



Department of  
Education

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Public education  
**A world of opportunities**

# Woodland Grove Primary School

## Public School Review

May 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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Woodland Grove Primary School is located in Byford, approximately 40 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region. Opening in 2017 as an Independent Public School, the school has an Index of Community Socio-Educational Advantage of 995 (decile 5).

Currently, 629 students are enrolled from Kindergarten to Year 6, a significant increase since the original enrolment of approximately 500 students. Enrolments peaked in 2019 at over 700 students. The opening of another primary school in the area has assisted in significantly reducing enrolment pressures.

The Parents and Citizens' Association (P&C) supports the school through the provision of additional resources and facilities to benefit all students. An active School Board is involved in strategic planning, and development and monitoring of the school's business plan.

## 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:

- A well-presented overview of documents and multiple sources of credible evidence were selected for analysis, showing close alignment between the evidence and judgements of school performance.
- The Principal and leadership team undertook a highly consultative approach in preparing the school's self-assessment, ensuring all staff, and School Board members, had input into the process and the opportunity to share their journey with the reviewers.
- Rigorous attention to reflective practice on school performance provided a substantial base upon which to prepare effectively for the Public School Review.
- The extensive, student-conducted tour of the school provided the review team the opportunity to view the school in operation through the lens of the students, further adding to the evidence provided in the Electronic School Assessment Tool (ESAT) and enriching the validation process.
- Staff, students, families and community members demonstrated support for, and genuine understanding of, their school, its development to date, and future direction.
- The school review process was regarded by staff and the community as 'everyone's business', creating the conditions for honest and frank conversations around school performance and accountability.
- Staff shared that the review process provided an opportunity to celebrate the growth that has been achieved and gave recognition to their work.

The following recommendation is made:

- Continue to use the Standard to facilitate discussions about school performance and the ESAT as a repository for evidence as part of the school's ongoing self-assessment practices and review cycle.

### Relationships and partnerships

In establishing its unique identity, rigorous attention and consideration has been given to building relationships that reflect the distinct context and aspirations of the community. Building positive partnerships and maintaining strong engagement within and beyond the school, underpins the school's belief that working together creates and enhances opportunities for students.

#### Commendations

The review team validate the following:

- P&C members are active participants in the school, representing the community perspective, providing strong support in their advocacy and contributing significantly to resources.
- An influential and progressive School Board has provided transparent governance, accountability and strategic direction, positively supporting the school's intent to represent its community's values.
- The school communicates with families in a timely and scaffolded manner, ensuring access to information for all. This has led to high levels of satisfaction from parents as indicated in the Tell Them From Me (TTFM) survey.
- The Pre-Kindy Café provides the opportunity for the school and families to connect and develop positive relationships.
- Embedded collaborative structures are characterised by high levels of trust and professional support, establishing a strong professional learning community.
- Engagement with community is planned and well developed. The school's partnerships with local organisations, universities, network schools and health providers are contributing mutually beneficial outcomes, with the contribution of volunteers, pre-service teachers and allied health workers highly valued.

### Learning environment

Underpinned by their moral purpose of 'high expectations of success for every child, at every opportunity, every day', the Principal and staff have been deliberate in creating an environment that is welcoming, culturally inclusive and highly personable, establishing the school as a community 'safe place'.

#### Commendations

The review team validate the following:

- The school's targeted approach to the management of student behaviour has resulted in heightened levels of student engagement and participation.
- An innovative, flexible approach is taken in creating the best conditions for learning. The Therapeutic Crisis Intervention Support team, modification of the school day, re-naming duty to TICK<sup>1</sup> and modified physical spaces, have contributed significantly to a positive learning climate.
- Health and wellbeing is prioritised, with data informing the implementation of programs and services to support students, families and staff in their work.
- The school provides extensive services and resources to the identification, monitoring and planning for students at educational risk. Support from the school psychologist, learning support coordinator, external agencies and comprehensive student profiling ensures targeted teaching and learning plans are implemented.
- A deliberate approach to the design of the physical environment, in close consideration of community and family wishes, has been adopted. Indoor and outdoor spaces maximise positive impact on student learning and wellbeing.
- Students report a strong sense of personal voice, belonging and pride in their school. They believe there is always someone who provides encouragement and can be turned to for advice.

## Leadership

The leadership team undertakes significant consultation with staff, families and stakeholders in the establishment and ongoing reviews of the school vision. This culture of trust and teamwork has led to high levels of commitment and ownership, reflective of the community's needs and aspirations.

### Commendations

The review team validate the following:

- Change implementation is strategic in planning, and scaffolded in delivery. A highly consultative approach, comprised of clear direction and monitored targets, has resulted in understanding and commitment to act by staff and community.
- Leadership is thoughtfully structured and distributed, with an expectation for all staff to undertake a leadership role. This has contributed to a strong organisation, where staff are empowered and have influence over the direction and operations of the school.
- The multi-layers of leadership comprised of the High Impact Teaching Team facilitators, instructional and curriculum lead teachers and coaches, ensures whole-school practices are understood and embedded with fidelity.
- There is a strong connection between strategic planning and classroom practice, exemplified through the business plan, operational plans and evidence of a whole-school pedagogical framework.
- Respectful performance management processes have been established. A culture of reflective practice, based on the growth coaching model and classroom observations and feedback, is leading to high levels of teacher practice and efficacy.
- Professional learning is carefully selected and delivered from 'within', ensuring focus remains on school priorities and transference of new learning into classroom practice.

## Use of resources

The Principal and manager corporate services give high consideration and monitoring to the changing nature of the school demographic, ensuring future resourcing needs are reflective of the school context and priorities.

### Commendations

The review team validate the following:

- The deputy principal, together with the manager corporate services, have been thorough in their oversight in providing professional learning for office staff responsible for recording enrolment data. This has significantly increased individual student resourcing allocations.
- A sophisticated understanding of school resourcing, in particular student characteristics funding and targeted initiatives, is employed to maximum effect. This has resulted in recruitment processes and deployment of staff and physical resources in line with identified areas of need.
- Aligned to planning and priorities, the school ensures the allocation of resourcing to programs/initiatives is evidenced based and data informed.
- Workforce planning is carefully crafted, ensuring employment and timetabling of staff will maximise the outcomes for students. This is evidenced through the full-time employment of education assistants, providing support for students before and after school, and implementation of the Spelling Mastery and MiniLit programs.
- Digital learning options are prioritised through sound management of resources and the implementation of a 1:1 Bring Your Own Device program. The targeted approach has alleviated ongoing leasing expense.

## Teaching quality

High levels of teacher efficacy are reflected in a commitment to be accountable and responsible to every student achieving their potential. This has created the pre-conditions of trust, collaboration and collective efficacy as the foundations to achieve their goal of quality teaching.

### Commendations

The review team validate the following:

- The conditions for quality teaching have been created through instructional leadership roles, a common meta-language, collaboration and embedded whole-school teaching and learning beliefs and expectations.
- Professional learning, provided through the Fogarty EDvance School Improvement program, has established a deep understanding and competency by teachers of an evidence-based approach to student improvement.
- The development of the High Impact Teaching and Instructional Model documents has embedded a shared understanding of the importance of consistency and fidelity of teaching in maximising sustained student achievement and progress.
- A variety of whole-school summative and formative assessment tools, such as Progressive Achievement Tests – Reading and Mathematics and MiniLit, support teachers in making accurate judgements and inform planning.
- Staff understand the importance of, and pay attention to, the pre-conditions necessary for effective learning in the early years. This has led to the development of the school's play-based program aligned to the National Quality Standard and Early Years Learning Framework.
- Education assistants are valued paraprofessionals, who work skilfully alongside teachers to support student learning.

## Student achievement and progress

Operating under the lens of 'what is best for students', the school has equally privileged academic achievement and student wellbeing. Both feature strongly in the data collection, analysis, monitoring and report of student achievement and progress.

### Commendations

The review team validate the following:

- Progressive Achievement Tests - Reading and Mathematics data indicate a steady progress in student achievement across all year levels.
- Using the TTFM survey, students' confidence and level of skills challenge is closely monitored, providing direction in the development of instructional programs that are targeted to maximise student achievement, progress and engagement.
- A disciplined dialogue approach to the analysis of data, in particular NAPLAN<sup>2</sup>, Progressive Achievement Tests and TTFM surveys, has led to the development of targeted improvement plans and whole-school planning documents to address identified areas of need.
- Data informs areas of strength and improvement, influencing workforce planning, such as the employment of the learning support coordinator and education assistants to implement MultiLit and Spelling Mastery.
- A collaborative planning structure has established high levels of teacher efficacy and accountability to the progress and achievement of every child in the school.
- Development of the high-impact strategic plan, assessment schedule, Response to Intervention Plan for students at educational risk and learning sprints initiative, have contributed to significant progress in student achievement, notably reading.

## Reviewers

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Maxine Augustson  
**Director, Public School Review**

Jeremy Hadlow  
**Principal, Spencer Park Primary School**  
**Peer Reviewer**

## Endorsement

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Based on this report, I endorse the commendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 2, 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Time Invested in Connecting with Kids
- 2 National Assessment Program – Literacy and Numeracy