



Department of  
Education

**Shaping the future**

# Poynter 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Poynter Primary School is located in the 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.

Currently there are 457 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1128 (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.

The first Public School Review of Poynter Primary School was conducted in Term 4 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 and rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context and included a range of evidence, detailed analysis and planned actions. This included evidence of a positive and strategic response to the 2019 Public School Review and acknowledgement of the role played by the former Principal.
- The Principal, together with the leadership team, established structures that ensured all staff had the prerequisite knowledge and opportunity to have input into the process of reviewing school improvement against the domains of the Standard.
- Staff, School Board members and P&C representatives engaged in the process, contributing ideas, their judgements and the collation and analysis of data.
- A feature of the ESAT submission was the annotated explanations for the evidence submitted in each of the domains.
- A range of staff, students and parents, engaged enthusiastically during the validation visit, contributing to the discussion and elaborating on evidence provided, adding significant value to the ESAT submission.

The following recommendation is made:

- Maintain the school's current approach to school self-assessment.

## Public School Review

### Relationships and partnerships

The overall tone and feel of the school is underpinned by strong, positive relationships evident at all levels among staff, students and families. High levels of trust exist. Opinions and beliefs are valued and respected within a culture that promotes open discussion and debate on educational matters.

### Commendations

The review team validate the following:

- The School Board provides strong governance, has clarity in its role, is proactive in the community and supports the school's strategic vision, as articulated in the business plan. They are complemented by the P&C, a group comprised of highly motivated parents, who are committed to support the school.
- The school values and respects student and parent voice, utilising National School Opinion Survey data to identify common themes to be addressed. There was evidence of comprehensive analysis of data, categorised by respondent type (family, student, teacher) and plans to respond to identified areas of need.
- High priority is given to building and maintaining positive relationships between staff, students, families and the community resulting in strong support and value for the school from local businesses.
- The annual ANZAC<sup>1</sup> ceremony represents an important tradition within the school community. The event is supported by local businesses and the North Beach Returned Services League, and provides an opportunity for former students, and families to reconnect with the school.

### Recommendation

The review team support the following:

- Maintain the strong focus on collaboration and communication with the staff, families and the wider community.

### Learning environment

The school has developed a safe, inclusive and supportive learning environment and is committed to a strong pastoral care focus, which extends to and includes all families and the community.

### Commendations

The review team validate the following:

- The school fosters an inclusive environment that meets the wellbeing and academic potential of 'every student, every classroom, every day'. Staff demonstrate empathy and care and are very proud of the engaging and respectful school culture that caters for the diverse student population.
- Students who require additional support are systematically identified using a wide range of assessments and evidence collected from school and specialist assessments. Reports are provided from external agencies and drive targeted intervention.
- Staff engage with several external agencies and specialists to comprehensively support students through a wrap-around approach. Pastoral care and wellbeing are embedded via the implementation of You Can Do It! Education, with support from the chaplain and school psychologist.
- A comprehensive handover is undertaken annually between teachers within the school and with Year 6 teachers and staff at Carine Senior High School as part of their transition program. This ensures the needs of students are the forefront of planning.
- The Student Leadership Honour Code outlines the leadership opportunities given to all Year 6 students and the role the school plays in supporting students to harness their leadership potential. Students take pride in their leadership roles and the association with the Telethon Student Ambassadors Program.

### Recommendation

The review team support the following:

- Maintain the Reconciliation Action Plan project working group to support students, families and the ongoing implementation of culturally responsive practices.

## Leadership

There is a culture of strong leadership that monitors and develops the capacity of staff. School planning, induction processes for new staff, provision of feedback and performance development prioritises quality collaboration and a focus on what is best for students.

### Commendations

The review team validate the following:

- The roles of school leaders are clearly defined and understood by staff with change being managed in a coherent manner, strengthening approaches to strategic and operational planning.
- Collaborative Professional Learning Committees are characterised by an emphasis on connected practice aligned with operational plans including relevant targets, Teaching for Impact and 'The Poynter Way'.
- Aspirant leaders are given the opportunity to deliver professional learning and lead teacher development with the school and the Carine network of schools.
- Focus team leaders prioritise staff involvement in planning for and leading professional learning in their area of teaching expertise.

### Recommendation

The review team support the following:

- Embed connected practice across the school including Kindergarten and Pre-primary classes to engage in whole-school programs.

## Use of resources

Human, financial and physical resources are used in a highly efficient and effective manner. Similarly, the school manages time for meetings, collaboration and staff development to ensure the focus remains on student need.

### Commendations

The review team validate the following:

- The Principal and manager corporate services are aware of their responsibilities in complying with the expectations of the Funding Agreement for Schools. Communication with the School Board and Finance Committee, to ensure their obligations are met, is highly effective.
- Student characteristics funding is used explicitly to implement teaching and learning adjustments, intervention and programs, such as Higher Order Thinking Skills, that support improved student progress.
- Systematic and ongoing data analysis is used to identify student needs, allocate resources and monitor impact. Targeted resourcing enables equitable access to learning for all students.
- Finance Committee members, with P&C representation, oversee budgeting and planning processes. Members have a genuine voice in the deployment of resources.
- The approach to workforce planning, with priority given to future workforce requirements, is proactive and forward thinking.
- Reserve account replacement planning processes provide flexibility to adjust to the school's changing needs. Information and communications technology and computing equipment are current and reserve accounts are adequately funded to replace items as required.

### Recommendation

The review team support the following:

- Maintain engagement with the P&C in planning to allocate resources toward the physical improvements to school grounds.

## Teaching quality

High quality teaching practices, within welcoming and inclusive classroom environments, have been sustained across all phases of schooling.

### Commendations

The review team validate the following:

- Professional Learning Committees emphasise collaboration, peer mentoring and sharing of best teaching and assessment practices.
- There is strong support for collaboration between year levels at the school. Opportunities for moderation in writing, mathematics and science with local network schools is strong, contributing to highly effective processes that support planning at the whole-school, class and individual student level.
- There is consistency in the implementation of operational plans across all learning areas. These plans include Teaching For Impact, High Impact Teaching Strategies and form part the 'Poynter Way'.
- Differentiation is well understood and teachers are committed to supporting students to engage in programs aligned with their individual learning journey, such as Higher Order Thinking Skills, music, physical education and visual arts.

### Recommendations

The review team support the following:

- Commit to strengthening Professional Learning Committees, emphasising collaboration and peer mentoring.
- Ensure Individual Education Plans continue to maximise student's access to the curriculum with goals established at case conferences aligning with Reporting to Parents' procedures.

## Student achievement and progress

A strong commitment to making effective judgements about academic and non-academic performance ensures that teachers have the best information available to inform their teaching. Teachers and school leaders are confident in their assessment literacy.

### Commendations

The review team validate the following:

- The school uses a broad range of system and school-based data to monitor student achievement and progress.
- Data is used effectively to identify students for targeted literacy intervention in the early years, individual and group plans, academic extension, including the school's Higher Order Thinking Skills program.
- Individual student data is recorded through a tracking document and included as part of the handover process within the school and with Carine Senior High School at the end of each year. This ensures there is an awareness of the planning required for individuals or groups of students.
- Student performance targets are ambitious and specific across the K-6 spectrum of learning in academic and non-academic areas.
- Staff engage in reflective practice as part of their moderation processes. There is a significant commitment to staff collaboration moderating grade allocations against the Judging Standards.
- Over a number of years, Year 3 and Year 5 reading, numeracy, grammar and punctuation means have been above or similar to the like school mean in NAPLAN<sup>2</sup> assessment.

### Recommendation

The review team support the following:

- Maintain approaches to whole-school data analysis within the Professional Learning Committees and provide feedback to the executive team to shape future professional learning.

## Reviewers

Ken Perris  
**Director, Public School Review**

Sharon Marchenko  
**Principal, Bull Creek 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.

Your next school review is to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Australian and New Zealand Army Corps
- 2 National Assessment Program – Literacy and Numeracy