



Department of
Education

Shaping the future

Bannister Creek 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

Bannister Creek Primary School is located in the suburb of Lynwood approximately 14 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1030 (decile 3).

Currently there are 579 students enrolled from Kindergarten to Year 6.

In 2011, the school gained Independent Public School status. Parent and community involvement is encouraged through the Parents and Citizens' Association (P&C) and the governance role of the School Board.

The first Public School Review of Bannister Creek 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 thoughtful, 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.
- Reflective and targeted future planned actions that will guide the school through its next cycle of strategic planning were a feature of the ESAT submission.
- Year 6 student leaders provided a tour of the school prior to the commencement of the validation visit, sharing their connection to indoor and outdoor spaces and speaking with pride about their experience at the school.
- Well informed and enthusiastic staff, students and parents provided genuine reflections in support of the school's self-assessment.
- Community representatives including a City of Canning councillor and neighbouring school Principal, added value to the validation discussion describing the noted reputation of the school in the Bannister Creek community.

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

Described as an extension of the school community, passionately invested staff, School Board members and P&C representatives add value to the school and what it means to parents and, more broadly, the local community.

Commendations

The review team validate the following:

- With the Principal recently completing the Department's Culturally Responsive Leadership program, striving to embed a culturally responsive lens over all school practices and protocols is an earnest action.
- Fostering an inclusive culture is a unified endeavour and the Harmony Day picnic attracting 1500 attendees and more than 20 stall holders is testament to the co-operative fusing of the school and wider community.
- In partnership with other members of the leadership team, the dependable Principal models a collegial and supportive style, recognising and harnessing the strengths of staff to work collaboratively in pursuit of the school's priorities.
- The introduction of the culturally and linguistically diverse co-ordinator role has further aided open and transparent communication and demonstrated a commitment to embracing diversity and seeking feedback.
- The School Board, represented by members of parliament, the City of Canning and local organisations that reflect the diversity of the community, are invested in supporting ongoing school improvement and trust the capacity of staff to meet the distinct needs of students and families.

Recommendation

The review team support the following:

- Consider the development of communication guidelines to further support community engagement.

Learning environment

Redesigning the learning environment around students, not redesigning students is the dedicated commitment of Bannister Creek Primary School staff. Creating the conditions to support a sense of confidence and competence to regulate emotions complements this allegiance.

Commendations

The review team validate the following:

- Having instituted a whole-school Classroom Management Strategies (CMS) training plan, including Conference Accredited Training (CAT) certification, has resulted in common language and understanding. CMS and behaviour coaches play a critical role in maintaining high standards, as do the behaviour education assemblies, which provide students with a voice in determining the expected behaviour foci.
- A student services team supports the identification and monitoring of students at educational risk. Collaboration between the deputy principals, chaplain, Aboriginal and Islander education officer, behaviour coach and CMS CAT instructor ensures referrals are triaged and appropriate interventions and supports are in place.
- Wellbeing learning programs and initiatives are in place to support the social and emotional developmental needs of students and their readiness to learn. These are founded on the school's focus on Maslow before Bloom and complemented by the Be You Framework and wellbeing toolkit.
- Students are enthusiastic advocates for the school's behaviour expectations and more specifically the 'take flights points' and the caring, inclusive ethos delivered through a visibly strong partnership between teachers and education assistants.
- Genuine and authentic approaches to building and fostering cultural responsiveness are a feature of the school, evidenced by the establishment of a totem, an Aboriginal student representative, Koolanga Birdiya, and an Aboriginal parent liaison group, Baldja Waangkiny.

Recommendation

The review team support the following:

- Progress intentions to implement a Positive Behaviour Support model and establish it as the cornerstone of behaviour management.

Leadership

Inclusive, committed and supportive leadership exists across the school. Authentic collaboration and collective responsibility for every child's success drives an improvement agenda focused on maximising the social, emotional and academic outcomes of students.

Commendations

The review team validate the following:

- The Principal, in collaboration with staff, has fostered a proactive approach to managing both strategic and operational responses to identified areas for school improvement.
- The overarching staff ethos is founded on a strong belief that authentic collaboration and consultation will result in school improvement that is achieved with integrity and fidelity.
- A purposefully termed collective leadership model exists and provides staff with a voice and opportunities to lead at cohort, Phase of Development, curriculum team, leadership team and executive team levels.
- Using a consultative approach based on practice trials, the need for change is purposeful and guided by data analysis, ensuring that implemented changes yield the desired improvements.
- The prominent level of professional regard staff have for one another strengthens the collective desire to continually improve school performance.
- Committed education assistants embrace professional learning and support to develop skills that enhance their contribution to the school and student outcomes. The introduction of an education assistant leadership position is testament to the regard with which education assistants are held at the school.

Recommendations

The review team support the following:

- Develop an instructional leadership model that builds the capacity and capability of staff to support the implementation of consistent and connected school-wide best practice.
- Formalise the regularity of classroom observation and feedback processes.

Use of resources

Anticipating and responding to identified needs and evaluating the impact of programs, strengthens the school's capacity to identify workforce requirements and allocate financial resources consistent with planning priorities.

Commendations

The review team validate the following:

- Financial and workforce priorities are skilfully managed by the manager corporate services and Principal, ensuring school resourcing and facility management is executed with agility to adapt and adjust to enrolment fluctuations and additional needs.
- There are clear links between the students with special educational needs, the distribution of targeted resources and access to allied professional support.
- There is a strategic approach to the allocation of resources for professional learning aligned to strategic goals.
- Reserve accounts are developed with strategic intent and there is a commitment to develop a more detailed ICT¹ asset replacement plan to support necessary infrastructure upgrades.
- School resourcing information is shared with the School Board and Finance Committee, strengthening levels of governance and oversight in the use of school budgets.
- The P&C build community connections and engage in a range of fundraising initiatives, making valuable contributions to the school, including the operation of the canteen.

Recommendation

The review team support the following:

- Reactivate the ICT Committee and review bring your own device commitments and expectations to ensure they remain fit for purpose.

Teaching quality

The school acknowledges the critical importance of whole-school approaches, with a focus upon low variance teaching practices to support student achievement. Whilst work is underway to establish the 'how' to ensure consistent and connected practice across the school, there is unwavering commitment to the school's mantra, 'Bannister Creek teaches for impact.'

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for connected practice to thrive.
- The analysis of school-based and systemic data has been instrumental in driving school-wide pedagogical decision making. Literacy and numeracy blocks have been developed as a result and the introduction of daily reviews, Scarborough's Reading Rope and Literacy Pro.
- Staff are offered the opportunity to participate in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school programs.
- Phase of Development teams are pivotal in the planning and implementation of consistent and connected practice, promoting a strong sense of ownership and empowerment for all team members.
- Understanding and implementation of differentiation is evident. Individual education plans, group rotations and targeted programs such as Letters and Sounds offer options for staff to address a range of student abilities.

Recommendations

The review team support the following:

- Articulate school-wide beliefs and whole-school pedagogical approaches and expectations into a common agreed framework to support induction processes and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Formalise Response to Intervention processes to ensure a consistent structure and program for intervention and collection of data to identify and monitor student achievement and progress.

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 recognises the need to be responsive to longitudinal student achievement and progress data and is committed to the implementation of data-informed explicit teaching to address gaps in the learning of students.
- Students appreciate that their teachers care deeply while also challenging them to be their best academically. Relational foundations supporting students to grow in their learning are a feature of the school.
- With over 50 per cent of the student population having English as an Additional Language or Dialect (EAL/D), catering to the needs of these students is a priority. Student milestones are reviewed and tracked against the EAL/D Progress Map.
- Staff deliver common assessment tasks across Phases of Development and have a collective responsibility for the achievement and progress of all students. Prioritising the re-establishment of collaborative moderation with network colleagues to ensure consistency of assessment practices is a commitment.

Recommendations

The review team support the following:

- Introduce a school-wide database to track and monitor student academic progress and achievement.
- Use Student Achievement Information System progress data from On-entry to Year 3 to determine the effectiveness of interventions and the instructional approach in the Kindergarten to Year 2 phase of learning.
- Implement enrichment and challenge priorities to provide academic extension opportunities for students.

Reviewers

Kate Wilson
Director, Public School Review

Peter Jakimowicz
Principal, Dianella Heights 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.

Your next school review is to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology