



Department of
Education

Shaping the future

Banksia Park 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

Opened in 1989, Banksia Park Primary School is located in the suburb of Leeming, approximately 18 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1094 (decile 2).

Current enrolments are 267 students from Kindergarten to Year 6.

Banksia Park Primary School became an Independent Public School in 2017 and has the support of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Banksia Park Primary School was conducted in Term 4, 2020. This 2024 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 thoughtful, reflective and future focused school self-assessment.

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

- The leadership team have a strong understanding of self-assessment characteristics and practices and are united in their commitment to school improvement.
- The narrative of the school's improvement journey was captured effectively through the self-assessment process. Authentic reflections were a feature of the Electronic School Assessment Tool (ESAT) submission, demonstrating thoughtful enquiry.
- Staff were invested in the collaborative development of the ESAT submission, writing to and collecting evidence for, the domains of the Standard.
- A selection of effervescent Pre-primary to Year 6 students provided valuable insights into their relationships with staff. Sharing their experiences at the school, and opportunities they have been given, added much to the positive tone of the validation process.
- Committed School Board and P&C members provided genuine reflections in support of the school's self-assessment and added value to the validation process describing their individual and collective dedication to the school.

The following recommendation is made:

- Determine the most impactful and efficient placement of evidence to minimise repetition of analysis.

Relationships and partnerships

There is heartfelt investment in the success of the school. High levels of trust in the Principal and staff are evident and based on authentic, transparent and collaborative relationships. The impact of these relationships manifests in the positive school culture and reputation within the community it serves.

Commendations

The review team validate the following:

- Mutually respectful relationships between staff and students are observable. These are complemented by strong, collegial relationships, both formal and informal, reinforcing staff willingness to share ideas and expertise.
- Informative, timely and transparent communication to all members of the community is achieved through the use of Connect, parent representatives, a fortnightly newsletter, social media, and the weekly Banksia Bulletin. School opinion survey data substantiates sound communication protocols are in place.
- Partnerships with the Anglican Church, Rotary Club of Melville, Melville City Council, MADALAH¹ Limited and band sister schools are highly regarded and foster social, emotional and academic progress for students. They also add value to operational and strategic improvement initiatives.
- The School Board are confidently invested in supporting ongoing school improvement and trust the capacity of staff to meet the distinct needs of students and families. The School Board chair works in collaboration with the Principal to ensure the governance role is fulfilled.
- Strong endorsement for the school from parents, students and staff is clear. A shared sense of commitment and belonging to the school is evident amongst each group.

Recommendation

The review team support the following:

- Proceed with the intention to introduce formalised specialist teacher collaboration opportunities.

Learning environment

Students are supported to develop their social and emotional regulation and a common language is purposefully promoted to support students to recognise, understand, label and regulate emotions.

Commendations

The review team validate the following:

- Processes that support the identification and monitoring of students at educational risk are established. Documented plans are developed and proactive collaboration between the deputy principal, learning support coordinator, instructional coach, level 3 classroom teachers and school psychologist ensures the Tiered Response to Intervention is efficiently implemented.
- A commitment to inclusivity, diversity and cultural responsiveness is evident in the school's growing engagement with culturally responsive learning experiences, such as the NAIDOC² celebration day, establishment of a Reconciliation Action Plan committee, Japanese 'mufti day' and activities celebrating cultural diversity.
- Health and wellbeing is targeted and supported through a multi-faceted approach. The Be You Framework and Zones of Regulation support socio-emotional teaching and learning and are the foundation of the school's behaviour management and wellbeing approach.
- Education assistants are highly effective in the provision of individual student support and contribute to regular progress monitoring and cumulative assessment reviews. Teachers and education assistants have forged effective partnerships demonstrating mutual respect for each other's knowledge and skills.

Recommendations

The review team support the following:

- Foster cultural responsiveness and provide opportunities for staff to deepen understandings and build cultural connections. Formalise intentions to collaboratively develop a Reconciliation Action Plan.
- Introduce the intended Targeted Achievement Programs to complement the current intervention programs and further evolve differentiated teaching.
- Further enhance student voice through the introduction of a student council.

Leadership

The Principal's leadership of a culture of collaboration, progression and high care is acknowledged. A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation and contributing to a sense of unity of purpose.

Commendations

The review team validate the following:

- The Principal, in collaboration with staff, has fostered a proactive approach to managing both strategic and operational responses to identified areas for school improvement.
- The overarching staff ethos is founded on a strong belief that authentic collaboration and consultation will result in school improvement that is achieved with integrity and fidelity.
- The prominent level of professional regard staff have for the Principal and one another strengthens the collective desire to continually improve school performance.
- A distributed leadership model exists and provides staff with a voice and opportunities to lead cohort, curriculum and leadership teams.
- Confident and competent level 3 classroom teachers, senior teachers and aspirant leaders relish opportunities to lead and contribute to the implementation of consistency of planning and practice. Supported professional growth opportunities include engagement in the Future Leaders Framework.

Recommendations

The review team support the following:

- Continue the expansion of scope and sequence documentation. Develop consistent planning mechanisms to further guide classroom practice aligned to the learning needs of students and support low variability of curriculum delivery.
- Expand current instructional coaching and formalise peer observation and feedback opportunities to support consistent and connected teacher practice.

Use of resources

Anticipating and responding to identified needs and evaluating the impact of programs strengthens the school's capacity to identify workforce requirements and allocate financial resources consistent with planning priorities.

Commendations

The review team validate the following:

- The establishment of effective financial management processes and practices has been a priority. As a result, financial management has been transformed by strategic decision making and accountability, including a finance handbook and professional learning to support staff understanding.
- Evidence-based decision making is the cornerstone of resource allocation for both academic and non-academic student outcomes and is supported by operational planning that includes resource costings.
- Workforce planning is future focused and accounts for the needs of students and staff, wellbeing, career aspirations, sustainability and system requirements. The appointment of full-time staff to support the strategic school improvement agenda is a focus.
- A dynamic and proactive P&C engage in a range of fundraising initiatives making valuable contributions to the improvement of school facilities. A recent contribution of \$36,000 towards information and communications technology and library upgrades a particular highlight for enhancing students learning.

Recommendations

The review team support the following:

- Complete comprehensive reserve account planning, including a detailed digital asset and replacement plan.
- Continue efforts to resource and integrate the use of information and communications technology in teaching and learning programs across the school.

Teaching quality

The school acknowledges the critical importance of whole-school approaches, with a focus on low variance teaching practices to support student achievement. The development of a culture of self-reflection and growth and the efficacy of instruction is emerging, with an instructional coach playing a lead role.

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for connected practice to thrive.
- The analysis of school-based and systemic data has been instrumental in driving school-wide pedagogical decision making. Promoting Literacy Development has laid the foundations for achieving consistent and connected practice.
- Phase of learning collaborative teams are pivotal in the planning and implementation of consistent and connected practice, promoting a strong sense of ownership and empowerment for all team members.
- Banksia Bites facilitated by an instructional coach offers staff the opportunity to participate in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school programs.
- The implementation of monitored response to intervention practices and programs such as MiniLit and MacqLit are demonstrating positive impacts on student achievement and progress.

Recommendations

The review team support the following:

- Continue to develop the school's pedagogical platform, including shared understandings and practices, through further development of the teaching and learning framework (yellow file) and to support induction processes.
- Introduce common assessment tasks to inform consistent and low variability curriculum delivery.
- Increase data collection to track and monitor student performance across all learning areas, further supporting the introduction of student profiles and universal screening processes.

Student achievement and progress

Student academic performance is recognised as a collective responsibility. The school is committed to developing routine data collection and embedding evidence-based decision making.

Commendations

The review team validate the following:

- The downward trend in NAPLAN³ is recognised and concerted efforts are being made to arrest the decline. A multi-tiered approach using the interlinked areas of wellbeing, engagement and achievement is being implemented.
- The school recognises the need to be responsive to longitudinal student achievement and progress data and is committed to the implementation of data-informed explicit teaching to address gaps in the learning.
- The introduction of a Data Club is providing a structured forum for staff to analyse data, complementing collaborative opportunities provided through phase of learning teams, staff meetings and school development days.
- There is an unrepentant targeted focus on early intervention in the early years, established through lines of enquiry, to improve student achievement and progress.

Recommendations

The review team support the following:

- Evolve the use of a disciplined dialogue approach to data analysis to include all staff, using the newly established Data Club as a platform.
- Develop rubrics that provide achievement descriptors to support the assignment of grades for student achievement and support consistent teacher judgement, complementing the School Curriculum and Standards Authority Judging Standards.
- Introduce structured moderation practices, considering the benefits of an approach with network colleagues.

Reviewers

Kate Wilson
Director, Public School Review

Blake Ingersole
Principal, Sutherland Dianella 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 next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 Making a Difference and Looking Ahead
- 2 National Aborigines and Islanders Day Observance Committee
- 3 National Assessment Program – Literacy and Numeracy