



Department of
Education

Shaping the future

Bassendean 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Bassendean Primary School is located approximately 12 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school's Index of Community Socio-Educational Advantage rating is 1073 (decile 2).

It currently enrolls 323 students from Kindergarten to Year 6 and became an Independent Public School in 2019.

Bassendean Primary School is supported by a School Board and active Parents and Citizens' Association (P&C).

The first Public School Review of Bassendean 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 comprehensive school self-assessment.

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

- The leadership team guided a self-assessment process that engaged and incorporated the feedback of a range of staff and members of the community.
- The Electronic School Assessment Tool (ESAT) submission provided a broad account of school operations. The range of evidence sources submitted contributed to the school's analysis of its performance against the domains of the Standard.
- Enthusiastic staff, students and community members engaged in discussions with the review team, contributing authentic perspectives in support of the school.
- A culture of reflection and continuous improvement has been developed, strongly led by the school leadership team. Significant evidence of staff buy-in to the school's ongoing improvement agenda was provided. This is illustrated by the data narrative leading to language priorities being identified.
- The student services team used the information gained from the self-assessment to refine their processes and information management.
- The school's leadership reported that the Public School Review was a positive experience that extended their understanding of the school's performance enabling them to plan for future improvements. Staff appreciated the opportunity to celebrate the positive trajectory of the school.
- Student leaders provided the review team with a tour of the school, which further enriched the validation process, providing a greater understanding of evidence presented in the ESAT submission.

The following recommendation is made:

- Consider distilling the selection of well-analysed evidence to that which has most impact on student outcomes and ensure that the link from the analysis to planned actions is consistently clear.

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Relationships and partnerships

The community are highly engaged in the school and value the authentic and productive relationships developed between staff, parents, and the wider community. Staff display high levels of positivity and motivation to work collaboratively with a focus on student support and success across learning areas.

Commendations

The review team validate the following:

- The school's positive reputation has been built on good communication and sustained, successful arts, environmental conservation and STEM¹ projects led by expert teachers that showcase the work of the school and connect with the local community. Examples are the River Rangers Cadet program, Kaarak and Marri Tree arts program and the Bilya Project.
- The School Board is effective, with strong processes in place to engage the capabilities of its members to advocate for the school. The Board supports the school's strategic direction and helps to guide decision making and policy.
- Evidence of clear messaging strategies and positive efforts to follow up on parent and community feedback underpin the school's communication with key stakeholders.
- An active group of volunteers in the P&C work with commitment to enhance the school's development and support the identified priorities.

Recommendations

The review team support the following:

- Maintain a focus on seeking and responding to feedback on events and programs to guide future planning.
- Continue to build the capability of the Board to meet the strategic needs of the school by seeking members with diverse skillsets.

Learning environment

The attention given to care, respect and student support has created a welcoming and safe environment for students and staff. The students are enthusiastic advocates for the school's inclusive ethos, and strong collegiality is demonstrated by staff.

Commendations

The review team validate the following:

- The work of the Aboriginal and Islander education officer is valued and supports the growth of cultural competence through storytelling, language learning, relationship building and significant cultural events.
- The enhancement of the mental health and wellbeing of staff and students is strategically planned and implemented through an effective student services team with whole of staff consultation and support.
- Class and student council meetings provide students with agency in their learning, and opportunities to acknowledge successes and address any challenges that may occur.
- The common language and shared expectations of the incrementally implemented Positive Behaviour Support (PBS) program have complemented a restorative approach to discipline, and attention to resilience and protective behaviours education.
- Classroom teachers are supported with sound processes and professional learning to identify and meet the needs of students at educational risk (SAER). The SAER team, which includes a learning support coordinator (LSC), assists staff through tracking, monitoring and resource allocation.

Recommendation

The review team support the following:

- Maintain the authentic implementation of PBS with professional learning that provides consistency of practice and process for all staff.

Leadership

Staff and the community value and trust the Principal and leadership team. Led by the Principal, a culture of improvement has been established, realised through a clear strategic agenda and high levels of staff consultation and collaboration.

Commendations

The review team validate the following:

- Instructional support is tailored to the needs of staff and strategic priorities. The leadership team provides time for collaboration and professional learning to support staff development.
- The impetus for change is based on analysis of school data, is clearly articulated and focused on acquiring staff buy-in for new processes and programs. Staff are invested in the improvement agenda.
- The distribution of leadership is evident in that most teachers are supported to follow their passion and expertise to lead either curriculum areas, programs or working parties. This is building the capacity of the school to effect vision and purpose described in the business plan.
- The leaders of school's specialist programs are recognised by students, staff and the community as innovative educators of excellence. Their work is instrumental in creating a positive culture of collaboration and pride in the school.

Recommendations

The review team support the following:

- Continue to develop and embed the actions of the Reconciliation Action Plan and sustain the work of its committee.
- Incorporate formal and peer observations into the performance review process to focus the improvement of literacy and numeracy outcomes for students.
- Provide staff with a transparent change theory and schedule of previous and planned changes to ensure that workload is well-managed and positive improvements are acknowledged.

Use of resources

A professional and productive relationship between the Principal and manager of corporate services ensures planning, management and monitoring processes for the use of resources are aligned to school operations. Resources are deployed in a targeted way to optimise learning outcomes for students.

Commendations

The review team validate the following:

- Prudent and knowledgeable management of resources has resulted in excellent audit outcomes and compliance with the expectations set out in the Funding Agreement for Schools. Staff are supported through a comprehensive induction.
- Effective processes and practices are established for managing financial and human resources. An informed Finance Committee assists with financial allocations and the School Board is provided oversight of the school's financial priorities.
- The flexibilities of the one-line budget are utilised to meet the needs of the students through extra chaplain time, LSC and an ICT² digital technologies coordinator. A remediation program is funded through an educational adjustment allocation and run by a trained education assistant - special needs.
- A productive partnership between the school and the P&C adds value to the school through supporting the update of older classrooms, and beautifying and giving a learning focus to the grounds.

Recommendation

The review team support the following:

- Through Teams, develop guidelines to electronically share the budget planning and allocation functions of the school to build transparency and awareness for staff.

Teaching quality

Staff have a shared ownership for the success of all students and develop quality teaching based on research, evidence, consultation, collaboration and support. Resourcing of adopted approaches is seen as paramount to their successful implementation.

Commendations

The review team validate the following:

- Shared beliefs about teaching and learning have been developed to include a gradual release model, learning intentions and the effective use of digital technologies as a tool for learning.
- The values and expectations of teaching practice influence the work of education assistants who are regarded as essential and integral professionals in the provision of instruction and support for all students.
- Extensive on-going collaboration, professional learning and sharing of practice supports staff to deliver increasingly low variance, quality instruction that supports students at all academic levels.
- Student progress is regularly communicated to parents through parent/teacher meetings, semester reports, in-person communication and individual student planning meetings.

Recommendations

The review team support the following:

- Use the Quality Teaching Strategy and Teaching for Impact documents to focus the lens of school improvement and further improve student academic outcomes. Align this work to measuring the impact of whole-school approaches and programs.
- Strengthen the work done in transformational collaboration to support curriculum improvement through action research.

Student achievement and progress

Successful schools place high priority on the collection and analysis of, and response to, data and what it is telling them about student performance. The school is striving to create a culture where the importance of data informed decision making is embedded across classrooms and increasingly informs planning.

Commendations

The review team validate the following:

- Teaching staff regularly meet to discuss and analyse a range of school-based and systemic data with a view to identify gaps in student learning and target teaching to those gaps. Progressive Achievement Tests data forms a part of this information. The tools and support provided by Elastik have contributed to more sophisticated data use over time.
- 2023 NAPLAN³ comparative performance data indicates that Year 3 students are performing within one standard deviation of the expected school mean in all areas tested.
- The school has improved the percentage of students performing in the top 20% and middle 60% in Year 3 reading, writing, spelling and grammar and punctuation and Year 5 numeracy.
- Staff are aware of the need to provide opportunities for students to achieve grades reflective of their potential and be supported to extend achievement to A and B grades.

Recommendations

The review team support the following:

- Address the need to lift comparative performance of Year 5 students for writing and spelling and build a positive trend year on year.
- Maintain a focus on writing ensuring that professional learning and staff development matches the academic needs of students.

Reviewers	
Jennifer Graffin Director, Public School Review	Kevin Hogg Principal, Mundaring 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering, mathematics
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy