



Department of
Education

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Public education
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Poynter Primary School

Public School Review

November 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 focused 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

Poynter Primary School is located in the northern suburb of Duncraig, approximately 15 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school was established in 1980 and gained Independent Public School status in 2015. Facilities are well maintained and the attractive grounds feature extensive sporting fields, shaded play areas and adventure playgrounds.

Currently there are 529 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1121 (decile 1).

A functional and committed School Board supports the strategic direction of the school through sound application of their governance roles and responsibilities.

Poynter Primary school is supported by a dedicated and active Parents and Citizens' Association (P&C) who organise and facilitate a number of school events that include a highly regarded local Farmers' Market.

School self-assessment validation

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

The following aspects are confirmed:

- The Electronic School Assessment Tool submission and information provided during the validation visit delivered an in-depth account of the school context.
- A reflective culture is evident with school assessment underpinned by high levels of staff engagement and specific and consistent reference to the National School Improvement Tool.
- A broad scope of performance evidence was selected for the self-assessment submission and the validation visit, with planned actions aligned to judgements made, in support of summary statements.
- The school's self-assessment was enhanced by discussions held with members of staff and the school community during the validation visit.

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Relationships and partnerships	
Viewed as engaging, supportive and welcoming, the school effectively supports and empowers positive parent engagement and brings together family and community resources to enrich student learning and wellbeing.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Family-School Partnerships Framework underpins the school's strong focus on promoting and building authentic relationships. A comprehensive range of partnerships exists between school staff, the community and families to maximise opportunities and outcomes for students. • The annual community ANZAC dawn service and fortnightly Farmers' Market are highly regarded and well attended. • The School Board is informed, committed and engaged in genuine governance processes. In line with the school's strategic plans and targets, Board members are presented with a range of data. • Beyond financial support, the P&C actively promotes the school and facilitates a range of school events and opportunities for families and staff. • Staff quality is viewed as a feature of the school by the community. Staff and families work collaboratively in the best interests of children and support the provision of a range of opportunities that include music programs, productions, sports programs and special event days.

Learning environment	
The school provides an engaging, respectful and inclusive learning environment designed to cater for and support all students. A comprehensive approach that meets the wellbeing and academic needs of the students reflects the school's focus on developing the whole-child.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Differentiated approaches to curriculum delivery drive academic extension programs. Diverse opportunities exist through programs including Higher order thinking skills (HOTS), PEAC¹, an instrumental music program, the arts and interschool sports. • In addition to the implementation of the You Can Do It social and emotional learning program, the school chaplain provides valued and targeted support. Students are taught learning tools explicitly to boost success, improve relationships, reduce stress and promote optimal wellbeing. • Evidenced through a range of programs and practices, students at educational risk are identified, supported explicitly and monitored effectively. A feature of the school is the HOTS academic extension program, which aims to extend learning through real-life challenges. • Student perspectives are sought through an annual wellbeing and engagement survey data collection. Feedback from the survey informs planning and a wellbeing day supports the school's whole-child focus.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Maintain high standards by engaging in continuous review of current practices and procedures that address student wellbeing.

Leadership

Strong, consistent and shared leadership is evident. The principal is strategic, innovative and leads under a mantra of evidenced-based decision making in the best interests of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Capitalising on strengths and interests, students are provided with opportunities to lead across key areas of the school. Students proudly provide leadership and offer their valued perspectives to the administration team. • The leadership team is united, committed and reflective. Change and decision making are managed strategically to maximise engagement and learning for students, in line with the school's strategic directions. • Performance management and development processes are comprehensive. They embed accountability to whole-school programs and priorities, and are valued by staff. • High levels of instructional leadership are reflected in whole-school approaches to planning, teacher engagement and assessment practices. • A suite of whole-school strategic and operational planning documents drive consistency and sustainability of school approaches and directions. • Leadership is distributed and aspirants are identified, developed and supported to increase their skillset and knowledge.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to explore opportunities to enhance student leadership.

Use of resources

There is strategic deployment of physical, human and financial resources. The manager corporate services works in partnership with the principal to ensure decision making processes are transparent, evidenced-based and monitored effectively.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Financial processes are sound, documented and understood by staff. The Finance Committee meet regularly and provide oversight and careful management of the school financial resources. • Documented processes to access support and additional resources reflect an alignment to evidence-based decision making and school priorities. • Committed to the allocation of resourcing for targeted programs and initiatives, the P&C contributes extensively to resources that benefit students. • A focus on technologies is supported through the provision of appropriate resourcing, professional learning and support. Sustained access to resources is documented in a replacement schedule. • Student characteristic funding is used explicitly to implement teaching and learning adjustments and intervention programs that support improved student progress and outcomes.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue with evidence-based decision making processes when requesting funding sources from the P&C and reviewing effectiveness of programs.

Teaching quality

An expert teaching team teach for impact through explicit feedback mechanisms and reflective practices. There is a collective responsibility for the success, progress and achievement of all students, through delivery of a consistent curriculum and connected assessment practices.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leadership team recognise individual teachers for their diverse strengths and acknowledge their willingness to engage in initiatives as a strength of the school. • Staff are supported to make consistent judgements through moderation processes using common assessment tasks, the School Curriculum and Standards Authority's Judging Standards and Brightpath. • The AITSL² Australian Professional Standards for Teachers performance and development framework drives a comprehensive approach to performance management and development. • Reflecting on feedback, the Professional Learning Committee plans for the development needs of staff, in line with the school's strategic planning. • A teacher efficacy scale reflects high levels of collective teacher beliefs about their impact on student learning and behaviours.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to support collaboration between year levels through the provision of Duties other than Teaching time. • Explore opportunities to undertake moderation of writing, mathematics and science with the local network of schools.

Student achievement and progress

Data literate staff are supported by sophisticated and embedded school-wide collection and analysis of systemic and school-based data. Reflections inform planning for ongoing learning progress for individuals, cohorts and targeted groups of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A teaching, assessment and reporting plan articulates the school's commitment to providing high quality teaching and learning programs. Assessment principles, practices and school expectations are clear. • Data are used extensively by staff to set learning goals with students and to identify students for targeted intervention or academic extension programs. • A data club, led by key staff members, regularly reviews the school's academic and non-academic data within focus areas of early childhood education, online programs, student services, NAPLAN³ and Brightpath. • Year 3 NAPLAN achievement data exceed levels attained by like schools in all areas. Year 5 stable cohort NAPLAN data, for 2017-2019, indicate high progress and high achievement in all areas in comparison to other Western Australian public schools.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Further engage and upskill staff in the use of the NAPLAN Online SAIS⁴ dashboard to support the analysis of grade alignments.

Reviewers

Rebecca Bope
Director, Public School Review

Aaron Thomas
Principal, Margaret River 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
Deputy Director General, Schools

References

- 1 Primary Extension and Challenge
- 2 Australian Institute for Teaching and School Leadership
- 3 National Assessment Program – Literacy and Numeracy
- 4 Student Achievement Information System