



Department of
Education

Shaping the future

Orelia 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

Orelia Primary School is located in the South Metropolitan Education Region, approximately 42 kilometres from the Perth central business district.

Established in 1969, the school gained Independent Public School status in 2019. The school has an Index of Community Socio-Educational Advantage rating of 924 (decile 9).

There are currently 330 students enrolled at the school from Kindergarten to Year 6.

The School Board was established in 2019 and has focused on working in collaboration with the Principal to enhance the school for optimum progress for every student. The Parents and Citizens' Association (P&C) is well regarded and a strong source of support for the school.

The first Public School Review of Orelia Primary School was conducted in Term 3, 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a school self-assessment, providing insights into the operations of the school.

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

- In preparation for the review, the Principal empowered the leadership team to lead the organisation of teams to provide evidence for the ESAT submission. A leadership coach facilitated a process in the development of the ESAT submission and, school and administration staff supported the leadership team through a series of meetings reflecting on school performance against each domain of the Standard.
- The Principal valued the school review process as an opportunity to reflect on school performance and identify areas for celebration and improvement.
- Staff input into the school self-assessment process was highly valued and actively encouraged by the leadership team. This was facilitated through informal and formal opportunities for discussion on student achievement data and evidence.
- Staff and parents engaged enthusiastically during validation day meetings, contributing to the discussions and elaborating on evidence provided. This significantly strengthened and added value to the Electronic School Assessment Tool (ESAT) submission.

The following recommendations are made:

- Ensure that in future ESAT submissions the selection of evidence and analysis submitted supports the judgements made, guided by the following questions: *Why do you think this piece of evidence supports your judgement? Why do you think this evidence meets the Standard?*
- Carefully consider the choice of evidence and analysis in each domain to ensure it accurately describes the impact on student outcomes.
- In collaboration with staff, and as part of the school's regular review process, consider reviewing each of the ESAT domains using the Standard and domain foci.
- When considering planned actions think of this in terms of 'next steps – where to from here'.

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Relationships and partnerships

In the school's quest to rebrand and establish its unique identity, rigorous attention has been given to building an ethos that cements genuine relationships based on trust, equality, and respect.

Commendations

The review team validate the following:

- The contribution of the AIEO¹ in building relationships, based on trust and mutual respect, together with the representation of an Aboriginal Elder on the School Board provides a cultural voice of the community, and enhances positive connections with Aboriginal students and their families.
- A variety of communication platforms inform staff and families of school operations and coming events. Highly valued by parents, is the on-going support provided in accessing and using Connect and the video 'Wrap Up' sent to parents and staff showcasing highlights of the week.
- Underpinned by group norms, collaborative structures provide opportunity for all staff to have a voice. There is equality of contributions to decision making through positive and professional relationships for all staff.
- Engagement of a marketing officer facilitates the implementation of a strategic plan in forming partnerships with organisations that enrich the learning experiences for students. This includes with network schools, and foremost for families, the successful partnering with numerous organisations/agencies.
- The School Board advocates and facilitates rich experiences for students.

Recommendations

The review team support the following:

- Continue to investigate ways to promote and raise the profile of the School Board to broaden membership. Provide Department training for members to optimise authentic engagement and input into school decision making.
- Ensure the school regularly seeks and responds to the views and feedback of parents. In consultation with the School Board, follow up with a school response and intended actions to the school community.

Learning environment

Underpinned by their moral purpose to provide a safe, enriched learning and teaching environment driven by high expectations for success, the Principal and staff have been deliberate in creating an environment that is welcoming, culturally inclusive and highly personable, establishing the school as a community 'safe place'.

Commendations

The review team validate the following:

- The implementation of comprehensive pre and post appointment induction measures ensures new staff have an understanding and capacity to implement the school's processes and procedures.
- Students requiring targeted interventions are supported through a case management approach involving collaborative meetings with all stakeholders. Data collection, observations, escalation profile tracking and behaviour management plans builds longitudinal evidence that informs planning.
- The rigorous monitoring of student attendance including strategies such as home visits, family engagement with the AIEO and the collection and review of data has seen a notable increase in student attendance.
- A developmentally appropriate approach to student behaviour has been established. Consistency of implementation of the policy and procedures, along with the explicit teaching of social skills through You Can Do It, Zones of Regulation and adherence to behaviour data, is having a positive impact.

Recommendations

The review team support the following:

- Continue to promote and build culturally inclusive practices including the identification of high impact strategies that support the engagement of Aboriginal students and students from linguistically diverse backgrounds.
- Regularly review SAER² practices and policy to ensure a streamlined process and effective response to intervention that is clearly understood by all staff.

Leadership

The Principal has strategically implemented a leadership model that is invested in developing the attributes and capacity of leaders to respectfully and collaboratively work with staff towards the school improvement agenda. This is contributing to high levels of responsiveness and enthusiasm for staff to engage with the future direction of the school.

Commendations

The review team validate the following:

- Collaboratively developed, the school vision statement is representative of and embraced by the staff. Displayed in posters and regularly revisited during meetings ensures the vision is front and centre in decisions made.
- Change is managed in a strategic and informed manner. The Task Force model, led by team leaders gives voice to those impacted by the change process. This model provides guidance, support, and an avenue for all to have input before and throughout implementation of a new initiative, strategy or process.
- A distributed leadership model, involving all levels of the school, supports staff in their work. It is inclusive of peer modelling, observations and feedback and professional learning.
- Clear operational plans and scope and sequence documents for all curriculum areas, aligned to current pedagogical approaches and SCSA³ curriculum, explicitly identify the content for each term of the year promoting whole-school consistency and low variance practices across the school.
- Utilising the AITSL⁴ self-assessment tool, teaching staff develop targeted professional growth plans. Professional learning is identified through the performance management process as evident in the identification of whole-school professional learning on the ACSF⁵ and understanding of local Aboriginal culture and histories.

Recommendations

The review team support the following:

- Continue to develop the work to date in establishing an agreed peer/classroom observation and feedback process, to further support staff embedding with fidelity, whole-school programs and pedagogical practices, with the central focus of consistent classroom practice.
- Continue to engage staff in strategic planning to ensure classroom practices demonstrate clear links to the business plan targets and are reflective of operational plans.

Use of resources

The Principal and manager corporate services provide open and transparent management structures in collaboration with the Finance Committee and staff. This is developing a shared understanding of the complex nature of school resourcing.

Commendations

The review team validate the following:

- The ICT⁶ Committee has strategically employed processes including the Department's buy versus lease analysis tool and a detailed PMI⁷ process, to ensure value for money and provide students with access to contemporary learning devices.
- The Finance Committee has representation from across the school providing oversight of decision making processes for budgetary and funding allocations. This is further strengthened through monthly meetings with curriculum teams to review, adjust and ensure expenditure remains within the budget allocation.
- Student characteristics and targeted initiative funding is deployed with flexibility to meet the needs of students and achievement of the school priorities. This includes resourcing of essential staff such as allied professionals, a chaplain, school psychologist and dedicated marketing officer.
- The rigorous analysis of data and adherence to the school improvement agenda informs and provides focus for financial planning. Attention to the allocation of funding to support the current change in pedagogy is highly prioritised in all funding considerations.

Recommendation

The review team support the following:

- Continue development of the workforce plan, for immediate and future staffing requirements, ensuring staff are selected to fit the profile and possess the skillset required to progress the school improvement agenda.

Teaching quality

Teachers are committed to building a belief in their students that they can strive for and achieve excellence. Students' strengths are identified with an abundance of opportunities to succeed and showcase success on a broad stage.

Commendations

The review team validate the following:

- The provision of targeted professional learning, clear assessment scheduling and data led discussions, is building teachers' capacity to design evidence informed instructional programs and intervention plans.
- The establishment of collaborative planning structures supports teachers to collectively plan, analyse student data, moderate work, and reflect on their practice. Further, a variety of meeting structures provides feedback and ongoing support for phase of learning collaboration, curriculum team committees and coaching leaders.
- Through STEM⁸ the school is effectively building the capability of staff to implement 21st century learning, critical thinking and creativity. The ICT checklist provides guidance for staff in ensuring all students have the necessary skills to use the technology, including test literacy for online NAPLAN⁹ and Progressive Achievement Test assessments.
- An Explicit Direct Instruction pedagogy, evidence-based programs, operational plans, scope and sequence documents, classroom walkthroughs and professional learning all contribute to consistency of teaching practices across the school.

Recommendations

The review team support the following:

- Referring to and guided by the SCSA Judging Standards and exemplars, develop teachers' capacity to provide opportunities for academically able students to demonstrate and extend their learning.
- Progress the development of an agreed classroom observation and feedback model to ensure ongoing reflection and consistent low variance teaching across the school.
- Maintain a focus on, and further develop, teacher capacity in the use of data feedback from students to measure the impact of their teaching on student learning.

Student achievement and progress

Staff are aware of the data at both a student and cohort level. They are committed to improving outcomes for all students and use a range of school-based and systemic data to monitor and track student progress.

Commendations

The review team validate the following:

- Year 3 NAPLAN writing longitudinal data shows students consistently achieving above those in like schools. Additionally, for all Year 5 NAPLAN assessed areas, there is an upward trend in longitudinal data.
- A focus on the early years has led to improved student progress for the stable cohort that is significantly above like schools, as measured from the On-entry assessment program to the 2022 Year 3 NAPLAN. This is attributed to the introduction of Talk for Writing, letters and sounds and early intervention programs.
- Data is used to identify students for targeted intervention including report grades, Elastik and Special Educational Needs goals. Intervention supports students through MultiLit and Letters and Sounds for literacy and student grouping for numeracy.
- Understanding the imperative to have the pre-conditions of safety and belonging in place, the school has implemented several initiatives to recognise student achievement and build confidence, resulting in increased attendance and participation. This is impacting positively on student progress.

Recommendations

The review team support the following:

- Continue to monitor, system and school data, to determine the impact and consistency in the implementation of agreed whole-school programs, the instructional model and interventions on learning outcomes for students.
- Provide opportunity for staff to engage with moderation to promote accuracy of grade allocation.

Reviewers

Maxine Augustson
Director, Public School Review

Bradley Trpchev
Principal, Balga 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 scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Aboriginal and Islander education officer
- 2 Students at educational risk
- 3 School Curriculum and Standards Authority
- 4 Australian Institute for Teaching and School Leadership
- 5 Aboriginal Cultural Standards Framework
- 6 Information and communications technology
- 7 Plus-Minus-Interesting
- 8 Science, technology, engineering, mathematics
- 9 National Assessment Program – Literacy and Numeracy