



Government of Western Australia  
Department of Education

# Bramfield Park Primary School

2017

Review Findings



Independent Public School Review

## **Disclaimer**

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## **School and Review Details**

<b>Principal:</b>	Mrs Jayne Murray
<b>Board Chair:</b>	Mrs Rachael Muhafidin
<b>School Address:</b>	Yule Street, Maddington WA 6109
<b>Number of Students:</b>	274
<b>ICSEA<sup>1</sup></b>	923
<b>Reviewers:</b>	Mr Keith Newton (Lead) Mr Mark Brown
<b>Review Dates:</b>	14 and 15 August 2017

## **Purpose of the Review**

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

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<sup>1</sup> The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.  
[http://www.acara.edu.au/resources/Fact\\_Sheet\\_-\\_About\\_ICSEA.pdf](http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf)

## **Review Methodology**

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*<sup>®</sup> website
- School Performance Monitoring
- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

## **Business Plan**

***How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?***

### **Context**

Bramfield Park Primary School, located in the Perth Metropolitan area in the suburb of Maddington, caters for students from Kindergarten to Year 6. The school comprises well-resourced teaching areas, a library/resource centre, two undercover areas, specialist performing arts and visual arts rooms and an administration block. Adjoining the buildings is a large oval and a netball and basketball court. The school has a variety of playground equipment for specific age levels. The school's organisation includes two Kindergarten classes, two Pre-primary classes and nine Primary classes. The school was established in 1979 and became an IPS in 2015.

The school serves a culturally diverse community. Approximately 9% of its student population is Aboriginal and 42% has English as an additional language or dialect (EAL/D), with 34 languages represented.

The school's leadership team and staff are intent upon meeting the needs of the students in a positive, caring culture, which was evidenced by interviews with students, parents and staff. There is a judicious mix of long-term and newly appointed staff which provides a stable environment in which common understandings and continuity of processes is achieved.

The school is supported by a recently reformed Parents and Citizens' Association (P&C) and a school board composed of staff, parents and community members.

### **Findings**

- The business plan provides a brief context overview and a purpose and vision statement that underpin the direction of the plan. It outlines the long-term strategic approach for the school with the intent of having maximum impact on overall school performance over a three-year period in alignment with the DPA.
- The business plan has three focus areas: successful students; excellence in teaching and learning; and strong parent and community engagement and partnerships.
- High-level targets and milestones are contained within the business plan to provide direction, along with a set of strategies that guide a whole-school approach within each focus area. However, some targets, while indicating which

outcomes are to be improved, lack specific detail as to what improvement is sought in relation to the outcomes.

- The leadership team and the board work collaboratively in monitoring and reviewing progress against the business plan and although the board had limited input into the development of the targets and strategies of the 2015–17 Business Plan, a more involved process is being implemented for the development of the next iteration.
- The leadership team and the board have responded to the DPA by providing evidence from the outcomes of the school's self-assessment against the business plan and the implementation of an ongoing monitoring process against each element of the DPA.
- The information provided during this review indicated that student achievement is tracked at the class, phase-of-learning and whole-school level and is used to inform planning for improvement in a coherent and consistent manner which is well understood by staff and members of the board.
- The business plan is available to the community in hard copy and digitally through the school's website.

### **Area of strength**

- The school's leadership and the board's understanding of the strategic direction required to meet student learning needs.

### **Areas for improvement**

- Develop and refine challenging targets to extend student achievement and measure progress in the school's next business plan.
- Involve the board more fully in the development of the next business plan.

## **Teaching and Learning**

***How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?***

### **Findings**

- The 2015–17 Business Plan targets in literacy and numeracy seek a school mean at or greater than like-schools in Year 3 and Year 5 National Assessment Program – Literacy and Numeracy (NAPLAN) data. The 2016 literacy data indicates that student performance improved, with strong performance consistently 30 points above in all areas of Year 5. In numeracy, the gap in school and like-schools mean performance was 20 points above at Year 5.
- The 2016 target monitoring indicates that when Year 3 students were assessed again in Year 5 in reading, writing and mathematics, 56%, 42% and 42% of students respectively improved by three bands or more. The target set was for a 10% improvement.
- The target for 85% of EAL/D students to progress at least one level at the end of 2016 was achieved in writing, with 84% of students achieving the target in reading and listening and 73% achieving the target in speaking.
- The school's curriculum and senior leadership teams described the range of teaching and learning strategies that have been embedded across the school to improve student achievement. Specific examples were provided where teachers have used assessment information to guide pedagogical processes, and that where progress in student achievement was not being made, teachers have implemented different strategies to improve student performance. Evidence was provided to reviewers to show where these new strategies are making a difference at the individual student level.
- A high degree of collaboration among staff as a driver for successful teaching and learning was evident in meetings with staff and in one-to-one discussions with teachers in their classrooms. In addition, the targeted use of support staff to work on individual education plans (IEPs) with individual students needing teaching and learning adjustments has contributed significantly to the school's performance. The professional and caring work of the support staff was commented upon very positively by all groups that the reviewers met. All staff (teaching and support) are equally valued across the school for their innovation, engagement and participation.

- The curriculum data team contributes significantly to the quality of monitoring of student learning for purpose of making evidence-based instructional decisions and NAPLAN is not the only driver. This group meets regularly to gauge progress and provide feedback to the school leadership and to individual teachers on what is, and is not, working. A wide suite of assessment data is gathered and analysed to evaluate pedagogical processes and if the information provided is not fit for purpose, it is replaced with more suitable instruments.
- While there is strong collaboration among staff and high-quality monitoring, it was apparent to the reviewers that the coordination of all data into a consolidated, ongoing record of student progress, achievement and engagement and could be improved. Such a record could be used to link information from different sources, enable analysis of patterns in performance and to ensure the school maintains its focus on implementing teaching and learning strategies that improve student learning.
- The Years K–2 and Years 3–6 professional learning communities coordinated by the lead teacher, conduct research into the effectiveness of strategies before they are implemented and engage in professional learning to ensure strategies are implemented appropriately.
- Annual performance monitoring is conducted to drive improvement in the quality of teaching. A continuous improvement ethic among teachers was displayed in various review meetings, with teachers demonstrating a drive to improve their own and others' teaching.
- The stability of staff tenure and embedded nature of teaching and learning processes used across the school contribute significantly to the sustainability of student performance. Teachers and the leadership team can account for progress being made over time and they can predict likely outcomes in terms of student performance.
- The school leadership team acknowledges that in the next business plan, school targets could be more challenging. The school is currently meeting most set targets and in the next plan, intends to “set the bar higher” than comparison with like-schools, aiming to have more children at the State and national means.

### **Areas of strength**

- Teaching and learning strategies to support achievement of targets are embedded across the school with strong encouragement and support for professional learning.



- There is strong collaboration among staff to maintain consistency in implementation of teaching and learning strategies and foster adoption of innovative practices, which is linked to ongoing monitoring and support for meeting the individual needs of students.
- High-quality monitoring and analysis from the curriculum leadership team, along with effective coordination from the lead teacher, flags to all staff what is working, what is not working and what needs to change.
- The low turnover in staffing, which promotes a community feel within the school where staff have a detailed knowledge of all children and how they learn, what their learning needs are and how to respond.
- There is a strong ethic for continuous improvement among school leaders, staff, the board, parents and students.

### **Area for improvement**

- Analyse patterns in student data (academic and non-academic) over time at the individual, classroom, cohort, year and school levels to inform high-quality teaching and learning and sustain student performance using a consolidated data-based student performance tracking system.

## **Student Performance Monitoring**

*How well established are the school's self-assessment practices in accounting for school improvement?*

### **Findings**

- The school's self-assessment and review process provides a structured methodology for gathering and analysing systemic and school-based performance information. This is evident in the three components of the school's improvement cycle: assessing data and other evidence related to student achievement and school operations; planning for improved standards of student achievement; and implementing planned strategies.
- School planning responds to student and community needs, addresses legislative and policy requirements and engages all staff. This is manifested in three levels of planning: strategic, operational and classroom.
- School Performance Monitoring data, together with Student Achievement Information System and Education Assessment Reporting Software data are used to measure progress in literacy and numeracy.
- All staff are involved in the analysis and interpretation of achievement, behaviour and attendance data. Information collected through this process is used to develop strategies at the whole-school, phase-of-learning and individual student level to address identified deficits in student performance. It is also used to inform teaching practice, school improvement targets and resourcing decisions for the following year. This evidence-based collaborative approach is well understood at all levels across the school, including the board. However, more could be done in analysing longitudinal patterns.
- The leadership team regularly monitors individual student performance and supports program delivery with implementation and effectiveness reviews.
- The school has a comprehensive assessment schedule using a number of contemporary assessment tools, although some are in need of review.
- Use of School Curriculum and Standards Authority (SCSA) judging standards is being implemented with some moderation occurring within the school. It is recognised that further work is required in this area including across the Maddington/Cannington (MADCAN) network.

- The school has commenced the development of a comprehensive data-based student performance tracking system to enable it to make sound, evidence-informed summative and formative decisions about progress and interventions required.
- The school is well advanced with the implementation of the National Quality Standard (NQS). Early childhood staff audit progress and plan future focus areas in a series of meetings each year. A report is prepared annually.
- Annual reports for 2014, 2015 and 2016 were available to the reviewers and the school community in both hard copy and digital format. The reports provide an analysis of the student performance data as prescribed in the business plan.

### **Areas of strength**

- The processes in place to effectively monitor the performance of students.
- The variety and rigour of data collection and analysis at a whole-school level.
- The acknowledgement and acceptance of the importance of data and student performance monitoring in informing decision-making, program delivery and individual teaching practice.
- Teachers' in-depth knowledge of the data and its use in guiding classroom practice.

### **Areas for improvement**

- Revisit the range of assessment tools in use to ensure they are fit for purpose.
- Develop further consistency in interpretation of grading standards with explicit strategies for moderation within the school and consensus across schools in the area.
- Develop further the data-based student performance tracking system.

## **Program Delivery**

***How well has the school performed in providing education programs that promote learning and wellbeing for all students?***

### **Findings**

- A strong sense of purpose across the school community focusing on all facets of children's wellbeing was evident in the school's self-assessment documentation and in all meetings conducted by the reviewers, including with parents and students. Students proudly exhibited the range of student leadership opportunities they undertook within the school.
- The Promoting Alternative THinking Strategies (PATHS) program has been implemented across the school and provides a common language in relation to managing behaviour and plays a significant role in addressing issues encountered in the past. The school leadership team indicated that as PATHS is now well embedded in the school, it is considering in the next business plan to develop targets and strategies focused on mindfulness.
- The leadership and curriculum teams confirmed that education programs are delivered in accordance with SCSA requirements. This was verified by the reviewers during visits to classrooms and in discussions with classroom teachers.
- The strong collaboration among all staff and inclusive decision-making has fostered effective use of available resources to provide learning environments suited to the learning needs of students. The changes made in 2017 to the Pre-primary learning environments for provision of the education program to a significant proportion of EAL/D students was but one example of the sophisticated approach to program delivery occurring at the school.
- For a school of this size, a generous provision of specialist programs in visual arts, performing arts and physical education was noted. Teaching and learning in these areas is highly valued by staff, parents and students. Consultation is currently under way on which of the languages other than English (LOTE) will be adopted in 2018. Parents, students and board members commented on how much they appreciated their opinions being sought in making the final decision.
- The reviewers noted comments from the school community that "nothing is hidden in the school, it's very open with no set agendas."

- Innovation is encouraged across the community in many aspects of the current business plan. For example, the annual bush dance, the Bramfield United Dads program encouraging fathers to engage more with the school, the Volunteer Incentive Program to increase the number of volunteers in the school, the strong and active P&C, the links established with the local Child and Parent Centre and the introduction of an early childhood (NQS) coordinator to unify education plans across Years K–2 are all strategies enriching the program delivery at the school.
- Program delivery is very efficient due to the collaborative work of the Years K–2 and Years 3–6 teams. Communication across these teams is conducted effectively as well. Given this is the first independent review of the school, many staff commented that they felt they are still learning and have a way to go. However, a continuous improvement approach is evident across many aspects of the school's operations with professional learning being fostered and available for high-quality implementation of programs.
- Board members and parents noted that the leadership and teachers respond quickly to any emerging issues that need to be dealt with.
- In 2017 a marked decrease in the number of suspensions and referrals has occurred. Staff indicated they considered this was due to smaller class sizes and the effective use of education assistants across the school.
- The work of the education assistants and other support staff was regarded as outstanding by many people that the reviewers met. Their roles are focused on educative tasks and they provide a very caring approach to all students.
- A protective behaviours curriculum is embedded across the school and all staff have completed Department of Education online training. A case-by-case approach is used in resolving any issues impacting on students and their learning.
- The reviewers noted that the Rainbow Room and special needs toilet in the early childhood area are used on a regular basis for one-to-one interaction between a staff member and a student. From a child protection perspective, the processes around how such interactions occur should be reviewed.

### **Areas of strength**

- The Western Australian Curriculum and Assessment Outline is being implemented and strong leadership with inclusive decision-making is in place to provide coordination and translation of what is required at all levels. Very effective use is made of teaching and support staff abilities.

- Bramfield Park Primary School is a safe, caring school. Care manifests itself in many ways in the school community but is felt daily by everyone the reviewers spoke with.
- PATHS is embedded providing the basis of a strong culture of wellbeing within the school community. Everyone 'walks the talk' with opportunities for student leadership being overtly fostered.
- Professional learning is applied comprehensively to support effective program delivery.

### **Areas for improvement**

- Further the work done to date on the development of a focus on mindfulness in the next business plan.
- Audit work areas around the school referenced against the Department of Education's new Child Protection Policy which was released at the time of the review.

## **Resourcing and Support**

***How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?***

### **Findings**

- The leadership team and the finance committee meets regularly to review plans, approve budgets and monitor funding allocations. Regular reviews of the school self-assessment plan and financial reports are presented to the school board for discussion.
- Resources are used effectively to support students with special educational needs and in early childhood classes. Education assistants play a crucial role in supporting teachers to provide the one-to-one assistance students require especially with IEPs and early intervention strategies such as for EAL/D in early years.
- Management of finance procedures and workforce planning is well documented.
- There is comprehensive professional learning for all staff that is linked to effective implementation of teaching and learning strategies.
- A workforce analysis and action plan identifies several issues currently being considered. Important decisions on how best to use resources over the coming years will need to be made particularly in regard to the teaching profile, use of education assistants and specialist teachers, the introduction of LOTE and the likely increase in student enrolments due to new housing subdivisions in the area.
- The reviewers are confident that the inclusive decision-making processes evident in the school and the distributed leadership contribute effectively to the coordination of self-assessment, targeted planning and accountability will ensure the sustainability of resourcing and support.

## **School Board**

***How effective has the board been in carrying out its functions, roles and responsibilities?***

### **Findings**

- The board operates in accord with the relevant provisions set out in the *School Education Act 1999, School Education Regulations 2000* and Department of Education policy.
- The board has developed comprehensive structures and processes to enable it to fulfil its governance role without interfering with the day-to-day management of the school.
- Board membership is composed of parents, staff and people from the community. Between them a wide range of skills and abilities is available to provide direction and support for the school. However, membership is not representative of the cultural diversity of the school's demography. Further, given the similar period of tenure for many board members, there is potential for significant disruption to continuity of knowledge and experience at times of changeover.
- Board minutes demonstrate that the board is aware of matters related to school performance, finance and good standing of the school within the community. It is also evident that the board undertakes a roundtable evaluation at the end of each meeting and an annual review of its performance, which it uses to refine and improve its operations.
- The principal ensures board members have the information they need to fulfil their governance responsibilities. This was confirmed by the board minutes and in discussions with board members who are not school staff, all of whom indicated that they felt well informed.
- It was evident from board minutes and discussions with the board that the board is conscious of the provisions of the DPA and the need to ensure they are met. Further the board demonstrated that it had considered information it could use to demonstrate it was fulfilling the provisions of the DPA; however, it did not document this using proforma it provided to the reviewers. Nor did it indicate the process by which this would be carried out.
- Data from surveys of student, parent and staff satisfaction, and student wellbeing is considered with presentations on school performance and student improvement targets. The data enables the board to participate effectively in the



review of the current business plan and is positioning it for a stronger role in the development of the next business plan.

- Board induction is comprehensive and made available on an ongoing basis according to need. Some members have accessed Department of Education board training, while others plan to do so.
- The board has a mature level of functioning which gives the reviewers confidence in the sustainability of governance practices.

### **Areas of strength**

- Board members' understanding of their governance role.
- The strong leadership by the chair and the board's ability to provide high-level strategic direction and oversight of the school, including undertaking detailed reviews of the school's performance.

### **Areas for improvement**

- Develop and implement a formal process for monitoring and evaluating compliance with the DPA.
- Explore means by which the board can be made more representative of the school's demography.
- Establish a succession planning process to minimise the impact of loss of knowledge and experience at times of changeover of board membership.

## **Conclusion**

Bramfield Park Primary School engages in a self-review process that enables the analysis of performance against the priorities and targets in the business plan and in meeting the obligations of the DPA. A wide range of strategies proposed in the business plan have been implemented to achieve the goal of making a difference to the prospects of students.

The school is held in high regard by students and parents. The professional knowledge and enthusiasm of the leadership and staff in creating an environment where students build confidence and social skills, and staff are committed with a genuine interest in the students, was evident throughout the review. This, along with decision-making being evidence-based and grounded upon contemporary research and theory, has resulted in the school enjoying a positive reputation in the local community.

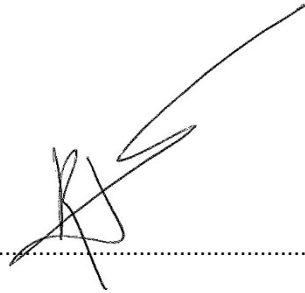
The school has a well-informed and very capable board that sets the strategic direction, oversees implementation and holds the school to account for its performance. This, when aligned with the highly effective leadership team, competent staff and targeted use of resources ensures the school's goals are evident throughout its operations.

The school is serving the learning needs of its students and meeting the aspirations of the community, and is well placed to undertake the next step to improve student performance.

## **Declaration**

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Bramfield Park Primary School, true and correct.

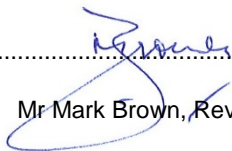
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Keith Newton, Lead Reviewer

9 September 2017

Date



Mr Mark Brown, Reviewer

12 September 2017

Date



Mr Ken Perris, Director,  
Independent Public School Review

28 September 2017

Date