinct analysis of credible data and appropriate evidence provided a well-considered account of the school's current level of performance.
- Rigorous self-assessment processes informed the improvement agenda and demonstrated accountability for the quality of student outcomes.
- There is strong knowledge of, and alignment between, the evidence presented, the factors impacting on the conditions for student success and areas identified for improvement.
- A number of staff and parent representatives actively engaged and contributed their reflections during the school visit validation phase.
- The engagement of all staff, during the validation phase, strengthened their ownership and commitment to a sustainable school self-assessment culture.

The following recommendation is made:

- Develop a plan that supports ongoing evidence-based reflection on the progress of the school against each of the performance domains.

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Relationships and partnerships	
<p>Attention has been focused on establishing positive relationships within the school, resulting in a strong sense of trust and a respectful and productive culture. Embedding a culture of collaboration and engaging students and parents in whole-school approaches, is a priority.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are invested in fostering a positive learning community and show genuine interest, care and consideration for students and to each other. • NSOS¹ data is complemented by OHI² and TTFM³ data that highlights strong levels of student, staff and family satisfaction and informs planning. • A range of family information sessions and whole-school events provide opportunity for parents to enhance their child's learning at home. • Strong partnerships with network schools support collaborative learning, curriculum development and innovation. • Involvement in the Fogarty EDvance program has strengthened whole-school planning and literacy development in partnership with the DSF⁴.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to seek greater parent feedback and engagement in a culturally and contextually responsive manner. • Implement training that strengthens the School Council's governance role as a key contributor to the strategic improvement agenda. • Consolidate an accessible multicultural communication approach that facilitates comprehensive, timely and consistent exchanges of information.

Learning environment	
<p>Improvement in student achievement is attributed to the clarity of whole-school direction, an emphasis on personal responsibility and a shared ownership of student engagement.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A new SAER⁵ referral, case management and tracking process has increased communication, collaboration and timely intervention. • The TED⁶ values program supports positive behaviour and is reinforced through assembly recognition, incentives and rewards. • The Conditions for Learning plan includes the Zones of Regulation and Rock and Water programs to support safe, engaged and resilient learners. • The chaplain and breakfast club program provide strong pastoral care.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Extend staff and student cultural responsiveness and diversity learning through strategic whole-school implementation of the ACSF⁷. • Engage all stakeholders in the further development of the PBS⁸ framework and matrix to consolidate a common language and shared practices. • Monitor progress to measure intervention efficacy and inform planning.

Leadership

The leaders have established stability, direction and purpose through a clarity of vision, expectations and support. High levels of staff engagement and collaboration reflect a cohesive culture of reflection, shared accountability and continuous improvement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A willingness to seek and respond to feedback is a feature of the leaders' practice and provides insight to inform planning. • Instructional leaders assist in the coaching and mentoring of staff, model effective practice and are highly visible and approachable. • Staff feel valued as trusted partners in the school's change agenda that involved re-shaping the school priorities, targets and monitoring processes. • Progress against the collaboratively developed school plan is monitored and reviewed comprehensively twice each term and involves all staff. • Links between school, operational and classroom planning are evident. • Distributed leadership has increased ownership and responsibility for the sustained implementation of whole-school teaching and learning initiatives. • Students are provided frequent and ongoing opportunity to demonstrate responsibility and leadership through roles in school events and activities.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to extend curriculum leader capability to support in-class practice. • Enhance the Connect staff toolkit to sustain expectations and practice.

Use of resources

Leaders ensure that plans for raising the standard of student achievement are appropriately allocated. A literacy and numeracy focus is advanced through the strategic investment in staff training and alignment of resources that ensure continuity and progress across all Year levels.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A well-informed and balanced annual budget is responsive to the school's changing needs and aligned to identified priority areas for student success. • The Principal and MCS⁹ work together to provide appropriate oversight of the day-to-day management of resources. • Student characteristic funding supports a range of initiatives, including the employment of a literacy support teacher and EAs¹⁰ who implement literacy programs and individual and small group intervention. • Research and evidence informs resource and program expenditure.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a workforce plan that identifies future staff profile needs and considers the staffing of key support personnel and leadership succession plans to ensure sustainability of whole-school programs and operations. • Explicitly link resourcing to strategic and operational planning.

Teaching quality

Staff demonstrate a shared ownership for student success with professional and personal responsibilities understood and evident. A focus towards whole-school consistent literacy and numeracy practices is underpinned by a culture of collaboration and accountability.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • PLT¹¹ meetings and focused agendas enhance professional discussion, moderation and reflection against school initiatives and team goals. • Strategies to monitor whole-school literacy development and fidelity is led by the High Quality Teaching committee and supported by DSF specialists. • The structure of a lesson framework, collaboratively developed by staff, provides a foundation for a shared language and reflective practices. • An English plan provides a scope of English content and literacy development from Pre-Primary to Year 6 and is aligned to the WAC¹². • Performance development is initiated through SMART¹³ goal development aligned with the AITSL¹⁴ Australian Professional Standards for Teachers and school priorities. Reflective practice is enhanced through observation and structured feedback. • PLT and network moderation meetings complement the use of the SCSA¹⁵ judging standards when making consistent numeracy grade judgements.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consolidate a whole-school consistent moderation approach for writing. • Embed school-wide numeracy approaches, shared language and practice. • Extend use of the EAL/D¹⁶ Progress Map to inform planning and reporting.

Student achievement and progress

A strength of the school is the continued focus on consolidating evidence-based, whole-school teaching and learning practices that sustain a culture of high expectations around student progress and achievement. Comparative NAPLAN¹⁷ data is at or above expected levels.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An assessment matrix provides multiple data points to inform student progress, monitor interventions and plan. GradeXpert is used to centrally locate data and facilitates data analysis. • OEAP¹⁸ Pre-Primary to Year 2 data demonstrates longitudinal growth and is attributed to the introduction of consistent literacy approaches. • The introduction of PATR¹⁹ and PATM²⁰ complements a range of literacy and numeracy programs and assessments that track longitudinal progress. • The SHARE²¹ home/school reading program actively involves parents of identified Year 1 students and has increased reading and printing skills. • IEP²² SMART goal progress for identified students is reviewed every five weeks. Additional support for SEN²³ is sought through Statewide Services.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to build the capability of staff in the use of data that informs appropriate teaching adjustments and target setting at the classroom level.

Reviewers

Merrilee Wright
Director, Public School Review

Linda Griffin
Principal, Osborne 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 National School Opinion Survey
- 2 Organisational Health Index
- 3 Tell Them From Me
- 4 Dyslexia-SPELD Foundation of WA (Inc.)
- 5 Students at educational risk
- 6 Treat Everyone Differently
- 7 Aboriginal Cultural Standards Framework
- 8 Positive Behaviour Support
- 9 Manager Corporate Services
- 10 Education Assistant
- 11 Professional Learning Team
- 12 Western Australian Curriculum
- 13 Specific, measurable, achievable, realistic and timely
- 14 Australian Institute for Teaching and School Leadership
- 15 School Curriculum and Standards Authority
- 16 English as an Additional Language or Dialect
- 17 National Assessment Program – Literacy and Numeracy
- 18 On-Entry Assessment Program
- 19 Progressive Achievement Test - Reading
- 20 Progressive Achievement Test - Mathematics
- 21 School Reading program, based on the resource *Teach Your Child to Read in 100 Easy Lessons*, Siegfried Engelmann.
- 22 Individual Education Plan
- 23 Special Educational Need