



Department of
Education

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Public education
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Wickham 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

Wickham Primary School is located in the Pilbara region, 1,572 km north of Perth. With an Index of Community and Socio-Educational Advantage rating of 929 (decile 8), the school currently enrolls 306 students from Kindergarten to Year 6. Students are from diverse backgrounds, primarily with families working within the local mining and fishing industries, and government agencies.

Approximately one quarter of the student population is Aboriginal. The school has a strong link to the cultural history of the Ngarluma people and a range of strategies have been used to embrace local Indigenous cultures. Renowned for its participation and leadership in Robotics, Wickham Primary School was the first school to hold the Robocup event in the Pilbara.

The school collaborates with its Parents and Citizens' Association and School Council to improve facilities at the school, including the recent additions of the Wickham Primary School Nature Play area and the Wickham Community Orchard.

School self-assessment validation

The Principal submitted a range of informative school data to support its self-assessment.

The following aspects are confirmed:

- Whole-staff collaboration and engagement in the analysis of data to inform the school's self-assessment.
- Staff and community engaged enthusiastically in the review process.
- Multiple sources of credible evidence were selected for analysis.
- The school demonstrates strong knowledge and alignment between the evidence presented, the contextual factors impacting on the conditions for student success and areas identified for improvement.
- A culture of reflection and continuous improvement was evident.

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Relationships and partnerships	
<p>In the wake of challenging times for the school community, the school has developed quality, productive relationships with parents and the greater community, which contribute to student success.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • External stakeholders have supported school directions for improvement in Aboriginal education. • Harmonious, caring relationships between staff, students and parents have led to high levels of trust and community engagement. • Systems of communication are highly effective. • Re-visioning and re-culturing has led to the school moving forward and elevating its public image. • The School Council has an active voice in the school improvement process and has embraced the new vision. • Parents report that they feel welcome and that school events have high levels of parent attendance.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • There is clear commitment to participating in the Independent Public School Board training process.

Learning environment	
<p>Wickham Primary School is a high-care environment in which the students and their needs are always considered first. Students want to come to school every day.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A concerted effort has been made to ensure that the physical environment is appealing and engaging for students. • There is an embedded whole-school approach to behaviour management that follows the Department's Positive Behaviour in Schools program. • Staff display a high level of professionalism and commitment to the school. • Strategies are in place to encourage higher levels of regular attendance. • Detailed student feedback was sought in the National School Opinion Survey and concerns were acted upon. • Implementation of the <i>Aboriginal Cultural Standards Framework</i> is in an advanced stage and permeates the whole school environment.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • The school will continue to focus on raising levels of attendance as a priority.

Leadership

The leadership team has clarity and unity in their vision for school improvement. Leaders engage all stakeholders and have established a positive school culture.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Staff and parents credit the work of the past and present Principals with bringing the school community together. • A distributed leadership model is in place and sustainability of leadership has been considered. • There has been effective management of the environment with identified needs being addressed in a timely manner. • The leadership team are viewed as genuine and empathetic. • A performance management process has been established and implemented. • The leaders demonstrate support to build staff capacity and ensure consistency in whole-school strategies. • Staff and community members comment that there has been a positive shift forward with the school embracing the <i>Aboriginal Cultural Standards Framework</i>. The united team work of the deputy principal and the Aboriginal and Islander education officer are recognised.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Implementation of a performance management process will continue.

Use of resources

The school endeavours to use funding to improve the teaching and learning environment with a clear focus on student outcomes.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Whole-school programs have been selected based on evidence and the needs of students. • The new manager corporate services has embraced the role and is undertaking training. • There is a current, effective workforce plan in place. • Student characteristics funding is targeted towards the areas for which it was intended. • Recent use of funding has resulted in improvements in classrooms, grounds and contemporary resources.
Improvements	<p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • The school needs to establish a long-term focus for financial planning and allocate funding to reserve accounts.

Teaching quality

Teachers demonstrate a dedication and passion for improved student outcomes. There is a school culture of collaboration and cooperation.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teachers express the desire to commit to the school for the long-term. • The school improvement agenda for literacy and numeracy is clear and student focussed across the curriculum. • A highly structured curriculum in early childhood enables detailed student performance analysis to assist with planning. • Emphasis has been placed on curriculum differentiation to ensure that all students are engaged and receive an appropriate learning program. • Phase of learning collaboration time is provided twice each term for teaching staff to share practices and engage in moderation. • ICT¹ and digital technologies are becoming a feature following school partnership with Sci-Tech and the successful Karratha Robocup.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continued use of and self-reflection against the AITSL² Australian Professional Standards for Teachers. • Increase opportunities for teachers to collaboratively use the Western Australian Curriculum exemplars to make consistent grading judgements. • Continue to provide targeted professional learning for staff aligned to priority areas and new innovative programs.

Student achievement and progress

There is a school-wide commitment to improving student achievement and progress. There are high expectations of student performance. Comprehensive analysis of NAPLAN³ data is undertaken by all staff.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • School-wide engagement in robust conversations and collaboration in analysing a range of data informs planning and programs. • A significant improvement in student achievement is evident in the 2018 NAPLAN data. • The school has developed effective data collection processes to ensure continuity of learning takes place.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue whole-school approaches for implementation of literacy and numeracy programs. • Continue to develop staff capacity to analyse a range of data to enhance decision making and self-evaluation. • Maintain the focus on early childhood literacy and numeracy (Kindergarten to Year 2 specifically).

Reviewers

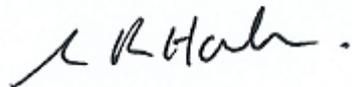
LAURA O'HARA
Director, Public School Review

GARY BROWN
Principal, Settlers Green 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

References

- 1 Information and communication technology
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy