



Department of
Education

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East Fremantle Primary School

Public School Review

February 2021



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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (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.



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Context

East Fremantle Primary School is located approximately 20 kilometres south-west of the Perth central business district within the South Metropolitan Education Region. Comprised of heritage buildings, the school has extensive and attractive grounds.

The school has an Index of Community Socio-Educational Advantage of 1133 (decile 1) and became an Independent Public School in 2015.

There are currently 426 students from Kindergarten to Year 6 enrolled at the school.

The School Board is involved in the development of, and reporting against, business plan targets and also has a focus on assisting the school in forming and maintaining community partnerships.

The Parents and Citizens' Association (P&C) hosts activities throughout the year and raises funds for the school. The P&C collaborates with the school and the School Board to improve outcomes for students.

School self-assessment validation

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

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

- The Principal supported a self-assessment process that incorporated the perspectives of a wide range of staff and school community representatives.
- The summary overviews provided in the Electronic School Assessment Tool (ESAT) submission informed the school's self-assessment and their planned actions for improvement.
- The School Board understands the value of self-assessment processes and supports the work of the school.
- During the validation visit, a broad representation of well-informed and prepared staff, selected community representatives and students, provided insights that added considerable meaning to the Public School Review process.
- Staff indicated that the review process was a positive experience that supported their focus on improved student outcomes. They appreciated the opportunity to celebrate the ways in which the school is effective.

Public School Review

Relationships and partnerships

Respectful, positive and supportive relationships exist across the school community, creating the best learning conditions for students and staff.

Commendations

The review team validate the following:

- The school is perceived as the hub of the community, with established positive and productive relationships both within the school and with the wider community.
- School Board members are knowledgeable and well informed representing the community perspective and providing strong advocacy for the school.
- Communication with families and the school community is comprehensive. Strategies adopted during the COVID-19 pandemic provided unambiguous, helpful information, acknowledged and appreciated by families.
- Sustainable partnerships, thoughtfully and purposefully fostered, enrich the learning program.

Recommendation

The review team support the following:

- Continue to monitor and support parents to ensure the effectiveness and use of Connect.

Learning environment

Staff are committed and passionate in ensuring the school environment reflects high expectations and optimal learning conditions where all students can learn and thrive.

Commendations

The review team validate the following:

- Parents and students report that the school is a safe and vibrant place to learn. Student voice is respected and encouraged.
- Staff feel valued and connected, expressing a deep sense of accountability to the students and school community.
- Empathetic and accessible enrolment procedures support a successful transition for all students.
- Staff demonstrate a problem solving approach and 'can do' attitude when supporting students at educational risk. Pivotal to success for the students is the role of education assistants as paraprofessionals in the provision and implementation of support.
- A comprehensive audit and review of the National Quality Standard has strengthened early childhood practices.

Recommendation

The review team support the following:

- Review the behaviour management policy to align with current Positive Behaviour Support practices.

Leadership

The Principal has created the conditions for respectful leadership, supportive of staff and community relationships. A quest for excellence and ongoing improvement is fostered by the leadership team through collaboration, consultation and evidence-based decision making.

Commendations

The review team validate the following:

- Clear and well-defined structures of distributed leadership are evident across the school.
- Staff are mature and capable professionals, who take on leadership roles to enhance processes within the school.
- Leaders provide the stable workforce, and beginning teachers, with strong direction to guide consistent practice, in the form of induction, handbooks and business and operational plans.
- Emerging leaders are identified and professional learning is encouraged for both the executive leadership team and the aspirant group.
- Change is managed in a sensitive and supportive manner with consideration for the needs of staff through the provision of professional learning at point of need.
- The value of distributed student leadership is evidenced through the range of opportunities offered.

Recommendation

The review team support the following:

- Maintain the team approach to leadership and the development of leaders with potential.

Use of resources

The school has highly developed processes and procedures for resource management. Strong alignment between school resourcing and student needs is evident, including support for professional learning.

Commendations

The review team validate the following:

- The manager corporate services has implemented highly effective and collaborative procedures to distribute resources, encouraging input and developing staff financial knowledge and understanding.
- School planning has clear links to budget and resource allocations and is based on sound evidence.
- Professional learning is prioritised, developing staff capacity and understanding in the application and implementation of whole-school programs and physical resources.
- Substantial resources from partnerships such as the Stephanie Alexander Kitchen Garden Foundation are used to good effect with a focus on sustainability.
- Rigorous recruitment processes are targeted and aligned to building the skill set and ethos of the school.

Recommendation

The review team support the following:

- Continue to develop staff understanding of financial procedures.

Teaching quality

With high expectations of themselves, staff operate effectively within a culture of excellence through continuous improvement and collaboration. Staff understand and commit to the implementation of whole-school pedagogical practices.

Commendations

The review team validate the following:

- Collaboration, facilitated through Phase of Learning Teams and common DOTT¹ time provision, is contributing to the embedding of whole-school processes and the development of teacher practice.
- Scaffolded structures, notably classroom observation and feedback, mentoring, coaching and targeted professional learning, support the development of teaching practice.
- Meaningful, fine grained data analysis has enabled staff to identify and differentiate programs for students with a range of educational needs.
- Staff engage in moderation activities to improve the accuracy of reporting student achievement and progress to parents.
- Induction processes are innovative and engaging, supporting new staff in their understanding of the school's teaching and learning practices to maximum effect.

Recommendation

The review team support the following:

- Continue to develop staff capacity with the use of information and communication technology in curriculum delivery/learning programs.

Student achievement and progress

School-wide collection of systemic and school-based data is fine grained, instructional and embedded. Staff analyse data, reflect on and plan for ongoing achievement and progress within targeted groups of students and cohorts.

Commendations

The review team validate the following:

- Evidence-based programs such as MultiLit and MiniLit are well supported to ensure that students not making expected progress are provided with the intervention needed to become fluent readers.
- Staff have an understanding and application of data-informed teaching practice.
- Differentiated assessment structures have been established to ensure learning is focused on what the children need to learn next.
- There is an embedded culture of continuous improvement, evidenced by regular analysis of data, year level collaboration, and in-school and external moderation.
- Year 5 stable cohort data (NAPLAN² 2017-2019) indicate high progress and achievement when compared to like schools in most areas.

Recommendation

The review team support the following:

- Continue to build the data literacy of staff through guided interaction with the Student Achievement Information System dashboard.

Reviewers

Maxine Augustson
Director, Public School Review

Geoffrey Elliott
Principal, Beldon 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.

Your next school review is scheduled for Term 1, 2026.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Duties other than Teaching
- 2 National Assessment Program – Literacy and Numeracy