



Department of
Education

Shaping the future

Glengarry 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

Context

Glengarry Primary School is located in the suburb of Duncraig, approximately 15 kilometres from the Perth central business district, in the North Metropolitan Education Region. The school opened in 1980 and in 2015 the school gained Independent Public School status.

There are currently 399 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage rating of 1101 (decile 1). Community support at Glengarry Primary School is strong and enhanced through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Glengarry 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 genuinely reflective school self-assessment.

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

- The process of self-assessment for the review was led by members of the executive leadership team.
- The self-assessment of the school's performance in meeting the Standard was enhanced by further engagement of staff in both formal and informal leadership positions throughout the school.
- The use of multiple, high impact data sources, to support the self-assessment of the school's performance in meeting the Standard, was a powerful demonstration of the school's disciplined dialogue approach, reinforced by conversations with stakeholders.
- An innovative structure of the interview schedule for validation meetings provided key staff with the opportunity to convey the connectedness of their work across multiple domains.
- The Electronic School Assessment Tool (ESAT) submission was enhanced by the participation of a range of staff, students, family members and community representatives in validation meetings.
- A student led tour of facilities and learning spaces, at the commencement of the day, added value to the process of validation.

The following recommendation is made:

- Consider for future reviews, providing a broader range of staff with access to the ESAT. This will enable them to author and upload their reflections of school performance against the Standard.

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Relationships and partnerships

The nurturing environment extends to all stakeholders, from students who genuinely love their school, to the collegial and harmonious staff and parents and community partners invested in maintaining success.

Commendations

The review team validate the following:

- Students value the range of extra-curricular activities that are provided to extend their learning and school experience and describe staff as caring and supportive.
- Parents describe Glengarry Primary School as a school of choice, and this is evidenced in high ratings achieved through parent opinion surveys. Parents find staff to be approachable and committed and school leaders to be visible.
- The partnership with the Duncraig Schools Network is enhanced with other partnerships including universities, TAFE¹ and local sporting organisations that manifest in numerous curriculum programs.
- Board training is facilitated internally with an innovative practice of providing induction to current and potential future members. This helps ensure sustainability of membership and strategic aims.
- The P&C is central to the maintenance of a strong community feel in the school. A core membership is supported by a broader network of parents and families who contribute to P&C initiatives.
- Part-time staff proactively engage with the school community as evidenced by the music specialist with a choir membership of 130 students. Staff awards and the implementation of workload management measures provide for a staff team connected in purpose and positivity.

Recommendation

The review team support the following:

- Continue to incorporate the views of staff in areas of concern expressed through surveys defining opportunities for growth and supports that can be operationalised where necessary.

Learning environment

The rebranding of the school's values, explicitly taught to students and led by staff, was initiated as a result of concerns reflected in Progressive Achievement Tests Wellbeing survey data. The values are adopted school-wide by students of all ages.

Commendations

The review team validate the following:

- Positive student behaviour is reinforced through the Zones of Regulation program. Students are able to plan individual toolkits and are provided with access to brain breaks and sensory baskets in classrooms.
- Students at educational risk (SAER) are supported by the consultative school psychologist in partnership with parents and teachers. Parents are provided with connections to external agencies when required.
- The MacqLit intervention program is delivered to students up until Year 4. A learning support coordinator works with staff and families in supporting over 100 identified students, including 9 who are eligible for disability resourcing.
- The West Coast Language Development Centre consults with early childhood staff based on Rainbow Assessment Tool data for early intervention. National Quality Standard self-assessments, completed each year, have enabled the provision of a consistently high quality environment.
- Locally appropriate strategies, supported by open and positive communication, are in place to collaborate with families of students in the moderate non-attendance category with the aim of improving attendance.
- The HOPE² sustainability program has been a feature of the school for over 40 years with staff and students committed to garden and recycling initiatives.

Recommendation

The review team support the following:

- Continue monitoring the implementation of processes for intervention, recognising the emerging needs of the student population.

Leadership

The school's administration team is connected to and supportive of staff. They are considered approachable and have demonstrated responsiveness to emerging concerns as they arise.

Commendations

The review team validate the following:

- Exemplified by the construction of scope and sequence documents, a highly consultative approach is taken to implementing change. Student data and staff momentum are the key drivers supporting change.
- A performance development culture is embedded with a process, combining extended formal and informal meetings as well as classroom observations, supporting staff to achieve their development goals.
- The Board participates as advocates for the wider community in debating the school's strategic direction. A shared approach to challenging dialogue ensures robust exploration of what is best for students.
- With 19 committees established there are numerous opportunities for staff to undertake leadership roles in areas of interest. Committees for literacy, numeracy, CAP³, information and communications technology and SAER are in place.
- The engagement of school support staff, including education assistants, in leading professional learning and undertaking professional development, strengthens and further layers the school's leadership fabric.

Recommendation

The review team support the following:

- Implement and build on the current distributed leadership model to enable further opportunities for staff to undertake roles such as Phase of Learning Team leadership.

Use of resources

Support for the oversight of the school's finances and resource management is assured through the communicative and transparent approach adopted by the Principal, manager corporate services, the Finance Committee and reports noted by the Board.

Commendations

The review team validate the following:

- The implementation of a Bring Your Own Device (BYOD) program for Year 4 to Year 6 students has seen a 60-70 per cent uptake of devices on the strength of community consultation, technical support and universal access by other means when required.
- There is a stable workforce in the school with the priorities of workforce planning being aligned to the maintenance and sustainability of current initiatives.
- Replacement plans for key school assets and resources are established, supported by reserve accounts that are maintained and overseen by the school's administration team and the Finance Committee.
- The school has prioritised cash budget spending to deliver professional learning that supports embedding of the BYOD program and pedagogical transformation through instructional coaching.
- Disability resourcing is divided into 2 parts with 95 per cent allocated to the provision of education assistant support to students in classrooms and 5 per cent allocated to the provision of assistive technology and associated resources.

Recommendations

The review team support the following:

- Continue to boost levels of intervention, subject to available resourcing, for students in literacy and numeracy in the senior years.
- Prioritise staff resourcing support to promote improvement in the priority curriculum areas of Sustainability and Humanities.

Teaching quality

The retention of information by students in transferring concepts and content from short to long term memory is the evidence-base from which instructional coaching and professional learning have flourished.

Commendations

The review team validate the following:

- Staff and school leaders privilege pedagogical improvement as the lever most effective in unlocking the learning potential of every student. All staff will receive an investment in their teaching skill development through high impact pedagogical professional learning between 2022 and 2024.
- Classroom teaching observations, undertaken by members of the administration team, are established. Staff benefit from the feedback and dialogue provided post observation.
- The Literacy and Numeracy Committee represents the broader staff and seeks to draw and maintain consistency of practice in teaching these subjects and agreed whole-school programs.
- The recent introduction of BYOD has allowed staff to use the technology in delivery of their high impact pedagogy in classrooms and assisted with streamlined planning and presentation.
- The senior and junior challenge extension groups are led by the specialist science teacher, incorporating elements such as teamwork and shared problem solving.
- School-wide, teacher's energies are directed to ensuring the 'Big Six' of reading instruction are provided to every student: oral language; phonological awareness; phonics; vocabulary; fluency; and comprehension.

Recommendations

The review team support the following:

- Maintain fidelity in application, through planned review, of agreed programs and approaches supporting links between classroom practice and school plans.
- Proceed with the intention to provide all staff with high impact coaching on their teaching practice.

Student achievement and progress

The engagement in rigorous analysis of student achievement data and regular monitoring of data sets forms the basis of all pedagogical and curriculum planning. A thorough self-assessment schedule is provided for staff.

Commendations

The review team validate the following:

- Phase of Learning Teams establish annual targets for student achievement in literacy, numeracy and student wellbeing. Regular collaborative data analysis activities help meet the established targets.
- Staff report that there is momentum in improvements to recent reading fluency data as a result of agreed implemented approaches. The improved data has inspired teachers to maintain efforts in this area.
- Students acknowledge staff for providing them with timely information about their academic performance and seeking or implementing assistance and support if there are gaps in their learning.
- Staff use of a commercial student achievement data base is considered one of several review mechanisms that guides the delivery of quality outcomes for students, alongside a range of other measures.
- Formal parent feedback events, interview evenings and semester reports are combined with regular opportunities for parents to receive feedback and discuss their child's progress.

Recommendations

The review team support the following:

- Continue to explore the incorporation of early childhood student achievement data in the school's database to assist with gap analysis for Early Childhood Education teachers.
- Promote internal and external opportunities for staff to moderate their judgements on student performance to track consistent progress and sustained improvement.

Reviewers

Rohan Smith
Director, Public School Review

Kerryn Woodhouse
Principal, Landsdale 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

References

- 1 Tertiary and Further Education
- 2 Householders' Options to Protect the Environment
- 3 Cultural Awareness Program