



Department of  
Education

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Public education  
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# Woodvale Primary School

## Public School Review

February 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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Woodvale Primary School is located approximately 22 kilometres north of the Perth central business district, within the North Metropolitan Education Region. The school opened in 1987 and gained Independent Public School status in 2011.

Currently there are 406 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1085 (decile 2).

The school has modern, well equipped facilities, with a specialist teaching block catering for Japanese, science and music programs, and a state-of-the-art Kindergarten and Pre-Primary Centre.

The active Parents and Citizens' Association raises funds for the school and the School Board meets frequently to monitor and discuss school plans, budgets and priorities.

## School self-assessment validation

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The Principal submitted a school self-assessment with a range of evidence of school performance.

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

- The school review process was viewed by the Principal as a valuable process, enabling staff to reflect on the school's performance and identify focus areas for future improvement.
- The Principal engaged a range of staff in the Electronic School Assessment Tool (ESAT) submission and shared information across the school to build staff understanding of the school self-assessment process.
- During the validation visit, the Principal and a selection of staff, parents and community members engaged enthusiastically in discussion, providing insights that added value to the ESAT submission.

The following recommendations are made:

- Strengthen the selection of credible evidence in reflecting on the school's performance in each domain.
- Strengthen the links between the analysis of data/evidence, the judgements made and identified future improvements.
- Continue to develop staff engagement in school self-assessment processes.

## Public School Review

### Relationships and partnerships

A culture of trust and safety underpins a cohesive staff, who are focused on building positive relationships with students and families.

#### Commendations

The review team validate the following:

- The school has invested in the development of a range of communication platforms to inform, connect and engage with the school community.
- Staff are viewed by school community members as approachable, caring and focused on the best interests of children.
- The School Board is supportive and actively engaged in monitoring school directions and performance.
- Staff report feeling valued and supported by the Principal.

#### Recommendations

The review team support the following:

- Continue to develop parent engagement, with a focus on learning through a range of opportunities that maximise a sense of connection and belonging.
- Continue to seek and act on community feedback. Strengthen the communication about actions taken as well as successes and achievements made.

### Learning environment

A positive, inclusive learning environment is evident and a welcoming physical environment adds to the school's safe and orderly tone.

#### Commendations

The review team validate the following:

- The implementation of Friendly Schools Plus and Zones of Regulation is enhancing student health and wellbeing outcomes.
- Whole-school values are embedded across the school, promoting positive relationships and contributing to the tone of the school.
- The chaplain contributes strongly to the school through the provision of student support and delivery of the BUZ<sup>1</sup> social skills program, which is valued by staff, students and families.
- The learning support coordinator, deputy principal and school psychologist work collaboratively to embed procedures for SAER<sup>2</sup> and support staff with the implementation of documented plans.
- Student voice is promoted through leadership opportunities, student council and student mediator roles, as well as through classroom feedback on learning.

#### Recommendations

The review team support the following:

- Further strengthen positive behaviour support for students through a whole-school approach including systematic data collection and whole-school ownership of behaviour expectations.
- Continue to build cultural responsiveness and connections with Aboriginal families.

## Leadership

School leadership is enhanced through the supportive approach of leaders. This contributes to a positive and collaborative school ethos.

### Commendations

The review team validate the following:

- A distributed leadership structure with clearly defined roles supports the implementation of school plans and management of school operations.
- Operational plans aligned to the business plan are developed collaboratively by staff through a range of year level teams and committees.
- Teachers report that performance management and development processes, including feedback from classroom observations, contributes to their ongoing growth.
- Change management processes are evident in the implementation of Visible Learning, including: allocation of time for collaboration; staff leadership roles; credible professional learning; and celebration of success.

### Recommendations

The review team support the following:

- Tighten whole-school planning to align professional learning to staff and student needs.
- Strengthen instructional leadership to emphasise the link between student achievement and clearly defined curriculum/teaching and learning foci across the school.

## Use of resources

The Finance Committee, manager corporate services and Principal monitor the budget and manage the school's financial and human resources. School Board meetings provide regular opportunities for members to have input into financial decision making.

### Commendations

The review team validate the following:

- Clearly defined documentation, outlining expectations and procedures for cost centre managers, strengthens staff understanding of financial management in the school.
- Sound decision making is evident in the allocation of funds to speech and language therapist time to support student screening in the early years.
- A focus on pastoral care is supported through the direction of school funds to maintain a valued chaplaincy program.
- The allocation of resources for ICT<sup>3</sup> is monitored to ensure ongoing sustainability and impact on learning.

### Recommendation

The review team support the following:

- Ensure priorities and strategies outlined in operational plans are clearly costed and used to inform the school budget.

## Teaching quality

Teaching staff have a collective focus on the improvement of student outcomes. They collaborate effectively in teams to share practice and develop learning programs.

### Commendations

The review team validate the following:

- Data literacy to inform classroom practice is being prioritised by the school. Phase of Learning collaborative meetings allow teachers to share and analyse data to inform planning.
- The implementation of Visible Learning, High Impact Teaching Strategies and TAPPLE<sup>4</sup> are supporting the development of explicit teaching and a common language across the school.
- Engagement of a mathematics consultant to deliver professional learning in mathematics problem solving has supported staff development and capacity building.
- There is a commitment to ongoing improvement in early years teaching through a balance between play-based learning and explicit teaching.

### Recommendations

The review team support the following:

- Continue to build teachers' skills in fine grained analysis of data, to assist a targeted learning approach to maximise student learning and progress.
- Strengthen whole-school approaches to literacy and numeracy with clearly articulated programs, systems and processes to achieve consistent practices across classrooms.

## Student achievement and progress

The school is strengthening its analysis of student data to inform planning and school decision making. The engagement of teaching staff in data analysis strengthens moderation both internally and externally.

### Commendations

The review team validate the following:

- The school has increased its use of school-based learning assessment through the extension of Progressive Achievement Tests across all years.
- Brightpath has been implemented school-wide to enhance consistent assessment in writing.
- The implementation of Spelling Mastery has improved student achievement in spelling.
- Greater monitoring of early years' student progress and efficacy of learning programs has been prioritised with the extension of On-entry Assessment Program to Year 1 students.
- Staff analyse data to identify target groups and implement a case management approach. Plans are in place to further develop and extend target setting processes.

### Recommendations

The review team support the following:

- Strengthen the school's self-assessment schedule with a standalone document to inform ongoing planning and monitoring of progress.
- Continue to use data to identify priorities for improvement. Apply common teaching and learning approaches and determine professional learning foci.
- Promote whole-school planning needs with particular attention to reading, grammar and punctuation, and writing.

## Reviewers

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Kim McCollum  
Director, Public School Review

Jennifer Lee  
Principal, Hammond Park 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.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 Build Up Zone
- 2 Students at educational risk
- 3 Information and communications technology
- 4 Teach First, Ask a Question, Pair-Share, Pick a Non-Volunteer, Listen, Effective Feedback