



Department of
Education

Shaping the future

Thornlie 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

Context

Thornlie Primary School is located approximately 20 kilometres south-east of the Perth central business district in the South Metropolitan Education Region.

Thornlie Primary School has an Index of Community Socio-Educational Advantage of 930 (decile 8).

With enrolments from Kindergarten to Year 6 at 367, the school serves a culturally diverse population with an Intensive English Centre (IEC) on site. Approximately 40 per cent of the students enrolled at the school speak English as an Additional Language or Dialect (EAL/D) and over 25 per cent of the students are enrolled in the IEC program.

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:

- The leadership team led a self-assessment process that incorporated the perspectives of a range of staff and school community representatives.
- A range of interrelated and quality evidence was selected for the Electronic School Assessment Tool (ESAT) submission, with a clear alignment between performance evidence and planned actions.
- Well-informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit. The use of interpreters during the validation visit enabled the review team to engage with parents authentically and respectfully.
- Embedded through reflective, collaborative and evidence-based decision making, a school-wide culture of improvement is evident.
- Widely acknowledged as educative, preparation for the Public School Review further validated whole-school ownership and understanding of school improvement aligned to the Public School Review Standard.

The following recommendation is made:

- Continue with planned intentions to routinely utilise the ESAT to embed ongoing cycles of self-assessment. However, be selective with the entries submitted for review in future ESAT submissions to support a succinct representation of the school's performance.

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Relationships and partnerships

Culturally, ethnically and socially diverse, the school is unwavering in their intentions to build and foster genuine partnerships with families and the community. Through student focused decision making and authentic integration between the school and the IEC, high care and high performance is exemplified.

Commendations

The review team validate the following:

- Using the National School Opinion Survey and the Tell Them From Me survey tools, feedback from parents, students and community informs the planning and effectiveness of school priorities.
- Communication practices are culturally responsive, multifaceted and relevant. Targeted approaches, including the use of interpreters, tailored correspondence and translation services are designed to ensure the needs of all families are considered.
- The school has developed strong relationships and partnerships with the school's Culturally and Linguistically Diverse community through culturally appropriate and respectful practices.
- Professional and respectful relationships between staff, focused on teaching practice and student achievement are supported through collaborative processes and structures.
- A strength of the school is capacity to identify and foster effective partnerships with numerous agencies and organisations that yield beneficial outcomes for students and families. The onsite Multicultural Community Centre is highly regarded as a critical support for Culturally and Linguistically Diverse IEC students and their families. This includes students that have transitioned from the IEC into the mainstream school.

Learning environment

Safe, inclusive and caring, the prerequisites and conditions required for students to learn and thrive are understood and embedded. Proud and focused, there is an unwavering commitment by staff to celebrate, acknowledge and understand the diverse cultures represented across the school.

Commendations

The review team validate the following:

- Underpinned by a school-wide understanding of how students at educational risk (SAER) are identified and supported, staff report they are well-supported by the leadership team, learning support coordinator and chaplain in meeting the diverse learning needs of their students.
- A SAER policy outlines school-wide processes that support the identification and monitoring of students at risk of not meeting expected educational outcomes. Aligned to a Response to Intervention model, documented plans are reviewed in 5 weekly cycles with appropriate interventions and supports in place.
- Whole-school approaches that reinforce positive behaviours are explicitly taught and embedded. Modifications to language and the use of visual aids enhance and ensure school-wide consistency in language and expectations.
- A range of learning programs and initiatives are in place that support the social, emotional and wellbeing developmental needs of students.
- Reflections aligned to the Aboriginal Cultural Standards Framework inform plans that drive and embed culturally responsive practices. Engagement of families and local partnerships with the community have enabled the development of a Noongar garden, mural and other initiatives that establish a welcoming environment.

Leadership

Inclusive, cohesive and supportive leadership exists across the school. Having high expectations of themselves and of all staff, the Principal and leadership team steer a culture of collaborative and collective responsibility for every child's success.

Commendations

The review team validate the following:

- The leadership framework outlines key roles across the school including the IEC. Phase of Learning, curriculum and project leaders are provided with expectation, clarity and feedback regarding their roles.
- Through a highly consultative approach, the need for change is carefully managed and always determined in the best interests of students.
- Staff are regularly engaged in self-review aligned to the business and operational plans. There is strong alignment between system expectations and school strategic plans with shared understandings of priorities and targets.
- A clear and embedded approach to performance management and development is evident. Staff reflect upon their practice and engage in observation processes aligned to school instructional priorities.
- Curriculum area leaders, with the support of the leadership team, drive strategic and operational planning across the school. Operational plans are linked to the business plan, with clear targets and strategies that drive whole-school connected practices.
- Student leadership is valued and enhanced through leadership opportunities across the school. Student representatives advocated positively for the school, reporting the school provides significant learning opportunities in a safe learning environment.

Recommendation

The review team support the following:

- Continue to develop staff leadership opportunities and capabilities across the school.

Use of resources

Responsive, flexible and aligned to evidence, decisions pertaining to the deployment of resources are strategic. The leadership team, inclusive of the manager corporate services (MCS), work collaboratively to ensure decision making processes are transparent, evidenced-based and monitored effectively.

Commendations

The review team validate the following:

- Supported by an active and effective Finance Committee, the Principal and MCS meet regularly to plan, review and monitor the budget. Financial and human resource planning is transparent, evidence-based and supports the school's strategic plan.
- Resourcing is aligned to the business plan and operational plans with close consideration given to the professional learning needs of staff, ensuring sustainability of school supports and programs.
- Workforce planning is carefully monitored and regularly reviewed, with consideration to differing staff ratio requirements and succession planning.
- Paraprofessionals, including ethnic assistants, are highly regarded and respected for the role they play in supporting teaching and learning programs and home language support.
- School priorities drive school improvement planning and review. Distributed leadership roles to drive and implement whole-school initiatives are supported, valued and resourced.
- In response to data, the allocation of targeted resourcing enables the implementation of intervention approaches and support provisions.

Recommendation

The review team support the following:

- Progress planning intentions to appoint an Aboriginal and Islander education officer to further build partnerships and support engagement of Aboriginal students.

Teaching quality

Shared beliefs and embedded pedagogical approaches are evident across the school and IEC. High level of professional and personal accountability and responsibility drive and support the implementation of the school's priorities of high-quality teaching and success for all students.

Commendations

The review team validate the following:

- Aligned to the Western Australian Curriculum and the EAL/D Progress Map, curriculum guides and documents ensure planning, pedagogy and assessment expectations are shared and consistent across the school.
- Shared beliefs and understanding of effective differentiation are an embedded strength. Underpinning the planning, teaching and assessment cycles in the mainstream and IEC settings, is a sense that staff truly understand and plan for the learning needs of students.
- Underpinned by the iStar framework, explicit learning intentions, success criteria and warmups are embedded pedagogical approaches in the mainstream and IEC settings. Modifications to delivery of the iStar framework in the IEC is informed by the interrelated aspects of second language learning.
- Collaborative practices between staff are valued with a range of formal and informal opportunities to engage. Professional Learning Communities and learning teams focus on the analysis of data, moderation, and implementation of shared pedagogical approaches.
- With a focus on High Impact Teaching strategies, differentiation and the use of data, professional learning for staff is aligned to whole-school priorities.

Recommendation

The review team support the following:

- Continue to upskill staff and capitalise on the capabilities of the EdCompanion program to further refine data analysis processes.

Student achievement and progress

The mainstream and IEC learning context are both driven by an overarching focus on student success **underpinned** by educational, social, emotional and physical development of students. With respect to these learning contexts a range of assessments are used to monitor and report on the levels of student achievement and progress.

Commendations

The review team validate the following:

- Clear, informed and relevant information regarding student progress is provided to parents through effective communication strategies including open days, meetings and the use of interpreters.
- IEC specific data milestones are reviewed twice a term and student progress and achievement in the IEC is monitored and tracked against the EAL/D Progress Map.
- Year 3 to Year 5 stable cohort data (NAPLAN¹ 2017-2019 and 2019-2021) reflect high levels of achievement and progress across all aspects of assessment.
- Data analysis informs the tracking of student progress with detailed profiling of targeted groups of students in place. This supports the focus on maintaining high levels of student progress and achievement.
- The reliability of teacher judgements is supported through processes including scheduled year level collaboration and moderation.

Recommendation

The review team support the following:

- Review and refine school-based assessments with a view to embed contemporary assessments such as Progressive Achievement Tests.

Reviewers

Rebecca Bope
Director, Public School Review

Samantha Benn
Principal, Madora Bay 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 3, 2027.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy