



Department of  
Education

D18/0514420

Public education  
**A world of opportunities**

# Brentwood Primary School

## Public School Review

November 2018



## PUBLIC SCHOOL REVIEW

### Purpose

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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

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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

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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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Opening in 1956, Brentwood Primary School is located 12 kilometres south of the Perth central business district. Facilities include a new administration building, early childhood classrooms and purpose-built rooms for art, science and music. The picturesque school grounds include extensive grassed areas, netball and basketball courts, and a new nature playground.

With an Index of Community and Socio-Educational Advantage rating of 1098, the school currently enrolls 345 students from Kindergarten to Year 6. The school has a diverse, multicultural student population, with approximately 20 per cent of students born overseas with a language background other than English.

Brentwood Primary School is actively supported by a dedicated School Council and a highly engaged Parents and Citizens' Association (P&C).

## School self-assessment validation

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The Principal submitted an informative school self-assessment.

The following aspects are confirmed:

- The school's self-assessment was prepared collaboratively with staff.
- The leaders' positive attitude to the school review process indicated a genuine interest in school improvement.
- The scheduled meetings included a range of staff, parents and students, which aided the review team in forming a complete picture of school performance.
- Staff engaged positively with the review team during the validation process.

The following recommendations are made:

- The school needs to develop longer term strategic plans in addition to the existing operational plans.
- Conduct in-depth data analysis of both student performance and wellbeing to guide the identification of whole-school priorities.

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Relationships and partnerships	
<p>Healthy interpersonal relationships have led to a high level of staff morale. Staff and the community are committed to ensuring children are nurtured and that decisions are made in their best interest.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Effective systems of communication exist through the school website and newsletters.</li> <li>• The P&amp;C is active in providing additional support for projects and programs at the school.</li> <li>• Relationships between the staff, students, parents and community are respectful and productive.</li> <li>• Through the valuable partnerships established with Fremantle Speech Pathology Services and Curtin University, Kindergarten and Pre-primary students are screened to target the provision of in-school oral language intervention.</li> <li>• A parent-run playgroup welcomes families new to the area and assists with children's transition to school.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Continue to conduct biennial National School Opinion Surveys with students, parents and staff and use the data to evaluate performance and inform planning.</li> </ul>

Learning environment	
<p>Students commented that the school is a happy and welcoming place where they are made to feel cared for and special. Particular mention was made of the warm, friendly office staff.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• EAL/D<sup>1</sup> and SAER<sup>2</sup> students are well-supported by a learning support coordinator and education assistants.</li> <li>• There is a positive focus on student behaviour using restorative practice strategies.</li> <li>• The physical environment at the school, which includes a new nature play area, is stimulating and well-utilised both during and outside of school hours.</li> <li>• An embedded Virtues program contributes to a caring school environment.</li> <li>• There is a high level of student engagement and an active student voice, which is used to inform school planning.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Implement KidsMatter and Friendly Schools Plus programs to focus on student wellbeing.</li> <li>• Move towards electronic storage of all student services documentation.</li> </ul>

## Leadership

The leadership team is unified and supportive of one another. The Principal leads by example with a focus on meeting the needs of every child. Teachers and support staff share this focus.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Leaders exhibit a clear commitment to teacher and aspirant leader development.</li> <li>• A distributed leadership model exists, which includes a learning support coordinator and curriculum leaders.</li> <li>• High levels of trust in the leadership have led to quality relationships across the school community.</li> <li>• Three hours of staff meeting time per term are dedicated to professional learning.</li> <li>• Leaders provide clear expectations of teacher practice.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Provide additional opportunities for staff to make improvements to the teacher grade moderation process.</li> </ul> <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Develop long-term, school-wide strategic directions.</li> <li>• Strengthen performance management processes to include a focus on performance accountability.</li> </ul>

## Use of resources

Competent financial management of school funds has led to the wide variety of resources available in both the outside and classroom environments. Contemporary technological resources include 3D printers, telescopes and LEGO robotics

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Staff, students and parents confirm that this is a well-resourced school.</li> <li>• The Finance Committee meets regularly to monitor resource deployment.</li> <li>• Student characteristic funding is used effectively to meet school needs.</li> <li>• Workforce planning for support staff is administered well by the manager corporate services in conjunction with the Principal.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Continue to emphasise the integration of technologies across the curriculum.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• Ensure the Finance Committee's decision making is linked to school priorities.</li> </ul>

## Teaching quality

Parents and students complimented the school for the variety of academic extension programs in English, mathematics and science that it has provided in recent years. Teachers' dedication to providing activities outside of school hours is appreciated by students and parents.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Teachers are familiar with the AITSL<sup>3</sup> Standards through the existing performance management process.</li> <li>• Processes are in place to encourage teachers to reflect on their practice.</li> <li>• A range of data is collected annually and used to inform teacher planning and handover between teachers.</li> <li>• Staff use On-entry Assessment Program data to measure progress and identify students who require intervention.</li> <li>• A supportive peer coaching model is in place.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Refine the in-class teacher observation process.</li> <li>• Target specific areas for teachers to focus on during peer coaching.</li> </ul> <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Provide formalised and targeted feedback to teachers focussing on improvement of their teaching practice.</li> <li>• Investigate ways to measure teachers' effectiveness and their impact on student achievement.</li> </ul>

## Student achievement and progress

NAPLAN<sup>4</sup> data indicates that the school is performing at a high level. This should be celebrated and analysed to determine which successful teaching methods and programs are contributing to high student achievement so that this success can be replicated.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Year 3 NAPLAN results indicate that in 25 of 30 tests since 2013, student achievement has been at or above expected levels.</li> <li>• Year 5 NAPLAN results indicate that in 29 of 30 tests since 2013, student achievement has been at or above expected levels.</li> <li>• Student achievement targets are set and reviewed annually.</li> <li>• Data analysis is completed by the deputy principal, learning support coordinators and some curriculum leaders, and then shared with staff.</li> </ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Develop lines of inquiry for deeper interrogation of system and school data.</li> <li>• Review longitudinal performance data for cohorts and individual students.</li> <li>• Develop a systematic whole-school data collection and review process.</li> </ul>

## Reviewers

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LAURA O'HARA  
Director, Public School Review

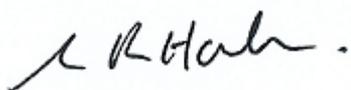
LOU ZEID  
Principal, Carramar Primary School  
Peer Reviewer

## Endorsement

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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

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## References

- 1 English as an additional language/dialect
- 2 Students at educational risk
- 3 Australian Institute for Teaching and School Leadership
- 4 National Assessment Program – Literacy and Numeracy