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Baynton West Primary School

Public School Review

August 2019

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

Baynton West Primary School is situated in Baynton, a suburb of Karratha, approximately 1520 kilometres from Perth in the Pilbara Education Region. The school opened in 2013 as an Independent Public School and offers a modern learning environment within well-presented grounds.

Baynton West Primary School has an Index of Community Socio-Educational Advantage rating of 991 (decile 5). Current enrolments are 846 students from Kindergarten to Year 6.

The school benefits from the significant involvement of the Parents and Citizens' Association (P&C) who organise community engagement events and fundraise. The P&C provide funding for Athletics, reading books and shade sails. The School Board works to assist in the positive promotion of the school in the local community. The school vision, 'Children are at the heart of our school', guides school actions and decision making.

Selected as a Regional Teacher Development School for STEM¹ and Early Childhood Education, the expertise at the school is often accessed by other Pilbara schools including the local network of schools. The online resources provided through Connect are utilised statewide.

School self-assessment validation

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

The following aspects are confirmed:

- The Principal planned a school reflection process which was inclusive of all staff and community roles in the school.
- Staff discussions on progress made against school targets were comprehensive and robust.
- Evidence submitted in the Electronic School Assessment Tool (ESAT) and additional evidence provided on the validation visit day were both aligned to school judgements.
- School judgments against each entry in the ESAT domains was informed using Padlet² to allow for honest and anonymous feedback, ensuring judgements about school performance represented a consensus of all staff views.
- The school selected quality, succinct evidence which provided reviewers with the ability to validate many areas of the ESAT submission prior to the school validation visit day.
- Conversations held on the school validation visit day provided rich anecdotal evidence that enhanced the evidence submitted.

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Relationships and partnerships	
<p>Baynton West Primary School presented as a happy, collaborative and inclusive school in which leaders, staff, parents, students and the community work diligently to ensure students receive a quality education.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has many effective partnerships which value add to students' options and interests. They include: GAC³, the Smith Family, Scitech, MYB⁴, Rio Tinto and the Australian Army – Pilbara Regiment. • The highly valued and respected School Board understands its crucial role in supporting the school and is a vocal advocate for school needs. • Based on feedback from an Aboriginal parent, and in consultation with staff, the school population now stand for Welcome to Country along with the Australian National Anthem during assemblies. • The MCS⁵ liaises with Aboriginal Trust groups to secure funding for uniforms and the school canteen. This helps support the successful transition of Aboriginal families to the school.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to collect feedback from parents through the Fogarty TTFM⁶ survey as well as the NSOS⁷. • Encourage School Board members to access the Department of Education's online Board training modules as needed.

Learning environment	
<p>The school is an orderly, inclusive and safe environment. The moral purpose, vision and values are displayed in many areas of the school and clearly articulate the 'Baynton West Way'.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has high expectations and provides strong levels of support. • The Fogarty EDvance School Improvement Program OHI⁸ survey results indicate very high levels of staff satisfaction. • Student leaders take pride in their key role to model the PBS⁹ expected behaviours and support other students. • Learning spaces at the school have attractive, modern furniture that can be used flexibly in responding to student needs. • The school has been proactive in developing a sensory room that is used to support students to reset their behaviour and increase self-management skills, resulting in a calmer learning environment.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Expand upon the successful Reading Embassy program, MultiLit¹⁰ and MacqLit¹¹ to include more year levels on a needs basis. • Continue to increase community awareness of the importance of student attendance and investigate further strategies to increase regular attendance.

Leadership

The capable Principal leads a united leadership team that speaks with one voice. A strength of the team is the high level of trust that allows for robust discussions and ensures well-considered decision-making.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leadership team utilise change management strategies that include considering teacher-identified improvements, encouraging trials of change ideas and facilitating staff discussion before seeking whole-school endorsement of the proposed improvement. • Clearly defined roles and portfolios of responsibility support the successful dispersed leadership model at the school. • The leadership team is highly visible and are considered to be approachable and proactive in problem-solving and providing support. • There is clear alignment between the school's strategic, operational, fiscal and classroom planning. • The leaders have a strong belief in investing in the development of teachers and leaders which benefits the school in the short-term and the system in the long-term.
Improvements	<p>The review team support the following action</p> <ul style="list-style-type: none"> • Continue to build the sustainability of the school by persisting with the dispersed leadership model.

Use of resources

A transparent process for allocation of school funds assists staff and the School Board to understand challenges the school faces in providing for the needs of more than 800 students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A well-developed strategic workforce management plan is regularly reviewed and is the focus of all recruitment processes. • The experienced MCS engages in succession planning by providing training for aspirants. • The Finance Committee members understand their role and align school funds to priority areas as articulated in planning documents. • The twin challenges of rapid growth in student enrolments, and a current 28 per cent student transiency rate, is managed well through the expertise of the MCS and Principal. Student characteristics funding is used to provide interventions and enrichment for students at educational risk.
Improvements	<p>The review team support the following actions</p> <ul style="list-style-type: none"> • Continue to work collaboratively with the School Board, leadership team and the Department of Education to address the sustainability issues associated with rapid expansion at the school. • Continue the work with The University of Notre Dame and other universities, along with local agencies, to identify potential staff that will enhance the current workforce such as male teachers and AIEOs¹².

Teaching quality

Teachers at Baynton West Primary School are enthusiastic and committed to continually improving their skills. They value the support and leadership opportunities.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Collaborative opportunities for teachers occur through structured cluster meetings during the day in additional DOTT¹³ time. Consistency is created across all year levels through the use of cluster goals. • Staff embrace the school's high expectations of student performance and appreciate the support given by the leadership team. • All teachers participate in a rigorous performance development which includes classroom observations, feedback and coaching that ensures consistency of agreed practices across the school. • An evidence-based whole-school approach and an explicit teaching lesson structure have been implemented across the school with anecdotal feedback citing acceleration in student progress.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue implementation of the EDI¹⁴ teaching program. • Continue the case management approach to set improvement targets for SAER¹⁵ and to lift the bar for mid-to-high range achieving students.

Student achievement and progress

The school considers a suite of student achievement evidence which is collaboratively analysed to ensure the best decisions are made in planning for improved results.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has recently invested in the Data Hub and CNAP¹⁶ to allow deep analysis of student data and the creation of individual plans to support the case management process. • Year 3 to Year 5 NAPLAN¹⁷ data shows a trend of value-adding by the school on student progress. • PAT¹⁸ in mathematics, English, spelling, and grammar and punctuation have been implemented in Year 3 to Year 6. This has been valuable to teachers for evaluation and planning purposes. • School analysis has identified an anomaly in 2016 NAPLAN data. Targeted interventions have been undertaken to reverse the downward trend.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Audit the school's data collection schedule to ensure that only the most relevant data is collected. • Implement PAT in Year 1 and Year 2. • Continue to focus on the learning needs of Kindergarten to Year 2 students utilising the OEAP¹⁹ and AEDC²⁰ data to increase the value adding from Pre-Primary to Year 3.

Reviewers

Laura O'Hara
Director, Public School Review

Dorothy McKee
Principal, Boulder Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

1. Science, technology, engineering and mathematics
2. A web application to create an online bulletin board
3. Gumala Aboriginal Corporation
4. Move Your Body
5. Manager Corporate Services
6. Tell Them From Me
7. National School Opinion Survey
8. Organisational Health Index
9. Positive Behaviour Support
10. Literacy intervention program
11. Reading intervention program
12. Aboriginal and Islander education officer
13. Duties other than teaching
14. Explicit Direct Instruction
15. Students at educational risk
16. Customised NAPLAN Analysis Platform
17. National Assessment Program – Literacy and Numeracy
18. Progressive Achievement Tests
19. On-Entry Assessment Program
20. Australian Early Development Census