



Department of
Education

Shaping the future

Woodlands 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

Woodlands Primary School is located approximately 10 kilometres north-west of the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1125 (decile 1).

There are currently 367 students enrolled from Kindergarten to Year 6.

Woodlands Primary School opened in 1964 and gained Independent Public School status in 2011.

The school is supported by an active Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Woodlands Primary School was conducted in Term 1, 2021. This 2025 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 and rigorous school self-assessment.

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

- The Principal supported the development of teacher leaders to facilitate a self-assessment process that incorporated the perspectives of a range of staff. These contributions enhanced the school community's understanding of performance across the domains of the Standard.
- The Electronic School Assessment Tool (ESAT) submission provided a structured account of current school performance, aligned to the domain foci and presented logical planning for improvement.
- A feeling of enthusiasm and collective empowerment amongst staff to drive the improvement agenda of the school was evident.

The following recommendations are made:

- Refine the selection of evidence to that which demonstrates the Standard has been met and examples that demonstrate the school's impact on student achievement and progress.
- Use annotations that indicate the results of analysis, and subsequent planned actions to demonstrate an alignment between the data narrative, the school's judgements and the planned actions for improvement.

Relationships and partnerships

A positive staff culture, driven by clearly articulated values of respect, possibilities, belonging and humanity, promotes productive, collaborative practices that focus on improved student outcomes. Students describe feeling supported and a sense of belonging and pride in their school.

Commendations

The review team validate the following:

- Through parent forums, information nights, progress interviews and valued communication via Compass, staff strive to generate effective relationships with parents.
- The ongoing partnership with the West Coast Language Development Centre provides staff with professional support to develop language-based units, and an understanding of the Sounds-Write and Spelling Mastery programs, to maximise student learning.
- Students are provided with extended opportunities through the local network of schools to participate and perform in valued music and sporting experiences.
- The School Board is engaged, well-informed and invested in supporting ongoing school improvement and the school's strategic direction.
- Community events and fundraising activities, facilitated by the active P&C, build positive relationships and boost educational opportunities for students.

Recommendations

The review team support the following:

- Maintain the focus on communicating clear policy and procedure information to parents.
- Continue to seek community feedback on school and community expectations to build a common understanding and enhance the process of working together to support students.

Learning environment

The school places a strong emphasis on wellbeing to ensure an inclusive, culturally safe workplace and learning environment. Overarching high expectations guide the implementation of policies and processes that recognise and meet the specific needs of students.

Commendations

The review team validate the following:

- The school has reflected on the Aboriginal Cultural Standards Framework and acted to develop a deeper cultural understanding. Curriculum perspectives have been integrated to ensure all students feel welcome.
- Students confidently provide feedback to staff and feel their contributions to the school improvement agenda and their own learning are valued and incorporated into teachers' practice.
- The school's attractive physical environment provides interaction with nature and valued opportunities to learn outside the classroom. In the early years, outdoor play is stimulated through engaging provocations.
- Positive Behaviour Support has been effectively implemented with careful monitoring of data, explicit teaching of values and expected behaviours, and the use of consistent language by staff.
- The analysis of data collected by the wellbeing team guides action to support the health and wellbeing of staff and students through the introduction of purposeful practices and events.
- Staff have developed a clear understanding of the learning needs of students and a range of targeted interventions provide support and extension.

Recommendation

The review team support the following:

- Maintain the focus on support for students at educational risk through regular monitoring of the impact of selected interventions.

Leadership

Consultation and analysis of data are key to creating an informed team, unified towards achieving aspirational student outcomes. The dedicated staff willingly go above and beyond because of a shared unity of purpose, driven by a supportive and highly valued leadership team.

Commendations

The review team validate the following:

- The leadership of the Principal, deputy principals and manager corporate services (MCS) is valued by staff. They are described as a credible team who have actioned a comprehensive and realistic vision for the school's improvement.
- Staff performance management and development processes are well-established, and individual agreements are linked to strategic professional learning and whole-school planning.
- Identified expert teachers have broadened leadership across the school resulting in the enhanced use of data, collaborative decision making and shared learning. Aspiring leaders are supported to build their leadership skills and experience.
- Student leaders are provided with leadership development and have opportunities to contribute to the creation of a productive, safe, inclusive learning environment. They are welcomed to lend their voice to decisions affecting their school community.

Recommendation

The review team support the following:

- Continue to methodically embed agreed improvement strategies by following a transparent change management cycle that monitors the impact of approaches on student learning and considers the ability of staff to work sustainably.

Use of resources

The priorities of the budget align with the imperatives of the business plan and are considered alongside the specific needs of individuals and groups of students. Human and financial resources are expended prudently and flexibly to meet students' needs.

Commendations

The review team validate the following:

- A professional relationship between the Finance Committee, MCS, school officer and the Principal and School Board ensures that financial and human resources are strategically managed to optimise student success.
- The school facilitates training for education assistants who flexibly deliver early and impactful intervention and support for students with identified needs. The timetable is structured to ensure this valued resource is applied to benefit all students. Parents express high levels of satisfaction with this work.
- A significant investment in staff development ensures the school builds capacity in aspirant and curriculum leaders who inspire and support staff towards the implementation of consistent classroom practice.
- An innovative strategy based on strong relationships with retired teachers has secured an accessible and effective relief pool for the school.

Recommendations

The review team support the following:

- Maintain a focus on the ongoing professional learning of the Principal, MCS, school officer and staff to ensure that the flexibilities of the one-line budget align to the developing priorities of school planning.
- Strengthen the communication of decision making processes around resource distribution to continue to build transparency and further support parents' understandings.

Teaching quality

Decisions about planning for learning, and the selection of whole-school approaches, are based on research and the competent analysis of comprehensive data sets. Access to high quality professional learning and instructional support underpin growth in the instructional capability of staff.

Commendations

The review team validate the following:

- Phase of learning teams provide structured opportunities for staff to work together to plan, analyse data, share resources, engage in professional learning and build the common language and collective efficacy that impacts student learning.
- A range of effective differentiation strategies, suited to meet the needs of students requiring support or extension, are applied by teachers. Some examples include visible thinking, open-ended tasks and questions, guided groups before and during school time and specific learning adjustments for individuals.
- Consistency in grade allocation is developed using School Curriculum and Standards Authority Judging Standards. Exemplars are built into reporting rubrics and used as stimuli in moderation activities between staff and with local network schools.
- Staff have collaboratively developed an instructional framework that includes a Woodlands Primary School lesson design structure, gradual release of responsibility model for instruction and learning intentions and success criteria.

Recommendation

The review team support the following:

- Progress plans to develop a pedagogical handbook for staff to provide a central source of information about school-wide practice, sustaining consistency in classroom practice.

Student achievement and progress

A shared responsibility towards students attaining the achievement standard in literacy and numeracy is evident in the collective action for improvement discussed during phase of learning and staff meetings.

Commendations

The review team validate the following:

- The school has identified an aspirational desire to bring student progress and achievement results closer to, and then better than, that of similar Australian schools. Focused strategic and operational plans have been developed to achieve this goal.
- Early childhood teachers have used research and the Kindergarten Assessment Tool data sets to problem solve the need to provide targeted support for students to develop improved oral comprehension.
- Staff are building their data literacy skills and apply the analysis from the Elastik tool to identify gaps in the understandings of students. Data analysis is the key driver of planning and the implementation of tailored learning programs.
- Comparative performance data for 2024 Year 3 students indicates an upward trend in all areas tested for NAPLAN¹.
- Aligned to the strategic intention of the Department's Focus documents, targets have been developed to achieve year-on-year progress for students. In mathematics and reading, the Progressive Achievement Tests (PAT) national mean plotted against the PAT school tested mean from Year 2 to Year 6 demonstrates a 0.4 effect size, meaning one year, or greater, growth.

Recommendations

The review team support the following:

- Maintain a clear focus on measuring the impact of agreed instructional approaches on the achievement and progress of students.
- Consider a strategy to support consistency of teacher judgement of attitude, behaviour and effort in semester reporting to parents.

Reviewers

Jennifer Graffin
Director, Public School Review

Melanie Osborne
Principal, Melville 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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy