



Department of  
Education

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Public education  
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# Frankland River Primary School

## Public School Review

May 2021



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

## Expectations of schools

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The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## Public School Review – The Standard

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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.



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## Context

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Frankland River Primary School was established in 1899. Located in a small rural town approximately 330 kilometres south-west of Perth and 115 kilometres north-west of Albany, the school is situated within the Southwest Education Region.

Students attend from the surrounding areas of Rocky Gully, Bokerup, Gordon River and Kybellup. There is a diverse range of cultural backgrounds at the school, including families from Thailand, South Africa, France and the Philippines.

The school has an Index of Community Socio-Educational Advantage of 1051 (decile 3). It gained Independent Public School status in 2015. Currently, there are 54 students enrolled from Kindergarten to Year 6.

The Parents and Citizens' Association (P&C) is an integral part of the school, contributing to school events and raising funds for school projects and additional resources. The School Board is involved in planning, setting the school's strategic direction and promoting the school within the community.

## School self-assessment validation

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

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

- The Principal led the school self-assessment process, providing opportunities for staff to contribute evidence to support each domain of the Standard.
- Staff reflected on the school's current self-assessment practice, aligning the information to each of the domains of the School Improvement and Accountability Framework.
- The school's self-assessment was enhanced significantly by conversations held with staff and members of the school community during the validation visit.
- Representatives of the P&C and School Board engaged openly in the validation visit, providing insights into the community's connection to the school.

The following recommendations are made:

- Reflect on the Public School Review process as a staff group, to guide future school self-assessment.
- Consider the use of ESAT as a repository for performance evidence as part of the ongoing school self-assessment process.

## Public School Review

### Relationships and partnerships

The Principal has built a collegial culture founded on mutual respect, trust and support amongst staff, students and families. The quality of the relationships is valued by the whole school community.

#### Commendations

The review team validate the following:

- Parents view the school as a hub of the Frankland River community and value the partnerships that have been cultivated that contribute to the community feel and add value to the students' educational program.
- Parents have a good understating of school communication practices and report being well informed regarding school activities and their child's learning.
- The introduction of cultural afternoon teas has been a highlight for everyone involved and resulted in greater community engagement with parents. Connections have been fostered, contributing to the Harmony Day Festival and volunteering for different roles to support school events and activities.
- The community is committed to supporting the school's speech program, contributing substantial funds through its 'Grain Drive'.
- In partnership with the Shire of Cranbrook and Cranbrook Primary School, a Zero2Four Committee has been established, which provides parents with the opportunity to engage with the school and better prepare their child for schooling.

#### Recommendations

The review team support the following:

- Investigate the sustainability of resourcing for the speech program with the community.
- Continue to work with the Shire of Cranbrook and Cranbrook Primary School to revise the Zero2Four program to meet the changing community needs.

### Learning environment

The school has created a safe, inclusive and supportive learning environment that is welcoming and responsive. Students and families have a strong sense of community and belonging.

#### Commendations

The review team validate the following:

- All stakeholders have a clear understanding of the school's behavioural expectations. There is an emphasis on students taking responsibility for self-regulating their behaviour through the use of the Zones of Regulation and 'Frankie's Choices'.
- An innovative approach to supporting students with speech difficulties has been implemented, with teachers working in partnership with the speech pathologist to provide targeted language support. Support is embedded and offered within the learning program throughout the day, rather than as a stand-alone or drop-in service.
- The National Quality Standard has guided the creation of a play-based learning environment in the early years, with students being afforded greater agency over their learning.
- There is a clear focus on providing for individual student needs with the provision of support programs for learning, such as MacqLit, and access to a sensory room to assist with student self-regulation.

#### Recommendation

The review team support the following:

- Continue to reflect on the Aboriginal Cultural Standards Framework and investigate opportunities to build partnerships with the Aboriginal community.

## Leadership

The Principal and staff demonstrate a unified purpose and commitment to the strategic direction of the school, actively engaging in decision making processes with students clearly at the centre.

### Commendations

The review team validate the following:

- The stability of the leadership is highly regarded by the school community. It is considered a key factor contributing to the school's continued positive progress and success.
- Participation of the Principal and staff in the 'Leading School Improvement - master class', has led to the establishment of a distributed leadership model, with a focus on analysis of data to inform whole-school decision making and planning.
- Performance management is valued by staff. There is an embedded culture of peer observation and feedback, and a focus on personal and professional improvement.
- Opportunities to grow staff are authentic and enable staff to take on leadership roles beyond the classroom, both within the school and in the wider education community.
- The School Board is a dedicated and supportive group, who bring a range of skills and knowledge to provide a meaningful contribution to the development and enactment of the business plan.
- Students take their leadership responsibilities seriously and believe they have a genuine role to play in the school, which contributes to their strong sense of belonging and ownership.

### Recommendations

The review team support the following:

- Continue to grow the Professional Learning Committee.
- Continue to promote and develop an understanding of the work of the School Board within the wider community.

## Use of resources

Resources are managed strategically through formalised procedures. The Principal, manager corporate services and Finance Committee provide oversight of resource allocation.

### Commendations

The review team validate the following:

- Effective financial processes and strong governance are in place, with the School Board providing oversight.
- Staff are well informed and contribute meaningfully to the school's budgeting processes.
- The P&C and school work together to ensure financial contributions are purposeful and add value to the school's programs and infrastructure.
- Targeted initiatives and student characteristics funding are utilised to meet the needs of students through specialised programs and resourcing of intervention strategies.
- An asset replacement schedule has been established and links directly to the business plan and the ongoing management of the school's infrastructure and assets.

### Recommendation

The review team support the following:

- Finalise the development of the five-year infrastructure plan.

## Teaching quality

Staff articulate the shared belief that all students are capable of learning if motivated and given appropriate opportunities and the necessary support. There is a whole-school focus on improvement through the continuous development of teaching expertise.

### Commendations

The review team validate the following:

- The leadership has established a culture of collegiate support that fosters staff development through the provision of opportunities for peer observation, coaching, and mentoring. Teachers describe an ethos of leading, learning and teaching.
- Teachers are highly reflective and demonstrate a collective responsibility for all students. Knowledge is shared to support colleagues to implement individualised approaches that meet the diverse learning needs of their students.
- Staff are building their capacity to utilise assessments to provide students with feedback and to inform their lesson planning.
- Common approaches to teaching are being promoted, which are improving the consistency of curriculum delivery across classes and building students' understanding of what is expected.
- Education assistants work in partnership with classroom teachers, providing targeted support to students with additional learning needs.

### Recommendation

The review team support the following:

- Continue to define and articulate an agreed pedagogical framework to consolidate staff, student and family understanding.

## Student achievement and progress

The school is consolidating its approach to the collection and analysis of student data. Teachers understand the importance of consistent judgements and the clear communication of student progress to parents.

### Commendations

The review team validate the following:

- The school has a documented assessment schedule for the collection of data to monitor and assess student progress and achievement. Staff work together to review whole-school and individual year level data.
- There is a continued emphasis on building staff data literacy. The introduction of data sources such as Progressive Achievement Tests in mathematics and Brightpath mathematics and writing, are supporting moderation and informing planning and differentiation.
- A school-based scope and sequence for mathematics has been developed to provide continuity and consistency in learning for students throughout their schooling.
- The school has an established student handover process that is conducted at the commencement of each year and used to inform teacher planning and ensure a smooth transition for students.

### Recommendations

The review team support the following:

- Continue to review the school's assessment schedule to ensure that data collected is useful in informing the teaching and learning program.
- Develop ways to assess school and student improvement and growth at the individual level.

## Reviewers

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Lou Zeid  
**Director, Public School Review**

Suzanne Knight  
**Principal, Leda Primary School**  
**Peer Reviewer**

## Endorsement

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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 scheduled for Term 2, 2024.



Melesha Sands  
**Deputy Director General, Schools**