



Department of
Education

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Public education
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Fremantle Primary School

Public School Review

March 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

Fremantle Primary School is located in the centre of Fremantle, approximately 20 kilometres south of the Perth central business district within the South Metropolitan Education Region.

The school was built in 1904 and was originally located on a site in South Terrace, now occupied by Fremantle Hospital. The current buildings were constructed in 1962 as South Terrace Primary School, before becoming Fremantle Primary School in 2001. The school was selected to become an Independent Public School in 2015.

With an Index of Community and Socio-Educational Advantage rating of 1129, the school caters for a diverse population of students from 17 nationalities. The school currently enrolls 305 students from Kindergarten to Year 6.

Parent participation through the Parents and Citizens' Association (P&C) and the School Board is actively encouraged.

School self-assessment validation

The Principal submitted a comprehensive statement for each school performance area.

The following aspects are confirmed:

- The individual statements provided the reviewers with a broad overview of areas of performance.
- Each statement was complemented by a selection of evidence sources.
- A wide range of people including staff, parents, community members and students actively engaged in the school validation visit.
- During the validation process the Principal clarified the school's future intentions for using the ESAT¹ to further develop a school-wide self-assessment culture.
- Analysis was enhanced significantly during the validation visit.

The following recommendations are made:

- Establish a detailed self-assessment schedule aligned to the ESAT to enhance the evidence provided.
- Extend whole-school involvement and understanding in the development of clear links between areas identified for improvement and the school's plans (operational and strategic) for raising the standard of student achievement.
- Continue to build staff capacity to analyse data, as part of developing a consistent culture of evidence-based planning.

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Relationships and partnerships	
<p>Founded on a commitment to serving the needs of students, strong and positive relationships have been fostered with the local community. Parents are particularly proactive in supporting the school, contributing to a culture of mutual trust and respect.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A highly functional School Board is actively engaged in consultation regarding school direction. Members are strong advocates for the school and perform their governance role effectively. • A long-standing symbiotic partnership with Notre Dame University supports staff engagement in STEM³ through the Mobile Learning Program. • Leadership development and collegial disciplined dialogue is fostered through the South Cockburn Network. • The P&C² are proactive in fundraising and organising school-based events. • Under the direction of the Chair, the Board works closely with the Principal in demonstrating its commitment to the school. • Staff demonstrate genuine interest, care and consideration for students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to develop the use of CONNECT across the school community. • Continue to work closely with the Board to ensure channels of communication between the Board and the staff are maintained.

Learning environment	
<p>A caring learning environment has been embedded through a focus on social and emotional wellbeing. The school embraces diversity and is genuinely committed to catering to the needs of all students. The tone of the school reflects the safe and orderly environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A culture of inclusivity is evident. The Auslan⁴ program is embedded and has made a positive impact across the school. • Behaviour expectations are reinforced through assemblies and explicit teaching practices. • Classroom environments are engaging and motivating spaces for students. The outdoor environment is well-maintained and inviting.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a BMIS⁵ policy that authentically reflects the school values of 'Care, Diversity and Excellence'. • Continue to support a whole-school understanding and approach to social and emotional wellbeing through the 'Be You' framework. • Strengthen the existing case management approach for SAER⁶. • The LSC⁷ to continue to monitor adjustments for identified SAER ensuring appropriate SEN⁸ planning is used to inform individual education plans.

Leadership

In a short time, the Principal has built trust and established mutually respectful relationships through modelling personal traits of authenticity, diligence and humility. Attention will now be given to developing a strategic approach to school improvement that is cohesive and well-defined.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A distributed leadership model creates meaningful opportunities to build leadership capacities among staff. • The Network curriculum leadership initiative is supporting future planning. • Leaders show a commitment to the improvement journey. • Opportunities for student leadership are evident.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • In collaboration with staff, develop a clear alignment between strategic, operational and classroom planning. • Continue to improve teacher practice through adopting an agreed language of what constitutes high quality teaching. • Continue to work on embedding the ACSF⁹ across the school. • Build on existing literacy and numeracy plans to reflect the new strategic plan through explicit improvement targets, assessment and planning for student achievement. • Lead a review of achievement and progress data to inform the review of existing strategic and operational plans.

Use of resources

Resources are deployed in a targeted manner. The MCS¹⁰ is a valued member of the leadership team overseeing the effective day-to-day management of resources.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Educational Assistants are valued and respected. They are provided opportunities to give and seek feedback and through the 'MultiLit' program, deliver targeted intervention for students who require support. • Student characteristic funding is deployed to support teaching and learning adjustments and is focused on improved student outcomes. • There is a current and effective workforce plan in place. The school is focused on continuing to build a varied and diverse workforce. • Board members understand and actively engage in the school's financial planning processes.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure alignment of resource deployment and budget management to the new strategic plan through a well-documented financial plan. • Review processes to measure the effectiveness of the wide range of whole-school programs for improving outcomes for students.

Teaching quality

A period of reflection and renewal defines the school's improvement journey. Teachers are well supported to continually improve their skills and are committed to their craft.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Opportunities for collaboration and for teachers to support each other are evident. • Performance management processes are well-established with links to the AITSL¹¹ Standards. Future development includes a focus on performance development, links to the new strategic plan and provision of feedback.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Embed phase of learning meetings to ensure collaborative planning, data analysis and information sharing regarding whole-school programs. Teachers will have more 'ownership' of operational plans. • Enable teachers to moderate their assessment of student achievement maintaining standards relative to similar schools through Network opportunities. • Plans to extend the 'walk through' initiative to 'peer observation' will enhance the emerging culture of self-reflection. • Enhance the focus on improving whole-school moderation practices through 'T4W'¹² and Brightpath. • Continue implementation of 'PR1ME'¹³, with consideration to supporting staff to feel confident and able to deliver mathematics.

Student achievement and progress

By analysing student performance data, the school is aware of its areas of strength and weakness. Leaders acknowledge the need to address negative performance trends and ensure that decisions relating to program selection and implementation are evidence based.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff appreciate the value of evidence based decision making. Their capacity to analyse and interpret a range of data is developing. • The screening of early childhood students provides staff with a baseline of early literacy skills and informs targeted planning. • The school provides students with a balanced curriculum delivering specialist science, languages (Italian and Auslan), art, physical education and music (SIM¹⁴ and choir).
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to develop the centralised system for data storage to monitor longitudinal individual and whole-school data. • Year 3 NAPLAN¹⁵ data indicate a concerning trend of comparative performance below expected standards across a number of areas. The review team validates the school's determination to arrest this trend through the introduction of 'Letters and Sounds' and a whole-school approach to literacy and numeracy. • Develop a whole-school analysis of systemic data.

Reviewers

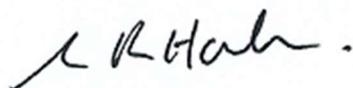
Joanne Harris
Director, Public School Review

Paul Biemmi
Principal, Dryandra 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.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Electronic School Assessment Tool
- 2 Parents and Citizens' Association
- 3 Science, technology, engineering and mathematics
- 4 Australian Sign Language
- 5 Behaviour Management in Schools
- 6 Students at educational risk
- 7 Learning Support Coordinator
- 8 Special educational need
- 9 Aboriginal Cultural Standards Framework
- 10 Manager Corporate Services
- 11 Australian Institute for Teaching and School Leadership
- 12 Talk for Writing (writing program, Pre-primary –Year 3)
- 13 PR1ME (mathematics program)
- 14 School of Instrumental Music
- 15 National Assessment Program - Literacy and Numeracy