



Department of
Education

Shaping the future

Gosnells 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

Established in 1905, Gosnells Primary School commenced on the site of the local Methodist Church, a purpose-built school was then constructed and opened in 1907. The school is located approximately 26 kilometres from the Perth central business district in the South Metropolitan Education Region.

Gosnells Primary School became an Independent Public School in 2015.

The school has an Index of Community Socio-Educational Advantage rating of 976 (decile 6) and currently enrolls 430 students from Kindergarten to Year 6.

Links with the community are strong and support is demonstrated through the work of the School Board and the 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 (ESAT) submission, and discussion during the validation visit, delivered an extensive and wide-ranging account of the school context and operations in addressing its' improvement agenda.
- Opportunities were provided for a broad range of staff from across the school to contribute to the ESAT submission, as well as during the validation phase, aligning evidence to the domains of the Standard.
- School Board members, P&C and community representatives eagerly participated during the validation, contributing authentic reflections of the positive culture and school's ability to cater for diverse student needs.

The following recommendation is made:

- Explore ways in which future ESAT submissions can be refined to support school self-assessment and enhance the impact of the evidence.

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Relationships and partnerships

Gosnells Primary School, with the Specialised Learning Program (SLP) for students with ASD¹, has established itself as a centre for support and connection within its diverse community. High levels of trust, respect and positive relationships are evident as staff unite to ensure students are at the centre of all decision making processes.

Commendations

The review team validate the following:

- A welcoming and respectful school culture has been thoughtfully nurtured by the leadership team and staff. Student voice is valued and at the centre of decision making processes.
- The Aboriginal and Islander education officer has forged mutually respectful relationships with Aboriginal students and families and is instrumental to embedding cultural and linguistic practices in classrooms.
- The School Board fulfil their governance role and support the Principal in leading strategic intent.
- P&C representatives reflect the cultural diversity of the community. Members promote engagement through facilitation of school events as well as providing resources to enhance the learning environment.
- The Child and Parent Centre and strategic partnerships formed with local agencies, enable students and families to access support and a range of services on the school site.
- National School Opinion Survey results confirm high satisfaction in all areas by students, staff and the school community. These results indicate a strongly invested, inclusive and supportive school environment.

Recommendation

The review team support the following:

- Continue to strengthen authentic partnerships with parents/carers to meaningfully engage them in the school's efforts to support student's academic and social and emotional needs.

Learning environment

There is a deep understanding of the diverse needs of students. Optimum conditions for learning and student engagement are evident in teaching programs, clubs, before and after school activities as well as extensive outdoor learning areas. This is ensuring access and participation for all students, including those in the SLP.

Commendations

The review team validate the following:

- A significant transformation of the physical learning environment through consultation and innovative playground designs has enhanced student access and engagement.
- Rejuvenation of the classrooms and walkways has instilled a sense of pride in the learning environment.
- The SLP is an integral part of the school with students supported to transition into mainstream classrooms to engage in comprehensive intervention and extension.
- The Good Standing Policy, with restorative practices and positive incentives, has had a significant impact on supporting behaviour expectations, increasing student engagement in teaching and learning programs. This has led to a significant decline in suspensions.
- Substantial numbers of students enrolled with language backgrounds other than English has led to the appointment of a specialist English as an Additional Language or Dialect (EAL/D) teacher to provide linguistic and learning support. Staff monitor and assess language development using the EAL/D Progress Map.
- Staff wellbeing and workload are closely monitored by the leadership team. Consultative processes and consensus drive decision making as well as evidence-based research.
- Considerable resources have been allocated to support SAER². This includes a significant number of highly skilled allied professionals who lead intervention with the student services team.

Recommendation

The review team support the following:

- Continue to provide a culturally responsive environment and a dedicated cultural learning space to cater for Aboriginal students and their families.

Leadership

The newly formed leadership team has taken a proactive approach to building on an established culture of school success. In pursuit of improved teaching and student learning outcomes, the leadership team drives whole-school planning through effective open and transparent communication, performance development processes and collective ownership.

Commendations

The review team validate the following:

- The Principal and leadership team, including the SLP coordinator and manager corporate services (MCS) are recognised and appreciated for their professionalism, collaborative drive for school improvement and consultative approach to working with staff, students, families and the wider community.
- Staff described feeling heard and supported by the leadership team who are visible and engaging.
- The leadership team have incorporated comprehensive induction processes for new staff as well as graduate teachers.
- The performance development and review process incorporates self-reflection and professional learning linked to the school improvement agenda. Capacity building and leadership opportunities have been identified for both allied professionals and teachers.

Recommendation

The review team support the following:

- Continue to enable and develop instructional leaders to forward the school's improvement agenda.

Use of resources

The school has effective processes and practices in place to ensure expenditure is responsive to the needs of a diverse student cohort. Monitoring systems and decision making protocols are robust and transparent.

Commendations

The review team validate the following:

- The Principal and MCS collaborate to ensure financial and human resource planning is transparent and consistent with school priorities.
- The Finance Committee meet regularly to review and provide oversight to the school's financial management strategies and processes. Targeted initiatives enable the SLP to be managed effectively and ensure students are well supported in teaching and learning programs.
- Cost centre managers are provided with comprehensive guidelines to enable them to plan and expend funds in line with the Funding Agreement for Schools.
- Professional development opportunities and program implementation are differentiated and align with whole-school planning.
- Workforce planning and recruitment processes reflect thoughtful consideration and the future needs of students.

Recommendation

The review team support the following:

- Continue to ensure decision making processes align to priorities as identified in the school business plan and operational plans.

Teaching quality

Establishing a consistent school-wide pedagogical approach is an evolving priority for the school. Shared beliefs and clear expectations about effective teaching and learning are emerging with programs being modified and adapted for students enrolled in the SLP.

Commendations

The review team validate the following:

- Professional learning is appropriately targeted towards the implementation of documented school-wide programs. It is linked to achieve a continuity of curriculum content and more coherent teaching practices.
- Careful timetabling and collaborative DOTT³, has enabled staff to work together, establish consistent practices, focus on the analysis of data and reduce teacher workload.
- The development of a strong culture of trust and respect has led to the implementation of peer observation and modelling.
- Well-structured enrolment and screening processes, in the early years, enable the collection of substantial background information, initiation of referrals and use of interpreters to engage parents from linguistically diverse backgrounds.
- Students requiring intervention or extension are identified and supported with documented plans.

Recommendations

The review team support the following:

- Continue the implementation of High Impact Teaching Strategies to embed a consistent approach to support effective teaching and learning across the school.
- Consolidate whole-school approaches to the teaching of reading and writing to cater for the learning needs of all students, including those in the SLP and others from linguistically diverse backgrounds.

Student achievement and progress

Mainstream and SLP classes are aligned to ensure an overarching focus on student success underpinned by educational, social, emotional, and physical development of students. A range of school-based and systemic data is collectively analysed, strengthening the data literacy of staff.

Commendations

The review team validate the following:

- A designated learning support coordinator is engaging staff in disciplined dialogue. This is developing and strengthening staff data literacy in accurately analysing and monitoring student progress and achievement as well as aligning grades based on evidence.
- A wide range of data is collected and reviewed regularly to refine individual targets, develop documented plans and identify students for intervention and extension programs.
- The introduction of monitoring and assessing student language and learning needs using the EAL/D Progress Map has developed greater understandings of progress.

Recommendation

The review team support the following:

- Provide opportunities for staff to make defensible grade judgements using relevant assessment data including Progressive Achievement Tests, On-entry and NAPLAN⁴ as well as the Student Achievement Information System.

Reviewers

Natalie Tarr
Director, Public School Review

Rhonda Spencer
Principal, Samson 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 Autism spectrum disorder
- 2 Students at educational risk
- 3 Duties other than Teaching
- 4 National Assessment Program – Literacy and Numeracy