



Department of
Education

D18/0455222

Public education
A world of opportunities

Osborne Primary School

Public School Review

October 2018



PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

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

Context

Osborne Primary School is located eight kilometres north of the Perth central business district in the suburb of Osborne Park and has an Index of Community Socio-Economic Advantage ranking of 1032. The school opened in 1903 and achieved Independent Public School status in 2015.

The school has experienced a recent spike in enrolments, stabilising at approximately 215 students from Kindergarten to Year 6. Forty-two percent of students are from English speaking backgrounds while the balance of students predominantly originate from Southeast Asia. Of note, is the growing student population from the Indian subcontinent, Bhutan in particular. Multiculturalism is a distinctive feature of the school.

The school offers a wide range of programs including; a music program which features a guitar speciality; a physical education program focussing on fitness and ball skills; and exposure to a wide range of sports through external sports specialists. A digital technologies program provides teacher skill development to enrich student learning through robotics and coding.

School self-assessment validation

The Principal submitted an insightful and comprehensive school self-assessment.

The following aspects are confirmed:

- A wide range of credible evidence was selected for review.
- An honest and succinct analysis of the school's current levels of performance was provided.
- There is a clear alignment between performance evidence, current and future planned actions.
- The planning intentions described in the school's submission were elaborated on during the validation phase by leadership, teaching staff, support staff and parent representatives.

The following recommendations are made:

- Continue to support teachers to analyse, and recognise the benefits of, like school comparisons and the moderation of assessment practices.

Public School Review

Relationships and partnerships	
<p>The Principal builds trusting and supportive relationships, with a focus on the health and wellbeing of all staff and students. It is a primary driver of student success and provides the foundation for a successful change agenda.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • School Board members engage as partners in the school's future and work collaboratively with the Parents and Citizens' Association to encourage more parents to have the confidence to engage with the school community. • Members understand the Board's governance role, delineating between philosophical and practical issues of school management. • The multicultural nature of the school community is celebrated as a unique and defining feature. The diverse backgrounds of the children and their families are acknowledged and new arrivals are assisted to make supportive links within the school and wider community. • A strong sense of shared responsibility for all children is clearly evident. Parents, 'all' staff and students support each child's learning needs and share their successes. • The leaders recognise that schools are also adult work places where staff development requires a differentiated approach. • Survey results indicate a high level of satisfaction from all stakeholders. This feedback was reinforced during the school visit with pride and support expressed.

Learning environment	
<p>The tone of the school reflects a collective sense of pride in creating the conditions for students to feel safe and supported, to embrace their individuality and to grow emotionally and academically. "Children are known, understood, appreciated and valued." (parent)</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Staff are supported to monitor the progress of individual students and tailor their teaching to ensure there is a focus on the progress of each child. • Good attendance is acknowledged as a pre-requisite for student success. Attendance expectations, teacher responsibilities and protocols for communication with parents are articulated clearly and enacted. • Student mental health and wellbeing is recognised as having potential to impact on classroom behaviour. A committee has been formed to research and develop a whole-school approach to support student and staff mental health and wellbeing.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • An ongoing focus on student attendance. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • Investigate the Positive Behaviour Support program as an evidence-based whole-school approach to creating a positive learning environment where students are engaged and successful.

Leadership

A recent change in leadership has brought an invigorated emphasis to the unique multicultural characteristics of the school. The leaders' respect for the diversity and difference of the school community, demonstrated by a genuine desire to build knowledge and understanding is acknowledged, appreciated and reciprocated.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The leadership's focus on health and wellbeing reflects acknowledgement of student and staff needs in a highly committed environment.• The development of supportive and trusting relationships by leaders is the foundation of a unified moral purpose.• Strategic management of change underpins the leaders' approach to the achievement of the school's vision.• Teacher 'buy in' to the school's change agenda demonstrates mutual professional respect and shared responsibility.• The school's distributed leadership model creates meaningful opportunities to build leadership capabilities among staff.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• The consolidation and refinement of strategies being implemented to achieve the leaders' vision of the school as an exemplar of cultural responsiveness.

Use of resources

All financial decisions are prioritised to achieve student success. Resources are aligned to school management and operational priorities.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Resources are targeted to support essential personnel and the successful implementation of whole-school programs. The school prioritises human agency over physical resources.• Support staff are trained to undertake a variety of roles including school officer, manager corporate services, librarian and education assistant. This approach to developing skills is supportive and inclusive in a small school environment.• Capacity building in the sound management of the school's finances is supported through professional learning.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Continue building relationships with potential community and business partners. <p>The review team identifies the following actions:</p> <ul style="list-style-type: none">• A workforce plan to be developed to document short and long-term changes in staffing, leadership succession and the allocation of human resources to priority areas.• A review of technology resourcing is recommended to assess the impact of student access for regular writing tasks.

Teaching quality

The school has highly experienced teachers who take seriously their responsibility for the children in their care. They express that at times they feel disenchanted that they do not see the outcome of their efforts due to high transiency rates. However, they can be proud of the impact they are having on every child, even if it is only for a short period of time.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Explicit instruction has been identified as a whole-school instructional model. • The teaching staff are dedicated to improving outcomes for each of their students. They are committed to a research-based improvement agenda, thereby enhancing their craft in the pursuit of success for their students. • 'Talk for Writing' has been embraced as a whole-school approach to the teaching of writing and has successfully been implemented across the school. Planned ongoing leadership and support in this area will embed this approach. • Whole-school approaches are being developed for implementation across a range of learning areas through a process of effective planning, implementation and review. • Student performance data is used effectively to inform planning and differentiation.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Explicit teaching as a whole-school approach will be consolidated through professional learning, peer observation and support. • The school is transitioning to a changed mindset where teachers acknowledge and pride themselves as experts in teaching students for whom English is an additional language/dialect. Ongoing professional learning to support differing levels of competence will be beneficial.

Student achievement and progress

Areas for improvement have been identified and evidence-based approaches for improvement are being researched and implemented.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Data-driven, individualised learning programs are prioritised and well resourced. • National Assessment Program – Literacy and Numeracy (NAPLAN) results are analysed and considered for planning. • Stable cohort students make good progress and achievement. • High transiency rates create the need for alternative sources of standardised evidence to be gathered and used for individualised planning. • On-Entry Assessment Program data informs the setting of individual and group achievement goals in the early years.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Development of a comprehensive range of moderation activities to address discrepancies between NAPLAN results and teacher judgements.

Reviewers

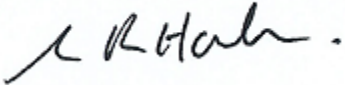
Fiona Kelly
Director, Public School Review

Isobel Comrie
Principal, Millen Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS