



Department of
Education

Shaping the future

Success 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

Success Primary School opened in 2009 and is located approximately 28 kilometres south of the Perth central business district, within the South Metropolitan Education Region. The school has an Index of Community Socio-Educational Advantage of 1050 (decile 3). In 2015, the school was granted Independent Public School status.

There are currently 745 students enrolled from Kindergarten to Year 6. Approximately 30 per cent of students have English as an additional language. Education support students with a diagnosed disability are also enrolled in a specialist centre within the school, which has enabled an inclusive model of education for students with disabilities in mainstream classes.

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

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 Electronic School Assessment tool (ESAT) submission delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- A mindset of 'every day is school review', has resulted in an embedded, robust culture of school self-assessment and review processes, inclusive of all staff. This strong engagement in ongoing reflection of school performance contributes to a shared understanding of school progress and the identification of focus areas for improvement.
- The Principal presented an ESAT submission that included detailed summary overviews of the evidence submitted within each domain.
- An extensive tour provided an insight into the unique and complex nature of the school, adding considerable value and further enriching the validation process.
- Attention to the 2017 Independent Public School review findings has led to the development of a business plan that is the driver of change. It defines big strategies and future aspirations for students, providing cohesion with all other school documentation developed to impact student outcomes.
- A broad range of well-informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.
- Staff indicated that the review process was a positive experience providing valuable professional learning. They appreciated the opportunity to celebrate the considerable progress made and articulated excited optimism for the school's future.

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Relationships and partnerships

An embedded collaborative and consultative culture, underpinned by mutual respect, trust and open communication has been established. This has contributed to the unequivocal support and high levels of satisfaction expressed by families, staff and students for the school.

Commendations

The review team validate the following:

- Multiple communication systems provide purposeful information and opportunity to give feedback for staff and the community. This includes Connect, SMS, Microsoft Teams, Facebook, school website, newsletter, parent representatives, on WhatsApp and infographics.
- An influential, progressive School Board provides transparent governance, accountability and strategic direction. This is further strengthened through the work of the P&C in providing targeted and purposeful events that build connection and supportive relationships.
- The use of DiSC¹ is contributing to the strengthening of collaborative relationships through a greater understanding by staff of self and others, giving rise to heightened self-confidence and empowering all to have a voice.
- The development of the School Reputation Strategy ensures the school's image and reputation is carefully managed. This is positively influencing the community perception of the school and contributes to the high regard and respect parents, community and partnering bodies have of the school.
- Effective partnerships are established with service providers, community organisations, local government and businesses to benefit individual students and the broader learning programs. To support this, the therapy guidelines document communicates the process for in-school therapy sessions for staff, parents and therapists.

Learning environment

Offering both mainstream and education support programs, the school has embraced their motto 'Unlock your Potential', providing inclusive opportunities for students and staff across the school.

Commendations

The review team validate the following:

- Detailed processes and procedures are in place to identify, support and monitor students at educational risk. The focus on providing students with access to Augmentative and Alternative Communication (AAC) appropriate to their needs enables communication with peers, staff, parents and the broader community. Pragmatic Organisation Dynamic Display books, playground language boards and specific staff training supports and ensures success of implementation.
- Cultural responsiveness is well considered, intentionally planned and delivered with oversight of the Reconciliation Action Plan Committee. Purposeful activities and a strong focus on visual art representation are pursued to deepen staff and students' understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.
- Embedded restorative practices and Zones of Regulation, guided by the STARS² expectations, provide consistency of approach, clarity, self-regulation and a common language for students and staff.
- Staff are supported by the Learning Support Team and student services deputy principal to plan for students with learning difficulties and/or challenging behaviours. Access to Classroom Management Strategies training and professional learning in the development of escalation profiles and risk management plans provides further support.
- Differentiated teaching caters for the learning and wellbeing needs of students. Collaboration with parents/carers, allied health professionals and School of Special Educational Needs: Disability (SSEN: D) and School of Special Educational Needs: Behaviour and Engagement (SSEN: B&E) ensures adjustments, and specific strategies, are communicated to all relevant stakeholders when students transition to a new year level.

Leadership

The Principal and the wider leadership team are committed to providing authentic opportunities for staff to develop their leadership to effectively influence teaching and learning at Success Primary School.

Commendations

The review team validate the following:

- The distributed leadership structure mobilises and develops leadership expertise at all levels of the school, effectively supporting instructional practice and pedagogy. The Leadership Strategy Information Booklet provides clarity to roles and responsibilities and how to develop cohesive and effective teams.
- The school's work in collaboration with the Cockburn Central Education Network to implement the High Potential Leaders Program aligned to the Department's Western Australian Future Leaders Framework, enables the identification of future leaders, providing development for leadership at all levels.
- Supporting consistent evidence-based practices throughout the school, classroom observations and an instructional leadership model has been implemented. This contributes to teacher growth and informs change management decisions promoting high levels of collective efficacy.
- Change is well considered and supported through a clear change management process. This is evident in the partnership with SSEN:D in the provision of instructional observations and feedback to quality assure program delivery, resulting in high levels of staff buy-in and acceptance to new initiatives.
- Performance management procedures give high consideration to ensuring staff are provided with clear guidelines and support without compromising their autonomy. High levels of trust have ensued, leading to a commitment by staff to personal growth that will impact positively on student outcomes.
- The school's business plan underpins curriculum directions and focus, leadership and performance management, providing direction, purpose and clarity to the school vision and ensuring all are 'on the bus'.

Use of resources

The complex nature of the school, being both mainstream and education support, is skilfully managed, guaranteeing school resourcing and facility management is undertaken with agility to adapt and adjust to the changing needs of the school.

Commendations

The review team validate the following:

- Established links between school budgeting and plans for meeting student needs and learning outcomes is evident. Financial documentation, business and operational plans are aligned to the school priorities and budget submissions.
- Aware of their complexity, the school prioritises student census data to ensure student characteristics are captured accurately. Close follow up to unexplained absences during the census window and ensuring disability resourcing allocations are reflected, correctly maximises the final funding allocation.
- The manager corporate services provides strong consultation and guidance for the School Board, Finance Committee and cost centre managers in building financial literacy and an understanding of budget management.
- Detailed spreadsheets track staffing, individual classroom (including education support) expenditure and mainstream and disability resourcing. This greatly supports short and longer term planning and monitoring of resource allocation.
- Considerable locally raised funds are generated through third party user arrangements for use of school facilities including the OSHClub³, sporting programs and hiring of the swimming pool.
- Regular training for the manager corporate services and school officers, both online and attending workshops, ensures office staff are skilled to manage the complex nature of the school's resourcing system and to aid in succession planning.
- Workforce management is carefully planned, monitored and tracked with a succession plan in place to minimise risk associated with prospective retirements. Attention to the recruitment and deployment of education assistants and student services team members allows for a holistic, targeted and streamlined approach to cater for the considerable number of students attracting disability funding.

Teaching quality

Everyone at this school wants to be their best self and underscoring this is the strong relational context of established teams. This is building high levels of teacher efficacy and a collaborative and reflective teaching culture committed to delivering impactful pedagogy to make a difference for students.

Commendations

The review team validate the following:

- A carefully constructed 'Plan/Act/Assess' schedule informs staff of upcoming responsibilities, such as conducting assessments, staff and student surveys, classroom observation and walkthroughs. Team leaders provide oversight, identifying key times of, and plans to manage, additional workload.
- Time-lined and scaffolded, numerous channels are utilised to communicate student performance and achievement to parents/carers. This includes Special Educational Need reports, English as an Additional Language or Dialect Progress Maps, ABLE/WA⁴, scheduled parent interviews, open nights and ongoing case management meetings.
- The work of the digital coaches is enhancing staff understanding, capacity and capability to use assistive technologies as a platform for universal access to the curriculum for all students.
- The school's successful application to participate in the Centre for Excellence in the Explicit Teaching of Literacy internship program demonstrates their commitment to a high-quality teaching and learning model.
- Strategic and operational planning, developed in collaboration with staff, provides a blueprint for the delivery of the Western Australian Curriculum, and/or ABLE/WA, across the school. The operational plans are in alignment with the school business plan and together with the leadership teams, are building the capacity of teachers to implement evidence-based, whole-school programs, strategies, and practices with consistency.
- The classroom observation and feedback process is embedding the agreed instructional teaching and learning model. Classroom walkthroughs give evidence to a greater consistency of implementation.

Student achievement and progress

'No excuses, what can the data tell us and what are we going to do about it', defines the mindset of the staff at Success Primary School. A collective responsibility and accountability for every student in the school is evident through their actions and words.

Commendations

The review team validate the following:

- Year 5 stable cohort data, NAPLAN⁵ 2019 – 2021, indicate high progress and high achievement for reading grammar and punctuation, spelling and writing.
- Improvements and commitments made in this business plan cycle have seen the 2021 NAPLAN results demonstrate performance above like schools in literacy and maintaining high progress for numeracy.
- Common Assessment Tasks, collaborative DOTT⁶, and attendance at the Cockburn Central Education Network and Education Support South Network moderation sessions are developing teachers' capacity in building consistency and validity in grade allocation.
- The influx of new staff into the early childhood area in both mainstream and education support prompted the school to develop a consistent approach to early childhood education. This is leading to a focus on developing a whole-school approach and strengthening outcomes in early childhood.
- Teachers are supported to use data through scaffolded data analysis documents, modelled by key data literate staff.
- A disciplined dialogue approach has been implemented in the planning, recording, analysing and use of data to direct the teaching and learning program. Time is scheduled for teachers to analyse data during staff development days, staff meetings and collaborative DOTT, heightening levels of data literacy.

Reviewers


Maxine Augustson
Director, Public School Review

Beverly Innes
Principal, Tuart Hill Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Dominance; Influence; Steadiness; Conscientiousness
- 2 Strive for Success; Take Responsibility; Always Inclusive; Respectful and Safe
- 3 Outside School Hours Care Club
- 4 Abilities Based Learning Education, Western Australia
- 5 National Assessment Program – Literacy and Numeracy
- 6 Duties other than Teaching