



Department of  
Education

GOVERNMENT OF  
WESTERN AUSTRALIA

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D21/0169462

# Woodlands Primary School

## Public School Review

March 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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Woodlands Primary School is located approximately 10 kilometres north-west of the Perth central business district, within the North Metropolitan Education Region. The suburb of Woodlands was first established in the late 1950s, with the school opening in 1964. Many established trees, retained from when the school first opened, provide an attractive and shady environment.

The school has an Index of Community Socio-Educational Advantage of 1127 (decile 1). At present, there are 469 students enrolled from Kindergarten to Year 6.

In 2011, the school gained Independent Public School status.

The School Board provides support by contributing to the school's strategic direction as well as promoting the school within the wider community. The School Board works in collaboration with the Parents and Citizens' Association (P&C) to facilitate improvements to the school grounds and to provide additional student resources.

## 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:

- All staff and School Board members were engaged in the preparation of the Electronic School Assessment Tool (ESAT) submission.
- As part of the school's self-assessment process, staff were given the opportunity to lead teams in making judgements and collating evidence across the domains.
- An open, transparent and honest analysis of the school's performance was submitted as part of the school's self-assessment.
- The school's self-assessment processes demonstrated a commitment to improvement and accountability.
- Discussion with staff, parents and students during the validation visit provided information that served to add value to the school self-assessment.

The following recommendations are made:

- Continue to embed a reflective culture at the individual teacher, learning area and whole-school levels, and use school performance evidence to inform planned intentions.
- Use the ESAT as a repository for school self-assessment to ensure information is readily available should there be changes in leadership during a school review cycle.

## Public School Review

### Relationships and partnerships

The school has an embedded culture that exhibits a strong sense of team, with trust and shared confidence underpinning the future planning direction of the school.

#### Commendations

The review team validate the following:

- The Woodlands Primary School community is invested in the school and values the open and welcoming nature of the staff and the school environment.
- School Board members are strong advocates for the school and active participants in the school's improvement process.
- The P&C is highly supportive and values the contribution of class parent representatives to communication and the building of positive partnerships.
- Relationships between parents, staff and students are positive. Parents and students comment on teachers being readily accessible and willing to discuss individual concerns.

#### Recommendation

The review team support the following:

- Build on the Aboriginal Cultural Standards Framework and continue to expand the community's cultural understanding of the local context.

### Learning environment

The school community is committed to providing students with a learning environment that is inviting and provides positive learning experiences.

#### Commendations

The review team validate the following:

- Positive Behaviour Support (PBS) is embedded, with students having a clear understanding of school values and expectations, and a strong sense of belonging.
- Ongoing monitoring of student behaviour and staff training ensure fidelity of the implementation of PBS and positive interaction between staff and students.
- Clear and agreed classroom practices, based on Kagan Cooperative Learning strategies, provide reassurance for students in regard to classroom learning expectations.
- Teachers are able to access support for students with learning difficulties through the school psychologist.
- The school chaplain works with students in a variety of capacities to support their social and emotional needs.

#### Recommendation

The review team support the following:

- Review the current processes for supporting students at educational risk to advance a team approach that combines the expertise of teachers, the chaplain and the school psychologist.

## Leadership

Leaders demonstrate a unified purpose in establishing the pre-conditions for school and student success. They have articulated a clear vision for the essential elements of school improvement and priorities.

### Commendations

The review team validate the following:

- The leadership team provides meaningful opportunities for the School Board and staff to engage and contribute to the development of the school strategic plan.
- A distributed leadership model of curriculum leaders, collaborative team leaders and level 3 classroom teacher teams, promotes a culture of continuous improvement with teachers leading and guiding implementation of the business plan.
- Staff are encouraged and supported to seek leadership roles and are provided with opportunities within the school and Churchlands Regional Network.
- Students take their leadership responsibilities seriously and believe they have a genuine voice in decision making, which has built a strong sense of belonging and ownership.

### Recommendation

The review team support the following:

- As planned, utilise the National Quality Standard to review current practices and define the school's approach to teaching in early childhood.

## Use of resources

Resourcing is linked to school operational plans with a clear commitment to ongoing improvement and the delivery of quality educational programs.

### Commendations

The review team validate the following:

- Careful budget management supports the school's strong commitment to the provision of professional learning and leadership development.
- Targeted initiatives and student characteristics funding is directed to achieve the outcomes and meet the obligations of the Funding Agreement for Schools.
- Resources are managed through formalised procedures for the Principal, manager corporate services and Finance Committee. These procedures provide oversight of appropriate resource allocation.
- The newly appointed Principal is working with the manager corporate services to build a strong partnership and clarify areas of responsibility for financial management.

### Recommendations

The review team support the following:

- Strengthen the collaborative relationship between the Principal and manager corporate services.
- Ensure there is understanding of the role of the Finance Committee in resource allocation decision making.
- Implement the newly developed financial management handbook to build staff knowledge and understanding of school resourcing, management practices and support for cost centre managers.

## Teaching quality

Staff demonstrate a commitment to their core business of teaching and learning. This is underpinned by shared beliefs and expectations about how they engage with students to develop the whole child.

### Commendations

The review team validate the following:

- There are embedded, school-wide approaches to teaching and learning, based on shared beliefs and expectations among staff.
- Teachers construct learning opportunities through enquiry and cooperative learning processes within an agreed lesson design structure.
- Students are provided with meaningful feedback on their performance and given guidance on what is required to improve.
- The school places a high value on teaching quality, supporting staff development through its well-established coaching culture and the provision of opportunities for peer observation.
- There are strong collegial connections between staff that have built a collective efficacy, and a willingness to trial and implement new approaches in partnership with peers.

### Recommendation

The review team support the following:

- Investigate contemporary approaches to engage and extend highly capable students.

## Student achievement and progress

The school collects a range of systemic and school-based data, which inform reflection against school targets, strategic and teachers' planning.

### 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 year level data.
- Staff review NAPLAN<sup>1</sup> data and assess the school performance against National means and like schools. They have recently commenced using data to interrogate student performance against a range of demographic information.
- The introduction of Progressive Achievement Test data is providing additional information to support teacher judgements and guide the development of teaching programs.
- Staff engage in school-based moderation to support teacher judgement and grade allocation.

### Recommendations

The review team support the following:

- Explore opportunities for staff to undertake moderation processes with other schools to further strengthen the quality and consistency of teacher judgements.
- Continue to explore and identify assessment tools that inform and guide teaching practice.

## Reviewers

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Lou Zeid  
Director, Public School Review

Paul Grundy  
Principal, Riverton 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 1, 2024.



Melesha Sands  
A/Deputy Director General, Schools

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### Reference

- 1 National Assessment Program – Literacy and Numeracy