



Department of
Education

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Public education
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Bateman Primary School

Public School Review

October 2020



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 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

together with the Funding Agreement for Schools.

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

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

Established in 1970, the school offers modern early childhood facilities, a new music room and science laboratory and a refurbished library.

A feature of the school grounds is the sustainable garden, which provides a stimulating learning area between the school building and extensive bushland. In 2017, the school gained Independent Public School status.

The school has an Index of Community Socio-Educational Advantage of 1118 (decile 1). Current enrolments are 352 students from Kindergarten to Year 6.

Strong 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 school self-assessment outlining evidence and judgements of school performance.

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

- A broad range of staff engaged in school self-assessment reflection and discussion prior to the school visit, including teaching and school support staff.
- A range of evidence relating to school practices and performance in each of the domains was submitted through the Electronic School Assessment Tool (ESAT).
- Staff have input into whole-school self-assessment and decision making through a range of committees.
- During the validation visit, a cross-section of school leaders, teachers, support staff, students, parents and community members made contributions and provided information relating to claims and evidence provided in the ESAT.
- School Board members, parents and P&C representatives engaged enthusiastically in validation visit discussions, reflecting a strong sense of engagement and investment in the school's ongoing development.
- The school demonstrated a strong improvement agenda with a clear strategic direction for the ongoing development of student wellbeing and a culture of positive relationships.

The following recommendations are made:

- Involve a broad range of staff in future school review processes including the selection and analysis of evidence, the identification of planned actions and contribution to the judgment of school performance.
- Strengthen the alignment between school planning and improvement strategies and the analysis of school data on student achievement.

Public School Review

Relationships and partnerships	
<p>The school recognises the importance of building a culture that has at its core strong internal relationships, in combination with a respect for the values of the local community. It has a strong commitment to developing positive relationships with families, staff and students that are founded on trust.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has a well-ordered and harmonious tone, creating a trusting and respectful ethos conducive to student learning as well as a productive workplace. • Parents and families are valued and openly invited into the school, noting the school's strong student-centred focus. • School Board members are active in their support of the school with community relationships and partnerships deepening during the COVID-19 period. • Committees operate effectively across the school enabling staff to collaborate with both teaching and school support staff. • The leadership team have a distinctive ability to support staff by engaging with them in an authentic and differentiated way.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Ensure training is provided for incoming and existing School Board members to strengthen their understanding of school governance.

Learning environment	
<p>Bateman Primary School has developed a cohesive ethos and strong culture of wellbeing, inclusion and safety. Evidence indicates students feel a strong sense of connection and belonging to the school.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The learning environment reflects an understanding of the importance of creating a safe place for learning where students want to attend. • Management of students at educational risk is underpinned by well understood and accepted policy, procedure and practice. • Whole-school programs have been implemented to support students in their ongoing social and emotional development. • The school acknowledges they are working with '21st century students' who require careful nurturing through challenging times. • A unique extension program has been developed by the school, increasing the capacity for staff to differentiate for students with the potential for high academic achievement.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop cultural responsiveness and engagement with the Aboriginal Cultural Standards Framework through the school's Reconciliation Action Plan.

Leadership

The leadership team has been emphatic in its development of trust and positive relationships across the school. Staff and community engagement is evident in the development of the school vision, values and strategic directions.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has built a distributed leadership structure through the committee system, which staff value as a transformative mechanism, enabling sustained collegial support. • Relationships between the school and the community are a product of good leadership and an astute reading of community needs. • The leadership team is described by staff as united, supportive, empathetic and professional. • The leadership is alert to promoting staff with potential as future school leaders. • There is compelling evidence that school support staff are valued and offered leadership opportunities.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Strengthen instructional leadership capacity to drive school improvement centred on consistent classroom practice. • Further develop student voice and student leadership opportunities.

Use of resources

The school has sound processes for resource management including budget development and monitoring in combination with astute asset management. There is evidence of clear alignment between school resourcing and student needs.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff across the school understand the challenges and complexity that the administration team face in managing a large budget. • Prudent management of the information and communications technology agenda and budget protects the school against risk. • Staff understand the significance of decision making based on the needs of students. They are willing to adapt and adjust to ensure the budget is not compromised and student needs are met. • Information is made available for the School Board to make informed comments and ask appropriate questions, strengthening the transparency and probity of decision making. • There is evidence of effective decision making in the allocation of school resources to address the needs of students with special educational needs.
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Teaching quality

Research shows that quality teaching, above all other influences, is the most important factor in student academic success. An ethos of shared ownership for the success of all students defines schools where quality teaching is evident.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Shared beliefs about teaching and learning are widely discussed as a school priority. The school is well placed to build on the positive learning environment to achieve student academic success. • The staff desire to identify research-based programs that will successfully lead to improved student achievement, is acknowledged. • Peer observation and administration class ‘walk throughs’ are valued as an emerging form of targeted feedback on teaching practice. • Professional learning is well received with personalised approaches appreciated by staff. • Staff use learning technologies to enhance curriculum delivery and teaching practice.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Implement school-identified, evidence-based programs to address the desired improvements in student academic achievement. • Consolidate pedagogical practices across the school.

Student achievement and progress

It is recognised that optimal learning and wellbeing outcomes are achieved through a culture of high care and high performance. Sound judgements on student achievement and progress is best achieved through a robust blend of standardised and school-based assessments.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are data literate and highly motivated to work collaboratively to address areas of concern with student achievement and progress. • Staff acknowledged the need to examine current practice and adjust existing programs to address student needs. • An evidence-based, reflective culture is emerging, focusing on the impact of specific teaching strategies on student learning.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Apply a targeted focus on lifting student achievement levels in numeracy and literacy. • Consolidate the use of diagnostic tools and monitoring of student achievement to assess the impact of strategies and programs. • Continue the implementation of Talk for Writing in combination with BrightPath. • Explore options for improving the annual handover of student information between teachers.

Reviewers

Rod Lowther
Director, Public School Review

Kim McCollum
Director, Public School Review

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, focusing on Student Achievement and Progress in numeracy and literacy only, is scheduled for Term 4, 2021. This will be followed by a school review inclusive of all domains in Term 4, 2023.



Stephen Baxter
Deputy Director General, Schools