



Department of
Education

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Treendale Primary School

Public School Review

September 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

Treendale Primary School is located in Australind, approximately 165 kilometres from Perth, within the Southwest Education Region. The school opened in 2014 as an Independent Public School. Facilities are modern and attractive and the school is surrounded by well-maintained grounds.

The school has an Index of Community Socio-Educational Advantage rating of 1002 (decile 5). Currently there are 561 students enrolled from Kindergarten to Year 6 with numbers seeing an upward trajectory in recent years. This is predominately due to the area being one of the fastest growing regions in Western Australia.

Community support is demonstrated through the work of the School Board and the wider parent body, and through volunteers for extracurricular activities.

The Public School Review for Treendale Primary School was originally scheduled for Term 1, 2020. Due to the impact of COVID-19, the review was postponed.

The Principal and staff are acknowledged for their professionalism in being willing to be at the forefront of the recommencement of the Department's Public School Review process.

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 commended:

- The leadership team demonstrated a genuine understanding of the context of the school, its development to date, and the direction for future planning.
- This team provided exemplary modelling of the values and direction required to build the capacity of staff through a culture of action and reflection.
- The evidence provided for analysis was wide ranging, credible and underpinned the selection of improvement strategies.
- The school collects evidence using contemporary technology tools to maximise the teachers' ability to assess and focus their teaching.
- There was clear alignment between the evidence provided, the judgements made by the leadership team and plans for advancement.
- Staff are collaboratively engaged, in an exemplary way, in all aspects of reflection and planning for improvement.
- The school visit provided positive, detailed evidence that added value to the self-assessment information and supported the validation process.

The following recommendation is made:

- Continue to refine the assessment schedule to focus teaching towards maximising student performance.

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Relationships and partnerships	
<p>High levels of respect between students, staff and the parent body underpin the interactions that provide a strong foundation for quality student performance. There are mutually beneficial relationships with the local community represented by an enthusiastic School Board.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff genuinely invest in building their knowledge of each child and the relationships that support productive learning. • The School Board provides honest feedback, good governance and contributes positively to school community activities and fundraising. • The high levels of staff morale, open communication and feedback are valued by all members of staff. • The strong culture of structured collaboration ensures that planning is effective and resources and teaching strategies are shared.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to build on relationships with local network schools to further strengthen teacher capacity. • Review and reflect on the implementation of the Aboriginal Cultural Standards Framework to strengthen connections with the local community.

Learning environment	
<p>The learning environment has been crafted to maximise student engagement with thoughtful consideration of the conditions that sustain interactive learning and wellbeing. The external and internal presentation of the school is exceptional and owned by all staff.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • An exemplary model of implementation and leadership has led to staff skilfully using technology, in innovative ways that supports learning. • Classrooms are student centric, provide flexible arrangements that suit a range of learning styles and engender pride through quality displays of student work based on whole-school themes. • The quality learning environment includes non-negotiable displays such as word walls and mental computation strategies that provide consistency across learning spaces. • Parents and students report that the school is a safe and vibrant place to learn. • Appropriate, proactive procedures to improve attendance have been established well with the responsibility for improvement shared by all.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Explore the option of becoming a Positive Behaviour Support school to develop a consistent approach and language to guide behaviour.

Leadership

The leadership team demonstrates a strong improvement focus along with clear alignment of vision, values, review and planning processes. The Principal acknowledges the work done by the foundation team to establish an effective school.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Leadership roles are distributed to capitalise on the strengths and interests of staff who are responsible for implementing and maintaining whole-school initiatives. • The Western Australian Future Leaders Framework strategically guides the identification and development of the next generation of leaders. • The leadership team provides a sophisticated level of support to staff in curriculum development, assessment and professional learning. • Staff report significant levels of personal and professional support. • Critical reflection is an integral aspect of school planning. • An emerging culture centred on professional learning communities has introduced staff to contemporary practices and pedagogies.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Sustain quality leadership through the coaching and development of staff. • Empower staff to lead the refinement of instruction and curriculum design and delivery.

Use of resources

The manager corporate services leads sound processes in resource management including budget creation, monitoring and asset management. Expenditure reflects a flexible response to staff input and the needs of students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff have been informed and have an understanding of the links between school priorities and resource allocation. • The Finance Committee is representative of all staff ensuring a voice in decision making. • Teaching and learning programs and the use of technology are implemented with consideration given to the impact on student achievement. • A review of the way support staff are allocated responsibilities aligned to their roles, has maximised support for student learning. • Replacement schedules indicate that planning is in place to maintain and develop facilities in a time of growth.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop staff knowledge of, and engagement in, resource planning.

Teaching quality

The school recognises the teaching and learning needs of its students and responds to them through whole-school approaches based on evidence. Students are equipped for a productive future as online platforms are embedded in all aspects of the school and operate seamlessly.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff have embraced exceptional levels of collegiality that enables them to plan, teach and assess consistently across year levels. • ‘Dating with Data’ sessions at the beginning of each school year enable teachers and teams to understand the needs of individuals and groups of students. • Student performance data are recorded electronically and analysed by the Data Team to guide reflection and planning for student achievement and progress. • A revision of the SAER¹ policy has resulted in the development of clear and concise documented plans that align with the Department’s policy. • The comprehensive Mental Health Policy and Action Plan support the wellbeing of staff and students.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop a shared belief around teaching practice within in a pedagogical framework that is centred on excellence in student outcomes.

Student achievement and progress

Effective planning for student learning is in place and the leadership team seeks to further improve centralised collation and analysis of data to inform teaching. Staff, parents and students value the expertise of specialist teachers who provide a rich curriculum.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Whole-school, evidence-based strategies have been established and refined in key curriculum areas to secure best effect and sustainability of practice. • Student achievement and progress is largely within expectations and staff have identified and planned for improvement. • A focus on strategically selecting and reviewing the effectiveness of programs and strategies aims to improve student outcomes. • Some teachers and education assistants use the Abilities Based Learning and Education Support tool to determine specific goals for Individual Education Plans. • Interventions have been planned to accommodate developmental vulnerabilities identified in the early years using Australian Early Development Census data.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Investigate opportunities for staff to share teaching and assessment practices within the network.

Reviewers

Jen Graffin
Director, Public School Review

Lou Zeid
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 is scheduled for Term 3, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Students at Educational Risk