



Department of
Education

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Illawarra Primary School

Public School Review

November 2018



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

Illawarra Primary School is located in the Perth suburb of Ballajura, approximately 14 kilometres from the Perth central business district. The school achieved Independent Public School status in 2015.

Currently enrolling 357 students from Kindergarten to Year 6, the school has an Index of Community and Socio-Educational Advantage rating of 998 (decile 5).

School facilities include basketball and tennis courts, a Nature Playground, computer laboratory and performing arts stage, as well as the recently opened Noongar Six Seasons Garden.

The school is supported by an active and committed Parents and Citizens' Association and School Board.

School self-assessment validation

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

The following aspects are confirmed:

- A variety of evidence was submitted.
- The self-assessment was completed collaboratively with significant staff involvement.
- A wide range of people were involved in the scheduled meetings, including parents, teachers and support staff.
- The school's self-assessment was enhanced by the conversations with members of the school community during the validation visit.

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Relationships and partnerships	
<p>This is a high care environment in which the Principal knows all the children's names. Parents actively sought to inform the reviewer team outside of the scheduled meeting sessions that Illawarra Primary School is a wonderful school where the children are happy and keen to attend.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Parents and teachers expressed the feeling that the 'vibe' has recently changed at the school and they feel reinvigorated and more engaged. • The school's motto of 'Caring for People' was reflected in comments from parents and staff, as well as in the actions taken by the school to provide support for students. This support includes an AIEO¹, chaplain, and Breakfast Club. • Parents and staff often spend additional hours at the school voluntarily to ensure excellence in program delivery.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Embed the <i>Aboriginal Cultural Standards Framework</i>. • Continue to focus on staff wellbeing. • Support School Board members to complete online training modules.

Learning environment	
<p>The learning environment at the school is orderly but vibrant, respectful and friendly. There is an expectation of high achievement and inclusivity for all.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The OSH² representative conducts half yearly audits of the school buildings and facilities to inform the leadership team of areas requiring attention. • Through use of the NQS³, the early childhood phase of learning team is conducting an ongoing review of planning, facilities and processes to ensure there is balance between explicit teaching and intentional play-based learning. • The school continues to work with parents to improve regular attendance despite cultural/environmental factors outside their control. • Safety and wellbeing of students and staff is a priority.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The NQS Committee is focusing on meeting all seven standards by 2021. • Explore opportunities for additional student engagement activities during lunch time and out of school hours.

Leadership

The school is undergoing a cultural change in which staff are becoming increasingly empowered in making school-wide decisions. It is clear that the new Principal has sought first to understand the school's history and invest time in developing staff, student and parent relationships.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The leadership team is cohesive, unified and works in a distributed leadership model. • The Principal has introduced an aspirant leader development program. • Staff and the community acknowledge the leadership team for creating a high trust school environment. • Classroom observations are an embedded part of teacher performance management. • The leadership team encourages rigorous debate in school decision making in its quest to ensure that all voices are heard.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Strengthen staff capacity in understanding the importance of aligned system, strategic, operational and classroom planning documents. • Continue the development of teacher performance management processes to include peer observations, closer alignment to and reflection against the AITSL⁴ Standards.

Use of resources

Like many schools in areas of changing demographics, Illawarra Primary School faces challenges annually to fund priority areas and sustain human and physical resources and school programs.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The capable team of manager corporate services and school officer create a friendly and professional atmosphere. • There is sound financial management of the one-line budget with plans in place for reserve accounts. • Student characteristic funding is allocated according to its purpose. • The workforce plan reflects careful thought and planning for sustainability of knowledge and expertise. • The grounds committee has been active in refreshing the outside areas of the school through painting, artworks and enriched play areas. • The school has an abundance of teacher and student resources.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • The ICT⁵ committee will reassess the technology needs at the school and update plans to enhance its 21st century learning environment.

Teaching quality

A long-term commitment to an explicit teaching methodology, coupled with a focus on accelerating students' performance in literacy and numeracy in the early years, has led to consistently high NAPLAN⁶ results since 2012.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Sustained dedication to Illawarra Primary School has led to highly competent teachers, some of whom have been at the school for over 30 years. • Teachers and education assistants expressed their commitment to the school and their focus on continually honing skills to provide a high quality education for students. • The recent introduction of the Minilit program provides support to students at educational risk. • While the school has historically privileged the teaching of literacy and numeracy, it is now expanding its scope and variety in all curriculum areas.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Enlist greater teacher involvement in whole-school and individual student target setting and monitoring. • Increase teacher awareness of the distinction between the Western Australian Curriculum as the main source of planning rather than programs and support resources, such as Stepping Stones.

Student achievement and progress

The school should be proud of its students' consistently high achievement in NAPLAN testing. Most of the aspirational achievement targets that have been set were achieved in On-entry Assessment Program testing and NAPLAN numeracy, reading and writing.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Highly competent teachers with a collective bank of teaching strategies employ an explicit teaching methodology that has been modified to suit the Illawarra Primary School context. • Teachers are encouraged to create variety between classrooms through their personal strengths and interests. • Since 2012, analysis of Year 3 NAPLAN comparative performance tests shows that more than half of results achieved were in the 'above expected' level with the remaining test results 'as expected'. No students at Illawarra Primary School achieved 'below expected'. • ACER⁷ Progressive Achievement Tests (PAT) in Mathematics have been implemented to differentiate the curriculum and elicit fine-grained understanding of students' ability.
Improvements	<p>The review team validates the following action/s:</p> <ul style="list-style-type: none"> • Continue to analyse data, lesson planning and teaching delivery to strive to extend the high levels of success in Year 3 to students in Year 5.

Reviewers

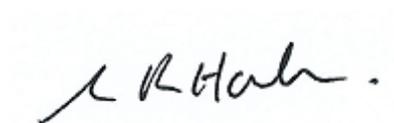
LAURA O'HARA
Director, Public School Review

LISA TUCKER
Principal, Duncraig Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Aboriginal and Islander education officer
- 2 Occupational Safety and Health
- 3 National Quality Standard
- 4 Australian Institute for Teaching and School Leadership
- 5 Information and communication technology
- 6 National Assessment Program – Literacy and Numeracy
- 7 Australian Council for Educational Research