



Department of
Education

Shaping the future

Vasse 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

Vasse Primary School is located approximately 10 kilometres west of Busselton and approximately 240 kilometres from the Perth central business district within the South West Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1003 (decile 5).

It currently enrolls 758 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

Vasse Primary School has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Vasse Primary School was conducted in Term 3, 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 an insightful self-assessment highlighting the school's current operations and forward planning considerations for improvement.

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

- Staff approached the Public School Review as an opportunity to reflect and strategically chart a course for continued school improvement.
- There was alignment between the school's self-assessment submitted via the Electronic School Assessment Tool (ESAT) and the Standard.
- The insightful and authentic participation of staff in discussions demonstrated an unwavering shared commitment to the school's success and improvement.
- Confident student leaders spoke proudly, providing positive contributions to the Public School Review during the validation visit.
- School Board members, P&C representatives, parents and a highly regarded community partner engaged ardently in the validation visit discussions, reflecting a strong sense of engagement and investment in the school's ongoing development and an appreciation of the work of staff in improving educational outcomes for their children.

The following recommendations are made:

- Consider annotating evidence submitted through the ESAT, drawing attention to specific aspects to be considered by the review team and clarification of the purpose of its inclusion.
- Distil evidence to that which has the strongest impact on student outcomes and demonstrates the Standard has been met.

Public School Review

Relationships and partnerships

The unity and connection between staff has held the school steady during leadership changes. Students radiate pride in their school and value the care and support provided by staff.

Commendations

The review team validate the following:

- A highly developed culture of care and respect provides the foundation for thriving relationships between staff, optimising the conditions for student success.
- Managed by the marketing and communications officer, communication processes are tailored, responsive and keep staff, parents and the wider community well informed. Targeted approaches, including School Story and class Dojo messages, social media and the Yanginy staff newsletter engage and inform.
- Partnerships with EdConnect, The Fathering Project and the Kitchen Garden are highly regarded and foster social, emotional and academic progress for students. They also add value to operational and strategic improvement initiatives.
- Families value the school, the caring approach of staff and the relational nature of the leadership team, fostered through daily interactions with students.
- A dynamic and proactive P&C engage in a range of fundraising initiatives making valuable contributions to the improvement of school facilities and building community connections.

Recommendations

The review team support the following:

- Create structured opportunities for staff collaboration and introduce a disciplined dialogue approach to data analysis, ensuring staff participate in informed discussions about teaching, learning and student achievement.
- Monitor the impact of interventions on non-academic student outcomes.

Learning environment

An ethos of care sits at the heart of the learning environment at Vasse Primary School. Wellbeing is a central focus with programs positively supporting engagement and attendance. Proud, focused and founded upon 'people, place, pedagogy', there is an unwavering commitment by staff to understand and acknowledge the needs of all students.

Commendations

The review team validate the following:

- Comprehensive processes that support the identification and monitoring of students at educational risk are established. Documented plans are developed and proactive collaboration between the student services deputy principal, lead education assistant and school psychologist ensures appropriate interventions and supports are in place.
- A commitment to developing cultural responsiveness is evident in the school's engagement with local Elders, the Koolbardi committee and desire to establish cultural links with students and families.
- Creating the pre-conditions for learning, weekly Positive Behaviour Support foci and use of the RULER Mood Meter are cornerstones of the school's behaviour management and wellbeing approach. Students are supported to recognise, understand, label and regulate emotions.
- The introduction of the South West Regional Office initiative PIVOT has been embraced to further aid the support provided to neurodiverse students.
- Education assistants are highly effective in the provision of individual student support and contribute to a well-developed identification process. Teachers and education assistants have forged effective partnerships demonstrating mutual respect for each other's knowledge and skills.

Recommendation

The review team support the following:

- Using WEC¹ and Attitude, Behaviour and Effort data, intentionally build longitudinal data sets to measure and evaluate the impact of non-academic interventions and initiatives on student achievement.

Leadership

Leaders speak of their impact as being determined by their success in raising student levels of achievement. Opportunities to undertake leadership roles, or be involved in change efforts, are provided.

Commendations

The review team validate the following:

- A committee structure, encompassing teams in areas such as literacy, numeracy, sustainability, wellbeing and Koolbardi, is present and characterised by a commitment to empowering staff to work collaboratively and drive whole-school improvement.
- Staff strengths are acknowledged and utilised to support the implementation of whole-school programs.
- Sub-school leaders are pivotal in the planning and implementation of whole-school change initiatives, promoting a strong sense of ownership and empowerment for all team members.
- High levels of expertise in the Walker Learning Approach and inquiry-based learning are evident throughout the school. Hosting visitors to observe this approach in action is commonplace.
- An induction process and performance management is in place to inform and improve the delivery of teaching and learning.

Recommendations

The review team support the following:

- Provide instructional leadership to support the implementation of classroom observation and feedback processes.
- Ensure business plan priorities translate into documented strategic and operational planning to guide classroom practice.

Use of resources

Thorough examination of the school's financial, physical and human resources has been initiated by the manager corporate services (MCS) with the support of the principal. Safeguarding the financial present and future of the school's learning program is a priority.

Commendations

The review team validate the following:

- The astute financial acumen of the MCS is ensuring resource deployment and workforce processes are executed with agility and consider optimal student achievement, while also fostering innovation of contemporary learning strategies.
- A strategic approach to the development of replacement processes and reserve accounts has been introduced.
- Aligned to student needs, the school has allocated funds for a lead education assistant and additional education assistants, adding value to the school's provision for students with additional needs.
- Student characteristic funding is prioritised for both, optimising the learning environment and building staff capacity for the implementation of school-wide approaches.
- School resourcing information is shared with the School Board and Finance Committee strengthening levels of governance and oversight in the use of school budgets.

Recommendations

The review team support the following:

- Consider a review of the composition of the Finance Committee to support productive financial oversight and decision making aligned to school priorities.
- Provide training for Finance Committee members to support financial understanding, responsibilities and obligations.
- Develop a handbook to support accountability and sound financial management at all levels of the school.

Teaching quality

Driven by a strong moral purpose, the implementation of school-wide teaching practices, professional learning and clear expectations for instruction is a priority. Hardworking staff are committed to improving student outcomes and engaging in ongoing collaboration to best deliver pedagogy that meets the needs of students.

Commendations

The review team validate the following:

- Staff value opportunities for collaboration that are provided to support the alignment and delivery of common practices across the school.
- Staff are offered the opportunity to participate in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school programs.
- The Walker Learning Approach and inquiry-based learning are well established, highly visible and purposefully designed to stimulate critical thinking and engagement. These practices are highly regarded by staff and students alike.
- There is a committed school-wide approach to the implementation of PLD², supporting consistent practice in the teaching of reading and spelling.
- Understanding and implementation of differentiation strategies is evident. Individual education plans, group rotations and targeted programs such as MiniLit, MacqLit and Bond Blocks offer options for staff to address a range of student abilities.

Recommendations

The review team support the following:

- Articulate shared, school-wide beliefs and whole-school approaches and expectations into a common agreed framework. Further enhance the school improvement agenda and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Develop the data literacy of staff to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.
- Reinstate an instructional leadership resource and formalise the regularity of classroom observation and feedback processes.

Student achievement and progress

Raising student academic performance is recognised as a collective responsibility. The school is committed to prioritising the development of staff data literacy, routine data collection and evidence-based decision making.

Commendations

The review team validate the following:

- The ACER³ literacy and Brightpath Mathematics data indicates a positive trend emerging in student achievement and progress.
- An assessment schedule informs staff of the type and timing of data collection. The skills of staff to analyse a range of data for effect is a focus for development.
- A database and student profiles are used to support the transitions of students through the school, assisting the establishment of longitudinal tracking and monitoring of student achievement and progress.
- The Judging Standards are used systemically to inform student progress.
- Formal events such as the Expo Day and Learning Journey and semester reports are combined with regular opportunities for parents to receive feedback and discuss their child's progress.

Recommendations

The review team support the following:

- Develop moderation expectations to ensure consistent practice and low variation in teacher judgements, and support improved levels of student achievement, considering the benefits of a collaborative approach with network colleagues.
- Interrogate data to monitor effectiveness of academic enrichment and differentiate teaching and learning.
- Use SAIS⁴ progress data from On-entry to Year 3 to determine the effectiveness of programs and the instructional approach in the Kindergarten to Year 2 phase of learning.

Reviewers

Kate Wilson
Director, Public School Review

William Davis
Principal, Oakwood 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.

The next review process focusing on the teaching quality and student achievement and progress domains only, is scheduled for Term 2, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Melesha Sands
Deputy Director General, Schools

References

- 1 Wellbeing and Engagement Collection
- 2 Promoting Literacy Development
- 3 Australian Council for Educational Research
- 4 Student Achievement Information System