Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Osborne Primary School

Public School Review

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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

Osborne Primary School is located in the North Metropolitan Education Region, 8 kilometres from the Perth central business district.

Opened in 1903, the school became an Independent Public School in 2015. The school has an Index of Community Socio-Educational Advantage of 1036 (decile 3). There are currently 246 students enrolled from Kindergarten to Year 6.

Support for the school is demonstrated through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Osborne Primary School was conducted in Term 4, 2018. 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 comprehensive and rigorous school self-assessment.

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

- Established school self-assessment processes, guided by the School Improvement and Accountability Framework and inclusive of staff, promote engagement in ongoing reflection of school performance. This is contributing to a shared understanding of school progress and the identification of focus areas for improvement.
- Coordinated and led by the deputy principal, structures to ensure all staff had the prerequisite knowledge and opportunity for input into the process of reviewing school improvement against the domains of the Standard were established. This built the confidence of many staff to participate in professional and reflective conversations in the review of school performance.
- The inclusive process undertaken in preparation for the Public School Review, produced comprehensive documentation, which will drive and inform future planning. This collaborative and positive process also provided opportunities for leadership.
- A range of staff, students and parents, including representatives from the P&C and School Board, engaged enthusiastically during the validation visit, contributing to discussions and elaborating on evidence provided. These discussions added significant value to the Electronic School Assessment Tool (ESAT) submission.

The following recommendations are made:

- Consider, in future submissions, using the ESAT functionality to refine the collection and analysis of data to provide alignment between: judgements; evidence; analysis; and planned actions, to give a succinct account of school performance.
- Explore ways in which the ESAT can be used as a repository for the ongoing collection and analysis of data to support school self-assessment.
- Continue, as part of the school's regular review processes, to review the school performance against each domain of the Standard, guided by the domain foci.

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Relationships and partnerships

High levels of collaboration exist beyond the school gates. Connection, through active participation in and with the local community, gives depth and quality to the relationships established and high levels of support and satisfaction for the school.

Commendations

The review team validate the following:

- The contribution of the AIEO[1] in building relationships, based on trust and mutual respect, between the school and the community, is enhancing positive relationships and connection with Aboriginal students and families. This is ensuring the school and classrooms are culturally safe places for students.
- Opportunities for staff to work together, through internal formal and informal collaborative structures and externally with cluster schools, builds professional networks and promotes a system approach.
- Established, sustainable partnerships add depth to the learning programs, whilst developing students' connection with their community. This includes: the Men's Shed creation of the Little Street Library; Year 6 UWA[2] Art project; and the West Australian Opera by providing workshops and strengthening the arts program.
- Communication channels facilitate engagement with the school community providing key information to stakeholders in a timely manner.
- Representative of the school community, an engaged and invested School Board and newly formed P&C contribute significantly to school governance and building school spirit through community events.

Recommendation

The review team support the following:

- Continue with the intention to develop communication guidelines. Ensure agreed processes, content, frequency and the most appropriate platforms of communication between school and home are employed.

Learning environment

The staff and community's sentiment, 'we are a country school in a city setting', epitomises the environment created at Osborne Primary School. Welcoming, culturally and linguistically inclusive, this is a place for all that is truly reflective of this diverse community's values.

Commendations

The review team validate the following:

- Guided by the NQS[3], outdoor and indoor spaces are organised and adapted to support every child's participation and engagement in quality experiences in both built and natural environments.
- Central to behaviour and engagement strategies are the school values, 'Responsibility Respect Resilience' and restorative practices to resolve issues. This provides a focus on health and wellbeing, including trauma informed practices, leading to heightened levels of student engagement and participation.
- An explicit policy for students at educational risk outlines the school's processes and procedures for the identification, planning and monitoring of those requiring intervention inclusive of clear referral, case conference and end of year handover practices.
- With oversight from the EAL/D[4] Project Group, Guidelines, Procedures and the EAL/D Progress Map, staff are well supported to plan, monitor and track the diverse cultures represented at the school. Interpreters for meetings and recognition of significant cultural days strengthens and builds inclusion.
- Purposeful leadership opportunities for senior students, class representation from Year 1 to Year 6, and student survey data is providing heightened levels of student voice in school operations.

Recommendation

The review team support the following:

- Continue to embed the Positive Behaviour Support model, in partnership with families/carers, and monitor for consistency and fidelity of implementation across the school.

Leadership

The Principal, together with the deputy principal, have established a collaborative, non-hierarchical approach to leading a student focused improvement agenda. This is building momentum, through high levels of autonomy, for staff to engage and contribute to the future direction of the school.

Commendations

The review team validate the following:

- Collaboratively constructed and regularly reviewed, the business plan articulates the vision, shared beliefs, priorities, targets, strategies and monitoring milestones, providing direction for staff and community.
- Developed by staff, through evidence and cycles of review, operational plans and the scope and sequence documents provide unambiguous guidance on the 'what and how' of teaching at Osborne Primary School.
- Data driven, change is managed in a strategic and informed manner. Utilising a framework for change, that included: identifying champions; professional learning; feedback; and ongoing support from school leaders, sustainable change has been achieved.
- The school's instructional leadership model is distributed and firmly focused on leading teaching and learning. Negotiated leadership roles are established including level 3 and senior teachers, instructional growth coaches, Classroom Management Strategies and learning area coordinators.
- Professional review is focused on staff self-reflection and improvement through observation, feedback and point of need professional learning and coaching.

Recommendation

The review team support the following:

- Continue to develop, expand and formalise the instructional leadership structure to further support staff in embedding, with fidelity, whole-school programs, with the central focus of consistent classroom practice.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a determination to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Supported by a high functioning Finance Committee, the Principal and manager corporate services meet regularly to plan, review and monitor the budget. Financial and human resource planning is transparent, evidence-based and supports the school's strategic plan.
- For the significant number of students who attract student characteristics funding, prudent decision making in the allocation of resources ensures those identified with additional learning needs are well supported. Measures have been put in place to risk manage fluctuating enrolments of international students.
- The knowledge, experience and skills of staff inform workforce management decision making, including staff placement, ensuring students are provided access to programs and resourcing to meet their learning needs.
- Additional income streams are sourced through school grants, adding value to the quality of programs and resources offered. Programs such as Changing Health Acting Together (CHAT), Department of Transport's Your Move, the solar panel scheme and additional funding to improve the Pre-primary fence have all impacted positively on students.

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

High levels of teacher efficacy are reflected through a shared commitment of accountability, responsibility and care for every child's success. This is creating a collaborative and reflective teaching culture focused on delivering impactful pedagogy that makes a difference for students.

Commendations

The review team validate the following:

- The school has prioritised the development of staff capacity to implement a differentiated curriculum to cater for students, 80 per cent of whom are from linguistically diverse backgrounds. A focus on digital technologies via STEAM[5] gives students access to the curriculum allowing them to apply, demonstrate and shine in their learning.
- Literacy teaching and learning shared beliefs, pedagogical processes and operational plans have been established. This together with a focus on embedding whole-school programs is positively impacting on consistency of teaching across the school.
- Collaborative planning for phases of learning is providing greater consistency in the delivery of content, differentiation, data analysis and monitoring of student progress, building collective responsibility for student success.
- Numerous channels are utilised to communicate student performance and achievement to parents/carers. This includes SEN[6] reports, EAL/D Progress Map and parent interviews with the provision of interpreters.
- Teachers are supported with ongoing, at point of need, professional learning. This is provided by a team of growth and peer coaches, visiting network schools, modelling, observation and feedback, and the considered construct of support from education assistants, specialist teachers and class streaming.

Recommendations

The review team support the following:

- Build and further strengthen the work already started to create a reflective teaching culture that delivers impactful, low variance, connected practice across all phases of learning and aligned to the Quality Teaching Strategy.
- Progress the intention to develop a K-6 whole-school evidence based mathematics program.
- Continue, with fidelity, to embed classroom observations and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model across the school.

Student achievement and progress

The school's attention to ensuring the prerequisites of emotional and social needs are supported is leading to improvements in student engagement, participation and student achievement and progress.

Commendations

The review team validate the following:

- The assessment and reporting schedule provides guidelines for gathering fair and equitable data to assess and report on student outcomes. This is evidenced in the decision to change how mathematics is assessed to accommodate students from linguistically diverse backgrounds, providing a more accurate contextual representation of student achievement.
- Data sets are analysed at a whole-school and cohort level to inform the impact of programs on student learning. This data has been pertinent to guiding the review and refinement of literacy and the introduction of Talk for Writing and Sounds-Write.
- More Year 5 students made excellent achievement and fewer limited achievement in 2022 NAPLAN[7] for reading, writing and numeracy than in previous years. Additionally, Year 5 students achieved above like schools mean score in all literacy assessed areas.
- Implementation of evidence-informed programs and practices and increased staff capacity to use data to inform teaching, has impacted positively on student progress and achievement. Evidenced through Progressive Achievement Tests and On-entry to Year 3 NAPLAN progress data.

Recommendation

The review team support the following:

- Continue to provide opportunities for teachers to engage in moderation internally and with network schools to ensure accuracy in the allocation of student grades.

Reviewers	
Maxine Augustson **Director, Public School Review**	Tanya Uren **Principal, Clifton Park 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 Aboriginal and Islander education officer
2 University of Western Australia
3 National Quality Standard
4 English as an Additional Language or Dialect
5 Science, technology. engineering, the arts and mathematics
6 Special Educational Need
7 National Assessment Program – Literacy and Numeracy