



Department of
Education

Shaping the future

Bramfield Park 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

Bramfield Park Primary School is located in the suburb of Maddington, approximately 20 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

Opened in 1979, the school became an Independent Public School in 2015. Facilities include a full computer laboratory, specialist early childhood areas, a design technologies/STEM¹ workshop, and specialist programs in visual and performing arts, French and physical education.

Currently, there are 344 students enrolled from Kindergarten to Year 6. Bramfield Park Primary School has an Index of Community Socio-Educational Advantage of 938 (decile 8).

Active 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 submission and feedback provided during the validation visit delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- A culture of reflective school self-assessment as the foundation for effective planning and continuous improvement was evident at the strategic and operational levels.
- Opportunities for staff contribution were provided to identify areas of celebration and evidence to support each domain of the Standard.
- A broad scope of performance evidence was selected for the Public School Review, with planned actions aligned to judgements made.
- The attachments, with annotations, included in the submission is an exemplary model of rigorous, efficient and authentic school self-assessment.
- Staff demonstrated ownership for student success, with professional and personal responsibilities and expectations understood.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.
- Representatives of the School Board engaged openly in the validation visit, providing insights to enhance the school's direction.

The following recommendations are made:

- Give consideration to sharing the methodology used for annotating attachments with network schools.
- Continue to use the Standard to inform judgements during reflective collaborative meetings.

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Relationships and partnerships

The school actively seeks to establish and maintain engaging relationships and partnerships within and beyond the school, creating amplified levels of relational trust and widespread community confidence. The Principal is committed to developing strengths in people, whether they be staff, parents or those in the wider community.

Commendations

The review team validate the following:

- Parent satisfaction feedback is of a very high level. It is valued and sought routinely to shape and respond to the diversity of the local community.
- School Board members are well informed and advocate strongly for the school's direction. The Principal utilises the experience of Board members to maintain vigilance on the standard of governance.
- The school seeks to be an authentic partner by valuing input from parents rather than presenting itself as the sole expert in a child's education.
- The engagement and empowerment of staff in decision making is valued as a feature of current school operations. This is particularly true in respect to the skills and knowledge that education assistants (EAs) bring to discussions about student needs.
- The genuine belief in each other's capacity to add value to their student's education has given rise to an authentic example of the meme, 'the whole being greater than the sum of the parts'.
- This school has a masterly approach to building community partnerships. A large range of community groups seek opportunities to work with the school because of the positive responses they receive.

Learning environment

Embracing its cultural diversity, the school has used the opportunity to engage with, and learn from, the 31 cultural groups attending the school. Aboriginal students are encouraged to share language and local histories through a partnership with the local secondary school.

Commendations

The review team validate the following:

- A safe, inclusive, supportive and functional learning environment is provided for students and staff. The respect between teachers and EAs is compelling. The school proudly mentors aspiring EAs through partnerships with both the South Metropolitan and North Metropolitan TAFEs².
- A well-developed belief in the power of regular attendance and authentic engagement drives the mantra, 'every student, every classroom, every day', for this school. This means staff go to considerable lengths to establish high quality positive relationships with families.
- The Learning Support Committee meets regularly to discuss in detail, the progress of students and the next steps. The school psychologist and school chaplain acknowledge the high quality information that drives IEPs³, Individual Behaviour Plans, Risk Management Plans and Escalation Plans.
- It is a school expectation that all IEPs are written using SMART goals. Measurable achievement is tracked over a set period and staff record their IEPs in the Special Educational Need planning tool. All goals are linked to the Western Australian Curriculum.
- A proactive approach to behaviour management is underscored by a whole-school values stance. Students are offered a range of programs and services such as the Promoting Alternative THinking Strategies (PATHS) program.
- The school psychologist is an integral member of the staff. The professional support and guidance provided to staff, and by extension to students and often their parents, is acknowledged and appreciated.
- The chaplain plays an important role in providing social and emotional support to students.
- Staff wellbeing events are well organised and attended. There is a notable level of staff retention.

Leadership

The school's strategic intent is informed by school performance data in combination with student, staff and community feedback. As a team of 'Thinkers, Learners and Doers', the staff, led by the Principal, are mindful of their professional obligation to deliver high quality learning for every student at their school.

Commendations

The review team validate the following:

- The Principal is acknowledged for her leadership guidance and support that has been characterised by empowering and enabling staff to have a strong sense of professional efficacy.
- The leadership team has built a data literate and inquisitive staff with high expectations of themselves and of each other. This is exemplified through the Classroom Observation and Feedback For Excellence in Education (COFFEE) strategy. This strategy is conducted twice a year bringing together staff to receive feedback from their peers.
- The Leadership Action Plan, developed with the support of an external consultant, publicly outlines the performance and development expectations for the leadership team and is reviewed twice a year. It is a highly visible and accountability model for the leadership team.
- Staff understanding of, and commitment to, unified school improvement processes are aligned strategically to their own focus on personal growth and development. Staff accept the need for change because it is shaped by transparent reasoning and meritorious research, and is driven by data analysis.
- A school-wide culture of reflection has created an efficacious, enterprising spirit through elevated levels of self-awareness. At its core is the highly developed relational trust and respect shared between staff.

Recommendation

The review team support the following:

- Explore options to develop collaborative partnerships with local Aboriginal leaders to enhance cultural responsiveness.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a determination to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- The manager corporate services, in partnership with the Principal, is acknowledged for the high quality of financial and budget management processes and procedures. Through the Finance Committee and cost-centre management roles, staff play an active part in resource deployment decision making.
- Resource allocation priorities receive timely adjustments to ensure alignment with contemporary needs and the school business plan. These decisions are strategic, transparent and evidence-based.
- For the significant number of students who attract student characteristics funding, prudent decision making in the allocation of resources ensures those identified with additional learning needs are well supported in their learning.
- Workforce planning needs identified in the current staff profile, have been prioritised to optimise the impact of the deployment of additional EAs and maximise the unique talents of teaching staff.
- A detailed workforce plan, inclusive of current and future needs, ensures workforce management is based on sound evidence and what is in the best interests of students and the needs of staff.
- The front office team is widely acknowledged for its respectful and friendly engagement with parents, visitors, students and staff.

Recommendation

The review team support the following:

- Continue to enact agile responses to changes in the leadership team composition.

Teaching quality

There is a school-wide commitment to a performance culture around explicit teaching and whole-school approaches. This commitment is a result of a high level of teacher professional capability and personal responsibility and a school-wide belief in the power of consistent, predictable (for students) teaching practices.

Commendations

The review team validate the following:

- Shared beliefs about teaching and learning are evident across the school by all staff. Data collected from assessments is discussed collaboratively and recorded centrally, allowing for effective future planning.
- Understanding and support for whole-school consistency in the delivery of learning programs is strengthened by the expectation that teachers and EAs hold themselves accountable for their delivery of learning programs and assess their impact on student success.
- Conditions have been created through the COFFEE strategy, for staff to undertake peer observations, seek collaborative mentoring and access professional learning opportunities to enhance their teaching craft.
- Research is central to the development of pedagogies that underpin low variance connected practice between classrooms and is described throughout operational and strategic planning.
- There is an expectation that parents will never be surprised by the content of their child's school report. Regular communication between staff and parents, out-of-hours events, parent/student report interviews and Learning Journey evenings are examples of the family and engagement planned by the school.
- Each whole-school program includes a formative assessment, teaching and learning, followed by summative assessment. Administration team members analyse data and share observations and feedback with local community groups and the School Board.

Recommendation

The review team support the following:

- Continue to prioritise the upskilling of new staff and graduates with targeted induction processes.

Student achievement and progress

A schedule comprised of a series of high-quality data assessments is used to guide class planning and informs teacher judgements. Used in conjunction with teacher observations, the school achieves an impressive level of confidence and grade alignment when reporting on student achievement and progress.

Commendations

The review team validate the following:

- Common understanding and commitment by staff to data literacy, its purpose and impact on class planning, has strengthened differentiated teaching practices.
- There is a focus on the whole-child with both academic and social and emotional health and wellbeing domains linked across the school. EAs Special Needs are actively engaged in the development, administration and assessment of IEPs in partnership with teachers.
- A sophisticated student tracking methodology demonstrates a strong understanding of, and commitment to individual student needs.
- Monitoring student progress and achievement using English as an Additional Language or Dialect Progress Maps is an embedded practice. New staff are mentored in their use and moderation is used widely to ensure consistency of judgements.
- Sustainable and consistent judgements are made through comprehensive moderation processes involving common assessment tasks, Brightpath and Progressive Achievement Test assessments.
- Recent student achievement and progress systemic data (NAPLAN⁴) points to the profound impact that teaching practices are having on student success. Trends across all areas assessed are very positive.
- The rigour of professional learning evident at Bramfield Park Primary School is an indicator of a strong staff ethos which prioritises professional growth as a way of ensuring students get the best start to their educational journey possible.

Reviewers

Rod Lowther
Director, Public School Review

Sheri Evans
Principal, West Leederville 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 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Tertiary and Further Education
- 3 Individual Education Plans
- 4 National Assessment Program – Literacy and Numeracy