



Department of
Education

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Public education
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Jolimont Primary School

Public School Review

June 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

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|  | Effective |
| | The school demonstrates effective practice in creating the conditions required for student success. |

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| | Needs Improvement |
| | The school has aspects of its practice below expectations and needs supported action to improve student success. |

Context

Jolimont Primary School is located in the North Metropolitan Education Region, six kilometres from the Perth central business district.

The school currently enrolls 302 students from Kindergarten to Year 6. With student enrolments totalling 234 in 2015, the school has experienced a period of rapid growth in the past four years.

In 2015, the school was recognised as a Teacher Development School (TDS). This acknowledges the school's capacity to share high level curriculum expertise and tailor professional learning to best meet the needs of teachers and schools.

The school achieved Independent Public School status in 2015 and was named Western Australian Primary School of the Year in 2017. It has an Index of Community Socio-Educational Advantage rating of 1159.

The School Board and Parents and Citizens' Association (P&C) work effectively and collaboratively to support the active and engaged Jolimont Primary School community.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A consultative and collaborative approach was taken in the identification and analysis of data to inform the school's self-assessment.
- A comprehensive self-assessment was evident with multiple sources of credible evidence referenced.
- The school's self-assessment was enhanced during the validation visit through conversations with members of the school community.
- Planned actions were aligned to the school's self-assessment of its performance and elaborated on during the validation visit.

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| Relationships and partnerships | |
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| <p>Jolimont Primary School has a visible organisational culture of care, consultation and action. Respectful, genuine relationships exist across the school community and support the creation of optimal learning conditions for students.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Data from the NSOS¹ indicates high satisfaction levels from staff, students and the community. Satisfaction was confirmed by discussions held across all levels of the school. • The School Board is highly functional, supportive and engaged in the self-assessment process. The Board has a strong and positive profile within the community. • The P&C work as active partners to support identified school priorities and initiatives. • Effective partnerships between the City of Subiaco, UWA² and the school community strengthen school capacity and sense of pride. • Organisational trust is strong. Staff express that they feel empowered and aligned to the leaders' emphasis on relationships and collective responsibility to the students and broader community. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to seek and sustain partnerships beyond the school that promote the school's values and priority areas. |

| Learning environment | |
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| <p>Teaching and learning spaces in conjunction with purposefully designed playgrounds support the development of the whole-child. This includes creating the conditions for students to thrive both academically and in terms of their social and emotional wellbeing. The tone of the school reflects a sense of pride in creating an engaging, inclusive and vibrant learning environment.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Common practices and pedagogies embedded across the school are highly visible in the contemporary, orderly learning spaces. • A range of programs, including Zones of Regulation, support the social and emotional development of students. • Each year, an agreed value is identified. This value drives program direction and sets the school tone. A common school-wide language that describes the value and the alignment to school events is evident. • A staff wellbeing plan fosters a culture of care, respect and collaboration. • Student leadership and learning is enhanced through purposeful partnerships with the local community and the development of specialised programs. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to enhance teaching and learning through the use of contemporary flexible learning environments. |

Leadership

Strong leadership exists across all layers of the school. The Principal empowers others, drives strategic directions and builds capacity. There is a strong ethos aligned to the vision of the school, which underpins all aspects of the school operations.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none">• A clear strategic direction is strengthened by a culture of collaboration, inquiry and evidence-based decision making.• Leaders promote and model high expectations and conduct.• Expectations of staff are outlined clearly and supported strategically to ensure successful implementation.• A comprehensive staff induction program ensures understanding and consistency in whole-school teaching practices and approaches.• Leaders provide quality and ongoing instructional and curriculum leadership.• Staff professional development processes are intentionally aligned to the school's six agreed pedagogical approaches, underpinning and supporting the culture of learning and sharing. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none">• Continue to analyse the impact of the professional learning communities using established tactics such as 'problems of practice'. |

Use of resources

The school's leaders ensure that resources are used appropriately to drive the strategic direction of the school. Financial management processes are strengthened by the alignment between the school's plans and the role of the Finance Committee.

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| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none">• There is clear alignment between targeted initiative funding and planning.• A comprehensive workforce management plan strategically addresses the contextual needs of the school.• The Manager Corporate Services and Principal work collaboratively to ensure a consistent and responsive approach to managing resources.• The Finance Committee meets regularly and provides appropriate oversight of the school's financial management processes.• There is a strong and effective partnership between the School Board and P&C ensuring priority areas and initiatives are financially supported. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none">• Ensure future planning considers potential student enrolment growth and associated infrastructure requirements. |

Teaching quality

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| <p>Whole-school approaches are unified and aligned to the school's agreed six pedagogical approaches to curriculum. Staff demonstrate an understanding of quality teaching practices. Their practice is purposefully connected to strategic, operational and classroom planning.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff are supported to make evidence-based decisions as part of the teaching cycle through use of the Data Hub software program. • Performance management processes are linked to the AITSL³ Australian Professional Standards for Teachers and school-wide directions. • Classroom observations and mentoring processes allow feedback to be differentiated. Teachers receive targeted feedback aligned to the expectations for teachers and the school's agreed directions. • As an Early Childhood and Numeracy TDS, strong and effective pedagogical practice is a key feature and is shared within the school and across the Shenton network. |
| Improvements | <p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to build teacher capacity around the use of data to drive targeted teaching programs. • Maintain a clear focus on teaching and assessment in line with strategic curriculum directions. |

Student achievement and progress

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| <p>The performance of students informs evidence-based decision making at the whole-school, classroom and individual levels. Professional learning communities facilitate collaborative discussion and moderation processes that assist student progress and planning.</p> | |
| Effectiveness | <p>The review team validate the following:</p> <ul style="list-style-type: none"> • School-wide analysis of NAPLAN⁴ and school-based data indicate that the school understands its current level of progress and achievement. • The delivery of comprehensive programs supporting social and emotional development is an appropriate response to AEDC⁵ data. • The LSC⁶ role facilitates clear processes and personalised case management of students with additional needs in the junior years. • A Response to Intervention model, focussing on academic, social and emotional wellbeing, augments the school's focus on developing the whole-child. |
| Improvements | <p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to research best practices to further enhance student progress and achievement. |

Reviewers

Rebecca Bope
Director, Public School Review

Laura O'Hara
Director, Public School Review

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 University of Western Australia
- 3 Australian Institute for Teaching and School Leadership
- 4 National Assessment Program – Literacy and Numeracy
- 5 Australian Early Development Census
- 6 Learning Support Coordinator