



Department of  
Education

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Public education  
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# Esperance Primary School

## Public School Review

February 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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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

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Esperance Primary School is located on a picturesque strip of Western Australian coastline, 740 kilometres south-east of Perth. The school was originally established in 1894, with a full replacement of the school buildings and grounds in 2011. Students and staff commenced learning and teaching in the contemporary buildings in mid-2013, with all other facilities and grounds completed during 2014.

Situated within the Goldfields Education Region, the school was one of the first to become an Independent Public School in 2010.

Currently, there are 483 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1023 (decile 4).

Esperance Primary School builds on the foundation laid by parents and encourages parents and carers to become actively involved in school life. Staff work to ensure all children's academic, social and emotional needs are considered, planned for and met.

Esperance Primary School is supported by members of the community through an involved School Board and an active Parents and Citizens' Association (P&C).

## School self-assessment validation

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

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

- Members of the leadership team led an ongoing and embedded focus on self-assessment, planning and reflection to prepare for the Public School Review.
- A range of leaders prepared the Electronic School Assessment Tool (ESAT) submission.
- Opportunities for staff contribution to the ESAT submission were provided across the school in conjunction with ongoing self-assessment processes.
- Identification and interrogation of evidence was conducted to determine evidence sets, and contributed to the observations, analyses and impact statements in the submission.
- The school's self-reflection showed a thorough understanding of the Standard.
- The validation visit provided positive, detailed evidence that verified the school's self-assessment.

The following recommendation is made:

- Continue to focus on the evidence-based reflective practices and processes that drive whole-school improvement.

## Public School Review

### Relationships and partnerships

High levels of trust and a genuine commitment to work in partnership reflect a school culture of inclusivity and care. Staff embrace opportunities to collaborate with colleagues and build positive relationships with students, parents and the wider community.

#### Commendations

The review team validate the following:

- Authentic and purposeful communication strategies exist to inform and engage parents in their child/ren's learning and to share information about events and school directions.
- There is a genuine commitment and engagement from staff to work collaboratively with others to focus on whole-school priorities.
- NSOS<sup>1</sup> feedback is a positive endorsement of the school community's perceptions about the school, with findings used to support whole-school planning.
- The School Board has a sound understanding of school governance responsibilities. There are mutually respectful relationships between staff and the School Board that facilitate effective governance and support the strategic direction of the school.
- Highly engaged and dedicated, the P&C drives opportunities for parent engagement, provision of service and resourcing aligned to school priorities.

#### Recommendation

The review team support the following:

- Consolidate the relationships with local Aboriginal organisations, to support a review against the Aboriginal Cultural Standards Framework.

### Learning environment

The design and maintenance of the physical learning environment promotes a safe, welcoming atmosphere and adds value to the students' learning experiences.

#### Commendations

The review team validate the following:

- There are clear, consistent approaches in place to manage student behaviour and develop a positive whole-school culture based on a common set of values.
- The school has a dedicated process to support whole-school wellness that fosters a shared, explicit framework and language to teach self-regulation.
- The identification and support for SAER<sup>2</sup> is data informed with sound processes in place.
- There is continuous review of attendance data that focuses on individualised approaches to improvement for students.
- An explicit review aligned to the National Quality Standard enabled the Early Childhood Education team to reflect on the learning environment and learning practices, with a focus on strengths and improvements.

#### Recommendation

The review team support the following:

- Review the current SAER policy and processes to align with the Response to Intervention model and whole-school approaches for support.

## Leadership

A strength of school leadership is the strategic emphasis on leading school improvement through an unrelenting focus on “Our students always come first”. Leaders ensure that expectations are explicit and appropriate support is available.

### Commendations

The review team validate the following:

- The development of the current business plan was underpinned by an audit against the National School Improvement Tool, which identified areas of strength and growth.
- Staff input and ownership of the current business plan reflect a strong sense of connected and collaborative school culture, with a focus on school improvement.
- The distributive leadership structure and clarity of roles ensure whole-school approaches and practices are consistent.
- Comprehensive operational planning is aligned to whole-school planning to support classroom practice and student needs.
- Performance management is aligned to the culture of self-reflection and school improvement.
- High levels of trust and respect exist between the school leadership and the community.
- Induction processes are valued as a way for new staff to develop an understanding of school culture and planning.

### Recommendation

The review team support the following:

- Continue to build staff capacity and opportunities for leadership through ongoing coaching and support.

## Use of resources

The deployment and allocation of human, physical and financial resources are reflective of strategic priorities and regularly reviewed to determine their impact and inform future planning.

### Commendations

The review team validate the following:

- Evidence-based decision making underpins effective resource management. There are clear and defensible links between school budgeting and strategic planning.
- The school has responded to data through the strategic deployment of resourcing to support literacy intervention approaches.
- There are sound financial processes and procedures in place to reflect the management of physical, financial and human resources.
- Physical assets and resource acquisitions are planned for and allocated in alignment with school planning, to ensure transparent decision making.

### Recommendation

The review team support the following:

- Review the resources plan and align to current workforce needs.

## Teaching quality

Professional and dedicated staff commit to working in collaboration in order to embed whole-school approaches. They are passionate about maintaining a positive environment that supports each child to achieve their personal best.

### Commendations

The review team validate the following:

- Clear structures are in place for staff to understand their role in data analysis to support improvement of student outcomes.
- Agreed statements outline shared beliefs around teaching and learning and core values linked to whole-school approaches.
- Collaboration drives teacher improvement and accountability through effective data analysis, planning, teaching and moderation as identified by school priorities.
- There is a commitment to the effective teaching of technologies through the SAMR<sup>3</sup> model and the purposeful use of applications.
- Academic extension programs are provided to support critical and creative thinking.

### Recommendations

The review team support the following:

- Embed the agreed instructional framework across the school to ensure fidelity of practice.
- Ensure targeted feedback from coaches to support the focus on low teacher variance.
- Continue to build data literacy across the school to drive data-informed practice.

## Student achievement and progress

Underpinned by a comprehensive cycle of data collection, a range of school-based and systemic data are used to identify levels of achievement and improvement, and the overall impact of programs.

### Commendations

The review team validate the following:

- When measured against students from like schools in NAPLAN<sup>4</sup>, the progress of Year 5 students between 2017-2019 was high across all areas of assessment.
- Disciplined analysis of the range of school and systemic data informs the levels of student achievement across the school and is used to determine ongoing targets to support planning.
- A comprehensive assessment schedule is reviewed and implemented annually.
- Documented learning plans inform and support ongoing identification and review of learning targets for students in need of additional support.
- The school responded to a misalignment of NAPLAN versus grade allocations through the use of disciplined dialogue as the basis of conversations around data analysis.

### Recommendation

The review team support the following:

- Streamline processes for moderation to support the ongoing review of grade allocations against the Judging Standards.

## Reviewers

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Rebecca Bope  
Director, Public School Review

Dianna Miller  
Principal, Wandina Primary School  
Peer Reviewer

## Endorsement

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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 for Term 1, 2024.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 National School Opinion Survey
- 2 Students at educational risk
- 3 Substitution, Augmentation, Modification and Redefinition
- 4 National Assessment Program – Literacy and Numeracy