Department of
Education

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Orelia
Primary School

Public School Review

September 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

Orelia Primary School is located in the southern suburb of Orelia, in the South Metropolitan Education Region, approximately 42 kilometres from the Perth central business district. Established in 1969, the school gained Independent Public School (IPS) status in 2019.

The school has an Index of Community Socio-Educational Advantage rating of 924 (decile 9). The current enrolment of 350 students, from Kindergarten to Year 6, includes a high percentage of Aboriginal students and students with disability. School attendance is characterised by irregular attendance across the Aboriginal student cohort and a high rate of transiency.

The school is in its last year of partnership with the Fogarty EDvance program. The focus on literacy development is complemented by specialist programs that include physical education, music, science, Italian and fundamental movement skills. An on-site playgroup facilitates school readiness, with the support of the chaplain, for children from birth to age three.

The Parents and Citizens' Association (P&C) is well-regarded and a strong source of support for the school. The P&C members coordinate volunteers for the uniform shop, canteen and a range of fundraising events that provide resources for student use. Preparations are in place for the school's 50th Anniversary celebrations.

School self-assessment validation

The principal submitted an historical school self-assessment from the previous three years.

The following aspects are confirmed:

- The executive team and a selection of staff were provided with opportunities for collaboration and reflection in the school self-assessment process.

- A wide range of historical evidence from multiple sources was selected for analysis.

- The submission provided an open, honest and transparent account of the school's historic context and progress.

- Information supporting the principal's current judgements of the school's performance and planning intentions were elaborated on during the school visit.

- A shared culture of reflection and continuous improvement was evident.

The following recommendations are made:

- Select data and evidence that most accurately represents the school's judgement of current performance as part of the Public School Review self-assessment process.

- Describe the impact of the school's strategies, programs, policies or initiatives, as detailed in the self-assessment submission, to support the judgement of performance.

- Provide detail of the school's identified plans in response to the school's self-assessment of current performance in each domain of the Electronic School Assessment Tool.

- Establish clear links between areas identified for improvement and the school's plans (strategic and operational) for raising the standards for student achievement.

- Involve all stakeholders in whole-school self-assessment and improvement processes.

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Relationships and partnerships

The school is invested in developing strong connections with the community through productive relationships that support culturally and contextually responsive learning for students.

Effectiveness	The review team validate the following: • Tell Them From Me[1] longitudinal data reflects increased levels of student, staff and family satisfaction with the school's direction and positive ethos. Analysis of results is used to inform whole-school planning. • Staff demonstrate genuine interest, care and consideration for students, parents and each other. Parents have significant trust in, and respect for, school leaders and classroom staff. • Family engagement sessions are held once each term and provide parents with: information about their child's progress; academic concept learning to support their child at home; and opportunity to connect with other families. • A partnership with the Nyoongar Wellbeing and Sports Aboriginal Corporation and the Aboriginal and Islander education officer (AIEO) enhances health, education, social and cultural benefits for Aboriginal students engaging in the school's young achiever's club.
Improvements	The review team support the following actions: • Facilitate the transition from School Council to School Board through relevant training and strategic selection of community representation. • Consolidate a whole-school communication plan to increase parent engagement and access to comprehensive and timely information.

Learning environment

The term 'Orelians' is used to describe members of the school community and contributes to a sense of belonging and pride. A whole-school behaviour plan has supported shared expectations for consistent practice in creating a safe and inclusive learning environment.

Effectiveness	The review team validate the following: • The introduction of a good standing policy and systems that monitor and respond immediately to late arrivals have increased punctuality. • Students at educational and emotional risk are identified, supported by appropriate case management, and strategies for intervention and monitoring. • Pastoral care is provided by the chaplain and Bunnings' family mentors who support the development of resilience, confidence and self-esteem. Breakfast, shoes and uniforms are provided for students with need. • Whole-school behaviour and emotion language is facilitated through the Zones of Regulation. Behaviour is regulated with the 1-2-3 magic strategy.
Improvements	The review team support the following actions: • Increase regular attendance by strengthening early identification, collaborative case management with the AIEO and monitoring intervention. • Strengthen consistency of pastoral care support by establishing clarity of roles, responsibilities, monitoring systems and communication.

Leadership

Building community confidence and recognition as a successful school has been a priority for the principal. This has been achieved through a collaborative reflective process that involved re-shaping the school vision, priorities, structures and processes culminating in IPS status.

Effectiveness	The review team validate the following:
	• The principal's beliefs and expectations are documented clearly.
	• The cohesive leadership team is committed to building a culture of collective ownership for consistent whole-school practice.
	• Responsibilities within the executive team are aligned to the school improvement plan and reflect a model of distributed leadership.
	• The executive team assist in the coaching and mentoring of staff, provide feedback and are highly visible and approachable instructional leaders.
	• Staff nominate for curriculum leadership roles, are supported to engage in improvement planning and lead teams to implement strategic actions.
	• The school has established processes and strategic documentation for the ongoing implementation of the *Aboriginal Cultural Standards Framework*.
	• Staff health and morale is supported by the wellbeing committee and implementation of the Be You Framework.
Improvements	The review team support the following actions:
	• Continue to embed and sustain whole-school approaches through the balanced provision of accountability and support.
	• Build on existing processes to deliver a formal induction program that sustains school vision, beliefs, policy, practice, plans and expectations.

Use of resources

The school is well-resourced and expenditure is responsive to the identified needs of students. Expenditure prioritises staff professional development that is aligned with classroom practice.

Effectiveness	The review team validate the following:
	• Budgets are established through collaborative and transparent planning, aligned to increase student achievement and articulated in school plans.
	• Staff are well-informed, as cost centre managers, of financial processes.
	• Student characteristic resourcing aligns with need and includes education assistant provision to facilitate whole-school programs and targeted intervention.
	• A strategic use of resources supports the transition towards a whole-school use of the new logo, following extensive consultation with the community.
	• Classroom technology is readily available and managed efficiently.
	• All resources are accessioned through the library and registered on a comprehensive asset and resource replacement schedule.
	• Programs are implemented following research and evidence of impact.
Improvements	The review team support the following action:
	• Develop a workforce plan to identify longitudinal staff profile needs.

Teaching quality

The collaborative development of a whole-school EDI[2] pedagogical model was established to enhance working memory strategies and underpins all teaching and learning approaches. Embedding consistent practice in the use of targeted programs and practices is a focus.

Effectiveness	The review team validate the following:
	• Introduction of a daily review, used across all phases of learning and learning areas, enhances the consolidation of previously learned concepts.
	• Literacy block learning incorporates the Letters and Sounds phonics program and the Talk for Writing whole-school approach for all students.
	• Planning and instructional practices are guided by the use of First Steps for reading and writing in addition to Paul Swan approaches for mathematics.
	• Hot and cold tasks support teachers to identify learning needs, plan for differentiation and to track student progress.
	• Teachers receive ongoing development and feedback on their EDI practice by school leaders, colleagues and specialists from Dyslexia-SPELD Foundation of WA (Inc.).
	• Group analysis of data and planning is undertaken during shared DOTT[3] time.
	• An ICT[4] checklist supports the sequential attainment of keyboard skills.
Improvements	The review team support the following actions:
	• Develop a whole-school numeracy plan that consolidates programs, teaching and learning approaches and includes a scope and sequence.
	• Continue to offer STEM[5] opportunities through a cross-curricular model.
	• Analyse multiple sources of data to enhance consistent grade judgements.

Student achievement and progress

Significant progress and above expected 2018 NAPLAN[6] Year 3 spelling and Year 3 and Year 5 writing achievement is attributed to the whole-school phonics approach. Implementing strategies to support high numeracy achievement and progress is a priority for the school.

Effectiveness	The review team validate the following:
	· Whole-school assessment is conducted at entry annually and includes the Paul Swan Trajectory, PAT[7] comprehension, science and SEL[8].
	· Pre-Primary to Year 2 OEAP[9] assessments are used to track longitudinal progress, identify students at risk and inform planning.
	· The student handover document monitors longitudinal progress, supports transitions and continuity.
	· A whole-school curriculum, assessment and reporting policy drives the collection of data that inform collaborative discussions and planning.
	· Teachers use RTP SEN[10] when developing IEPs[11] for identified students.
Improvements	The review team support the following actions:
	• Incorporate PAT mathematics as a source of annual data that informs planning.
	• Incorporate the use of the EAL/D[12] Progress Map to identify intervention, monitor, assess and report on the achievement of identified students.

Reviewers

Merrilee Wright
Director, Public School Review

Brian Davies
Principal, Illawarra 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
Deputy Director General, Schools

References

1   A suite of surveys on student engagement
2   Explicit Direct Instruction
3   Duties other than teaching
4   Information and communications technology
5   Science, technology, engineering and mathematics
6   National Assessment Program – Literacy and Numeracy
7   Progressive Achievement Tests
8   Social and Emotional Learning
9   On-entry Assessment Program
10 Reporting to Parents Special Educational Need
11 Individual Education Plan
12 English as an additional language/dialect