



Department of
Education

Shaping the future

Bull Creek 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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

Context

Bull Creek Primary School is located, approximately 16 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1128 (decile 1).

It currently enrolls 397 students from Kindergarten to Year 6. Bull Creek Primary School became an Independent Public School in 2014.

Bull Creek Primary School has the active support of a committed School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a school self-assessment that provided a positive reflection into the school's operations.

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

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. An overview document was submitted outlining the judgement, evidence and improvement plans for each domain and foci of the Standard.
- A significant representation of staff, students, and parents engaged in discussions with the review team, contributing authentic reflections in support of the school.
- Staff demonstrated ownership for school improvement, with professional and personal responsibilities accepted and understood.
- Staff and community contribution during the validation visit was positive and forthright, enabling the reviewers to validate evidence of impact and planned actions provided.
- Staff and the school leadership team reported that the validation visit was a positive experience, enabling them to share and celebrate the school's improvement journey.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular, collaborative and authentic school self-assessment processes aligned to planning with a forward-looking focus.
- In future ESAT submissions, consider designating a review leader to coordinate the final presentation of the ESAT submission, avoiding repetition and potential contradiction in the evidence presented.

Public School Review

Relationships and partnerships

Bull Creek Primary School is a diverse and inclusive school community. Staff are dedicated, collaborative and involve families and the wider community to give students the best opportunity to achieve.

Commendations

The review team validate the following:

- Responding to community feedback, the establishment of the Fathering Project has received an overwhelmingly positive response. More than 100 dads attended the project launch, which is now ongoing and self-sustaining.
- To enhance the learning program for students, partnerships have been established with external agencies and organisations including the Royal Australian Air Force Association, EdConnect, and local churches.
- Parents have acknowledged the recent improvements in the school-community communications. The school uses Connect to keep the community informed of events, publish newsletters and class notices.
- The School Board has a sound understanding of its governance role and responsibilities. Together with the P&C, they actively support the school in addressing the needs of students and appreciate the open and collaborative relationship with the school leadership team.
- As part of the whole-school engagement with the Aboriginal Cultural Standards Framework and to increase cultural responsiveness, teaching blocks and the school factions have been renamed using Noongar names.
- Staff relationships are respectful and demonstrate a common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration and commitment.

Recommendations

The review team support the following:

- Continue efforts to engage Aboriginal elders to support the development of a Reconciliation Action Plan.
- Continue to look for ways to support and engage EAL/D¹ families including re-establishing the Culture Club.

Learning environment

A safe, positive, and supportive learning environment is embedded within the school, with a focus on developing the whole-child. Physical, academic, social, and emotional wellbeing are priorities in the success of every child.

Commendations

The review team validate the following:

- Established processes ensure that students at educational risk (SAER) in the early years are identified, monitored and supported, with targeted intervention through the use of the MiniLit program.
- The work of the school psychologist and school chaplain to support the wellbeing of students and staff is valued by parents, staff and students.
- Recognising the critical importance of addressing the social and emotional needs of students, the school is implementing the Aussie Optimism program. The decision to implement the new program has been considered, taking into account research and evidence, and was inclusive of staff and the community.
- The school's Positive Behaviour Matrix, aligned with the school's 5 values, supports high standards of student behaviour and is well understood by staff, students and families.

Recommendations

The review team support the following:

- Give students a voice in school decision making by providing opportunities for them to share their ideas and initiatives on making improvements to school systems and activities.
- Provide professional learning for teachers to ensure that planning, monitoring and assessment for EAL/D students is a shared responsibility.

Leadership

Led by the administration team, a culture of improvement is evident across the school, realised through a clear strategic agenda, strong instructional leadership and high levels of staff consultation and collaboration.

Commendations

The review team validate the following:

- Staff are engaged in the development and review of the business plan and learning area operational plans based on student data. There is a clear connectedness between the business plan, operational plans, resourcing, planned units of work and classroom practice.
- Change is implemented in a strategic, timely and inclusive manner with a focus on student success and where staff have a genuine 'voice' in key decision making.
- Staff and the School Board were actively involved in developing the new school vision and values which underpin the school culture leading to a clear and united direction.
- A clear and embedded approach to performance management and development is evident. Staff reflect upon their practice and engage in discussions aligned to school instructional and curriculum priorities.
- Student leadership is valued and enhanced through leadership opportunities across the school. Student representatives advocate positively for the school and report that the school provides significant learning opportunities in a safe learning environment.

Recommendations

The review team support the following:

- Define roles for all middle leaders, including senior teachers and level 3 teachers, and resource regular release time for literacy and numeracy coordinators to lead the respective curriculum areas.
- Continue to develop aspirants' understanding of leadership through engagement in the Western Australian Future Leaders Framework.

Use of resources

A trusting and productive relationship between the Principal and manager of corporate services (MCS) ensures planning, management and monitoring processes for the use of resources are aligned to school operations. There is clear intent that resources are deployed in a targeted way to optimise learning outcomes for students.

Commendations

The review team validate the following:

- Processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Board is kept well informed of the school's financial management processes.
- Resource allocation is responsive and evidence-based. Funding is used to support initiatives, programs, professional learning and human resources to improve student outcomes.
- Workforce planning is proactive, with consideration given to potential enrolment fluctuations and the requirements of students and staff. The MCS has trained and supported school officers to take an increasing role in the school's financial management providing backup support for the MCS.
- A strategic approach has been taken to the management of the school's information and communications technology, based on student needs and feedback from parents, staff and students.

Recommendation

The review team support the following:

- Consider strategic upgrades to improve the visual appeal of the school environment so that it aligns with the recent upgrade to the school brand through the new website and business plan document.

Teaching quality

It is evident that a culture of high performance has been embedded. Staff use evidence-based, low variance whole-school approaches and they have shared ownership for the success of all students.

Commendations

The review team validate the following:

- Collaborative practices between staff are supported with a range of formal and informal opportunities for professional engagement. Professional Learning Community's provide structure and build capacity through data-driven discussion, reflective practice and planning for improvement.
- Staff have a shared pedagogical belief that is embedded in school-wide planning and practices based on explicit instruction and the gradual release of responsibility model.
- Staff have a high degree of data literacy. They regularly collect and analyse a range of data about student achievement and progress to inform future planning.
- The Electronic Monitoring Tool and Accountability Files developed by the school are valued by staff and provide a framework to ensure consistency of curriculum delivery, instruction, assessment practices, moderation and differentiation of learning for students.
- Staff are supported to implement whole-school approaches including: Cars and Stars, Sounds Write, Mathletics, Heggerty Phonemic Awareness; Soundwaves, Magic Words and New Wave Mental Maths.

Recommendations

The review team support the following:

- Continue to develop the whole-school instructional model, in alignment with the Quality Teaching Strategy, through the reintroduction of classroom observations and feedback processes.
- With the introduction of Bring Your Own Device, continue to ensure staff have the skills to effectively integrate technology into the curriculum.

Student achievement and progress

Systemic and school-based data are used to effectively monitor student achievement and progress. Teachers interrogate data to identify areas of focus for planning, aligned to student needs.

Commendations

The review team validate the following:

- Over time, NAPLAN² achievement for Year 3 and Year 5 has been consistently close to like schools. In 2022 staff celebrate all areas of NAPLAN achievement being above like schools in Years 3 and 5.
- Operational plans, aligned to the business plan, are developed in all learning areas to articulate strategies to address school targets and support teaching and learning.
- Reading, and Mathematics Progressive Achievement Tests along with Australian Early Development Census, Screen of Communication Skills and On-Entry data is reviewed and analysed at the classroom level to identify areas of achievement and planning for improvement.
- Student achievement data is carefully collected from a range of sources and this information is used to monitor student progress and group students so instruction can be targeted to individual students' needs.

Recommendations

The review team support the following:

- Continue to implement moderation processes, including Brightpath, along with the School Curriculum and Standard Authority achievement standards to support teachers ensuring comparative grade alignment across all years.
- Use student achievement data to extend opportunities to support students requiring extension and remediation in all years, Kindergarten to Year 6.

Reviewers

Craig Skinner
Director, Public School Review

Sandra Martin
Principal, Mount Lawley 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 Term 4, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 English as an Additional Language or Dialect
- 2 National Assessment Program – Literacy and Numeracy