



Department of  
Education

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Public education  
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# Booragoon Primary School

## Public School Review

August 2019



# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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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 and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Booragoon Primary School is located approximately 14 kilometres south of the Perth central business district, in the South Metropolitan Education Region.

Opening in 1967, the school has a strong reputation for fostering a positive and productive bond with the local community. This is exemplified through the Fathering Project known locally as BODs (Booragoon Organising Dads).

Booragoon Primary School has an Index of Community Socio-Educational Advantage rating of 1132 (decile 1). The school currently enrolls 397 students from Kindergarten to Year 6.

The school gained Independent Public School status in 2015, and is supported by their School Board and Parents and Citizens' Association.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A longstanding practice of internal evaluation of school performance has enabled the school to move seamlessly to the self-assessment process as a prerequisite for its Public School Review.
- Staff collaboration and engagement in the analysis of a wide range of evidence informed the school's self-assessment.
- Staff reported significant benefit from being engaged in both the self-assessment and validation phases of the process.
- The succinct analysis of credible data and appropriate evidence provided a well-considered account of the school's current level of performance.
- The improvement agenda and demonstrated staff mutual accountability for the quality of student outcomes, were a feature of the review process.
- There is strong knowledge of, and alignment between, the factors impacting on the conditions for student success and areas identified for improvement.
- Parent representatives actively engaged and contributed their reflections during the school validation visit phase.

The following action is supported:

- The decision to maintain a continuous focus on 'warehousing' data, recording observations and judgements using the Electronic School Assessment Tool, is endorsed.

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Relationships and partnerships	
<p>Booragoon Primary School enables and encourages parents, through the School Board, to share their views and discuss a range of opportunities for school growth. The school values all parents as partners in the education of their children.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Clarity of roles and functions of the Board have been enhanced by face-to-face and online training.</li> <li>• The Board's diverse composition offers an excellent opportunity to consider school development options through different styles of thinking.</li> <li>• The '5 Ideas for Change' strategy provided an ideal forum for staff to discuss and reflect on how the school responds to the pastoral care of staff, recognising that the school is also an adult workplace.</li> <li>• The school has established multiple platforms for communication with parents. This results in a vast range of activities, such as the BODs program, where fathers become active participants.</li> <li>• Surveys indicate very high levels of student, staff and parent satisfaction.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Consider including the SeeSaw digital platform in the suite of existing school communication options.</li> </ul>

Learning environment	
<p>The school monitors the emotional health and wellbeing of its students, ensuring that the learning environment is inclusive and safe. Support structures and processes exist to ensure that students at educational risk are managed with care and respect.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school's values of inclusivity and care are widely acknowledged and appreciated by parents and the wider community.</li> <li>• There is significant evidence of a student-centred, progressive approach to identifying individual and cohort needs with respect to IEPs<sup>1</sup> and student health and wellbeing.</li> <li>• The Friendly Schools Plus program focuses on social skill development and is supported by a whole-school integrated Protective Behaviours program.</li> <li>• The appointment of a LSC<sup>2</sup> strengthens the school's capacity to respond both strategically and operationally, to the expanding number of students with special or additional needs.</li> <li>• Education assistants are skilfully deployed to maximise their knowledge and experience.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to refine IEPs and link them to SEN<sup>3</sup> reporting and EALD<sup>4</sup> progress maps.</li> </ul>

## Leadership

The leadership team communicates its vision, direction and expectations to staff, students, parents and the wider community. A highly collaborative staff ethos exists, ensuring ideas and options for school improvement are acknowledged and given respectful consideration.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The leadership team is focussed and aware of its obligations. The members set standards and expectations for students, staff and the quality of relationships with parents.</li> <li>• All staff regularly reflect on their performance through a well-understood and respected performance management process.</li> <li>• Performance management is robust in nature, consistent in delivery, and based on thoughtful constructive feedback that is well-received by staff.</li> <li>• A distributed leadership model reflects the Principal's growth mindset. Leadership opportunities are offered to staff aligned to their passion and skill.</li> <li>• The school's leadership and School Board collaborate to ensure the standard of organisational governance meets the expectation of the DPA<sup>5</sup>.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to pursue implementation of the <i>Aboriginal Cultural Standards Framework</i>, giving consideration to integration with class programs and activities.</li> </ul>

## Use of resources

Collaborative decision making groups participate in planning and the deployment of resources. Short and long-term budget planning reflects the school's agile approach to the use of school funds.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Student characteristic funding is used appropriately to support outcomes for the students to whom it is allocated.</li> <li>• The strong collaborative relationship between the Principal and MCS<sup>6</sup> ensures there is always a direct link between school budget decisions and strategic and operational expenditure.</li> <li>• The workforce plan considers historical data and staff circumstances, with the overriding priority being the needs of students.</li> <li>• The Finance Committee is well informed and understands budget processes, including the need, at times, to apply limitations on expenditure.</li> <li>• The School Board values the opportunity to note the school's budget management and its alignment to the business plan.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to impress upon cost centre managers the importance of using school planning documents as the key scaffold for making submissions.</li> </ul>

## Teaching quality

The school offers a range of curriculum content and delivery options to closely match the differentiated needs of groups and individual students. It also generates a comprehensive collection of student data and performance information to set improvement targets.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Teachers acknowledge that systemic and school-based data analysis are legitimate levers for classroom planning and target setting.</li> <li>• There is strategic alignment between professional learning, school priorities and an ethos of staff sharing teaching and learning experiences.</li> <li>• Research into school improvement has created a sound foundation upon which to discern the strategies and programs most likely to benefit students.</li> <li>• Brightpath and PAT<sup>7</sup> assessment tools are utilised by teachers to map student progress and for students to take ownership of their learning.</li> <li>• Ten years of active engagement with a 1:1 laptop program has ensured students have had access to an extensive range of digital learning options.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Investigate ways in which On-entry Assessment Program information can be used to augment existing Pre-Primary class planning.</li> </ul>

## Student achievement and progress

Information on student achievement and progress is validated through a fine grained analysis of a range of systemic and school-based performance data. The deployment of support staff takes into account the specific needs of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Staff are data literate with systemic and school-based data supporting what teachers intuitively know about their students' progress.</li> <li>• Data collection is sophisticated, instructional and embedded. Detailed analysis informs progress targets designed to move students from 'good' to 'better'.</li> <li>• Stable cohort data showing student progress and achievement in NAPLAN<sup>8</sup> (2016 -2018) indicates high progress and high achievement in most areas assessed.</li> <li>• Moderation through collaboration ensures grade allocations are comparable to judgements in like schools.</li> <li>• The school continues to explore, through professional learning, the latest forms of data analysis based on NAPLAN Online.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Promote the use of Brightpath as a means of confirming grade allocations in the early years.</li> </ul>

## Reviewers

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Rod Lowther  
Director, Public School Review

Donna Snow  
Principal, Wembley Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'Effective'

Your next school review is scheduled for 2022.



Stephen Baxter  
A/Deputy Director General, Schools

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## References

- 1 Individual education plan
- 2 Learning Support Coordinator
- 3 Special educational need
- 4 English as an additional language/dialect
- 5 Delivery and Performance Agreement
- 6 Manager Corporate Services
- 7 Progressive Achievement Tests
- 8 National Assessment Program – Literacy and Numeracy