



Department of
Education

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Baldivis Gardens Primary School

Public School Review

February 2021



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 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

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

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

Baldivis Gardens Primary School is located approximately 44 kilometres south of Perth, within the South Metropolitan Education Region.

The school opened in 2017 as an Independent Public School and is situated on land that has a rich history as a market garden, which led to the choice of school name. In a rapidly expanding area, Baldivis Gardens Primary School provides modern, state-of-the-art facilities for the local community including onsite before and after school care operated by the YMCA¹.

Currently, there are 471 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 991 (decile 5).

Student transiency is emerging as a school management challenge requiring agile planning adjustments.

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

Principal submitted an insightful, comprehensive and rigorous school self-assessment.

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

- A wide range of credible evidence was selected for the Electronic School Assessment Tool (ESAT) submission, with genuine collaboration and high levels of staff engagement a feature of the school's self-assessment.
- A succinct analysis of the school's current levels of performance across all domains was provided, with staff reporting the benefits of being involved in the process.
- There is a clear alignment between performance evidence, and current and future planned actions.
- The planning intentions described in the school's submission were elaborated on during the validation phase by leadership, teaching staff, school support staff and parent representatives.
- Staff demonstrated ownership for student success with professional and personal responsibilities and expectations understood.
- Brief summary statements for each domain provided further contextual information to assist the validation phase of the process.

The following recommendations are made:

- Review, with the intention of prioritising, the number of entries and associated attachments in the school self-assessment in the ESAT.
- Promote reflection on the Standard to guide staff engagement in aligning judgements about school performance and supporting evidence.

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Relationships and partnerships

During the establishment of the school, the leadership, together with the foundation staff, recognised that positive school climates, good relationships with the community and strong parent support are powerful influences in school success. Positive staff relationships fostered by the leadership have contributed to high staff morale and job satisfaction.

Commendations

The review team validate the following:

- The school provides an essential service to its community through an unswerving commitment to creating an inclusive, calm, orderly and strongly relational school culture.
- The Principal has led a school emphasis on building trust and respect amongst staff to maximise their respective roles across the school.
- The School Board and P&C strongly endorse the school's commitment to implementing programs that are evidence based and in line with community values and expectations.
- The school is proactive in seeking feedback from all stakeholders, including students, to ensure future directions are driven by the needs of students.
- It is a point of pride that the school is situated in an area with an interesting and motivating history, which is having a compelling influence on the school's identity.
- The Chair, School Board and President, P&C are highly valued and respected for their commitment to bringing the community together to make a strong and enduring school/community partnership.

Learning environment

Both the school name and the history of the school site are reflected in the Forest to Garden program, which sits at the core of the learning environment. Aligned with the 'Nurture – Grow – Thrive' school vision themes, it provides opportunities to teach students about their *"place in the space in which they live and go to school"*.

Commendations

The review team validate the following:

- Staff have an intentional approach to developing and maintaining the health and wellbeing of students.
- Students with special needs and imputed learning difficulties are well catered for, with the school having a positive reputation for its inclusive learning environment for all children.
- The school chaplain is integral to supporting students.
- The role of education assistants is regarded as pivotal to the success of the support provided to students at educational risk. MiniLit augments the intensive phonics program.
- Students at risk are identified by class-based, whole-school assessments and NCCD² data.
- The school has responded appropriately to challenging complex student behaviour by securing expertise from SSEN: D³ and SSEN: BE⁴ in combination with additional school psychologist time being arranged.
- The Forest to Garden program provides a meaningful context for raising Aboriginal cultural awareness leading to enhanced curriculum responsiveness to local Aboriginal stories.

Leadership

Proactively seeking feedback during periods of establishing and consolidating school culture strengthens the school's prospects of success. The Principal has created the ideal conditions for respectful leadership, enterprising staff engagement and trusting community relations.

Commendations

The review team validate the following:

- The purpose and authenticity characterising the Principal's leadership style has had a motivating impact on other members of the leadership team and aspirant leaders amongst the staff.
- With the full support of staff, the leadership team is unambiguously focused on the school's priorities, confident about its purpose and assured that 'everyone is on board'.
- Staff and community representatives describe the executive leadership team as cohesive, strategically unified and sharing a balance of skill, knowledge and experience.
- School leaders, through an Agreed Practices approach, have established collegiate support mechanisms to facilitate the successful implementation of whole-school strategies in the key areas of literacy and numeracy.
- The nurturing of aspirant leaders is seen as an investment in their potential and an acknowledgement of their capacity to lead.
- Implementation of the FISH! Philosophy has guided the interactions of staff by providing them with an ideal personal wellbeing support network across the school.

Use of resources

Schools that invest in staff development, whole-school programs and manage their physical assets for the benefit of students, create effective learning environments. Baldivis Gardens Primary School is widely recognised for creating such an environment.

Commendations

The review team validate the following:

- Preparation of the school budget is thorough, considered and transparent. The Finance Committee accepts and understands the challenges of ensuring funding is deployed for the maximum benefit for students.
- A Financial Handbook prepared by the manager corporate services is distributed to all staff, providing them with insights into the scope of the school's financial management obligations.
- The Principal, with the support of the manager corporate services, ensures that there is strong alignment between planning and budget allocations.
- Staff understanding of the complexity of workforce planning creates the conditions for staff to accept decisions that prioritise the needs of students.
- Student characteristics funding is used to implement appropriate teaching and learning adjustments for students at educational risk.
- School Board members and staff are provided with clear links between anticipated revenue and allocation of funding throughout the year.
- The school has prioritised funding for programs including: Curtin University's in-school speech pathology; the chaplaincy program; additional school psychologist time; and an education assistant to augment early intervention programs for students at educational risk.

Teaching quality

The school has a generous mix of teaching experience, expertise and talent. Staff can be proud of the impact they are having on every child; always looking for teachable moments both in and outside the classroom environment.

Commendations

The review team validate the following:

- The teaching staff are dedicated to improving outcomes for each of their students. They are committed to a research-based improvement agenda, thereby enhancing their craft in the pursuit of success for their students.
- Student performance and by extension, school performance, is owned by all staff, who share responsibility for student success from Kindergarten to Year 6.
- The school's specialist programs, including; music, language and physical education, are highly regarded as providing breadth and balance to the students' learning experiences.
- Staff confidence in each other has led to a school-wide ethos of being professionally accountable to one another, and an immutable acceptance of the value of feedback.
- Opportunities have been provided to teachers to positively engage Aboriginal histories and connection to land through the implementation of the Aboriginal Cultural Standards Framework.
- A concerted effort to identify students with language difficulties prior to Kindergarten has led to working with Curtin University's in-school speech pathology program.

Student achievement and progress

The student assessment database reflects the school's belief in having longitudinal, individual and cohort tracking processes. Student success drives the school's holistic focus on achieving a balance between both academic and social and emotional development.

Commendations

The review team validate the following:

- Data-driven, targeted teaching is prioritised as part of the school's Agreed Practices for all classrooms. There is no room for staff who want to work independently in isolation.
- NAPLAN⁵ results, augmented with school-based assessments, are analysed and carefully considered for curriculum planning. This information is readily shared with the School Board.
- Class planning, featuring whole-school strategies, teacher professional learning and targeted resourcing, drives the school's commitment to student achievement and progress.
- On-entry Assessment Program data inform the setting of individual and group achievement goals in the early years.
- Comparative Year 3 and Year 5 NAPLAN data achieved at or above the expected levels in 2018 and 2019.
- In the absence of 2020 national assessments, the school was proactive in using pre-existing NAPLAN tests to enable student performance data to be collected and analysed. To normalise and add voracity to the data, previous data from 2017 to 2019 was reworked to identify trends.

Reviewers

Rod Lowther
Director, Public School Review

Trudy Burke
Principal, Quinns Beach Primary School
Peer Reviewer

Endorsement

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

Your next school review is scheduled for Term 1, 2026.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Young Men's Christian Association
- 2 Nationally Consistent Collection of Data on School Students with Disability
- 3 School of Special Educational Needs: Disability
- 4 School of Special Educational Needs: Behaviour and Engagement
- 5 National Assessment Program – Literacy and Numeracy