



Department of
Education

Shaping the future

Jolimont 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

Jolimont Primary School opened in 1905 and is located 6 kilometres from the Perth central business district, within the North Metropolitan Education Region.

It has an Index of Community Socio-Educational Advantage rating of 1167 (decile 1).

The school currently enrolls 410 students from Kindergarten to Year 6 and became an Independent Public School status in 2015.

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

The first Public School Review of Jolimont Primary School was conducted in Term 2, 2019. 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 comprehensive and rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an account of the school's operations and improvement agenda together with an outline of the context, including enrolment growth and the increased recruitment of staff.
- The school undertook a collaborative approach to collecting evidence that demonstrated the school's performance against the Standard. In addition to staff consultation, input was invited from School Board members and parents, leading to a strong sense of ownership of the self-assessment process across the school.
- A range of staff were engaged in writing the final submission, eliciting further staff feedback prior to upload.
- The review was valued by staff as an opportunity to celebrate the school's improvement journey and successes. Leaders expressed their intention to use the information gathered as part of the self-assessment to inform the school's next business plan.
- Together with leaders, a cross section of staff, students, parents, Board members, P&C representatives and community partners provided their insights on the school's performance during the validation visit, adding value to the ESAT submission.

The following recommendations are made:

- For future ESAT submissions, continue to strengthen the focus on rigorous analysis of evidence and concise commentary that leads to clearly defined planned actions for improvement. Focus attention on what matters most to maximise ongoing development.
- Continue to embed rigorous school self-assessment processes reflecting the characteristics of reliability of data, efficiency in collection, and transparency of decision making.
- Consider the introduction of target setting, monitoring and review as part of ongoing school self-assessment processes.

Relationships and partnerships

The passionate staff are highly collaborative and united in their efforts to meet the individual needs of students.

Commendations

The review team validate the following:

- Strong internal communication is well embedded through clear meeting structures including collaborative teams, the teacher leadership team, and phase of learning team. This is contributing to a positive culture evidenced in the School Culture Survey.
- Collaborative and well informed, the School Board advocate strongly for the school in the community and are invested in their ongoing improvement through School Board training and reflection.
- The active P&C are clear in their intent to support the school and seek to bring the community together through a calendar of events to raise funds for school initiatives and areas for improvement. Additionally, a dynamic and valued Dad's group is contributing to the building of relationships, connections and sense of belonging.
- Parents that were interviewed expressed appreciation for the learning environment and confidence in the support provided by staff for their child's education. Strategic partnership building is aligned to school, student and staff needs evidenced in partnerships with the Shenton Learning Network of schools, Dyslexia-SPELD Foundation (DSF), the Nakuru Hope Foundation and City of Subiaco.

Recommendation

The review team support the following:

- Continue to strengthen opportunities for parents to engage in open two-way communication with staff, leaders and the Principal.

Learning environment

Culturally diverse, the school has established a caring and nurturing learning environment, underpinned by the child centred approach of staff and the privileging of student voice. The physical environment is further enhancing the environment through well maintained gardens and playgrounds, and a heritage bushland.

Commendations

The review team validate the following:

- Steps to develop Aboriginal cultural responsiveness are evident in NAIDOC¹ events, use of Aboriginal language in signage, the collaborative development of a Reconciliation Action Plan and links with Aboriginal community members to better understand local Aboriginal history.
- Cultural diversity is celebrated, and opportunities are created to learn about the differing cultures of families, particularly through Harmony Day and Cultural Day events.
- To support students with EAL/D² the school has established a targeted intervention program to increase students' access to the curriculum.
- A clear students at educational risk (SAER) policy informs processes for identifying, supporting, and monitoring SAER. Individual education plans are developed to support students with special educational needs and the deputy principals work in collaboration with key stakeholders to provide case management for identified students.
- Guided by a health and wellbeing plan, the school has introduced a range of programs and strategies to support wellbeing including Mindful Meditation Australia, Zones of Regulation, Growth Mindset and Habits of Mind. The valued school chaplain supports student wellbeing through individual and small group support.

Recommendation

The review team support the following:

- Continue to foster Aboriginal cultural responsiveness and embed aboriginal cultures, histories, and languages across the curriculum.

Leadership

The school has established a clear distributed leadership structure and has fostered a culture of collaboration and shared decision making. Staff are empowered to lead and to actively contribute to the school's improvement agenda.

Commendations

The review team validate the following:

- The teacher leadership team, described as a guiding coalition, support the building of capacity in teachers' instruction and contribute to decision making for the development of curriculum and teaching across the school. This includes research, the delivery of professional learning and provision of individual staff support.
- Collaboratively developed agreed pedagogical practices and a lesson design structure are clearly documented in a Connected Practice File. Key practices and approaches are supported through professional learning including staff engagement with Teach Well professional learning.
- Staff engage in collaborative teaching teams and phase of learning teams to share practice, reflect on data and collaboratively plan learning programs.
- Aspirant teachers are supported through a targeted level 3 group and a number of teacher leaders have been identified to participate in the Shenton Learning Network Future Leaders program.

Recommendations

The review team support the following:

- Consider the pace of change and range of change initiatives to ensure time for consolidation and the sustainability of practices and programs.
- Continue plans to collaboratively develop the next business plan and operational plans with consideration for the inclusion of improvement targets.

Use of resources

The school is well resourced, and expenditure is responsive to the needs of students and staff. Workforce planning is well considered in the context of a sustained increase in student enrolments.

Commendations

The review team validate the following:

- The management of infrastructure in-line with enrolment growth is supported by liaison with Departmental supports in Public School Planning, Asset Planning, and Capital Works & Maintenance.
- Underpinned by the funding agreement for schools, the manager corporate services and Principal work collaboratively with the finance team to provide oversight of resource allocation and expenditure in-line with student needs.
- The allocation of resources for professional learning has been prioritised by the school, including the current focus on staff engagement with the Teach Well program.
- A focus on intervention has been enabled through the deployment of funds for the delivery of a targeted intervention program.
- Contributions from the P&C, together with the sourcing of grants has added to the school's existing funding streams and capacity to fund desired projects and initiatives.
- Reserves planning is evident, enabling the sustainable funding of resource allocation and replacement.

Recommendations

The review team support the following:

- Continue to review student enrolment growth to ensure the sustainability of staffing in-line with the needs of students.
- Progress plans to allocate resources to build staff a capacity to meet the needs of students learning with EAL/D.

Teaching quality

A highly committed teaching team are attuned to the changing needs of their students and work collaboratively to implement evidence-based programs and practices. They demonstrate a clear understanding of the curriculum and the importance of consistent practices and connected learning.

Commendations

The review team validate the following:

- Drawing on the staff and deputy principal's extensive knowledge of student learning and curriculum, the school has implemented whole-school programs in line with students' needs. This includes Talk for Writing, Seven Steps to Writing Success and the newly introduced PR1ME Mathematics program.
- The school's Connected Practice Plan and whole-school scope and sequence documents support new staff to transition smoothly into the classroom with an understanding of agreed practices.
- In response to data analysis, the school has implemented a trial spelling program in partnership with the DSF. There are early reported indications of positive student achievement progress in pre and post testing.
- The school is taking steps to improve teacher knowledge of progress maps to inform their planning and support for students who are learning with EAL/D.
- Teachers have opportunities to engage in moderation using Brightpath writing to determine student progress against the judging standards.

Recommendations

The review team support the following:

- Continue with the intention to progress the trial of the Morphology Spelling Scope and Sequence Program from Years 4 to 6 using data collection and analysis to monitor student progress.
- Progress plans to research and explore an agreed whole-school framework for developing students' problem-solving skills and embed across all learning areas.
- Continue plans to build on Teach Well practices and principles and support the delivery of consistent practices through ongoing modelling, observation and support.

Student achievement and progress

There is a clear acknowledgement amongst staff of the link between student achievement and progress and quality teaching with staff embracing opportunities to understand their impact on their students' learning.

Commendations

The review team validate the following:

- The school has developed an Assessment & Reporting Policy and a timeline for administration and collection of student achievement and progress data.
- In understanding levels of student achievement, the school is collecting a broad range of data including Brightpath writing samples, WriteMark, Brightpath Mathematics, PAT³ assessments, and NAPLAN⁴ data.
- Staff engage with the Elastik platform and further assessment data is collected through the newly introduced PR1ME Mathematics digital assessment hub within the PR1ME Mathematics portal.
- Based on analysis of the Kindergarten Assessment Tool, On-entry Assessment Program, and Letters and Sounds assessment data, students are identified who may require additional academic intervention. Data collected following the Sounds-Write intervention has indicated positive levels of student progress.

Recommendations

The review team support the following:

- Continue to build the data literacy of staff to identify gaps in student learning and responsively inform classroom planning and practice.
- Continue to refine the assessment schedule and use the collected data to clearly define areas for improvement, set targets for identified groups and track overall student progress.

Reviewers

Kim McCollum
Director, Public School Review

Hayden O'Mara
Principal, Manning 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 2027. 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 National Aborigines and Islanders Day Observance Committee
- 2 English and an Additional Language or Dialect (Progress Map)
- 3 Progressive Achievement Tests
- 4 National Assessment Program – Literacy and Numeracy