



Department of
Education

Shaping the future

Willetton 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

Willetton Primary School is located approximately 17 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Opened in 1970, the school has an Index of Community Socio-Educational Advantage rating of 1127 (decile 1). The school was granted Independent Public School status in 2017.

Willetton Primary School currently enrolls 655 students from Kindergarten to Year 6.

There is strong parent and community involvement at the school through the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Willetton Primary School was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the 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:

- A culture of reflective school self-assessment, as the foundation for effective planning and continuous improvement, was evident at the strategic and operational levels.
- Collaborative processes underpinned preparation for the Public School Review. Led by the administration team, committees were established for each domain of the Standard, providing reflections of the school's performance and planned actions for improvement.
- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard with a context statement provided for each entry.
- A cross-section of staff contributed a variety of evidence for submission, which related to school practices and performance in each of the domains.
- A broad range of well-informed and enthusiastic staff, students, parents and community partners engaged in discussions with the reviewers during the validation visit, contributing authentic reflections in support of the school.
- The review provided a comprehensive narrative of the positive journey the school has been on over the past 4 years and confirmed a commitment to ongoing school improvement.
- A tour of the school grounds and classrooms, guided by the Principal, added value to the review process and extended opportunities for the review team to appreciate elements of the learning environment.

The following recommendation is made:

- In future ESAT submissions, consider designating a review leader to coordinate the final presentation. Aim to avoid repetition, ensure evidence closely represents the domain under which it is entered, and demonstrates the impact on student learning.

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Relationships and partnerships

Willetton Primary School is a highly diverse and inclusive school community. Staff are dedicated and work together, learn from each other and include families and the wider community to give students the best opportunity to achieve. Relationships are a priority, which drives support for students and the community.

Commendations

The review team validate the following:

- Student-focused, engaged and purposeful, a positive staff culture of collaboration is evidenced through staff meetings, curriculum meetings, phase of learning teams and year level planning.
- Respectful relationships and culturally appropriate practices are evident in the interactions with the diverse community. A specialist English as an Additional Language/Dialect (EAL/D) teacher meets all new families from linguistically diverse backgrounds, using interpreter services as needed, to facilitate enrolment and ensure appropriate support for students.
- The School Board has an appropriate level of understanding and acceptance of its governance responsibilities. Together with the P&C, they actively support the school in addressing the needs of the students and appreciate the open and collaborative relationship they enjoy with the administration team.
- A range of survey data is used to inform school culture and monitor levels of engagement and satisfaction from staff, students and the community.
- Clear and effective internal and external communication is recognised by staff and parents. Delivered through Connect and email, the community is informed and share the full spectrum of school activities.

Recommendation

The review team support the following:

- Continue to reflect against the Aboriginal Cultural Standards Framework to guide staff in creating a culturally responsive school that actively celebrates its partnerships with Aboriginal families and community members.

Learning environment

The school ensures students enjoy coming to school by creating a sense of belonging through the establishment of a welcoming and safe environment. The students are enthusiastic advocates for the school's caring, inclusive ethos delivered through a visibly strong partnership between staff, students and families.

Commendations

The review team validate the following:

- Overall excellent student behaviour and attendance is maintained and enhanced through Positive Student Behaviour Support and attendance processes. Consistent messaging and language are evident with incentives and rewards for following school and classroom expectations.
- In consultation with parents, processes are established to ensure that students at educational risk are identified and supported in their learning. Tier 2 literacy intervention is delivered by a deputy principal and a skilled education assistant.
- Student wellbeing data from the Australian Council for Educational Research social and emotional student survey is collected, analysed and informs whole-school planning. The appointment of a student wellbeing officer to support students, staff and families is valued.
- The physical environment has undergone upgrades to enhance the welcoming appeal of the school. Flexible learning arrangements, inside and outside, acknowledge the different ways in which students work.

Recommendations

The review team support the following:

- Seek feedback regarding factors impacting staff wellbeing and opportunities for improvement.
- Review wellbeing processes and the program used to ensure integration across the school and a positive impact on student wellbeing.

Leadership

Led by a committed leadership team, the school has clearly defined its vision, values and direction. Authentic collaboration and inclusion drive an improvement agenda focused on maximising the academic, social and emotional outcomes of students.

Commendations

The review team validate the following:

- Staff are engaged in the development and review of the business plan and learning area operational plans based on student data. With a clear focus on improvement, there is a connectedness between the business plan, operational plans, resourcing, planned units of work and classroom practice.
- Student voice is valued and enhanced through leadership opportunities across the school. Student representatives advocated positively for the school, reporting that the school provides significant learning opportunities in a safe environment.
- Formal and informal professional development opportunities provide staff with avenues to develop their leadership skills. In collaboration with the Roe Network, this includes access to the Western Australian Future Leaders Framework.
- A newly appointed instructional coach works shoulder to shoulder with teachers to support evidence-based literacy instruction and low variance consistent teaching practices.
- Instructional planning, including development of the Willetton Primary School Pedagogical Approach, is aligned to the Department's Quality Teaching Strategy and Teaching for Impact.

Recommendation

The review team support the following:

- Leaders continue to provide instructional support and meaningful formal and informal feedback through an increased presence in the classroom.

Use of resources

Maximising impact on student learning outcomes is the constant focus of the school as it seeks to identify areas of need and apply resources accordingly. Consultative, collaborative planning underpins this process of analysis, problem solving and budget allocation.

Commendations

The review team validate the following:

- Supported by a high functioning Finance Committee, the Principal and manager corporate service (MCS) plan, review and monitor the budget. Financial and human resource planning is transparent, evidence-based and supports the school's strategic direction.
- A strategic approach has been taken to management of the school's information and communications technology (ICT). A dedicated ICT manager has financial responsibility over the school's hardware and software infrastructure, ensuring students have access to quality, contemporary resources.
- The school's human resources and physical assets are maximised to support students through actively seeking Departmental support, P&C donations, Outside School Hours Care donations and government contributions and grants.
- Student characteristics/targeted initiatives funding is directed to where it is most needed. This includes staffing an EAL/D teacher, contributing to the student wellbeing program, employing a school psychologist and funding an instructional coach.
- Workforce planning is proactive, with consideration given to enrolment fluctuations and the movement and personal requirements of staff. Strategic recruitment processes have commenced to fill the vacancy created by the retiring MCS.

Teaching quality

Following a deeply reflective process, shared beliefs and clear expectations about effective teaching and learning are continually reviewed and adapted to meet the contextual needs of students.

Commendations

The review team validate the following:

- A whole-school approach to the delivery of curriculum is embedded where evidence-based programs support literacy and numeracy instruction. Students capable of extension and challenge are catered for through a range of opportunities including the Einstein-First Project and the Creative Schools program.
- Aligned to the Western Australian Curriculum, exemplary curriculum guides and documents ensure planning, pedagogy and assessment expectations are shared and consistent across the school.
- The work of an instructional coach is beginning to strengthen and enhance staff understanding, capacity and capability to use evidence as a platform for making informed decisions and implement effective, consistent instructional practices.
- Numerous channels are utilised to communicate student performance and achievement to parents/carers. This includes Special Educational Need reports, EAL/D Progress Maps and parent interviews with the provision of interpreters if required.

Recommendation

The review team support the following:

- Continue to develop and then embed the whole-school instructional model aligned to the Quality Teaching Strategy and Teaching for Impact. Ensure all teachers are committed and classroom observations and feedback processes are used to strengthen quality teaching.

Student achievement and progress

Systemic and school-based data are collected and analysed to support teaching cycles and inform the impact of whole-school teaching and learning programs. The school is committed to ensuring all students achieve their potential through use of data-informed practices.

Commendations

The review team validate the following:

- Overall, NAPLAN¹ achievement for Year 3 and Year 5 has been consistently close to, and frequently above, like schools. More students are achieving in the top bands and fewer students in the bottom bands when compared to contextually similar schools.
- Teaching hubs are established and support planning and collaboration processes. Staff analyse data, plan strategies to address identified gaps and discuss progress, maximising opportunities for student concept attainment.
- Special Educational Need planning and EAL/D progress mapping are implemented and support teachers to plan for and identify improved levels of student achievement and progress.
- Staff are being supported to understand and value system and school-based student achievement data including; NAPLAN, Teacher Judgement, Progressive Achievement Tests and On-entry to inform school improvement and teacher planning. The introduction of Elastik is allowing year level groups to effectively review data and set strategic teaching goals.

Recommendations

The review team support the following:

- Further moderation practices by providing cross-school opportunities, using processes such as Brightpath and the School Curriculum and Standard Authority Judging Standards, to support teachers in ensuring comparability of student achievement grades.
- Analyse longitudinal student achievement data collected to track the progress of student cohorts and to evaluate the impact of programs and processes implemented.

Reviewers

Craig Skinner
Director, Public School Review

Sandra Martin
Principal, Mount Lawley 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 National Assessment Program – Literacy and Numeracy