



Department of
Education

Shaping the future

Sorrento 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

Sorrento Primary School is located 20 kilometres north of the Perth central business district, in the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1112 (decile 1).

It currently enrolls 429 students from Kindergarten to Year 6 and became an Independent Public School in 2012.

Sorrento Primary School is supported by a School Board and a Parents and Citizens' Association (P&C).

The first Public School Review of Sorrento Primary School was conducted in Term 1, 2019. This 2023 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:

- Self-assessment processes and analysis of data and information are strengths of the school, informing ongoing planning and implementation of school and system initiatives.
- In preparing the Electronic School Assessment Tool (ESAT) submission, staff worked in teams and the School Board contributed in meetings to reflect on the Standard and undertake self-assessment processes.
- Identification and interrogation of evidence was conducted to confirm specific sources. This contributed to the observations, analysis and impact statements in the submission.
- Guided by the Standard domain foci and elaborations, the ESAT submission provided evidence that supported the judgements made.
- A number of staff, student and parent representatives engaged actively during the validation phase, contributing authentic reflections in support of the school.

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Relationships and partnerships

Trust, credibility and open communication are hallmarks of the respectful and professional relationships and positive school culture evident at Sorrento Primary School. The school and community work in cohesion with an unwavering focus on 'being true', tolerant, respectful, united and excellent.

Commendations

The review team validate the following:

- Survey data demonstrates how the school values the opinions of the community. Staff, student and parent feedback enables informed decision making to facilitate change at strategic and operational levels.
- A genuine commitment to bring the community together is evidenced through the Fathering Project, and a range of events designed to engage, celebrate and acknowledge the school community.
- Highly dedicated and active, the P&C supports the school through community engagement, fostering connectedness and fundraising that contributes to student learning and wellbeing priorities.
- A committed and collaborative School Board engage in self-assessment to support the development of policy and the review of data and information, effectively guiding the strategic direction of the school.
- Effective staff communication, including daily updates, bulletins and recognitions are streamlined and transparent, further highlighting a supportive, respectful climate.
- Collaborative sessions cultivate a collegial and professional environment where teachers value the opportunity to collectively plan, assess and reflect on their practice.
- A range of community partnerships contribute to the effectiveness of school operations and are viewed as beneficial and supportive of academic, social and emotional development for students.

Learning environment

There is an unwavering focus on ensuring students reach their academic potential whilst thriving socially, emotionally and physically. Intersecting and consistent whole-school approaches and policies are in place to support students to self-regulate behaviour, display values and positively engage in their learning.

Commendations

The review team validate the following:

- There is a focus on the provision of safe, engaging and culturally responsive learning spaces that encourage students to learn, collaborate and explore.
- Underpinned by policy, planning frameworks and resources, behaviour expectations are high and explicitly taught. Positive Behaviour Support (PBS) approaches are evident across the school.
- Data informs an identified focus on social and emotional wellbeing. A dedicated committee oversee a targeted social and emotional intervention program, introduction of health and wellbeing programs and planning frameworks.
- Regular cycles of data review are thorough and ensure supported action that meets identified student need. Intervention approaches are comprehensive and regularly reviewed.
- Students at educational risk (SAER) procedures are comprehensive and shared, with referral processes and a student services team a feature. A whole-school SAER register highlights the impact of data in combination with provision of supports aligned with documented planning and reporting processes.
- A commitment to staff wellness is evidenced through transparent decision making processes and weekly activities that promote self-care and a healthy work environment.

Recommendation

The review team support the following:

- Continue to review and embed agreed whole-school approaches to PBS.

Leadership

Demonstrating high levels of professional integrity, the leadership team set a tone for the unwavering focus on excellence through quality teaching. The Principal strategically and expertly leads a professional, innovative and evolving team culture, centred on the best interests of students, through collaboration, consultation and evidence based decision making.

Commendations

The review team validate the following:

- Comprehensive performance management processes are embedded in practice and valued by teaching staff. Through goal setting and classroom observations, elevated levels of professional dialogue regarding effective pedagogy and reflection are evident.
- Student leadership is diverse and valued with a range of initiatives established. Students across the school are provided with chances to lead, support others, share feedback and inform change.
- The school's planning framework ensures that systemic directions and business plan priorities are incorporated into annual operational plans, year level and classroom plans. The alignment and clarity of purpose to student achievement and progress is overt.
- The business plan sets the direction for targeted improvement, outlining the school's foci, strategies, milestones and targets. Operational planning is comprehensive and reviewed regularly to ensure alignment to classroom planning and aspirations for ongoing improvement.
- Aligned to a suite of operational plans and a comprehensive staff handbook, whole-school expectations and agreed practices are documented and shared.
- Underpinned by a framework, distributed leadership approaches include curriculum and year group team leadership roles, designed to progress improvement in teaching and learning in collaboration.

Use of resources

The Principal and manager corporate services work in collaboration to lead strategic management of the school's physical, fiscal and human resources. There are clear and defensible links between school budgeting, operational planning and business plan targets.

Commendations

The review team validate the following:

- Workforce planning is comprehensive with a focus on strategies for recruitment and retention, staff satisfaction and building staff capabilities through professional learning.
- The school has identified the flexibilities that best meet the needs of students and has deployed physical, human and financial resources strategically to maintain a robust fiscal environment.
- Significant funding is prioritised to support quality professional learning for staff to build capacity in knowledge and instruction. A strong partnership exists between the school and West Coast Language Development Centre, Statewide Services and Shaping Minds.
- With representation from across the school, the Finance Committee meets regularly and provides open and transparent oversight of the one-line budget.
- Asset management and replacement planning is comprehensive with a focus on investment and renewal of resources.
- The financial contributions provided by the P&C are aligned to school priorities and planning.
- Accessibility to and provision of technologies is well-managed through lease arrangements.

Teaching quality

Teaching quality is recognised as the vehicle for school improvement. Staff demonstrate high levels of professional responsibility and personal accountability to excellence in teaching and learning. Shared staff beliefs support a commitment to regular analysis of data, collaboration, reflection and professional learning that enables connected practice to thrive.

Commendations

The review team validate the following:

- Professional learning initiatives are strategically aligned to the business plan and grounded in researched and evidence-based best practices.
- Through the provision of staff development in coaching approaches, a clear and unwavering focus on pedagogy and classroom observation feedback is evident.
- Supported by a structured lesson design, engagement norms, daily reviews, scope and sequence documents and professional learning, whole-school ownership and consistency of practice across learning areas is evident.
- Curriculum teams develop, monitor and review learning area plans. Staff use data disciplined approaches to review professional impact and achievement of targets.
- Phase of learning teams work collaboratively to ensure that operational planning guides classroom practice. This supports and identifies areas that need to be developed to support teachers' understandings.
- Developing staff capacity in High Impact Teaching Strategies is strengthened through engagement with Shaping Minds for systematic pedagogy training, inclusive of seminars and in-class coaching.

Recommendation

The review team support the following:

- Continue to prioritise instructional coaching and mentoring practices that support the ongoing delivery of whole-school practices.

Student achievement and progress

The collection of systemic and school-based data is instructional, sophisticated and embedded. For individuals, targeted groups and cohorts of students, staff analyse data to reflect upon and plan for ongoing achievement and progress.

Commendations

The review team validate the following:

- Data review meetings enhance data literacy skills and foster collaborative practices in identifying student growth and areas of targeted learning needs.
- Current analysis of systemic and standardised data indicates that levels of student achievement is comparable to that of statistically similar schools.
- Year 5 stable cohort data (NAPLAN¹ 2017-2019 and 2019-2021) reflect high levels of achievement and progress across assessment areas.
- Collaborative analysis of NAPLAN data is used to inform targeted plans for student growth.
- Phase of learning teams undertake comprehensive analysis and triangulation of data with a clear emphasis on strengthening year on year progress for all cohorts of students.
- The 'numbers, names and needs' principle is embedded within the school's Response to Intervention model, which outlines strategies to support remediation and academic extension needs of students.
- Moderation practices are sound with year level moderation unifying the understanding of SCSA² Judging Standards and the use of Brightpath.
- Staff data literacy is enhanced through opportunities to collaboratively analyse data through disciplined dialogue approaches.

Recommendation

The review team support the following:

- Continue to explore opportunities to track and monitor the whole-school collection of data.

Reviewers

Rebecca Bope
Director, Public School Review

Robert Marshall
Principal, Como 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 be formally notified in the 2 terms leading up to your school's scheduled review. Your next school review is to be scheduled for 2028.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 School Curriculum and Standards Authority