



Department of
Education

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Public education
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Sorrento Primary School

Public School Review

February 2019



PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Located in a coastal suburb 20 kilometres north of Perth, Sorrento Primary School opened in 1970 and became an Independent Public School in 2012. The facilities offer air conditioned classrooms, all with computers and Internet connection. The school also offers a successful Bring Your Own Device (BYOD) program and strong specialist programs which include art, music, physical education and Indonesian. The grounds are attractive and well maintained.

The school, with an Index of Community and Socio-Educational Advantage rating of 1119, currently enrolls 403 students from Kindergarten to Year 6.

The school is supported by a strong and vibrant community that willingly engages and participates in school activities and fundraising. There is an active Parents and Citizens' Association (P&C) and a dedicated School Board that work hard for the benefit of the students.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- Multiple sources of credible evidence were submitted.
- A number of key staff actively engaged in the school validation phase.
- Effective judgements were made about school performance and areas for improvement.

Public School Review

Relationships and partnerships	
Relationships at the school are respectful, cooperative and productive. While there has been significant change in recent years, staff and parents report that the school has a positive tone and feels rejuvenated.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Based on a review of the early childhood oral language program, professional learning and support was sourced from the West Coast Language Development Centre to implement phonemic and phonological awareness programs in the early years.• There is significant parent and community involvement through the Board and P&C.• Communication platforms and processes have been refined. Connect communities have been established for parents and classrooms.• The introduction of the Fathering Project has provided an additional platform for fathers and significant males to be involved purposefully in the school while developing relationships with one another.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Continue to strengthen links with Duncraig Senior High School to ensure smooth student transition from primary to high school.

Learning environment	
The school presents as an orderly, attractive and welcoming learning environment. Both staff and parents share the expectation of high student achievement. The school provides significant support to ensure success for all students.	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• A BYOD program for Years 3 to 6 is valued and supported by parents. They are impressed that students understand that technology is 'a tool not a toy' and that students are educated in the safe use of technology.• Professional learning communities are the vehicles for teachers to share their practice within year levels and to refine their teaching craft.• Transformation of the school grounds, classrooms and furniture has led to a shared community feeling of renewal and modernisation.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Increase the focus on student and staff wellbeing.• Continue to build a positive school culture.• Update the behaviour management policy to ensure consistent practices and processes across the school.

Leadership

There is a strong, capable and united leadership team. The Principal ensures that all decisions made are viewed through the lens of what is in the best interests of the students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• There is a distributive leadership model in place with aspirant leaders being recognised and assisted to develop their skills.• The Principal is recognised for her effective change management skills, which include helping others understand why change is needed.• The leadership team has fostered a shift in school culture from teachers working in isolation to collaborative, collegiate teamwork.• Staff are held accountable for employing agreed whole-school approaches and programs and are provided with professional learning to build their capacity.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none">• Embed the <i>Aboriginal Cultural Standards Framework</i>.• Continue to implement whole-school approaches such as explicit teaching and guided reading.

Use of resources

The experienced manager corporate services supports the Principal in ensuring the financial and human resource planning for the school is managed effectively.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The school adheres to Department of Education financial management guidelines and ensures strong governance practices are in place.• A recent upgrade to school facilities, including the administration block, library, nature playground and an artist's mural, has made the school more appealing.• The school is well resourced, ensuring that teachers have adequate resources and supplies to provide engaging teaching and learning programs.• Reserve plans are in place for future expenditure on projects.• Student characteristic funding is used effectively to support the needs of individual students and those of the school.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Continue to focus on the best utilisation of human resources through strategic workforce planning.

Teaching quality

There is a clear alignment between strategic, operational and classroom planning. Teachers use a range of data to inform individual, group and whole-class planning.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Teachers are supportive of their peers and give time and resources generously to help each other. • Teachers have a shared understanding of the importance of having consistent whole-school practices. • Evidence-based teaching strategies have been selected and implemented to support the teaching and learning programs. • Teachers use common DOTT¹ sessions for collaboration purposes within professional learning communities.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to implement the explicit teaching lesson design. • Develop a focus in early childhood education on ensuring a balance between play-based and intentional teaching. • Implement classroom lesson observations. • Increase the focus on 'Response to Intervention' strategies.

Student achievement and progress

Generally, students at Sorrento Primary School achieve similar NAPLAN² results to like schools. However, the school believes that student achievement could be lifted to higher levels and has set business plan targets accordingly.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Longitudinal Years 3 and 5 NAPLAN data from 2013 to 2018, indicate inconsistent levels of student achievement. • In the NAPLAN Years 3 to 5 student progress and achievement graph 2016 - 2018, high progress and achievement are evident in all areas except spelling. • Teachers report that they are seeing the results of their work in establishing and embedding whole-school practices in improved student achievement, especially in NAPLAN writing in Year 5, 2018. • Progressive Achievement Tests (PAT) are used in reading, mathematics and science at the beginning of the year to inform teacher planning and at the end of the year to mark student progress.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Adopt SEN³ planning and reporting protocols.

Reviewers

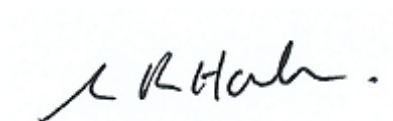
Laura O'Hara
Director, Public School Review

Craig Anderson
Principal, Gosnells Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Duties other than Teaching
- 2 National Assessment Program – Literacy and Numeracy
- 3 Special Educational Need