



Department of
Education

Shaping the future

Bletchley Park 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

Bletchley Park Primary School opened in 2008 and is located in Southern River 27 Kilometres south of Perth within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1050 (decile 3).

There are currently 731 students at the school from Kindergarten to Year 6 and it gained Independent Public School status in 2010.

Bletchley Park Primary School is supported by a dedicated School Board and an active Parents and Citizens' Association (P&C).

The first Public School Review of Bletchley Park Primary School was conducted in Term 1, 2020. 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 a comprehensive and rigorous school self-assessment.

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

- Aligned to the Australian Council for Educational Research School Improvement Tool and business plan, the school engages in regular cycles of robust and transparent self-assessment.
- With clear attention to the Standard foci, collaborative processes underpinned the development of overview statements and identification of evidence in preparation for the Public School Review.
- A culture of data informed self-assessment, as the foundation for planning and continuous improvement, was evident at strategic and operational levels.
- A range of inter-related and credible evidence was selected for the Electronic School Assessment Tool (ESAT) submission, with a clear alignment between performance evidence and planned actions.
- During the validation visit, leaders, staff, parents and students contributed enthusiastically to discussions adding further value to the school's ESAT submission.

The following recommendation is made:

- Consider harnessing the functionality of ESAT to support the ongoing identification and collection of evidence that is used to inform school self-assessment and the Public School Review submission.

Relationships and partnerships

Highly respectful and cohesive relationships, fostered through authentic and genuine collaboration, underpin the positive culture and essence of Bletchley Park Primary School. Proactive and student-focused in their approaches, the school and community have a strong partnership and proudly work in unison.

Commendations

The review team validate the following:

- The school actively seeks and responds to feedback and information from staff and families, the School Board and P&C. National School Opinion Survey data indicates positive and sustained levels of satisfaction is held by all stakeholders and a genuine approach to responding to feedback is employed.
- High levels of collaboration and trust reflect the professional and productive relationships that exist with the School Board and P&C. A highly focused and committed P&C work closely with the school and the community to support teaching and learning programs and engage families in school community events.
- School Board membership is diverse, ensuring that all families are represented through school self-assessment practices and planning. The Board have a sound understanding of their governance role and responsibilities and actively engage in discussions that guide strategic planning and decision making.
- Partnerships that enhance learning programs and provide opportunities for students and staff have been established with a variety of external agencies and businesses, including Helping Hands Network and the National Institute of Technology.
- The commitment and dedication of staff to work collaboratively is a strength of the school. Guided by a shared statement, there is a clear vision and structure for meetings and decision making processes.
- A range of school events including information sessions, three-way conferences and Harmony Week are designed to support families engage with the school regarding their child/ren's learning and foster positive community relationships.
- Communication platforms and strategies including a website and use of Seesaw, ensure families have access to relevant information regarding school operations and their child/ren's learning.

Learning environment

Responsive, inclusive and supportive, the needs of students drive an unwavering focus on maintaining success for all. Strengthened by established foundations, a strong and positive organisational culture is flourishing through the provision of a learning environment founded upon the tenets of collaborative trust, professionalism and respect.

Commendations

The review team validate the following:

- Levels of student attendance and engagement are positive with data and trends analysed. The school implements strategies, processes and supports as required. Strategies, including academic intervention and enrichment programs, the school mascot and buddy program are highly valued.
- The Kindergarten orientation program supports effective transition to formal schooling through engagement in the learning spaces and planning for individual student needs.
- Data informed approaches are a feature, used extensively to determine planning and the impact of engagement and wellbeing programs, practices and strategies.
- There is a sophisticated and targeted approach to supporting all students. Comprehensive processes and procedures for supporting SAER¹, assist the school to identify, support and monitor the academic, wellbeing and social needs of all students, including those who speak English as an additional language.
- School-wide expectations regarding student behaviour, engagement and wellbeing are established. Whole-school plans, policies and structures guide staff, provide support to students and clarify expectations.
- A variety of opportunities are provided to enrich the learning experiences of students that engage them with their areas of interest including the Drumbeat program and Numero Club.

Recommendations

The review team support the following:

- Continue to embed the Social and Emotional Learning program.
- Continue the development of documentation that supports a shared whole-school understanding of established school programs and processes.

Leadership

A culture of respectful and collective leadership has been expertly crafted by the Principal through a consistently articulated vision. The leadership team are viewed as invested, connected, and engaged with an unwavering focus on data informed decision making and creating positive impacts on student outcomes.

Commendations

The review team validate the following:

- The vision, values and priorities of the business plan are clearly aligned to the Department's expectations as set out in the Strategic Directions for Public Schools 2020-2024 and Focus 2021-2024 documents.
- Consistent whole-school collection of purposeful, reliable and relevant data is informed by the whole-school self-assessment schedule.
- Staff expertise and voice is acknowledged and respected. School leaders, including coaches and team leaders understand their roles, guiding staff to incorporate the school's values and work towards its strategic direction.
- A performance and development culture is evident through a range of structures that support professional growth. Coaching and early career mentoring complements the focus on high quality teaching and data informed practice.
- Leadership structures are in place to facilitate consultative and collaborative practices, building layers of leadership and ensuring staff voice is privileged in decision making.
- With the business plan as the foundation and driver for school improvement, an aligned suite of operational planning supports teachers to connect their practice to the school's improvement foci.

Recommendation

The review team support the following:

- Continue to progress plans that enhance student leadership. Consider a student board with leadership opportunities that promote and foster student voice as a vehicle for further data informed decision making.

Use of resources

Aligned to school priorities and the needs of students, human, financial and physical resources are utilised effectively and efficiently. The Principal and manager corporate services work collaboratively to ensure the maximum impact of resourcing is achieved.

Commendations

The review team validate the following:

- Allied professionals are highly valued for the role they play in supporting students in individual programs and intervention approaches.
- Aligned to strategic priorities, the school prioritises the allocation of resourcing to intervention and academic enrichment approaches, including academic extension programs in art, music, the Bletchley Extension and Enrichment Program, Girls in Maths extension group and the Drumbeat Program.
- The planning and allocation of technologies, including the implementation of a bring your own device program, have ensured all staff and students have access to current technologies.
- The allocation of resourcing is data informed and transparent. Financial governance is evident through the Finance Committee who provide oversight of budgetary and funding allocations.
- With consideration to fluctuations in student enrolments, workforce planning is a priority. Comprehensive strategies in place ensure alignment of staffing to school priorities and student needs. Close attention is paid to potential workforce gaps and the strategies required to address them.
- Aligned to student characteristic funding, students receive the support they require, in terms of individual academic, social and wellbeing supports and interventions.

Recommendation

The review team support the following:

- Continue to prioritise the professional learning needs of staff to ensure they are well supported in the delivery of agreed whole-school approaches and priorities.

Teaching quality

Embedded and effective collaboration is a feature of the school. Professional responsibility and personal accountability to student success drives collaborative processes whereby staff are engaged in data analysis, data informed planning and the development of evidence-based planning.

Commendations

The review team validate the following:

- Collaborative and cohesive teaching teams drive connected practice, strengthening whole-school approaches to the delivery of iSTAR² and High Impact Teaching Strategies.
- A collaborative statement and embedded structures guide team meetings, ensuring an unwavering focus on the co-creation of planning documents, review of data and sharing of reflections.
- Staff are supported in the delivery of whole-school programs and approaches through collaborative structures, modelling and feedback processes and professional learning.
- Implemented across learning areas, curriculum guidelines and supporting documentation outline agreed and mandated curricula and teaching expectations across year levels.
- Teachers are supported through a collective focus on best practice. Coaching and mentoring processes enable and empower teachers to understand and use excellence in teaching as a motivator for improvement of student performance.

Recommendation

The review team support the following:

- Embed the agreed coaching cycle with a clear alignment and focus on High Impact Teaching Strategies and the Department's Quality Teaching Strategy.

Student achievement and progress

Reflective analysis, aligned to a range of school-based and systemic data, informs operational and strategic planning. Staff collaborate to analyse and interrogate data to help identify trends and cater for individual student needs. There are clear and high expectations for sustainability of student outcomes through collective ownership of the performance of students.

Commendations

The review team validate the following:

- There has been a strategic and targeted focus on building the data literacy of staff. A disciplined dialogue approach to support staff to understand and use data to determine areas of strength, and those areas requiring further attention in teaching and learning programs is evident.
- Positive and sustained levels of student achievement and progress are evident, with Year 3 and Year 5 students generally outperforming like schools in all categories of the 2023 NAPLAN³ data.
- The progress of students who speak English as an additional language is supported through targeted approaches delivered by a specialist teacher. Use of the English as an Additional Language or Dialect (Progress Map) to identify areas requiring development and the monitoring of progress is evident.
- The analysis of Progressive Achievement Tests and Dynamic Indicators of Basic Early Literacy Skills data demonstrates year on year progress rates for students and guides teachers in the creation of team targets in literacy and numeracy.
- Data informed approaches drive the identification and tracking of students requiring access to intervention through MiniLit and MacqLit, and those that require academic enrichment.

Recommendation

The review team support the following:

- Continue to strengthen existing data disciplined approaches by embedding processes that explicitly reflect against whole-school targets for improvement.

Reviewers

Rebecca Bope
Director, Public School Review

Kerryn Woodhouse
Principal, Landsdale 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 2029.



Melesha Sands
Deputy Director General, Schools

References

- 1 Students at educational risk
- 2 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- 3 National Assessment Program – Literacy and Numeracy