



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

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Public education  
**A world of opportunities**

# Bletchley Park Primary School

## Public School Review

March 2020

# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused 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:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Bletchley Park Primary School opened in 2008. The school is located in Southern River, 27 kilometres south of Perth within in the South Metropolitan Education Region. The school has an Index of Community Socio-Educational Advantage rating of 1047 (decile 3). It gained Independent Public School status in 2010. There are currently 927 students at the school from Kindergarten to Year 6. Bletchley Park Primary School is very multi-cultural with families from several different countries comprising the school community. Approximately 43 percent of students come from a background other than English with more than 37 different languages spoken at home.

The school grounds are well maintained providing a variety of play opportunities for students. Bletchley Park Primary School is supported by a dedicated School Board and an active Parents and Citizens' Association (P&C).

## School self-assessment validation

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The principal submitted an informative school self-assessment.

The following aspects are confirmed:

- Teaching staff were engaged in the review process.
- A range of teachers provided information into the Electronic School Assessment Tool (ESAT) submission.
- The school's self-assessments and judgements were enhanced and clarified during the validation process.
- A range of staff and community members participated actively in the validation process.

The following recommendations are made:

- Ensure there is a clear link between each domain and the evidence and actions provided for that domain in the ESAT.
- Ensure all data sets are accompanied by clear observations and analyses, and actions that will impact on the school's effectiveness
- Explore the notion of school self-assessment being a continuous rather than summative process.

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<b>Relationships and partnerships</b>	
A strong sense of community was evident through the demonstrated commitment of staff and the involvement of parents. The school adopts an inclusive approach when developing relationships and partnerships.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The School Board and P&amp;C are active, passionate and skilled in the performance of their duties.</li> <li>• The school endeavours to continually provide information to parents and carers through its Classroom 2 Community program.</li> <li>• Initiatives such as the Bletchley Park Cup connect schools in order to support the inclusion of students with special educational needs.</li> <li>• The Bletchley Broadcast Club is an innovative approach that allows students to communicate school news to the community via social media.</li> <li>• The wellbeing of students and staff has been identified as a focus, with the school using the Be You framework to support actions in this area.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Implement strategies to increase the number of responses received from the National School Opinion Survey.</li> </ul>

<b>Learning environment</b>	
The learning environment presents as orderly, calm and well maintained. The school has a strong focus on providing for the 'whole child'. This approach is acknowledged and appreciated by the school community.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school psychologist has a significant role in providing ongoing professional learning and support. This has led to the implementation of an efficient and effective student referral process and the creation of a more inclusive environment for students suffering trauma.</li> <li>• The chaplain works to support the social and emotional needs of students through programs such as Rainbows and DRUMBEAT.</li> <li>• The Good Standing policy is articulated clearly and understood and adhered to by staff.</li> <li>• The introduction of an autism specialist teacher has had a positive impact on other teachers' abilities to differentiate the curriculum for students with autism.</li> <li>• Specialist teachers meet to share knowledge and strategies in order to more consistently and effectively teach students identified as at educational risk.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Review and update the students at educational risk policy to include the role and responsibilities of the autism specialist teacher.</li> <li>• Use the social-emotional wellbeing Progressive Achievement Tests data, already collected, to set targets and monitor program effectiveness.</li> </ul>

## Leadership

The school has a highly invested executive leadership team. A committee model of distributed leadership is evident and embedded, fostering the opportunity for increased staff ownership of, and commitment to, change.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Teachers and the School Board are involved in developing and reviewing business plan strategies.</li> <li>• Processes exist to identify and support aspirant leaders.</li> <li>• Clear and detailed operational planning is evident. This is understood by teachers and informs their practice.</li> <li>• A high degree of collaboration is evident, with processes in place that encourage staff to be involved in whole-school decision making.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue developing the capacity of school support staff to meet the requirements of the school's workforce plan.</li> <li>• Include measurable targets or standards as indicators of success in future business plans, and monitor the effectiveness of these plans against the agreed targets or standards.</li> </ul>

## Use of resources

Underpinned by sound processes and procedures, the principal and manager corporate services, work in partnership to administer the one-line budget effectively. The Finance Committee demonstrates a commitment to transparency and accountability.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Finance Committee meet regularly to provide financial oversight and monitor school budgets and expenditure effectively.</li> <li>• Curriculum teams effectively purchase, distribute and manage resources.</li> <li>• The school allocates resources to support the differentiated needs of students, such as the Bletchley Extension and Enrichment program for academically able students.</li> <li>• A systematic approach to the ongoing upgrade and maintenance of school facilities is detailed in the school master and maintenance plans.</li> <li>• The P&amp;C supports the school by providing additional funding to extend the chaplaincy program to cater for more children.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Plan for and resource the upgrading of information and communications technology infrastructure as a priority, in order to support teaching and learning.</li> <li>• Enhance the scope of the workforce plan by articulating more clearly the impact of declining enrolments and associated subsequent planned actions.</li> <li>• Articulate clearly all resourcing requirements in operational plans.</li> </ul>

## Teaching quality

The staff are passionate, knowledgeable and positive. They work in collaborative teams, striving to embed connected practice consistently across the school.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The iSTAR<sup>1</sup> model of whole-school connected practice is embedded.</li> <li>• The school's approach to teaching reading is documented. Its implementation is supported through an observation and feedback process aligned to the AITSL<sup>2</sup> Australian Professional Standards for Teachers.</li> <li>• A strong collaborative planning approach to teaching adds value to the induction of newly appointed teachers.</li> <li>• A clear and concise pedagogical framework is in place, outlining school-wide teaching approaches.</li> <li>• An ongoing commitment to review practice, to ensure it reflects current research, is evident.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement the use of decodable readers in Kindergarten to Year 3 in 2020.</li> <li>• Implement the Sound Waves program from Year 4 to Year 6 in 2020.</li> <li>• Integrate the use of digital technologies across the curriculum.</li> </ul>

## Student achievement and progress

A range of data are used to monitor and track student achievement. In 2018 and 2019, students made high progress in most National Assessment Program – Literacy and Numeracy (NAPLAN) testing areas.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A detailed whole-school assessment schedule outlines the data collection and analysis requirements of staff.</li> <li>• Analysis of On-entry Assessment Program data has led to targeted intervention programs in early childhood education.</li> <li>• Assessment tools are reviewed to ensure they provide useful and meaningful data.</li> <li>• In response to the analysis of student achievement data, the Talk for Writing Committee has been re-established to monitor the program's implementation and provide ongoing support for staff as needed.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue the upskilling of teachers in data analysis to inform classroom planning, through the development of professional learning communities.</li> <li>• Apply knowledge gained from the Australian Early Development Census school summary to inform early childhood interventions.</li> </ul>

## Reviewers

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Gary Crocetta  
Director, Public School Review

Brian Johnson  
Principal, Tuart Forest Primary School  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2023.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Inform and inspire; show and share; try and transfer; apply and action; review and revise - framework for professional learning and teaching
- 2 Australian Institute for Teaching and School Leadership