



Department of
Education

Shaping the future

Brentwood 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Brentwood Primary School opened in 1956, it is approximately 12 kilometres south of the Perth central business district in the South Metropolitan Education Region.

It has an Index of Community Socio-Educational Advantage of 1109 (decile 1).

Brentwood Primary School currently enrolls 338 students from Kindergarten to Year 6.

Support for the school is demonstrated through the work of the School Council and Parent and Citizens' Association (P&C).

The first Public School Review of Brentwood Primary School was conducted in Term 4, 2018. 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 2018 Public School Review report provided direction for the school self-assessment and improvement.
- A culture of reflective school self-assessment, as the foundation for effective planning and continuous improvement was evident at the strategic and operational levels.
- A range of inter-related and quality evidence was selected for the Electronic School Assessment Tool (ESAT) submission, with an alignment between performance evidence, and planned actions.
- A representation of enthusiastic staff, students and community members engaged in discussions with the review team, contributing authentic reflections to support the evidence provided in the school's ESAT submission.
- The school leadership reported that the review process was beneficial in highlighting areas of school performance to be celebrated and areas for ongoing development.

The following recommendations are made:

- In future ESAT submissions, consider distilling evidence to that which has the strongest impact on student learning and demonstrates that the Standard has been met.
- Engage all staff in developing a clear understanding of the Standard for future review processes. Maximise opportunities for staff involvement in reviewing and selecting evidence for submission, and participation in the validation visit meetings.

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Relationships and partnerships

Revelling in the description as 'WA's best kept secret', authentic and productive relationships between staff, students and families support school success and provide a benefit to all stakeholders.

Commendations

The review team validate the following:

- The School Council has a sound understanding of its governance role and responsibilities to help guide school decision making and policy. The P&C work productively with the School Council, sharing a collective responsibility to support the strategic goals of the school.
- Communication is clear and transparent, utilising a range of strategies to maximise connection with families. The Communication Policy informs staff and parents how and when they will correspond with one another.
- Partnerships have been established with a variety of agencies and organisations that support the learning program for students. These include the Fremantle Language Development Centre, Playgroup WA, the City of Melville, and the Applecross network of schools.
- Professional and respectful relationships between staff are enabled through collaboration practices, structures and the provision of supports.
- Underpinned by genuine respect, opportunities to engage authentically with Aboriginal families in the education of their children and embedding an understanding of Aboriginal culture and history, are embraced by the school and community.

Recommendation

The review team support the following:

- Explore ways to engage more parents in responding to the National School Opinion Survey to ensure broader representation of views and opinions about school performance are received. Analyse the feedback and share the findings with key stakeholders.

Learning environment

A safe, positive and supportive learning environment is embedded within the school with a focus on developing every students' physical, academic, social and emotional wellbeing.

Commendations

The review team validate the following:

- The invaluable work of the Aboriginal and Islander education officer in connecting with Aboriginal students and their extended family is improving attendance and creating a culturally safe and responsive environment to engage with the school.
- Processes are established to ensure that students at educational risk (SAER) are identified and supported in their learning. In consultation with parents, Special Educational Needs (SEN) plans outline goals and strategies to support students.
- Student voice is valued and informs school decisions. The classroom climate survey enables students to provide feedback to teachers about the teaching and learning program.
- A focus on staff wellbeing is evident. Opportunities to build teamwork, foster collegiality and acknowledge efforts are embraced.

Recommendations

The review team support the following:

- Supporting the Be You framework, review the social and emotional wellbeing programs and processes operating with intent to ensure a consistent whole-school approach.
- Further the intention to complete a Reconciliation Action Plan in partnership with students and the community.

Leadership

A strong relational approach, underpinned by respect, care and trust, characterises the leadership at Brentwood Primary School. Highly visible, the leadership team are considered approachable, collaborative, cohesive, supportive and responsive.

Commendations

The review team validate the following:

- Opportunities are provided, and staff are actively encouraged to take leadership roles beyond their classrooms. Aspirant leaders are supported, including participation in professional development such as the Western Australian Future Leaders Framework.
- Change is focused on student success and implemented in a strategic, timely and inclusive manner, providing staff with a voice in key decision making.
- The School Improvement Team and curriculum leaders drive a targeted and sustainable focus on school improvement. They support staff to engage in the development and review of learning area operational plans, based on student data and aligned to the strategic plan.
- Student leadership is valued and enhanced through leadership opportunities across the school.

Recommendations

The review team support the following:

- Engage staff in developing the 2024-26 Strategic Plan, providing clarity of vision, direction, strategies and goals. Ensure there is alignment of operational plans and resourcing.
- Enhance instructional support for teachers through the implementation of an agreed process for observation and feedback as a driver of quality teaching and the use of high impact teaching strategies.

Use of resources

A trusting and productive relationship between the Principal and manager of corporate services ensures planning, management and monitoring processes for the use of resources are aligned to school operations. The provision of facilities, resources and staffing to meet students' needs are clear priorities.

Commendations

The review team validate the following:

- Cost centre managers are provided with tools and skills in financial management practices through formal and informal training opportunities. A detailed and clear Staff Finance Handbook ensures accountability and sound financial management at all levels of the school.
- A strategic approach has been taken to the management of the school's ICT¹, with a comparative assessment made on purchasing versus leasing of equipment based on the curriculum needs of students.
- An effective software platform enables simple, effective tracking and monitoring of school assets and resources.
- Education assistants special needs are effectively engaged to support funded students and to provide additional intervention for unfunded students requiring additional support.
- An effective partnership between the school and the P&C adds value to the school's programs, designed to progress priorities.

Recommendation

The review team support the following:

- Continue to monitor the workforce plan, considering budgetary constraints and potential decline in enrolments. Work with staff to address the implications to class structures and staffing levels.

Teaching quality

High levels of teacher efficacy are reflected through a shared commitment of accountability, responsibility and care for every child's success. This is creating a collaborative and reflective teaching culture focused on delivering impactful pedagogy that makes a difference for students.

Commendations

The review team validate the following:

- Time is dedicated to interrogation of data where the deputy principal supports staff to understand, analyse and use data to inform planning, and to identify students requiring additional support.
- Staff are supported to implement whole-school programs including Talk for Writing, Seven Steps to Writing Success, Heggerty Phonemic Awareness, Promoting Literacy Development and Athletics.
- A three-tiered response to intervention process supports differentiation and ensures students receive instruction at their level of need. SAER have individualised education plans recorded on SEN planning and receive a SEN report for identified areas of the curriculum.
- Staff are being supported to develop a consistent understanding of high impact teaching strategies. There is an agreed focus on goal setting, explicit teaching and providing feedback.

Recommendations

The review team support the following:

- Continue the intent to develop a whole-school pedagogical framework in alignment with the Department's Teaching for Impact, to provide clarity of consistent, low variance instructional practice across all years and learning areas.
- Support the development of whole-school instructional practice through the reintroduction of formalised classroom observations and feedback processes.

Student achievement and progress

Systemic and school-based data are collected and analysed to support teaching cycles and inform the impact of whole-school teaching and learning programs. The school is committed to ensuring all students achieve their potential through use of data-informed practices.

Commendations

The review team validate the following:

- Longitudinally, NAPLAN² achievement for Year 3 and Year 5 has been consistently close to, and frequently above, schools from a similar context.
- Operational plans are developed to articulate strategies that address student achievement targets and to support improved student outcomes.
- Reporting to parent guidelines are established, documented and shared, to support consistent approaches to report writing and grade allocation across the school.
- A whole-school assessment schedule provides a timeline for the administration of a wide range of school-based student assessments. This includes On-entry Assessment, Progressive Achievement Tests, mathematics common assessment tasks and phonics tracking.

Recommendations

The review team support the following:

- Continue to implement formalised moderation processes, utilising School Curriculum and Standard Authority Judging Standards, ensuring comparability of student achievement across all years.
- Consider the reintroduction of Brightpath reading and mathematics to provide an additional valid student achievement data set that supports school planning and comparability of grade allocation.

Reviewers

Craig Skinner
Director, Public School Review

Kim Fraser
Principal, Churchlands 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy