



Department of
Education

Shaping the future

Settlers 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

Opened in 2005, Settlers Primary School is located in the southern suburb of Baldivis, approximately 46 kilometres from the Perth central business district in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1001 (decile 5).

It currently has 657 students enrolled, from Kindergarten to Year 6 and became an Independent Public School in 2013.

The School Board provides governance and supports the Principal in leading the strategic focus of the school.

An active Parents and Citizens' Association (P&C) provides opportunities for the community and school in working collaboratively to enhance outcomes for children in and beyond the school.

The first Public School Review of Settlers Primary School was conducted in Term 4, 2019. This 2023 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:

- A culture of data informed self-assessment, as the foundation for planning and continuous improvement, was evident at the strategic and operational levels.
- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review. Led by the administration, teams were established for each domain of the Standard, providing a reflection of the school's performance and planned actions for improvement. There was opportunity for School Board review and input into the submission.
- During the validation visit, leaders, staff, parents, community members and students contributed enthusiastically to discussion adding further value to the school's Electronic School Assessment Tool (ESAT) submission.

The following recommendations are made:

- Engage all staff in ongoing school self-assessment processes aligned to the Standard.
- In future ESAT submissions, consider distilling evidence to that which has the strongest impact on student learning and demonstrates that the Standard has been met.

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Relationships and partnerships

The establishment of strong and positive relationships, fostered through consistency, communication and credibility underpins the culture and very essence of the Settler's Spirit. Proud and student focused, the school community and staff engaged respectfully and positively, demonstrating high levels of trust.

Commendations

The review team validate the following:

- Professional and productive relationships with the School Board are evident. Board members have a sound understanding of their governance role and responsibilities and actively engage in important strategic discussions, to help guide school planning and decision making.
- Partnerships, that enhance learning programs and opportunities for students and staff, have been established with a variety of external agencies and businesses.
- A highly focused and committed P&C work closely with the school and the community to support teaching and learning programs and engage families in events.
- Communication, to connect with a maximum number of families, is clear and transparent. A range of strategies, including Connect, Seesaw, Blogs, Facebook, ClassDojo, and the school website are utilised.
- Strategies, including use of the National School Opinion Survey, are in place to ensure regular, valid feedback from parents and staff. The school is highly responsive to data, with trends analysed and targets established. Current data indicates strong satisfaction with the school.

Recommendation

The review team support the following:

- Progress plans to implement a consistent whole-school communication platform.

Learning environment

The indoor and outdoor learning spaces are engaging, welcoming, and responsive to the needs and interests of students. Data is used extensively to determine planning and the impact of programs, practices and strategies.

Commendations

The review team validate the following:

- In response to data, there is a strategic, consistent and consultative approach to the implementation of Positive Behaviour Support (PBS) approaches across the school.
- The outdoor learning spaces are a feature. Evident through the resources and space available for students, opportunities for students to play and learn within engaging environments is a priority across K-6.
- Student interest in extra curricula clubs is high with a variety available to students during breaks. From the annual school production, to science, gardening and Minecraft a range of engaging opportunities are available.
- Levels of student attendance are positive. With data and trends analysed, the school implements strategies, processes and supports as required.
- With a number of culturally responsive practices embedded, the school is committed to continuous reflection to deepen a collective understanding of culture, language and the Aboriginal Cultural Standards Framework.
- The Kindergarten orientation program supports effective transition to formal schooling through engagement in the learning spaces and planning for individual student needs.

Recommendations

The review team support the following:

- Continue to embed PBS plans and agreed approaches.
- Define and document whole-school processes and procedures for students at educational risk.

Leadership

The new leadership team is committed to strategic and timely change designed to decrease workload and add value to the learning program. The leadership team are viewed as supportive, connected and engaged with consistency and an unwavering focus on data informed decision making that impacts positively on student outcomes.

Commendations

The review team validate the following:

- Student leadership is comprehensive. Inclusive of a Student Board, leadership opportunities promote and foster student voice as a vehicle for data informed decision making.
- Aligned to the business plan and school priorities, a school improvement plan provides a second tier of planning for the 3 school priorities of community relationships, positive behaviour and engagement, and quality teaching and assessment.
- Change is strategically and carefully managed with staff reporting they feel valued, heard and supported.
- Responsive, the leadership team are committed to embedding performance development cycles through consistent, respectful and transparent processes that provide meaningful feedback.
- Deputy principals provide structured support and leadership within phases. Roles and responsibilities of the senior leadership team are established with a clear and shared understanding evident across the school.

Recommendations

The review team support the following:

- Build the capacity of middle leadership, through the provision of opportunities and structures that foster leadership development.
- Continue to enhance the school improvement plan by encompassing plans for all areas of the Western Australian Curriculum.

Use of resources

The manager corporate services and leadership team work collaboratively to ensure the maximum impact of resourcing is achieved. Human, financial and physical resources are used in an efficient and effective manner. The allocation of resourcing is data informed, targeted, transparent and aligned to school priorities.

Commendations

The review team validate the following:

- Strategic management of the school timetable has been considered to maximise opportunities for teachers to engage in collaborative planning. In addition to this, timetable structures have been implemented to ensure delivery of whole-school programs.
- Education assistants are highly valued for the role they play in supporting students within individual programs, intervention approaches and small group instruction.
- Reserve planning, inclusive of information and communications technology and computing equipment are current and reserve accounts are adequately funded to replace items as required.
- The Finance Committee has representation from across the school and provides oversight of decision making processes for budgetary and funding allocations.
- Professional learning needs of staff are prioritised to ensure staff are well supported in the delivery of agreed whole-school approaches and priorities.

Recommendations

The review team support the following:

- Formalise workforce planning with consideration to the potential decline of student numbers.
- Continue to plan for and adequately resource teaching programs, professional learning and support for teachers in their delivery of consistent pedagogy.

Teaching quality

There is an unwavering focus on building a culture of teaching excellence through unified beliefs, implementation of evidence-based approaches and consistency in whole-school connected practice.

Commendations

The review team validate the following:

- Consistency in the delivery of the Letters and Sounds program across K-2 has been strengthened through professional learning and support for all staff. Data is collected and analysed to monitor student progress and inform targeted intervention.
- Evidence-based and data informed, the successful introduction of the Spelling Mastery program has been strategic with consideration to timetabling, assessment, planning and professional learning needs.
- Professional learning is informed and guided by school priorities. Through resourcing and planning, the school is committed to ensuring staff are trained and skilled in Letters and Sounds, Heggerty Phonemic Awareness, Spelling Mastery, Talk for Writing, Teach Well Masterclass and PBS.
- Shared beliefs drive connected practice. Following engagement in the Teach Well Masterclass professional learning, there is clear focus on implementing daily reviews across the school.
- Collaborative practices are in place that support the co-creation of planning documents and enables professional discussions that drive consistency.
- Staff are supported in the delivery of whole-school programs and approaches through collaborative structures, modelling and feedback processes and professional learning.

Recommendations

The review team support the following:

- As a priority, establish whole-school clarity and professional learning in agreed mathematics approaches.
- Continue to embed the agreed whole-school instructional model.
- Develop and define the Early Childhood Statement of Philosophy to embed shared understandings.

Student achievement and progress

The leadership team is committed to increasing data literacy of staff through analysis and triangulation of systemic, standardised, and school-based assessments.

Commendations

The review team validate the following:

- There are high levels of student achievement evident with Year 3 and Year 5 students outperforming like schools in all categories of the 2023 NAPLAN¹ data.
- A shift to online Special Educational Need planning and reporting has enhanced consistency in planning and strengthened communications with parents regarding learning strategies and supports for their child.
- The school has taken significant steps to reflect and re-establish a whole-school data collection focused on using assessments that are evidence-based, efficient and purposeful.
- The school has recently introduced Brightpath Writing and Mathematics to support assessment and moderation practices.
- The leadership team demonstrate high levels of data literacy. Staff are supported to collect, collate and analyse assessment data to inform reporting on student achievement and planning to drive ongoing progress.

Recommendation

The review team support the following:

- Continue to build data literacy through data triangulation and review of achievement targets.

Reviewers

Rebecca Bope
Director, Public School Review

Stephen Bevan
Principal, Grandis 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy