



Department of
Education

Shaping the future

Inglewood 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

Inglewood Primary School is located approximately 5 kilometres from the Perth central business district within the North Metropolitan Education Region.

The school has an Index of Community-Socio Educational Advantage of 1119 (decile 1). Currently there are 628 students enrolled from Kindergarten to Year 6 across 3 sites.

The school opened in 1920 and became an Independent Public School in 2015.

Community support for the school is demonstrated through the work of the active School Board and dedicated Parents and Citizens' Association (P&C).

The first Public School Review of Inglewood Primary School was conducted in Term 3, 2021. 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 authentic, reflective and future focused school self-assessment.

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

- The leadership team have a strong understanding of self-assessment processes and are united in their commitment to school improvement.
- The narrative of the school's improvement journey was captured effectively through the school's self-assessment process. Authentic reflections were a feature of the Electronic School Assessment Tool (ESAT) submission, demonstrating thoughtful enquiry.
- Staff were invested in the collaborative development of the ESAT submission, writing to and collecting evidence for, the domains of the Standard.
- A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation contributing to a sense of unity of purpose.
- Celebration of successes and reflective and targeted identification of future planned actions that will guide the school through its next cycle of strategic planning were a feature of the ESAT submission.
- A guided tour of the school's 3 sites prior to the validation visit provided an understanding and appreciation of the unique and distinct context of the school.
- Well informed and enthusiastic staff, students and parents provided genuine reflections in support of the school's self-assessment, demonstrating investment in the school improvement journey.

The following recommendation is made:

- To further develop an evidence-based decision making ethos, introduce robust data analysis techniques that enhance data interpretation, such as looking for patterns and trends in student and school performance.

Relationships and partnerships

High levels of trust in the Principal and staff are evident, which are based on authentic, transparent and collaborative relationships. The impact of these relationships manifests in the positive school culture and reputation within the community it serves.

Commendations

The review team validate the following:

- A tangible united and collaborative culture is providing the foundations for thriving relationships between staff, optimising the conditions for school improvement and in turn student success.
- Informative, timely and transparent communication across all 3 sites to all members of the community is achieved through the use of Connect, Seesaw, the Showbie platform, parent message groups and the Weekly. The school communication guidelines and parent feedback substantiate sound communication protocols are in place.
- Purposeful and intentional opportunities to connect with the community are established and sustainable partnerships exist within and beyond the school. Highly valued and communally beneficial educational affiliations have been established with the Foundation for Indigenous Sustainable Health (FISH), Friends of Inglewood Triangle, and the eagerly anticipated Woodman events generate meaningful connections.
- The School Board are passionately and confidently invested in supporting ongoing school improvement and trust the capacity of staff to meet the distinct needs of students and families. The Board chair works in collaboration with the Principal to ensure the governance role is fulfilled.

Recommendation

The review team support the following:

- Continue to build relationships and partnerships to support cultural awareness and responsiveness. Consider the collaborative development of a Reconciliation Action Plan to support this process.

Learning environment

Underpinned by genuine care and the best interests of students, school processes and adaptive approaches across all 3 sites proactively establish the conditions for students to thrive in a caring, inclusive and culturally responsive environment.

Commendations

The review team validate the following:

- An unwavering commitment to the whole-child underpins the school-wide dedication to the provision of a positive and respectful environment for students, with an emphasis on providing a balance between academic expectations and social development.
- A student services team supports the identification and monitoring of students at educational risk. Collaboration between the deputy principals, learning support co-ordinator, school psychologist and wellbeing officer ensures referrals are triaged and appropriate interventions and supports are in place.
- Student leaders are highly invested in the school and see their role as contributing positively to their school and the experiences of the student population.
- The school's vision and values are at the heart of the school's operation. The recent identification of core values, respect, kindness, integrity and perseverance, has brought opportunity for student voice and agency, evidenced by the collaborative development of a values grid.
- Education assistants are highly skilled, trusted colleagues and are provided with a degree of autonomy in the delivery of programs such as MiniLit and MacqLit to support students with specific learning needs.

Recommendations

The review team support the following:

- Develop a whole-school approach to health and wellbeing, including social and emotional learning for students.
- Proceed with intent to further strengthen staff capacity in the use of the English as an Additional Language or Dialect progress map, the delivery of best practice and the provision of associated support.

Leadership

The Principal is strategically and skilfully leading the development of a professional, contemporary and high performing team. Underpinning the strategic intent of the school's leadership planning, is the belief that a collaborative professional growth culture of continuous improvement will cultivate key leadership attributes for all staff.

Commendations

The review team validate the following:

- Relational, approachable and responsive leadership supports the needs of students, staff and parents.
- A distributed, yet connected leadership model, provides professional growth for staff by creating opportunities to enhance their knowledge and skills. Consequently, there is a deep understanding of and buy-in to, the school's improvement agenda.
- Using a widely consultative and quietly permeating approach, the need for change is carefully managed and always determined by what is in the best interests of students.
- Strategic intentions are operationalised with a strong sense of moral purpose. Expectations are embedded into staff practice with professionalism and passion. Effectively, this defines the culture of the school.
- Purposeful alignment and coherence underpin all planning and decision making. This is evident in the articulation of school direction targeting continual and aspirational improvement.

Recommendations

The review team support the following:

- Strengthen the instructional capacity and responsive leadership of middle leaders through professional learning and performance and development processes.
- Continue to invest in instructional coaching to support consistency of curriculum delivery.

Use of resources

The astute financial acumen of the manager corporate services (MCS) ensures the responsive and innovative management of financial resources, providing all students with the best possible learning opportunities.

Commendations

The review team validate the following:

- Financial and workforce priorities are skilfully managed by the MCS, ensuring school resourcing and facility management is executed with agility to adapt and adjust to enrolment fluctuations and additional needs.
- Student characteristic funding is prioritised for both optimising the learning environment and building staff capacity for the implementation of whole-school approaches.
- Asset management and replacement plans are comprehensive, strategic and sustainable, with a focus on investment in and renewal of resources.
- Annual budgeting processes allow staff the ability to apply for funding aligned to school priorities, overseen and approved by the Finance Committee and endorsed by the School Board.
- There are clear links between the provision of support in classrooms for students' individual educational needs and the distribution of targeted resources and access to allied professional support.

Recommendations

The review team support the following:

- Maintain transparency of financial and human resource decision-making and further develop staff understanding of one-line budget resource allocation.
- Continue to base workforce management practices on school needs and target the appointment of staff to achieve the school's strategic objectives.

Teaching quality

Staff demonstrate professional enthusiasm for their core business of teaching and learning. This is underpinned by shared beliefs, common language and expectations about how they collaborate to engage students to optimise their academic and social growth and development.

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning is delivered throughout the school's classrooms. Their commitment to instructional excellence is captured in the documented instructional guide, supporting data analysis, reflection, and professional learning, maintaining the foundation for consistent and connected practice to thrive.
- The school has invested prolifically and successfully in teacher development, more specifically instructional coaching. Staff participation in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school practices, is attributed to an appreciative inquiry approach.
- There is an embedded school-wide approach to the implementation of Heggerty Phonemic Awareness, Talk for Writing, Seven Steps to Writing and Promoting Literacy Development. Standardised assessments such as NAPLAN¹, On-Entry Assessment, DIBELS² and an online platform support data triangulation and moderation practices.
- Staff participate in discourse, via a disciplined dialogue approach, about the merits and worth of data that is collected, guiding the review of the assessment schedule, supplemented by a detailed data overview.
- Understanding and implementation of differentiation is evident. Individual education plans, group rotations and targeted programs such as ORIGO Mathematics offer options for staff to address a range of student abilities.

Recommendations

The review team support the following:

- Maintain and further evolve the instructional coaching initiative to support the embedding of shared beliefs and understanding of best practice instructional strategies to support low variance practice.
- Continue the identification of high achieving students and adopt and embed strategies into the Instructional Guide to challenge and extend these students.

Student achievement and progress

Student academic performance is recognised as a collective responsibility. The school is committed to routine data collection and evidence-based decision making.

Commendations

The review team validate the following:

- The school is cognisant of the expectation of high performance as a decile 1 school and has focused with intent on the refinement of data collection, interrogation and tracking processes across the school.
- A central data hub has been established to support the implementation of longitudinal tracking processes. The school is committed to data informed explicit teaching and learning to address gaps in the learning of students.
- Staff are committed to continually strengthening moderation processes to reduce variances and provide greater alignment in teacher judgement about student achievement and grade allocations.
- The school has an established student learner profile system and a bank of transition and orientation social stories to support classroom planning for Tier 3 students and students receiving disability resourcing.

Recommendations

The review team support the following:

- Embed regular analysis of data at classroom, cohort and whole-school level to inform teaching practices and monitor student achievement and progress against identified improvement targets, using the disciplined dialogue approach.
- Further evolve collaborative moderation practices to strengthen teacher judgement of student achievement.

Reviewers

Kate Wilson
Director, Public School Review

Bronwyn Jones
Principal, Kensington 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 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Dynamic Indicators of Basic Early Literacy Skills