



Department of
Education

Shaping the future

Booragoon 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 of Education (the Department) in student achievement and progress.

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

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

Opening in 1967, Booragoon Primary School is located approximately 14 kilometres south of the Perth central business district, in the South Metropolitan Education Region.

It has an Index of Community Socio-Educational Advantage rating of 1121 (decile 1)

The school currently enrolls 428 students from Kindergarten to Year 6 and gained Independent Public School status in 2015.

Booragoon Primary School has the support of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Booragoon Primary School was conducted in Term 3, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a self-assessment that provided a succinct overview of school operations.

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

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context and included a selection of evidence, analysis and planned actions.
- The Principal, together with the leadership team, put in place structures that ensured all staff had the pre-requisite knowledge and opportunity to have input into the process of evaluating school improvement against the domains of the Standard.
- A feature of the ESAT submission was the annotated explanations for each piece of evidence submitted.
- The executive leadership reported the review process had been 'therapeutic' for staff in demonstrating and affirming their work and valuable in informing the next business plan.
- A range of staff, students and parents engaged enthusiastically during the validation visit contributing to discussion and elaborating on evidence provided, adding significant value to the ESAT submission.

The following recommendations are made:

- Ensure that in future ESAT submissions the evidence validates the judgements made, with these 2 questions guiding selection: Why do you think this piece of evidence supports your judgement? Why do you think this evidence meets or exceeds the Standard?
- Continue to review each of the ESAT domains, guided by the Standard and domain foci, as part of regular school review processes.

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Relationships and partnerships

Acknowledged as the bedrock of success, building positive productive relationships is a deliberate, daily focus to which everyone is committed. Combined with a culture of collaboration, mutual respect and trust between staff, students, families and the wider community has been established.

Commendations

The review team validate the following:

- A range of communication platforms using a variety of methods for information delivery is evident within the school and with key stakeholders.
- Measures are in place to seek parent and community feedback regarding satisfaction with school operations. National School Opinion Survey feedback is valued and prompts rigorous discussion and analysis by staff and the School Board, generating strategies to address areas of concern.
- The school has formed close partnerships with external service providers, community organisations, local government and businesses providing additional learning opportunities and support for students and staff.
- An enthusiastic P&C organise and promote events that support the school's intent to connect parents and families to each other and the school. This is strengthened by the work of committed and cohesive School Board members who are greatly valued for bringing new perspectives to school planning and improvement.

Recommendations

The review team support the following:

- Progress the intention to promote and raise the profile and diversity of the School Board.
- Continue to refine communication processes and content to ensure information provided to families is focused on student learning.

Learning environment

Contextualised to the specific needs of students, an environment designed to build cultural connection, resilience, a sense of belonging and foster critical innovative thinkers, paves these children a successful future pathway.

Commendations

The review team validate the following:

- With oversight from the learning support coordinator (LSC), data identifies those children requiring intervention support or extension. The school is to be commended for catering for the high number of students requiring extension. This includes the STEM¹ – Engineering Investigation program which significantly challenges, engages and develops critical, innovative thinking based on real world problems and devising future focused solutions.
- Teachers and education assistants – special needs, greatly value the student handover process in establishing a seamless transition from year to year, with particular reference to the opportunity to work shadow staff from the previous year.
- There is an appetite by staff to increase opportunities for students to have a voice. This is developing with Year 6 students initiating name changes for houses and student leaders determining fund raising activities.
- Facilitated and coordinated by the Wellbeing Committee, whole-school programs such as Protective Behaviours and Friendly Schools Plus, address the wellbeing and Social and Emotional Learning of students. The implementation of strategies such as Cup of Kindness gifts and positive affirmations further promote a culture that supports the health and wellbeing of staff.

Recommendations

The review team support the following:

- Continue to explore innovative initiatives, such as the arts program, and build staff's tool kit of EAL/D² teaching strategies to support the high proportion of students from linguistically diverse backgrounds.
- Give consideration for sharing the STEM – Engineering Investigation program with network schools.

Leadership

Understanding that the greatest impact on student outcomes is quality teaching, the Principal and deputy principals are at the forefront and resolute in their focus on leading teaching and learning at Booragoon Primary School. This has garnered great regard from staff who acknowledge and respect their expertise.

Commendations

The review team validate the following:

- Change is thoughtfully planned, clearly articulated and informed through reliable evidence. The change management process implemented is incrementally managed, through ongoing support, sharing, checking in through surveys and acknowledgement of successes.
- Outlined in the performance management policy and aligned to school priorities, procedures are in place that provide a structured and focused process in supporting staff development and future aspirations. This includes a well explained peer observation model that provides feedback on teaching practice.
- A distributed leadership model provides opportunity for all staff to take on a leadership role. This includes designated curriculum and learning area leaders and committee team leaders responsible for business/operational planning and oversight of implementation.
- Leadership roles are clearly defined with the provision of mentored support. The Characteristics of Highly Effective Schools – Leadership survey, provides valuable information in monitoring the impact of the school's leadership on student learning.
- There is cohesion between the business and operational plans, Scope and Sequence documents, the Western Australian Curriculum and the collaborative planning structure, which informs classroom planning and practice. This supports consistency of content delivery, sequential skill development across the phases of schooling and a means of monitoring content delivery.

Recommendation

The review team support the following:

- Continue to build and broaden the instructional leadership model to support succession planning and sustainability.

Use of resources

The Principal and manager corporate services have a diligent and meticulous understanding of usage and management of resources. Aligning the school's financial resources to business plan priorities and the evidenced needs of students, underpins all decisions.

Commendations

The review team validate the following:

- Regular monitoring improves financial processes, which is evidenced in the positive feedback from the Department's finance consultants.
- The asset replacement plan provides flexibility to adjust to the changing needs of the school. It is ensuring that ICT³ and computing equipment is current and reserve accounts are adequately funded to replace assets when required.
- There is a direct link between school budgeting and the business and operational plans. Funding and resourcing are allocated based on evidence and decisions made to support the school's priorities, professional learning and the needs of students.
- The school monitors student data and attendance trend data, planning for and making targeted decisions in the allocation of finances and resources. The value for money of the programs implemented is determined through the evidence of improved student progress.
- Student characteristics funding is deployed to make teaching and learning adjustments for students. This funding supports staffing additional education assistants, the LSC, learning support teacher, the development of a Reconciliation Action Plan and activities to celebrate and recognise Aboriginal culture.

Recommendation

The review team support the following:

- Continue development of the workforce plan, for immediate and future staffing requirements ensuring staff are selected to fit the profile and skillset required to progress the school improvement agenda.

Teaching quality

It is understood by staff that quality teaching has the most significant impact on student learning. This has built a culture of collective efficacy and commitment by all to be accountable for every student's journey.

Commendations

The review team validate the following:

- An established cycle to planning ensures the analysis of data informs whole-school operational planning and teaching plans. This includes disciplined dialogue in the analysis of system and school-based data such as Progressive Achievement Tests in Reading and Mathematics (PAT-R and PATMaths), NAPLAN⁴, On-entry Assessment Program and Brightpath.
- Together with network schools, Aboriginal studies have been prioritised. Professional learning, such as Tracks to Two-Way Learning and cross curriculum focus, is building an emerging consciousness to embed Aboriginal perspectives into teaching practices.
- Professional learning is selected to build the capacity of teachers to implement whole-school programs and priorities. This includes access to professional learning delivery from external presenters, the Applecross Network schools and from in-house executive leaders, team leaders and colleagues.
- Agreed and understood by staff, the Pedagogical Framework anchors the beliefs about effective teaching and learning. Teachers are provided a clear and succinct process, underpinned by an explicit teaching model with an expectation it is used in every lesson.
- Collaborative structures support teachers in their planning, teaching, assessment and implementation of the agreed whole-school practices. Assessment and moderation within these groups helps identify opportunities for differentiation, targeted intervention and extension.

Recommendation

The review team support the following:

- Progress the plan to consolidate and bed down the recently introduced Teaching for Impact strategies.

Student achievement and progress

There is a commitment by staff that all students can and will succeed at Booragoon Primary School. They understand and own the data, driven by the belief that student achievement and progress is everyone's business.

Commendations

The review team validate the following:

- There has been a significant improvement in Year 5 numeracy results since 2019, with the 2022 Year 5 score above that of like schools. Additionally, since 2019, results for Years 3 and 5 NAPLAN spelling have been significantly above like schools.
- Year 3 reading NAPLAN progress from On-entry, 2019 and 2021, demonstrates significantly higher progress than like schools.
- There is a high level of numeracy and reading grade alignment compared to like schools and NAPLAN achievement. The school has been proactive in addressing discrepancies in writing grades and introduced Brightpath moderation sessions each term.
- Teachers are provided targeted professional learning in the development of data literacy. A disciplined dialogue model is used to analyse multiple sources of data when making judgements, planning and setting targets.

Recommendation

The review team support the following:

- Progress the intention to provide opportunities for staff to engage in moderation processes with schools from a different context and demographic.

Reviewers

Maxine Augustson
Director, Public School Review

Leonie Clelland
Principal, Karrinyup 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 English as an Additional Language or Dialect
- 3 Information and communications technology
- 4 National Assessment Program – Literacy and Numeracy