



Department of  
Education

D19/0455228

Public education  
**A world of opportunities**

# Gosnells Primary School

## Public School Review

September 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 focused 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:

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

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|  | <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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Gosnells Primary School is located in the South Metropolitan Education Region approximately 26 kilometres from the Perth central business district. Established in 1905, it commenced with 16 pupils on the site of the local Methodist Church. Due to demand, a purpose built school opened in 1907. Gosnells Primary School became an Independent Public School in 2015.

The school has an Index of Community Socio-Educational Advantage rating of 959 (decile 7). It currently enrolls 426 students from Kindergarten to Year 6, with numbers increasing in line with housing developments in the local area. A diverse multicultural student community is represented, with 49 per cent of the student population speaking English as an additional language/dialect.

The school is the first Western Australian Primary School to provide a mainstream specialist learning program for students with Autism Spectrum Disorder (ASD).

Links with the community are strong and support is demonstrated through the work of the School Board and the Parents and Citizens' Association. Viewed as an integral part of the community, generations of families have attended Gosnells Primary School over the years.

## School self-assessment validation

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

The following aspects are confirmed:

- A consultative and collaborative approach to the identification and analysis of data and planned actions informed the school's self-assessment.
- A wide range of staff met with the review team to validate effective practices and further enhance the self-assessment.
- The Electronic School Assessment Tool submission provided genuine understanding of the school context, with input from a broad range of staff.
- A shared culture of reflection and continuous improvement was evident.

The following recommendations are made:

- Through the school review process, capitalise on the opportunity to celebrate the success of the school's ongoing improvement journey.
- Enhance the quality of self-assessment by providing detailed annotations, following analysis of data or evidence.

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| Relationships and partnerships  |   |
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| <p>Gosnells Primary School builds partnerships with families and community organisations to improve opportunities and outcomes for students. Staff enjoy a range of initiatives and communication tools to support and promote positive engagement and collaboration.</p> |   |
| Effectiveness   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Analysis of National School Opinion Survey data highlights positive community satisfaction. A disciplined dialogue approach is used to interpret data and define actions.</li> <li>• Underpinned by mutual respect and effective communication, the Child and Parent Centre and the school work in partnership. They are a conduit for key approaches to early intervention, including referral programs and support.</li> <li>• School Board members have a sound understanding of their roles and responsibilities. They engage in discussion around data and financial aspects in relation to the business plan and school governance.</li> <li>• Professional learning and establishment of clear school processes and initiatives, create the conditions for positive relationships with support staff.</li> </ul> |
| Improvements  | <p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue with School Board training and explore initiatives to attract new members, reflective of the school's distinctive diversity.</li> </ul>  |

| Learning environment  |   |
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| <p>The school demonstrates a strong commitment to provide inclusive, vibrant and engaging learning environments. Students are provided with opportunities to thrive academically with their social, health and wellbeing needs also considered.</p> |   |
| Effectiveness   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Implementation of Positive Behaviour Support has provided clear strategies to promote appropriate and agreed behaviour expectations for staff and students.</li> <li>• An early years focus group meets regularly to collaborate and share professional readings, resources and strategies. Aligned to the NQS<sup>1</sup>, an action plan highlights reflections and strategies for focused improvement.</li> <li>• A positive attendance committee, inclusive of members from different phases of schooling, collaborate to address attendance concerns. A range of strategies and processes to promote positive attendance are in place.</li> <li>• Specialist Learning Program (SLP) classrooms have defined environmental and instructional guidelines, outlined structures and visual supports. CAPS<sup>2</sup>, profiles and behaviour support plans are reviewed and shared as required.</li> <li>• Effective processes ensure students at educational risk are explicitly supported and their progress tracked. A comprehensive register documents key information, intervention, interagency support and documented plans in place.</li> </ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue with review of Positive Behaviour Support processes and review of behaviour data to inform ongoing decision making.</li> <li>• SLP staff to continue to engage in regular self-assessment.</li> </ul>   |

## Leadership

Described as approachable, collaborative and supportive, the principal drives a strategic focus, underpinned by a shared vision and ethos of child-centred decision making.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Self-assessment against the <i>Aboriginal Cultural Standards Framework</i> identifies strengths and areas for focused improvement, resulting in an operational plan with a focus on developing culturally responsive relationships.</li> <li>• Led by a team leader, phase of learning teams foster collaborative processes. They support the implementation of school priority areas, pedagogical approaches and programs.</li> <li>• Distributed leadership opportunities are defined and established through constructed meeting processes and structures that create the conditions for authentic and open communication with the leadership team.</li> <li>• The principal manages change strategically and respectfully. The 'Conversations with Admin' strategy enables and fosters open, two-way communication to support decision making and feedback mechanisms.</li> </ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to engage in the annual review of the learning team strategy to identify focus areas for improvement.</li> <li>• Continue to monitor and review the strategic implementation of Universal Design for Learning (UDL).</li> </ul>   |

## Use of resources

Financial, human and physical resources are applied in a targeted way to meet the learning and wellbeing needs of all students. Flexibility in structures and programs enable the school to respond appropriately to the changing needs of their learners.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A detailed workforce plan has a clear focus on sustainability, to ensure the workforce supports priorities and needs of the students. It identifies the potential strategies to address acknowledged workforce gaps.</li> <li>• Education assistants are viewed as a significant and valued resource in the school. Explicit guidelines and processes to inform classroom allocations reflect the targeted provision of support for students.</li> <li>• Cost centre managers are supported through comprehensive documentation and transparent procedures. Processes require budget submissions to be aligned to the school's operational plans with the endorsement of the Finance Committee.</li> <li>• The Finance Committee meet regularly and provide sound financial oversight of the school's management practices. There is a clear alignment between school budgets and planning.</li> <li>• Targeted initiative funding for the SLP is deployed strategically and aligned to operational and business plans.</li> </ul> |
| Improvements  | <p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue with targeted recruitment processes and the effective use of support staff.</li> </ul>  |

## Teaching quality

Professional and passionate, staff are highly skilled, committed to further developing their skills and dedicated to the students they teach. This is complemented by a strong culture of collaboration and shared implementation of whole-school approaches to teaching and learning.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A valued and shared process to support performance and development for teaching staff is embedded. Induction processes, feedback mechanisms and scheduled meetings reflect the defined support structures in place.</li> <li>• As identified foci in the business plan, lesson planning and design of curriculum implementation are underpinned by UDL principles.</li> <li>• A matrix aligning UDL principles and the '10 non-negotiables' for classrooms provides a framework to guide the observational feedback.</li> <li>• Direct instruction spelling mastery was implemented as a targeted intervention following data analyses and identification of strategies.</li> <li>• Mentoring and induction processes support beginning teachers and new staff to ensure consistency and understanding of shared approaches.</li> </ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Build on existing classroom observations by embedding a peer observation approach across the school.</li> <li>• Continue to review the implementation of evidence-based programs that support Tier 2 and Tier 3 interventions for students.</li> </ul>   |

## Student achievement and progress

The school considers and analyses a range of data in order to determine the most appropriate approaches for improvement. A whole-school review of data and planning is undertaken to support evidence-based decision making and planning.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The SLP enhances positive academic, social and emotional outcomes for students with ASD. Adaptive behaviour data analysis, individualised data and learning plans support and demonstrate student progress.</li> <li>• Using disciplined dialogue, NAPLAN<sup>3</sup> data are analysed to inform school priority areas, cohort and individual focus areas for continued improvement.</li> <li>• On-entry Assessment Program data inform the setting of individual and group achievement goals in the early years.</li> <li>• Teachers document targeted assessment data annually for every student. This comprehensive document supports tracking and handover processes.</li> <li>• AEDC<sup>4</sup> data highlighted vulnerabilities in areas including physical health. Response to data included a targeted implementation of a FMS<sup>5</sup> program.</li> </ul> |
| Improvements  | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to pursue ways of tracking and collating data to ensure it drives planning and enhanced practice at all levels.</li> <li>• Review implemented spelling programs and embed a whole-school approach.</li> </ul>  |

## Reviewers

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Rebecca Bope  
Director, Public School Review

Trudy Burke  
Principal, Quinns Beach 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.



*for* Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 National Quality Standard
- 2 Comprehensive Autism Planning System
- 3 National Assessment Program – Literacy and Numeracy
- 4 Australian Early Development Census
- 5 Fundamental Movement Skills