



Department of
Education

Shaping the future

Oakwood 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

Oakwood Primary School opened in 2018 as an Independent Public School and is located approximately 70 kilometres from Perth in the South Metropolitan Education Region.

Oakwood Primary School has an Index of Community Socio-Educational Advantage of 1008 (decile 5).

Currently there are 856 students enrolled from Kindergarten to Year 6.

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, with alignment between the evidence, analysis and future planned actions.
- The collaborative approach taken in reviewing the school's performance ensured a wide range of stakeholders had the opportunity to share their perspective of the journey taken.
- The process undertaken was consistent with the school's approach to established review, analysis and planning processes in the school.
- The Principal reported that the review process was a validating experience and has given traction to the school improvement agenda. It was an ideal opportunity for staff to celebrate and reflect on the progress and many achievements to date.
- A range of staff, students, parents and community members contributed enthusiastically to discussions throughout the validation phase by adding considerable value and meaning to their context and circumstance. Their passion and optimism for the direction of the school was palpable.

The following recommendations are made:

- Continue to review the school's performance against each of the domains of the Standard, guided by the domain foci, as part of the school's regular review processes.
- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data to support school self-assessment.

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Relationships and partnerships

In establishing its own unique identity, attention has been given to building a school community that reflects the vision and ethos of the Oakwood way of being, 'Learning with Heart'. Founded on collaboration and the FISH Philosophy, strong relationships and partnerships based on trust and respect have been developed.

Commendations

The review team validate the following:

- High levels of collaboration, including informal and formal collaborative structures for all staff and externally with cluster schools, builds professional networks between staff and promotes a system approach.
- Initiatives led by the Aboriginal and Islander education officer, such as introducing language through dual naming, a bush tucker garden and artworks, are building relationships and connection with Aboriginal and Torres Strait Islander Elders, parents and students.
- A sustained partnership with Curtin University has been thoughtfully cultivated, delivering mutually beneficial outcomes for the school, impacting on students, staff and the next generations of teachers.
- Open and transparent communication with families is evident. This includes comprehensive information provided to parents, prior to enrolment, which supports early engagement with the school.
- Despite the dramatic growth and change in context, the school has maintained an ongoing focus to build strong positive relationships with families. Feedback provided to the reviewers by parents, affirmed the high levels of satisfaction they have with the school.
- The school values the governance input and contribution of the School Board. Regularly conducted surveys of the School Board's operations are further building an informed and impactful partnership.

Recommendation

The review team support the following:

- Continue to review and monitor the impact of Connect, ensuring consistency of use across the school.

Learning environment

The school has created a learning environment designed to maximise student engagement and inclusion. It genuinely welcomes parents/carers as partners in their child's learning journey by setting the conditions for creative learning, positivity, and student wellbeing.

Commendations

The review team validate the following:

- Well-articulated attendance procedures including intervention steps/plans, incentives, data monitoring, and shared responsibility by all staff have led to improved attendance and engagement.
- A deliberate and purposeful approach to the design plan of the physical environment has been adopted. Indoor and outdoor spaces maximise positive impact on student learning, wellbeing and sense of agency. Further, they support the embedding and application of the FISH Philosophy.
- NQS¹ verification by the Early Childhood Directorate recognised the school's embedded well-balanced and child-centric approach to the early years. Exploration, taking risks, building relationships and solving problems are encouraged in a supportive and inclusive environment, providing student agency and voice.
- PBS² is embedded throughout the school and is grounded in the belief that 'behaviour is learned and can be taught'. This is supported through explicit lessons, PBS characters and a common language understood by staff, students and parents leading to a positive environment for students to learn, and staff to teach.
- The school provides extensive services and resources to the identification, monitoring and planning for SAER³. Evidence based academic and social/emotional programs such as MiniLit, MultiLit (Reading Tutor), GATE⁴ Math, ensures targeted teaching and learning plans are implemented.

Recommendation

The review team support the following:

- Continue to embed the ACSF⁵ and participation with the Network schools in the development of the RAP⁶.

Leadership

The leadership team has undertaken significant consultation with community, staff and stakeholders to establish ongoing reviews of the school vision and business plan. This has resulted in high levels of commitment and ownership to the school's improvement journey.

Commendations

The review team validate the following:

- Taking an action research approach to the implementation of programs, the leadership team has provided supported guidance in researching, trialling and gathering evidence in the introduction of whole-school programs. This was evident in the decision to introduce Heggarty phonemic awareness.
- A culture of embedded lesson observation and feedback, linked to PM7 goals, has been established. This is providing high level support and coaching for teachers in developing their craft.
- Collaboratively developed by the whole staff, through evidence and cycles of review, operational plans and the scope and sequence document provide unambiguous guidance to staff on the 'what and how' of teaching at Oakwood Primary School.
- Professional learning is targeted and streamlined, building the capacity of staff to implement whole-school approaches with fidelity. Consistency in pedagogy and building a leader expert base is a school success story. Attention to feedback on delivered professional learning ensures effect and impact are monitored.
- High expectations, coaching and clear roles and responsibilities, underpinned by the FISH Philosophy, has given staff the confidence to take on leadership roles. This has resulted in a dispersed and multi-layered leadership model.

Recommendation

The review team support the following:

- Continue to provide new staff with mentoring and coaching from the lead teachers to implement whole-school approaches that ensure consistency of practice.

Use of resources

The school's approach to the management of its budget has been measured, thoughtful, innovative and student focused. This means budget planning is done with agility to adapt and adjust to the changing needs of the school as it grows.

Commendations

The review team validate the following:

- A sophisticated understanding of school resourcing, particularly student characteristics funding and targeted initiatives, is employed to maximum effect. This has resulted in targeted recruitment processes and deployment of physical resources to identified areas of need.
- Representative of staff roles, the Finance Committee provides oversight and support to the leadership team in ensuring financial decisions are aligned to the school's priorities. This gives transparency and facilitates shared decision making.
- Expenditure of the one-line budget is responsive to the changing needs of a growing school. As such school funding is directed to ICT⁸, student services and to establish and expand the resource base.
- Transparent reporting to the School Board provides members with a thorough overview of spending priorities, budgeting, future planning and confidence the school meets the requirements for financial management.
- Strategic workforce planning has been skilfully structured to cater for the growth of the school and ensures staff recruitment continues to meet the context and direction of the school. Succession planning and developing leaders is a feature of the workforce plan.

Recommendation

The review team support the following:

- Continue to invest in developing the financial literacy of all staff, particularly in their understanding of the complexity of school resourcing and how this impacts the operations and organisation of the school.

Teaching quality

Underpinned by the motto 'Learning with Heart', staff at Oakwood Primary School prioritise making a difference for all students. This, together with an understanding of the impact of consistency and fidelity of whole-school practices, a shared commitment to be accountable for the success of all students is evident.

Commendations

The review team validate the following:

- There are multiple opportunities for all teachers to collaborate. This is leading to greater consistency in the delivery of content, differentiation, data analysis and monitoring of student progress, all of which lead to a collective responsibility for student success.
- Teachers are aware of the importance of students understanding the purpose of their learning. Visual cues for learning intentions, success criteria and student friendly rubrics, complemented by a range of methods for student feedback, are evident.
- Scaffolded structures, notably classroom observation and feedback, mentoring, coaching and targeted professional learning of whole-school programs, support consistency of teaching practice across the school.
- Outlining what teaching and learning looks like at Oakwood Primary School, the Pedagogical Framework gives staff clarity on effective lesson design and instructional practices. Staff are provided with regular opportunities to workshop and build the framework supported by coaches, lesson and peer observations and professional learning during its implementation.
- Established induction processes ensure the school vision, priorities and whole-school approaches are well supported and familiar to new staff.

Recommendations

The review team support the following:

- Continue with the intention to participate in the Teach Well professional learning to support high impact instruction and pedagogical practices.
- Tailor the lesson design model to encapsulate mathematics including evidence based non-negotiables. Monitor, coach and provide support to ensure consistent implementation.

Student achievement and progress

Understanding the impact rapid growth of the school has had on the reliability of NAPLAN⁹ longitudinal data, the school has been proactive in developing alternative forms of data assessments. This ensures effective monitoring of student progress and achievement is in place.

Commendations

The review team validate the following:

- Year 5 stable cohort data, NAPLAN (2019-2021), indicate high progress and high achievement for Writing and Reading together with high progress for Spelling.
- The consistent implementation of T4W¹⁰, collaborative planning and connected practice across the school is having a positive impact on student achievement as evidenced by the Year 3 2021 NAPLAN Writing assessment.
- Engagement in the MultiLit, MiniLit Sage and GATE extension maths programs for identified students, together with consistency in implementation by trained education assistants, positive gains are evident.
- Tracking of On-entry data show an upward trend for reading, writing and maths from 2018–2021, attributed to the rigorous implementation of Cracking the Code in Kindy, Letters and Sounds, Heggarty and T4W.

Recommendations

The review team support the following:

- Continue to closely monitor the impact and consistency in the implementation of agreed whole-school programs, pedagogy, instructional model and interventions.
- Use SAIS¹¹ backward mapping to investigate and assess from On-entry to Year 3. Determine the effectiveness of programs and the instructional approach in the Kindergarten to Year 2 phase of learning.
- Continue to develop staff data literacy to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.

Reviewers

Maxine Augustson
Director, Public School Review

Natalie Oddy
Principal, Kewdale 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 scheduled during or after Term 1, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Quality Standard
- 2 Positive Behaviour Support
- 3 Students at educational risk
- 4 Gifted and Talented Education
- 5 Aboriginal Cultural Standards Framework
- 6 Reconciliation Action Plan
- 7 Performance Management
- 8 Information and communications technology
- 9 National Assessment Program – Literacy and Numeracy
- 10 Talk for Writing
- 11 Student Achievement Information System