



Department of
Education

Shaping the future

Bateman 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

Established in 1970, Bateman Primary School is located approximately 14 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1127 (decile 1).

It currently enrolls 375 students from Kindergarten to Year 6. In 2017 the school became an Independent Public School.

Bateman Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Bateman Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a reflective school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission, compiled by 2 aspirant leaders, sought to align evidence of the school's initiatives, approaches and planning to the Standard. Reference was also made to how the school responded to the recommendations of the previous review.
- The narrative of the recent journey of school improvement was captured during the validation visit. Staff approached the Public School Review as an opportunity to reflect and strategically plan for continued school improvement.
- The identification of areas of strength and those requiring further development, together with progress towards enhancing future strategic and operational plans was evident.
- Insightful and authentic participation of staff in discussions demonstrated an unwavering, shared commitment to the school's success.
- A selection of proud and articulate Year 6 students provided valuable insights into their relationships with staff. Sharing of their experiences at the school added much to the positive tone of validation discussions.
- A broad range of well-informed and enthusiastic staff, students, parents and a highly regarded community partner contributed to the discussions held with the reviewers during the validation visit, providing authentic reflections in support of the school's self-assessment.

The following recommendation is made:

- Maintain the focus on building an evidence-based decision making ethos using the 3 tests of an effective self-assessment methodology by asking, is the evidence reliable, efficient and transparent.

Relationships and partnerships

With a sense of pride in the work being done in the service of the whole child, there is an energy and optimism for what the future holds for Bateman Primary School students and for the school community.

Commendations

The review team validate the following:

- The school's culture is defined by a tight knit supportive community and a staff espousing the added value they bring to the school's role in providing a safe and caring environment.
- Staff appreciate the extensive opportunities created to collaborate. With 240 of the 270 minutes per week of DOTT¹ time shared, programs remain dynamic and staff are presented with opportunities to lead school operations and improvement. The success of this approach is reflected in previously received National School Opinion Survey responses.
- Relationships between students and staff are positive and respectful, with students feeling they are valued members of the school community.
- The School Board advocate positively for and support the direction of the school and its leadership. The establishment of governance structures is a priority to ensure members are actively engaged in school improvement processes.
- Engaged and supportive of the school, the P&C maintain a strong focus on community connections. In addition to fundraising events, opportunities for family engagement with the school are highly valued, with the Cultural Sundowner a particular highlight.

Recommendations

The review team support the following:

- Establish clearly defined communication norms to ensure consistent, timely and accurate communication across the school and with the community. Consider the development of a communication policy to support this process.
- Progress intentions for the School Board to access training to support their ongoing effectiveness and governance.

Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish the conditions for students to thrive in a caring, inclusive and culturally responsive environment.

Commendations

The review team validate the following:

- An unwavering commitment to the whole child underpins the school-wide dedication to the provision of a positive and respectful environment for students, with an emphasis on providing a balance between academic expectations and social development.
- Student leaders are highly invested in the school and see their role as contributing positively to their school and the experiences of the student population.
- Education assistants are trusted colleagues and are provided with a degree of autonomy in the delivery of programs to support students with specific learning needs.
- As a result of the shared expectations of the school and community, high levels of attendance, positive behaviour and engagement are evident across the school.
- Wellbeing is at the heart of the school's operation. The appointment of an external counsellor and use of the iyarn App demonstrates the school's commitment to the mental health and wellbeing of students and staff.

Recommendation

The review team support the following:

- Consider whole-staff, evidence-based professional learning to further evolve the social emotional support provided to students.

Leadership

A distributed leadership model has a positive impact on school ethos. It promotes shared ownership of school initiatives and improvements together with providing leadership opportunities for staff.

Commendations

The review team validate the following:

- School leaders work together to deliver agreed strategic priorities, operational planning and promote a positive organisational and administrative culture.
- There is a clear intention to build high performing teams focused on improvement through collaboration, consultation and evidence-based decision making.
- The quality of collaboration between teachers and education assistants is exemplified by the spirit of teamwork exhibited. This extends from the classroom to specialised committees where teachers and education assistants share their respective knowledge and skills for the benefit of students.
- The school's well-developed and highly regarded system of staff led committees provides leverage for leadership development. Opportunities are provided and support scaffolded to assist successful application for level 3 classroom teacher status.
- The review has generated a deeper understanding of, and buy-in to, engaging with the school's improvement agenda. The prominent level of professional regard staff have for one other strengthens the collective desire to continually improve school performance.

Recommendations

The review team support the following:

- Develop an instructional leadership model that builds the capacity and capability of staff to support the implementation of consistent and connected school-wide best practice.
- Provide instructional leadership to support the implementation of classroom observation and feedback processes.

Use of resources

Anticipating and responding to identified needs and evaluating the impact of programs strengthens the school's capacity to identify workforce needs and allocate financial resources consistent with planning priorities.

Commendations

The review team validate the following:

- The Principals conversant engagement with the schools financial position has ensured stable resourcing allocations during successive turnover of staff undertaking the role of manager corporate services.
- Planning, management and monitoring processes for the use of resources are aligned to school priorities. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.
- The school's leadership prioritises investment in human resources to support collaboration. The benefits of this investment are evident in staff morale, improvement planning and student engagement.
- Annual budgeting processes allow staff the ability to apply for funding aligned to school priorities, overseen and approved by the Finance Committee and endorsed by the School Board.
- There are clear links between the provision of support in classrooms for students with special educational needs and the distribution of targeted resources and accessing allied professional support.

Recommendations

The review team support the following:

- Further tighten identification and reporting of students with English as an Additional Language or Dialect to increase levels of funding and subsequently support provision.
- Continue data driven resource allocation to further enhance the school improvement agenda and ensure consistent and connected school-wide practice.

Teaching quality

Collegiate, passionate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of school-wide pedagogical practices.

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning. The school's commitment to pedagogical practice is captured in the documented philosophy 'Who We Are and What We Believe', supporting the analysis of data, reflection, and professional learning, maintaining the foundation for connected practice to thrive.
- Staff participate in discourse about the merits and worth of data that is collected at the school, guiding the review of the assessment schedule.
- Staff are supported to implement whole-school programs including Talk for Writing and Heggerty Phonemic Awareness. Brightpath and Progressive Achievement Tests support data collection and moderation practices.
- Understanding of differentiation is evident. Individual education plans, group rotations, targeted programs such as MiniLit, MacqLit, Gifted and Talented and skilled education assistants allow student learning to be focused on individual academic levels.
- Peer observation opportunities exist and are used to ensure continuity of practice.

Recommendations

The review team support the following:

- Ensure consistency and low variability of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Formalise the regularity of classroom observation and feedback processes.

Student achievement and progress

Momentum for change in the school comes from student achievement data. The success of students in the 2023 NAPLAN² is correlated to the alignment of whole-school evidence-based teaching programs and pedagogies.

Commendations

The review team validate the following:

- The school recognises the need to be responsive to longitudinal student achievement and progress data and is committed to the implementation of data informed explicit teaching and learning to address gaps in the learning of students.
- Students appreciate that their teachers care deeply for them while also challenging them to be their best academically. Relational foundations supporting students to grow in their learning are a feature of the school.
- Provision of early identification through occupational therapy and speech screening is highly regarded and successful in serving to proactively identify students' learning and developmental needs.
- The school has an established student profile system that supports classroom planning at the commencement of each school year.

Recommendations

The review team support the following:

- Further develop moderation expectations to ensure consistent practice in teacher judgements, and support improved levels of student achievement, considering the benefits of a collaborative approach with network colleagues.
- Maintain a focus on developing staff data literacy levels and proficiency in the use of a school-wide data platform to track student progress at the individual and cohort level. Implement a disciplined dialogue approach to data analysis.
- Use Student Achievement Information System progress data from On-entry to Year 3 to determine the effectiveness of interventions and the instructional approach in the Kindergarten to Year 2 phase of learning.

Reviewers

Kate Wilson
Director, Public School Review

Andrew Streeton
**Principal, North Perth 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 to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

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