



Department of
Education

Shaping the future

Orange Grove 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

Context

Opened in 1923, Orange Grove Primary School is located in a unique rural setting approximately 25 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region. In 2015, the school was granted Independent Public School status.

There are currently 150 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 973 (decile 7).

Parents have been instrumental in developing the school's strong sense of community and the school enjoys the support provided by both the Parents and Citizens' Association (P&C) and School Board.

School self-assessment validation

The Principal submitted a school self-assessment that provided an overview of the school's operations.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment tool (ESAT) submission provided an outline of the school context, with some alignment between the evidence, analysis and future planned actions.
- The newly appointed Principal astutely recognised the expertise of the long-serving deputy principal and encouraged her to take a lead role in the school's self-assessment preparations. This resulted in an ESAT submission that gave strong voice to the school's context and journey.
- As part of the Public School Review process, summaries for each Domain were provided. It was acknowledged by the leadership team that the approach provided opportunity to review practice and link programs and processes together to ensure a thorough review of each of the domain areas.
- A range of staff, students, parents and community members contributed enthusiastically to discussions throughout the review validation visit. Their passion and optimism for the direction of the school, since the appointment of a stable leadership team, was palpable.

The following recommendations are made:

- In future ESAT submissions, review with the intent of prioritising entries and develop a succinct and relevant collection of quality evidence to describe the essential indicators of performance, as outlined in the Standard and guided by the domain foci.
- Establish ongoing processes for whole-staff collaboration in the analysis of data to inform school self-assessment and improvement processes.
- Continue to use the ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycles.
- Maintain a focus on the Standard as a constant reference point for ongoing performance reflection.
- Articulate to staff the purpose of self-assessment and its significance in supporting school-wide improvement.

Public School Review

Relationships and partnerships

Productive and highly valued, the partnership and collaboration between the school and Aboriginal families provides guidance and support to embed Aboriginal culture into school practice.

Commendations

The review team validate the following:

- The partnership with Yule Brook College strengthens the focus on Aboriginal culture having led to art installations and the establishment of the 'Deadly Sistas' Outreach program, on the school site.
- During a time of significant change to established practices, keeping staff informed has been a focus. Emails, formal and informal processes, committees and opportunities to collaborate are proving effective in staff communicating and having input into the change process.
- The school seeks the opinions and input from their community and responds as evidenced in the consultation with families in the determination to teach Auslan¹ as the specialist language subject.
- An informed School Board provides oversight to governance, and an active P&C supports the school through events that promotes the school and raises funds to support students.
- The location of the school in a bushfire prone area has propelled the school to ensure they have clear communication processes and procedures in place.
- Engagement with SSEN: BE² has led to a review and refinement of the behaviour management communication procedures leading to greater consistency in communicating with students and families.

Recommendations

The review team support the following:

- Identify and develop communication norms to promote consistency through the school.
- Identify potential sustainable partnerships with external agencies that support students to succeed.

Learning environment

'A country school in the city', is how Orange Grove Primary School is viewed by their community. A place where diversity is acknowledged and celebrated and where 'kids' and their families are known, has fostered a culture of inclusivity and belonging.

Commendations

The review team validate the following:

- The biannual audit, development of aspirational targets, case conferences and attendance comments on reports is raising awareness for families of the importance of students attending every day.
- Detailed health care plans, regular review and communication of OSH³ procedures, St John Ambulance training and risk management plans, ensure students' safety is prioritised.
- The installation of the 'Little Libraries', where children and families muster in the mornings, provides access, promotes and raises awareness of reading for the whole community.
- All staff are committed to the implementation of PBS⁴ to establish a process that gives consistency of practice, a common language and clear expectations in the way behaviour is managed at the school.
- Analysis of NCCD⁵ ensures students identified as SAER⁶ are provided with necessary supports and adjustments to their learning.
- The school's request to have a NQS⁷ Children's Health and Safety audit has provided affirmation for the processes and procedures they have currently established and provided guidance for improvement.

Recommendations

The review team support the following:

- Provide ongoing professional learning (PL) for all staff in the development of Special Educational Need planning, target setting and catering for SAER.
- Progress the intention to develop a leadership role in Early Childhood Education (ECE) with a focus on NQS and early intervention.
- Continue to pay close attention to embedding, with fidelity, the PBS strategy across the school community.

Leadership

Through a collaborative and consultative approach and harnessing of the extensive background knowledge of the leadership team, the newly appointed Principal has developed a unified and shared school vision.

Commendations

The review team validate the following:

- A change management approach consisting of consultation, timely PL and monitoring and review processes has been implemented.
- A distributed model of leadership enables staff to have input, understanding and ownership of decisions made. Leaders are supported in their roles through targeted PL.
- Involvement by all staff in school planning has been deliberately enabled through the committee structure. The resultant operational plans support staff to implement whole-school programs and practices.
- The leadership have been intentional in implementing the Aboriginal Cultural Standards Framework in creating high visibility of Aboriginal culture throughout the school and engaging with Aboriginal families', authenticity to cultural responsiveness has ensued.
- Staff are supported in their work through targeted PL. This is ensuring they have the skills and capacity to deliver the newly introduced whole-school programs and instructional model.
- The collaboratively developed business plan gives clarity to agreed priorities and targets and communicates enhanced accountability to the school community through the actions to be undertaken.

Recommendations

The review team support the following:

- Develop a school improvement plan that clearly articulates how the school is going to meet the current business plan targets and priority areas.
- Consider the development of curriculum or instructional leaders to progress the embedding of whole-school programs, data literacy, ECE teaching and the instructional model.
- Strengthen performance management feedback through classroom observations.

Use of resources

Aware of the need to improve financial practices, the Principal and the newly appointed manager corporate services (MCS) have worked with the Department to strengthen capacity to fulfil the requirements of the funding agreement and compliance in the management of school finances.

Commendations

The review team validate the following:

- The strong support of the community, in particular the P&C, provides valued, additional resources for the school.
- Alignment of the budget to school priorities and plans is evident, with replacement and management plans for physical assets and resource acquisitions developing.
- Resourcing of the physical environment ensures facilities are fit for purpose and promote the school ethos and culture.
- The introduction of direct debit facility EFT⁸ payments by the MCS is providing enhanced efficiency to financial management practices.
- Workforce planning highlights the areas requiring attention, such as strengthening ECE and pedagogical practice whilst accommodating staff leave requirements.

Recommendations

The review team support the following:

- Continue to monitor and audit existing resource deployment management processes. Use this process to assess the efficacy and compliance of resource management decisions.
- Foster staff understanding of the scope of the processes involved in school resource management.
- Build the profile of the Finance Committee within the school to encourage a broad representation of staff membership.

Teaching quality

An emerging collaborative culture is promoting the exchange of teaching knowledge, experience and skill. This is contributing to a shared understanding by staff of what teaching and learning looks, feels and sounds like at Orange Grove Primary School.

Commendations

The review team validate the following:

- Recently introduced whole-school programs support the school's intention to enhance consistency of teaching and learning and improve student achievement and progress.
- Teachers are developing an awareness of data to inform classroom practice and curriculum differentiation. This includes: On-entry Assessment Program; Pre-primary – Year 2; Brightpath Writing; LITPro; Australian Council for Educational Research; and NAPLAN⁹.
- Integral to the change agenda, focus has been given to building teaching and allied professionals' capacity and capability to implement new teaching programs.
- The Explicit Teaching at Orange Grove Primary School document provides support for teachers by clearly outlining the agreed teaching pedagogy. This includes clarification of the components of the instructional model such as reviews, lesson introduction, gradual release model, feedback and monitoring.

Recommendations

The review team support the following:

- Provide PL for staff in the use of data and target setting to strengthen Individual Education Plans (IEPs).
- Continue to embed classroom observation and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model across the school.
- Build on and strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice across all phases of learning.
- Review and reflect on current practices in Kindergarten – Year 2 with the aim of developing the vision and teaching and learning beliefs, as the foundation to lead pedagogical improvement in the early years.

Student achievement and progress

The school has been responsive to longitudinal student achievement and progress and have committed to the implementation of explicit teaching and learning.

Commendations

The review team validate the following:

- A range of school-based and systemic data is used to inform whole-school and cohort planning.
- On-entry assessment for students in Pre-primary, and Years 1 and 2, provides data to inform operational planning, program differentiation, IEP targets and tracking of students from Pre-primary to Year 3 NAPLAN.
- Brightpath Writing and the writing assessment schedule provide teachers with greater confidence in making judgements on student achievement.

Recommendations

The review team support the following:

- Continue to develop staff data literacy to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.
- Ensure there are opportunities for staff to engage in moderation processes with network schools to accurately make judgements and allocate grades.
- Monitor closely the impact and consistency in the implementation of agreed whole-school programs, pedagogy, instructional model and interventions to address low student achievement and progress.
- Closely investigate and monitor progress from On-entry to Year 3, to determine effectiveness of programs and the instructional approach in the Kindergarten to Year 2 phase of learning.

Reviewers

Maxine Augustson
Director, Public School Review

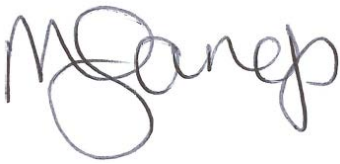
Taylor Webb
Principal, Quinns Beach Primary School
Peer Reviewer

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 Student Achievement and Progress domain only, will be Term 4, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 4, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Australian Sign Language
- 2 School of Special Educational Needs: Behaviour and Engagement
- 3 Occupational Safety and Health
- 4 Positive Behaviour Support
- 5 Nationally Consistent Collection of Data on School Students with Disability
- 6 Students at educational risk
- 7 National Quality Standard
- 8 Electronic fund transfer
- 9 National Assessment Program – Literacy and Numeracy