



Department of  
Education

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Public education  
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# Boyanup Primary School

## Public School Review

May 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (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

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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.



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## Context

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Boyanup Primary School is located 20 kilometres south of Bunbury and 180 kilometres south of Perth, within the Southwest Education Region and the Shire of Capel. Established in 1875, the school moved to its current site in 1971. Situated alongside the Preston River, the school has extensive grounds that offer students numerous areas for play and sporting activities.

In 2017, the school was granted Independent Public School status. It has an Index of Community Socio-Educational Advantage of 937 (decile 8).

Currently, 136 students are enrolled from Kindergarten to Year 6.

The School Board maintains oversight of the school's targets and strategic direction. The Parents and Citizens' Association (P&C) supports school initiatives and events, in addition to operating the school canteen.

## School self-assessment validation

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The Principal submitted a school self-assessment with evidence provided for each domain of the School Improvement and Accountability Framework.

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

- The school submitted a number of well-developed strategic documents showing clear alignment between the business plan, operational plans and classroom plans.
- The Principal and staff provided an open and honest account of the school's current performance against the Standard and clearly outlined actions for improvement.
- In preparation for the Public School Review, the Principal worked in collaboration with staff to reflect on school performance and analyse data and evidence.
- During the validation visit, staff, students, parents and community members provided information and elaborated on evidence, adding value to the school's Electronic School Assessment Tool submission.
- Staff articulated clearly the school's strategic directions and were united in their support for the ongoing improvement journey.

The following recommendation is made:

- Continue to engage staff in school self-assessment processes, with opportunities for reflection on school performance against the Standard.

## Public School Review

### Relationships and partnerships

Positive relationships are actively fostered across the school. Staff, students, parents and community relationships are underpinned by an ethos of care, inclusion and connection.

#### Commendations

The review team validate the following:

- The school is well regarded by community members, with many parents selecting the school based on the sense of community connection and the individualised, 'whole-child' approach of staff.
- Positive partnerships have been developed with the Shire of Capel and local businesses, agencies and community health services, to support student wellbeing and learning outcomes.
- The school chaplain and volunteer mentors provide valued support, expanding the school's pastoral care offerings through individualised wellbeing support for students.
- Staff and parents view school communications as effective. Parents engage with the school at the class level as well as through P&C initiated events and fundraisers.
- An active advocate for the school, the Board is supportive of the school's journey to improve student progress and achievement.
- The 'Monday Morning Meeting' for all classes provides a focus to reinforce school values and an opportunity to discuss behaviour and wellbeing as well as recognising student achievements.

#### Recommendations

The review team support the following:

- Progress intentions to provide induction and training for all new and existing Board members.
- Ensure the timely completion of National School Opinion Surveys for parents, staff and students.

### Learning environment

The school has developed a safe and welcoming learning environment, enhanced through clear, shared values and the development of a school garden project valued by students, staff and families.

#### Commendations

The review team validate the following:

- Whole-school implementation of PBS<sup>1</sup> provides positive and clear expectations for student behaviour and systematic approaches to teaching and encouraging desired behaviours.
- The analysis of data through the Behaviour Tracker indicates a reduction of unproductive behaviour.
- Clear processes for identifying and supporting students at educational risk are evident, including the implementation of MiniLit and a targeted language development intervention program for identified students.
- Building upgrades are ensuring the maintenance of welcoming and technologically relevant learning spaces.
- The school is proactively responding to NQS<sup>2</sup> verification improvements through planning and goal setting.
- The enhancement of staff wellbeing is valued and supported through increased staff connection and support.

#### Recommendations

The review team support the following:

- Continue to address the needs of new students to ensure students at educational risk develop the necessary foundational skills to optimise their progress.
- Further develop whole-school approaches to student wellbeing through consistent practices.
- Progress work in developing culturally responsive classrooms and use of the Aboriginal Cultural Standards Framework to guide planning.

## Leadership

The Principal and school leaders are working collectively with staff to shift culture and build a collaborative focus on school improvement. This will reposition the school to better support consistent pedagogical practices and improve student progress and achievement.

### Commendations

The review team validate the following:

- The business plan, developed in collaboration with staff and community members, is supporting a sense of shared ownership and connection to school priorities, targets and strategies.
- A newly developed performance management process is providing opportunities for staff to reflect on their current practice, develop goals and outline support for ongoing improvement.
- The distributed leadership structure and input from skilled teacher-leaders are contributing to the development of whole-school approaches and agreed teaching expectations.
- A range of opportunities are evident for staff to assume leadership to develop their capabilities.

### Recommendations

The review team support the following:

- Ensure change is implemented sustainably to ensure consistent practices and whole-school approaches are effectively embedded.
- Progress the leadership of data-informed decision making. Increase staff data literacy and the use of data to evaluate and inform decisions related to lesson delivery, programs and pedagogical practices.
- Further develop instructional leadership, prioritising a shared understanding of the components of curriculum and instructional leadership across all levels of leadership. Further build leadership capacity by strengthening feedback through coaching and classroom support.

## Use of resources

The Principal and valued manager corporate services (MCS) work collaboratively with the Finance Committee, sharing responsibility for financial oversight and decision making.

### Commendations

The review team validate the following:

- The MCS and Principal regularly attend workshops provided by the Department, to ensure compliance with expectations of the Funding Agreement for Schools.
- The school's Financial Management policy summarises Departmental policy and guidelines to enhance staff knowledge of financial management processes and practices.
- School funds are used to support priorities such as Talk for Writing and professional development, such as Classroom Management Strategies training for staff.
- Targeted initiatives and student characteristics funding supports student learning, including providing adjustments for students at educational risk to optimise their progress.
- School Board members are provided with financial management information and regular opportunities for questions during Board meetings.

### Recommendation

The review team support the following:

- Ensure operational plans outline resource allocations and approximate costings.

## Teaching quality

The school acknowledges the importance of developing high quality and consistent teaching practices as the foundation for improving student learning outcomes. Leaders and staff are working with renewed focus on building shared beliefs about teaching and learning and implementing whole-school approaches to literacy and numeracy.

### Commendations

The review team validate the following:

- Staff meetings are prioritised as opportunities to strengthen collaboration amongst teams focused on learning.
- A whole-school approach to phonics has been successfully implemented, with sound leadership evident in the sequential approach adopted.
- A range of clear summary documents, outlining agreed practices and approaches, are supporting the school's journey to develop consistent practices.
- Peer observations are valued, with emerging steps to build trust amongst staff as a prerequisite to further implementation.
- Increased staff buy-in to the implementation of a whole-school approach to mathematics is evident.

### Recommendations

The review team support the following:

- Progress intentions to reintroduce Teaching Sprints in line with sustainable change management timelines.
- Progress goals to ensure Kindergarten to Year 2 programs meet the requirements of the NQS, including the development of a balance between play-based learning and explicit teaching.
- Continue to implement pedagogical strategies and whole-school approaches to literacy and numeracy.
- Continue to support staff development of consistent teaching practice through mentoring and support.

## Student achievement and progress

The school is gathering momentum in the development of a shared focus on improving student progress and achievement. There is evidence of staff collaboration and use of data to inform classroom teaching practice.

### Commendations

The review team validate the following:

- NAPLAN<sup>3</sup> data demonstrates incremental growth in literacy and numeracy between stable cohorts.
- PM Guided Reading data demonstrates progress in reading fluency and comprehension in Year 3 and Year 5.
- The introduction of ACER<sup>4</sup> and PAT<sup>5</sup> in reading and mathematics will provide a broader data set to inform effectiveness of teaching and whole-school programs.
- Assessment data is used to set targets and develop strategies outlined in operational plans.
- A streamlined data collection schedule has been implemented, improving staff clarity on collection timelines and analysis expectations.

### Recommendations

The review team support the following:

- Enhance teachers' capacity to collaboratively and individually use data to analyse student learning and assess the impact of teaching.
- Progress intentions to increase improvement between Pre-primary On-entry Assessment Program data and Year 3 (stable cohort) NAPLAN achievement.
- Improve school performance in NAPLAN against that of like schools across all areas, increasing the percentage of students achieving above like schools means.

## Reviewers

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Kim McCollum  
Director, Public School Review

Michael Smith  
Principal, East Manjimup Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Teaching Quality and Student Achievement and Progress domains only, will be Term 2, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 2, 2024.



Melesha Sands  
Deputy Director General, Schools

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## References

- 1 Positive Behaviour Support
- 2 National Quality Standard
- 3 National Assessment Program – Literacy and Numeracy
- 4 Australian Council for Educational Research
- 5 Progressive Achievement Tests