



Department of
Education

Shaping the future

Jandakot 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

Jandakot Primary School is located approximately 25 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 1042 (decile 3).

Currently, there are 510 students enrolled from Kindergarten to Year 6.

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

The first Public School Review of Jandakot Primary School was conducted in Term 1, 2020. 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 a comprehensive and rigorous school self-assessment.

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

- Staff engagement and collective commitment to embed focused cycles of self-assessment is evident. The executive team and staff have a sound understanding of school self-assessment processes and demonstrate an unwavering focus on school improvement.
- In preparation for the Public School Review, school staff and the School Board engaged in focused self-assessment practices reflecting a comprehensive and shared view of current school performance.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context and performance, with a broad range of interrelated and credible evidence selected for analysis.
- Alignment between the annotated performance evidence and judgements about and planning for future improvement was clear, further demonstrating a sophistication to the school's current approaches to self-assessment.
- The validation visit enabled a range of school leaders, teachers, support staff and parents to elaborate on the evidence and planning intentions described in the ESAT submission.

The following recommendation is made:

- Continue to maintain a firm focus on the analysis of credible data sets that facilitate efficient and transparent whole-school data literacy approaches.

Relationships and partnerships

With student needs firmly at the heart of all decisions, collaborative, professional and respectful relationships underpin a positive school culture. This has established consistency of actions, which reflect an unrelenting, school-wide commitment to the core business of teaching and learning.

Commendations

The review team validate the following:

- School Board members advocate positively for the school and demonstrate a strong understanding of their governance role and responsibilities. Underpinned by guidelines, terms of reference and planning, they are purposefully engaged in reviewing data relating to planning, finances and student achievement.
- High levels of trust between staff flourish within well established and shared whole-school structures, operations and processes. Effective standards of communication support collaborative problem solving and foster a culture of excellence and accountability.
- Collaboration between staff is highly valued with a range of formal and informal opportunities to engage. This is strengthened by comprehensive and effective protocols, structures and communication approaches.
- In addition to seeking and responding to the views of families, the school has a clear focus and direction on enhancing community engagement in their children's learning. Parent engagement is prioritised through key events, workshops, information sessions and communication processes.
- Staff and students are actively engaged in decision making processes, the leadership teams ensuring they have a voice, shared understandings and are committed to the school strategic and operational directions.
- External partnerships between the school and community, including Helping Hands, YouthCARE and local businesses, are highly valued.

Recommendation

The review team support the following:

- Continue to embed consistent, school-wide communications between the school, School Board and families promoting the purpose of the School Board and further enhancing engagement in learning.

Learning environment

Ensuring the conditions are in place for all students to thrive academically, socially and emotionally is viewed as the work of everyone in the school. The school prioritises the provision of a student focused learning environment, where students have opportunities to flourish through clearly articulated processes of support.

Commendations

The review team validate the following:

- Clear and consistent processes and practices are in place for building a safe and orderly learning environment through Positive Behaviour Support. Supported through a committee and planning, expectations are driven by student voice and explicit teaching foci are data informed.
- Occupational Health and Safety approaches are appropriately considered with clear and evidence-based plans in place to address and monitor areas of identified improvement.
- The Deputy Principal leads a strong and effective approach to student services. Staff demonstrate a high level of care and professional commitment in meeting the needs of SAER¹, including students requiring additional academic extension and intervention, and support to engage and regulate their emotions.
- The SAER policy is underpinned by comprehensive and sophisticated student services structures and processes. Documented plans are developed and monitored through the combined efforts of the student services coordinator, school psychologist, chaplain, highly skilled education assistants and teachers.
- In consultation with the staff and community, significant steps have been undertaken to rebrand the logo, uniform and school documentation. It is widely viewed as a positive and contemporary shift, signalling pride and high expectations of the school.

Recommendation

The review team support the following:

- Continue the focus on developing cultural competencies and embedding cultural responsiveness.

Leadership

Leadership is described as distributed, supported, valued and respectful. The Principal strategically and expertly leads a professional, collaborative and high performing team culture. School leaders' expectations profoundly influence team dynamics and individual development.

Commendations

The review team validate the following:

- A structured distributed leadership model exists. Developing middle leadership is a priority and the school invests effectually in staff development. Consequently, there is a deep understanding of, and buy-in to, the school's improvement agenda.
- Aligned to the business plan priorities, operational plans with explicit targets and strategies are established, monitored and tracked.
- Executive meetings facilitate sharing of information between phase and curriculum leaders, further driving school improvement processes through shared responsibility and accountability.
- Enabled through the clear and transparent establishment of leadership portfolios, roles, responsibilities and expectations at all levels, staff have an active voice in decision making.
- Student leadership is valued and effective. In addition to seeking the views of leaders, the school seeks the voice and opinions of all students when obtaining feedback or making decisions that impact them.
- Using a consultative and evidence-based approach, the need for change is carefully managed and always determined by what is in the best interests of students.
- Mentorship of graduate teachers is designed with clear processes and approaches that support their professional growth and development with alignment to school priorities.

Recommendation

The review team support the following:

- Maintain a strong focus on school improvement but take time to also acknowledge and celebrate the journey with many processes, practices and strategies now embedded.

Use of resources

Evidence-based, agile and targeted allocation of physical, fiscal and human resourcing considers students' needs and impact on student outcomes. Working collaboratively with the executive team, the experienced manager corporate services (MCS) is unwavering in her student focused planning and decision making.

Commendations

The review team validate the following:

- Evidence-based, high quality budget allocation processes indicate a clear and defensible alignment to school priorities, strategic and operational planning, data analysis and staff input and feedback.
- With clear oversight by the Principal, MCS, School Board and Finance Committee, financial management processes and procedures are transparent, robust and effective.
- Education assistants - special needs are highly valued for their work to support staff and students and the planning and delivery of support plans and intervention programs.
- Facilities maintenance planning and management is comprehensive and strategically aligned to school improvement and teaching and learning.
- The provision and management of contemporary ICT² and staff professional learning ensures all students have access to learning devices and are supported by skilled educators.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and enrichment strategies, including intervention and students with EAL/D³.
- There are flexible yet targeted recruitment practices. Workforce planning is monitored and reviewed regularly, with consideration given to teaching and learning program continuity and succession planning.

Recommendation

The review team support the following:

- Continue to monitor student enrolments that may effect changes in student characteristics funding.

Teaching quality

Staff are professionally and personally committed to the delivery of quality evidence-based teaching. Collective and shared beliefs underpin the expectations about how staff collaborate and deliver teaching and learning programs that optimise high levels of academic achievement and growth of students.

Commendations

The review team validate the following:

- Lesson observations are aligned to school priorities, curriculum directions and data-informed improvement foci. Protocols are transparent and shared, enabling teaching staff to effectively engage with reflective practice that supports meaningful performance management.
- Investment in professional learning, coaching and the development of planning and resources progresses the implementation of critical and creative thinking approaches, technologies curriculum and effective ICT use.
- Driven by high expectations and regular data review to monitor impact, low variance instruction is focused on explicit teaching pedagogical practices and fidelity in the delivery of school-wide programs. This has optimised student opportunities and sustained teaching excellence.
- With clear links to Teaching for Impact, a strong foundation for connected practice is provided by a school-wide instructional handbook. Clearly articulated approaches to explicit teaching are delivered with fidelity by committed staff, who are compelling advocates for the school's teaching and learning beliefs.
- The curriculum leadership and phase of learning teams focus on the analysis of data, and consistent implementation of school-wide teaching and learning approaches.
- Education assistants are valued highly. As respected allied professionals, they work skilfully alongside teachers to support student learning, and deliver targeted intervention and engagement approaches.

Recommendation

The review team support the following:

- Continue to embed the whole-school approach to inquiry-based learning through critical and creative project-based approaches.

Student achievement and progress

With the needs of students at the heart of all decisions, the school is intentionally evidence-based in all they do. An unwavering focus on rigorous data analysis informs classroom practice and identifies appropriate and timely intervention, contributing to sustained and positive levels of student achievement and progress.

Commendations

The review team validate the following:

- A range of system, school and classroom assessments are collected and analysed, bringing confidence in determining and monitoring student achievement and progress at the individual and cohort level.
- There is an embedded culture of continuous improvement with clear, whole-school processes to collect, analyse and review data sets. Phase of learning meetings and collaborative DOTT⁴ are valued opportunities for collaborative engagement to further strengthen teaching practices.
- The analysis of Spelling Mastery, Letters and Sounds, Westwood, Brightpath and PAT⁵ data result in a comprehensive understanding of teaching foci required and levels of expected growth.
- Teachers are adaptive and responsive to data and student needs, further evident through the targeted focus on addressing the intervention, enrichment and engagement needs of students.
- The school has paid rigorous attention to data-informed, evidence-based teaching, leading to high and sustained 'above like school' performance in NAPLAN⁶, across all areas assessed.
- School performance is owned by all staff, who share responsibility for comprehensive data tracking and analysis to ensure targeted improvements in student levels of expected progress.

Recommendation

The review team support the following:

- Continue to strengthen data-disciplined approaches that focus explicitly on whole-school progress and identified groups, cohorts and year levels.

Reviewers

Rebecca Bope
Director, Public School Review

Michael Wills
Principal, Hocking 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 2029.



Steven Watson
Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 Information and communications technology
- 3 English as an Additional Language or Dialect
- 4 Duties other than teaching
- 5 Progressive Achievement Tests
- 6 National Assessment Program – Literacy and Numeracy