



Department of
Education

Shaping the future

Falcon 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 1990, Falcon Primary School is located south of Mandurah, approximately 83 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1002 (decile 5). There are currently 532 students enrolled from Kindergarten to Year 6.

Becoming an Independent Public School in 2013, Falcon Primary School is supported by an active School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Falcon Primary School was conducted in Term 2, 2019. This 2023 Public School Review report provides a current point of reference for the school's 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 thorough self-assessment of the school's processes and practices, along with student achievement data, is informing the current improvement agenda.
- Evidence provided indicates that most of the improvement actions identified in the 2019 Public School Review report have been addressed by the school.
- Collaborative processes have underpinned the school self-assessment in preparation for the Public School Review. Led by the administration team, all staff provided reflections of the school's performance and planned actions for improvement for each domain of the Standard.
- School leaders were responsible for the collation of evidence for submission into the Electronic School Assessment Tool (ESAT) using a standardised template created using PowerPoint.
- A broad range of well-informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.
- School leaders reported that the Public School Review had been a positive experience that extended their understanding of the school's performance, enabling them to celebrate their progress and achievements and to identify areas for development.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative school self-assessment processes aligned to planning.
- In future ESAT submissions, select data sets to support the evidence provided and demonstrate the impact on student outcomes.
- Seek opportunities to share the exemplary approach taken to the school review process and ESAT preparation with other schools.

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Relationships and partnerships

The school values the strong relationships and partnerships that have been established with the community. This authentic collaboration has cemented the community's trust in the school with a united purpose and investment in providing all students with a positive and productive pathway to future success.

Commendations

The review team validate the following:

- Professional and respectful relationships between staff are enabled through collaborative practices, structures and the provision of supports.
- An effective transition to Compass for all communication has streamlined processes. The school responds to feedback from the community on the desired frequency of communication.
- Extensive partnerships have been established with a variety of agencies and organisations that support the learning program for students. These include TheirCare out of school hours care, EdConnect, Foodbank, Waratah Christian Community Church, Halls Head College, City of Mandurah and a local delicatessen.
- The School Board and P&C are effective in connecting the school to its community. The Board provides good governance and valued feedback to drive the strategic direction of the school. The P&C has supported the creation of a genuinely inclusive culture through community building and fundraising.
- A range of survey data, is used to inform school cultural development and monitor levels of engagement and satisfaction from the staff, students and community. The school is responsive to feedback with the best interests of students underpinning all decision making.

Recommendations

The review team support the following:

- Engage the School Board in formal training to promote greater understanding of their roles and responsibilities.
- Consider developing and sharing, a communication policy that identifies the expected type and frequency of two-way school and parent communication.

Learning environment

The school creates a sense of belonging through the establishment of a welcoming and safe environment which supports students' enjoyment of school. Students are enthusiastic advocates for the school's caring, inclusive ethos delivered through a visibly strong partnership between staff, students and families.

Commendations

The review team validate the following:

- Overall good student behaviour is enhanced through the recent introduction of Positive Behaviour Support where consistent messaging and language is used and students are rewarded for following the SOAR¹ expectations.
- Led by the student support coordinator, processes for students at educational risk (SAER) have been reviewed and refined, ensuring students with additional needs are identified and supported in their learning in consultation with parents.
- Processes to address attendance and engagement are established and effective, resulting in overall attendance being better than that of contextually similar schools.
- A health and wellbeing committee supports the wellbeing of staff and students.

Recommendations

The review team support the following:

- Revisit the Aboriginal Cultural Standards Framework and upskill staff in their knowledge and integration of culturally responsive perspectives in the curriculum.
- Document and implement, with fidelity, a comprehensive, whole-school, evidence-based response to intervention program, to provide tiered support for students at academic educational risk.
- Provide a plan for student wellbeing and behaviour support that consolidates the various programs and practices into a single integrated whole-school approach.

Leadership

Underpinned by a collective desire to improve, leadership structures, reflective processes, block teams and professional learning are guiding staff to understand and participate in shaping future directions of the school.

Commendations

The review team validate the following:

- Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms. A stable, distributed leadership model empowers staff, providing opportunities to build leadership capabilities.
- Change is implemented in a strategic, timely and inclusive manner. There is a clear consideration of the 'why' there is a need for change, with a focus on student success, and where staff have a genuine voice in key decision making.
- New operational plans are being developed to guide classroom planning and practice. Becoming evident is a connectedness between the business and operational plans, resourcing, student data and classroom practice.
- Student leadership is valued and enhanced through opportunities across the school. Student representatives advocated positively for the school, reporting the school provides significant learning opportunities in a safe environment.

Recommendations

The review team support the following:

- Develop instructional leaders who can provide professional learning and support to staff for the implementation of agreed pedagogical practices and whole-school programs, with a focus on consistency and low variance teaching.
- Provide opportunities for staff to demonstrate accountability in whole-school programs through performance management processes where data is analysed and classroom practice is shared.
- Establish opportunities to support teachers through agreed, affirmative processes for observation and provision of feedback about instructional practices.

Use of resources

There is an intent to align the priorities of the budget with the imperatives of the business plan and consideration to the specific needs of individuals and groups of students. Human and financial resources are expended prudently and flexibly applied based on evidence of the needs of students.

Commendations

The review team validate the following:

- Sound processes and practices are established for managing financial resources. An effective Finance Committee assists with financial oversight and updates its constitution annually. The School Board is kept well-informed of the school's financial management processes and spending priorities.
- The manager corporate services provides formal and informal support to cost centre managers and all staff, including the provision of a finance handbook, ensuring compliance of finance practices.
- A strategic approach has been taken to the management of the school's ICT² with a comparative assessment made on purchasing versus leasing of equipment based on affordability and sustainability.
- Targeted funding is allocated to support students with special educational needs and others at educational risk, including the provision of education assistant support and allocation of a student support coordinator.
- The establishment of a building and grounds committee is supporting improvements to the physical environment.

Recommendation

The review team support the following:

- Continue to establish reserve accounts and align these with resource and asset replacement plans that connect to the strategic direction outlined in the business plan.

Teaching quality

Research shows that quality teaching, above all other influences, is the most important factor in supporting student achievement. There is a commitment to establish a performance culture around low variance, evidence-based, whole-school approaches where staff share ownership for the success of all students.

Commendations

The review team validate the following:

- Established, collaborative planning structures support the intent to have consistency of curriculum delivery, instruction, assessment practices, moderation and differentiation of learning for students.
- Operational plans and scope and sequence documents are being reviewed or developed. These provide a blueprint for the delivery of the Western Australian Curriculum and align with the goals of the business plan.
- Some opportunities exist to support SAER for literacy through individual intervention sessions across Year 1 to Year 6.
- Staff are developing the capacity to use Special Educational Needs planning and reporting.

Recommendations

The review team support the following:

- Use Teaching for Impact to engage staff in establishing shared beliefs about teaching and learning. From these beliefs, develop and implement an agreed whole-school instructional model founded on consistent, low variance practice.
- Engage staff in targeted professional learning in evidence-based pedagogies and instructional coaching.
- Create opportunities to build the data analysis capacity of all staff to inform planning and share ownership for student achievement across the school.

Student achievement and progress

An acute awareness that students are not achieving to their potential is driving a united and determined resolve by staff to ensure a collective response for all students to make continued and sustained progress.

Commendations

The review team validate the following:

- The data schedule has been reviewed and updated to align with the term calendar. This guides staff in their assessment and analysis of data to inform planning and reporting.
- Phonics is being assessed using the Letters and Sounds program and individual and cohort achievement is being tracked. This data informs planning and supports the identification of students for intervention.
- Staff are being supported to understand and value system and school-based student achievement data including NAPLAN³, teacher judgement, Progressive Achievement Tests and On-entry Assessment to inform school improvement and teacher planning.

Recommendations

The review team support the following:

- Establish formalised moderation processes, including the use of Brightpath for writing and mathematics, and the School Curriculum and Standards Authority Judging Standards to support teachers in ensuring consistency of grade allocation.
- Review and refine school-based assessments to build longitudinal standardised data sets to gauge appropriate student progress. Further utilise the data to evaluate the impact of teaching and learning programs and school initiatives on student achievement and progress.

Reviewers	
Craig Skinner Director, Public School Review	Denise Jeffs Principal, Beldon 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 leadership, teaching quality and student achievement and progress domains only, is scheduled for Term 4, 2024. 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 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Show respect, Own responsibility, Act safely and Rise with resilience
- 2 Information and communications technology
- 3 National Assessment Program – Literacy and Numeracy