



Department of
Education

Shaping the future

Poseidon 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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1986, Poseidon Primary School is located in the northern suburb of Heathridge, approximately 27 kilometres from the Perth central business district within the North Metropolitan Education region.

The school has an Index of Community Socio-Educational Advantage rating of 1022 (decile 4).

It currently enrolls 246 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Poseidon Primary School has the support of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Poseidon Primary School was conducted in Term 3 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. Overview documents provided a summary of observations, identified evidence and planned actions.
- Outlined in the Poseidon Primary School Accountability Plan, the school has clearly identified areas for ongoing self-review in academic and non-academic priority areas.
- The validation visit enhanced the evidence submitted, with staff elaborating on the impact of school planning and processes.
- Staff demonstrated ownership for school improvement, with professional and personal responsibilities accepted and understood.
- Staff and community contribution during the validation visit was positive and genuine, enabling the reviewers to validate the evidence of impact and planned actions provided.

The following recommendation is made:

- In future ESAT submissions, ensure the alignment between the judgement made and the evidence submitted is strengthened to accurately capture the school's current reality.
- Maintain ongoing self-assessment processes that strengthen a focus on how the school is going, not just what the school is doing.

Public School Review

Relationships and partnerships

A school-wide culture of care, achievement, respect and engagement is palpable. Cohesive relationships and collaborative partnerships, underpinned by support, trust and open communication, exist between staff, students, families and the wider community.

Commendations

The review team validate the following:

- Staff collaboration is a strength of the school. Highly engaged, professional and positive in their interactions, staff commit supporting each other as they collectively plan for and embed consistency in whole-school approaches.
- The School Board and P&C are effective in connecting the school to its community. The School Board provides good governance and valued feedback to drive the strategic direction.
- Positive levels of staff, family and student satisfaction with the school are evidenced through the National School Opinion Survey.
- The school values the collaboration and expertise that exists with the onsite Language Development Centre to support learning outcomes.
- Communication is effective, open, respectful and timely, and is facilitated by the use of a range of platforms. Shared expectations build positive relationships between families and the school.
- Underpinned by the FISH! For Schools philosophy, whole-school pastoral care approaches are implemented that enhance and prioritise staff and student wellbeing.

Recommendation

The review team support the following:

- In addition to informing strategic targets, continue to respond to staff, student and family feedback.

Learning environment

A genuine focus on the wellbeing and care of staff and students is evident. Staff work cohesively to ensure the conditions for students to thrive and learn are maximised within calm and orderly learning spaces.

Commendations

The review team validate the following:

- Underpinned by sound processes and supports, staff demonstrate high expectations and a shared responsibility for positive behaviour, regular attendance and engagement in learning.
- Whole-school wellbeing and engagement strategies are founded on restorative practice and positive reinforcement. Shared expectations and a common language are focused on ensuring students feel safe, respected and supported.
- Through established structures and processes, expectations and supports are in place that support students at educational risk (SAER).
- The values of respect, cooperation, determination, compassion and integrity underpin a school-wide philosophy and common language.
- Commitment to ongoing improvement to the physical learning environment is intentional and focused through a school ground's improvement plan.

Recommendation

The review team support the following:

- Continue to review the impact of SAER approaches, and where necessary, refine and implement new strategies that consider whole-class initiatives and opportunities for academic extension.

Leadership

Through strategic, supportive and clear expectations, the Principal has created the conditions for respectful leadership, promoting trust, empowerment and ownership by staff to contribute to the school improvement journey.

Commendations

The review team validate the following:

- With priorities and targets outlined, the current business plan and school planning frameworks demonstrate strong alignment to the Department's strategic directions.
- Evidenced through the Quality Assurance and Accountability plan is a commitment to continual school improvement. Structures and supports for ongoing self-assessment, planning and reporting are in place.
- Organisational and leadership structures ensure leadership clarity, purpose and opportunities are evident across the school.
- Evidenced through engagement in professional learning and in the development of structures, there is a commitment to embedding instructional coaches to enhance feedback and development processes.
- Student leadership roles are diverse and valued with skills and attributes for effective leadership explicitly taught and reinforced across the school.
- Aligned to the AITSL¹, Australian Professional Standard for Principals, leadership performance and development processes are in place to support growth and development of future leaders.

Recommendations

The review team support the following:

- Continue to review, refine and streamline current whole-school approaches and processes using data/evidence to determine levels of impact or effectiveness.
- Continue to progress planned intentions for the implementation of the Aboriginal Cultural Standards Framework.

Use of resources

The priorities of the budget align with the imperatives of the business plan and are considered alongside the specific needs of students. Collaborative structures are in place, ensuring decision making processes are transparent and evidence-based, with actions monitored effectively.

Commendations

The review team validate the following:

- Targeted initiatives and student characteristics funding are deployed strategically to enable the provision of programs, and teaching and learning supports for identified students.
- Comprehensive data analysis drives improvement planning, which outlines priority areas for resourcing.
- The school has responded to student needs and performance data through the strategic allocation of resourcing and training to support targeted literacy intervention approaches.
- Workforce planning is managed carefully and aligned to school planning. Strategies and supports to address workforce gaps and priorities are established.
- Transparency in processes supports an informed Finance Committee to provide financial oversight.
- Aligned to school priorities, professional learning needs are identified and prioritised for resourcing.

Recommendation

The review team support the following:

- Continue to monitor the effective use of targeted initiative funding, and allocation of resourcing aligned to student characteristic funding, to ensure outcomes are maximised for students.

Teaching quality

Shared beliefs about teaching and learning together with a commitment to student success, is supporting a school-wide focus to the delivery of connected and low variance pedagogy across the school.

Commendations

The review team validate the following:

- Staff expertise and collaboration is highly valued and enhanced through opportunities to share planning, review data and engage in moderation of student work.
- Curriculum committees are embedded with representation across phases of learning. With alignment to Western Australian Curriculum expectations, whole-school plans, guidelines, scope and sequence documents and common assessments are in place to guide practice and improvement.
- Feedback is valued, actively sought and provided across the school. Peer observations, classroom walkthroughs and feedback from colleagues support teachers to enhance their practice.
- Professional learning is prioritised for all staff aligned to system, school or individual plans for improvement.
- A whole-school approach to the teaching of literacy and numeracy is underpinned by cooperative learning structures, elements of the iStar Lesson model and visible learning principles. A commitment to consistency, collaboration and professional growth is evident.
- Underpinned by the AITSL Professional Standards for Teachers, resources, performance and development agreements for teachers support and provide clear processes for development and growth.

Recommendations

The review team support the following:

- Review and consolidate the agreed whole-school pedagogical approaches across all learning areas. Maintain a focus on numeracy and digital technologies.
- Embed plans for instructional coaching to strengthen connected practice and feedback across the school.

Student achievement and progress

There is collective responsibility for student academic and non-academic success. Whole school teaching and learning programs are informed through analysis of a range of systemic, school-based and classroom data.

Commendations

The review team validate the following:

- With a strong emphasis on literacy and moderation, the whole-school assessment schedule guides teachers in their data collection, review, and planning processes.
- Literacy and numeracy profile data supports the teaching and learning programs, providing a strong baseline from which classroom programs and instructional groups are formed.
- The analysis of NAPLAN² and On-entry Assessment Program data is comprehensive, informing focus areas for whole-school improvement and monitoring of student achievement and progress.
- Intervention for literacy is informed by data analysis and supported by evidence-based approaches across Kindergarten to Year 6.
- Whole-school analysis and triangulation of student attendance with Attitude Behaviour and Effort data, and grade allocation is providing a strong basis for monitoring and tracking of student academic and non-academic outcomes.

Recommendations

The review team support the following:

- Continue to embed moderation practices and explore opportunities to engage with network schools.
- Continue to embed disciplined dialogue approaches to further enhance staff use and analysis of data.
- Focus attention on the numeracy assessments used to inform levels of progress and achievement.

Reviewers

Rebecca Bope
Director, Public School Review

Stacie Skehan
Principal, North Morley 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 2026. 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 Australian Institute for Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy