



Department of  
Education

**Shaping the future**

# Bicton 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 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 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 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.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Bicton Primary School is located approximately 16 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school opened in 1904 and has been a significant part of the local community since that time. Sporting facilities are shared out of school hours and the school hall accommodates a day care centre for before and after school activities. In 2015, the school became an Independent Public School.

Currently, there are 483 students enrolled from Kindergarten to Year 6. Bicton Primary School has an Index of Community Socio-Educational Advantage of 1112 (decile 1).

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

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

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

- A detailed overview of each domain, with evidence to support judgements made, gave clarity to the school's Electronic School Assessment Tool (ESAT) submission. The Standard and domain foci provided guidance and was viewed as a valuable reference for staff.
- Established school self-assessment practices ensured the Public School Review did not stand on its own. This significantly contributed to supporting and providing confidence for staff in their preparation for the review and validation visit.
- Multiple sources of evidence were used to confirm judgements about school performance. Collated information captured the school's work and listed examples of evidence of school performance in each domain of the School Improvement and Accountability Framework.
- The Principal believes the process has highlighted the work and growth the school has seen over the last four years and has provided direction for the next phase of planning.
- Staff and community members contributed enthusiastically to discussions with the reviewers, demonstrating understanding and genuine commitment and care for their school.

The following recommendations are made:

- Explore ways in which the ESAT can be used to facilitate and refine the ongoing collection and analysis of data to support school-self assessment.
- Continue with the intention to review each of the ESAT domains, guided by foci and elaborations of the Standard, as part of the school's regular review process.

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### Relationships and partnerships

The school prides itself on the positive relationships and partnerships they have established with families, staff, students and wider community. This has united them in embracing a shared understanding of the school's 'Good to Great' philosophy.

### Commendations

The review team validate the following:

- High levels of collaboration exist beyond the school. This includes an informed and involved School Board and a proactive and resourceful P&C, successfully connecting with and bringing the community together.
- Numerous platforms of communication such as: Connect; parent workshops; school website; P&C representatives; Facebook; SMS<sup>1</sup>; and learning journeys provides families with timely and audience specific information.
- Professional and respectful relationships have been established through a range of opportunities for staff to collaborate. 'Team Charters', outlining the norms, behaviours, expectations and agreements have been embedded through Team and Relationship Building professional development opportunities.
- The School Cultural Survey gives guidance and direction to addressing and responding to views and feedback provided by families. The school has responded to requests for communication to be about learning and the provision of workshops on pastoral care such as the 'Grow Your Mind' parent workshop.
- Established, sustainable partnerships have been thoughtfully fostered adding depth to the learning programs whilst developing students' empathy and connection with their community as evidenced by the Pen Pal project and the collaboration with the Returned and Services League.

### Recommendation

The review team support the following:

- Continue to ensure communication between home and school is on pedagogical approaches and student learning. Together with the community, review, further develop and give visibility to core school values.

### Learning environment

Guided by the motto 'Together We Learn, Together We Grow' the school has established an environment that is safe, engaging and supportive, setting the pre-conditions for all students to thrive.

### Commendations

The review team validate the following:

- The Health and Wellbeing Committee ensures there is a sharp focus on the development of positive health and wellbeing of students and staff. Grow your Mind, Zones of Regulation and emotional intelligence training are providing a common language and support for students, families and staff.
- The chaplain plays an important role in providing social and emotional support for students through health lessons, lunchtime activities, the composting club and a friendship circle.
- An ongoing focus on the ACSF<sup>2</sup> and the collaboration with local Elders is developing cultural responsiveness and an understanding of Aboriginal histories by students, staff and the community.
- Student voice is promoted and monitored through the NSOS<sup>3</sup> Student Survey with information gathered guiding future planning. Students expressed gratitude for the many opportunities to influence and have input into school operations.
- The school prioritises catering for the needs of SAER<sup>4</sup>. With oversight by the SAER team, a well-crafted, differentiated model of intervention has been implemented. Education assistants are greatly valued and integral to the provision of intervention support for students.
- Through fun and interactive pre-Kindergarten experiences and orientation days, the school has ensured children's first introduction to school is positive.

### Recommendation

The review team support the following:

- Progress the intention to develop, in collaboration with staff, students and the community, the PBS<sup>5</sup> Expectations Matrix to ensure values and expected behaviours are visible and embedded in practice.

## Leadership

Understanding that the greatest impact on student outcomes is quality teaching, the Principal and the leadership team have committed to providing authentic opportunities for staff to develop their leadership to effectively lead teaching and learning at Bicton Primary School.

### Commendations

The review team validate the following:

- A collaborative, distributed leadership structure that mobilises and develops leadership expertise at all levels of the school is effectively generating opportunities for change and enhancing instructional practices and pedagogy.
- Leadership development is comprehensive with expertise from within the school and externally provided targeted professional learning. MSCEIT<sup>6</sup> assessment and development, coaching and team/curriculum/aspirant leader development days provide support for staff to develop their leadership skills and attributes.
- PM&D<sup>7</sup> supports both individual and teams to grow and develop. The AITSL<sup>8</sup> Teacher Self-Assessment Tool, Leadership Reflection Tool and Leadership Profiles, peer observations and 360-degree feedback allow staff to effectively reflect and identify goals for improvement.
- Professional learning is focused on embedding whole-school instructional approaches and programs, finely tuned to the specific professional needs of staff, facilitating effective change management processes.
- Planning is aligned to the school vision and business plan targets, providing guidance to operational and classroom planning. The development of an aspirational prospectus further embeds this alignment and clarity of school planning and operations.

### Recommendation

The review team support the following:

- Continue with the intention to embed the observation, feedback and reflection processes to incorporate targeted, additional instructional support for staff.

## Use of resources

A focus on forging strong relationships between the Principal, MCS<sup>9</sup>, leadership team and committees has ensured rigorous self-audit and financial processes are in place and upheld.

### Commendations

The review team validate the following:

- There is a clear link between school budgeting and planning for student improvement. Cost centre budgets are aligned to operational planning, the current business plan and are informed by student need.
- Resources are deployed strategically to fund key programs with an unwavering focus on, and investment in, staff professional learning that supports implementation of whole-school practice.
- Support provided by each MCS ensures staff understand their financial obligations. This is developing a shared understanding of the complex nature of budget management and resource allocations.
- The Principal and each MCS work closely with the School Board and P&C, guided by the Facilities Operational Plan to ensure informed decisions are made about the maintenance and improvements of the physical learning environment.
- The digital technology needs of the students and school have been reviewed and a long-term plan and replacement schedule have been established.
- Close consideration is given to strategic workforce planning to ensure recruitment, deployment, succession planning and professional learning is focused on the skillsets required to meet the present and future context and direction of the school.

### Recommendation

The review team support the following:

- Build the profile of the Finance Committee to encourage a broad representation of staff membership.

## Teaching quality

High levels of teacher efficacy are reflected through a shared commitment of accountability and responsibility for every child's success. This is supporting a collaborative and reflective teaching culture and establishing the prerequisite conditions to deliver impactful pedagogy that makes a difference for students.

### Commendations

The review team validate the following:

- Shared beliefs and pedagogical approaches inform school-wide practices. Explicit learning intentions and success criteria, collaborative structures, operational plans and overviews reinforce and embed the shared pedagogical approaches implemented.
- Collaborative structures support teachers in their planning, teaching, assessment of the curriculum and implementation of the agreed whole-school practices. Assessment and moderation within these groups help identify opportunities for differentiation, targeted intervention and extension.
- Assessments and reporting on student achievement and progress inform both students and parents. Families are kept informed of their children's progress and achievement through formal and informal methods, and students, through written and verbal feedback.
- A broad range of systemic and school-based data is collected and analysed ensuring planning is evidence-based and accurately informs the teaching and learning program and differentiation of the curriculum.
- Professional learning is targeted and ongoing at point of need through a variety of channels ensuring all staff have the necessary support to implement the whole-school instructional approaches.

### Recommendation

The review team support the following:

- Progress the intention to formalise whole-school pedagogical approaches to continue to improve student outcomes.

## Student achievement and progress

Coming from a mindset that student achievement and progress is everyone's responsibility, staff understand the data, have a plan and are committed to providing the conditions that will allow all students to thrive.

### Commendations

The review team validate the following:

- An extensive Assessment and Reporting Schedule outlines a range of data to effectively monitor student performance and ensure reliable judgements can be made about student and cohort achievement and progress.
- The implementation of GAT<sup>10</sup> strategies and the provision of learning opportunities that require the application of learnt skills and self-assessment is challenging and extending high achieving students.
- Significantly more students made very high progress for Reading and Numeracy from OEAP<sup>11</sup> to 2021, Year 3 NAPLAN<sup>12</sup> when compared to like schools.
- Year 3 NAPLAN longitudinal data shows steady growth in Reading, Writing, Spelling and Grammar and Punctuation.
- Team leaders, curriculum and senior leadership teams review data and identify areas of learning focus for individual students, class and year cohorts.
- Close tracking and interrogation of NAPLAN data determines trends over time. This is effectively allowing for targeted intervention to improve outcomes for Spelling, Reading and Numeracy.

### Recommendation

The review team support the following:

- Continue to monitor the impact and consistency of the implementation of agreed whole-school programs, pedagogy, instructional model and interventions to ensure sustained student progress and achievement.

## Reviewers

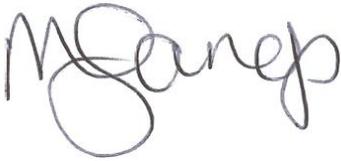
Maxine Augustson  
**Director, Public School Review**

Yvonne Arnott  
**Principal, Hampton Park 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 scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Short messaging service
- 2 Aboriginal Cultural Standards Framework
- 3 National School Opinion Survey
- 4 Students at educational risk
- 5 Positive Behaviour Support
- 6 Mayer-Salovey-Caruso Emotional Intelligence Test
- 7 Performance management and development
- 8 Australian Institute for Teaching and School Leadership
- 9 Managers corporate services
- 10 Gifted and Talented
- 11 On-entry Assessment Program
- 12 National Assessment Program – Literacy and Numeracy