



Department of
Education

Shaping the future

Wembley Downs 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

Wembley Downs Primary School is located in the North Metropolitan Education Region, approximately 12 kilometres from the Perth central business district. Opened in 1959, the school achieved Independent Public School status in 2015.

Currently there are 380 students enrolled from Kindergarten to Year 6 and has an Index of Community Socio-Educational Advantage rating of 1130 (decile 1).

Wembley Downs Primary School has the support of the School Board and the Parents and Citizens' Association (P&C) who are invested in the school to continue improving educational outcomes for its students.

The first Public School Review of Wembley Downs 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 an informative school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an overview of each domain that gave an understanding of the school context, operations and strategic directions.
- The school leadership each took responsibility for reviewing specific domains of the Standard. Opportunities were provided to ensure staff had input into the process and the School Board was informed.
- During the validation visit students, parents, community representatives and a significant representation of staff engaged enthusiastically in discussions with the review team, contributing authentic reflections in support of the school.
- The process provided an opportunity for staff and the community to acknowledge the level of support and direction provided by the leadership team.

The following recommendations are made:

- In future submissions provide a succinct account of school performance by refining the collection and analysis of data to ensure alignment between judgements, evidence and planned actions.
- Consider implementing a process that ensures the quality and consistency of evidence, analysis and identified future actions submitted through the ESAT is maintained.

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Relationships and partnerships

A focus on building positive and caring relationships is a feature of the school's drive for improvement. The community values the school's ethos of care which results in a sense of belonging and connection, creating positive home/school relationships. Sustainable external partnerships that enhance opportunities for student learning have been established.

Commendations

The review team validate the following:

- The leadership team places a high priority on its visibility around the school. Parents expressed appreciation for the manner in which staff make themselves available to discuss the interests of their children.
- In response to community feedback, the school has enacted a communication process to ensure pertinent information is disseminated in a timely, appropriate and efficient manner, resulting in a greater degree of predictability and consistency for parents.
- The School Board has an appropriate understanding of its governance role and responsibilities and is diligent in undertaking these with a focus on progressing the best interests of students as its core business.
- The P&C is highly valued and active in supporting a positive school culture. They provide important resources that support learning opportunities and coordinate school events as a platform for community involvement.
- A strong external partnership with Rotary Club of Cambridge has provided enhanced learning experiences for senior students.

Recommendations

The review team support the following:

- Progress the intent to supplement the feedback provided by the National School Opinion Surveys by using the School Culture Survey to assess the school's culture and inform school improvement planning.
- Continue to provide opportunities for staff to collaborate with a focus on providing a systematic approach to delivering the Western Australian Curriculum.

Learning environment

Conducive conditions for learning are evident across the school providing a safe and caring environment for students and staff.

Commendations

The review team validate the following:

- For students at educational risk (SAER), the school has paid considerable attention to building greater understanding of contemporary practices and purposeful assessment to implement processes, programs and targeted interventions.
- Reflecting a proactive and supportive environment, the school has an established Positive Behaviour Support ethos. Staff recognise the value of this whole-school approach and the consistency of expectations it provides.
- Participation in the Your Move initiative and the introduction of bike education has added immediate benefit to creating a safer physical environment for students.

Recommendations

The review team support the following:

- Broaden opportunities to use student voice to inform school decision making.
- Provide planned opportunities for Gifted and Talented students within the classroom through targeted differentiation.

Leadership

A strong relational approach, underpinned by respect, care and trust, characterises the school leadership. This contributes to high levels of responsiveness and enthusiasm from staff to engage with the future direction of the school.

Commendations

The review team validate the following:

- The Principal's highly inclusive, collaborative and consultative approach to decision making has made a positive impact on staff morale and increased ownership and commitment to progressing the school's improvement intent.
- The school's distributed leadership model fosters meaningful opportunities to build leadership capacity among staff. Clearly defined roles and responsibilities are aligned to progress implementation of the business plan.
- Collaboration (COLLAB) meetings, facilitated by school leaders to support change management, are valued by staff. These opportunities are strategically focused on building capacity and the implementation of the school plan.
- Staff performance management and development processes are in place. Opportunities for teachers to participate in observation and feedback are embedded to support their professional growth.

Recommendations

The review team support the following:

- Consider aligning the observation and feedback process in a manner that supports building staff capacity to further implement the school's instructional model, before focusing on the next stage of sustained school improvement.
- Continue to develop the instructional leadership ability of aspiring school leaders, strengthening the capacity of the school to continue to positively impact on student learning.

Use of resources

The Principal and manager corporate services (MCS) work together to allocate resources to meet the needs of students. The knowledge and expertise of the newly appointed MCS will ensure resources are allocated and managed in a manner that supports the operations of the school.

Commendations

The review team validate the following:

- The Finance Committee combines an understanding of its governance responsibilities and responsiveness in facilitating the deployment of resources to support new initiatives.
- Workforce planning reflects thoughtful consideration of the existing staff profile and the impact of this on the future needs of the school. It recognises the existing staff experiences and leave expectations and uses these to inform the management of staff changes.
- The P&C is active in raising funds that support the school in resourcing initiatives and increasing student engagement and participation.
- The skill sets of education assistants are used to maximise student learning opportunities in classrooms and through delivering targeted intervention programs.

Recommendations

The review team support the following:

- With the intention of refining workforce planning, consider the impact of future enrolment trends and the school's ongoing commitments on the staffing profile.
- As part of the budgeting process, give consideration to how the school's signature programs and processes, such as COLLAB meetings and SAER interventions, remain financially sustainable over time.
- Review the impact of programs resourced through targeted funding on the students for whom the funding was targeted.

Teaching quality

Staff demonstrate a commitment to quality teaching and an openness to reflect and build on their professional capacity to meet the learning needs of students. A desire to reduce the variability of practice across classrooms is evident.

Commendations

The review team validate the following:

- When new initiatives are introduced, the school ensures professional learning is provided to everyone involved in order to create a strong shared foundation that supports successful implementation.
- Teachers are dedicated to improving academic and social outcomes for all students. There is a commitment to the ongoing development of a school-wide instructional framework based on explicit teaching, lesson design and consistency.
- Supporting staff to effectively deliver the curriculum is prioritised through the work of the English and Maths Committees.
- Education assistants work as respected collaborative partners with teachers. Their knowledge and skill in working to support students at risk is highly valued.
- Staff are supported to implement whole-school programs including Talk for Writing; Seven Steps to Writing Success; Heggerty Phonemic Awareness; Sounds-Write and iMaths.

Recommendations

The review team support the following:

- The continued development and embedding of the school-wide instructional model.
- Continue to embed whole-school programs with a focus on ensuring rigour and fidelity.

Student achievement and progress

The school is striving to create an environment in which the importance of data-informed decision making is embraced by all and informs the school improvement agenda.

Commendations

The review team validate the following:

- Elastik has been introduced to build the data literacy of staff. This tool is allowing teachers to review data and set strategic teaching goals to address the differentiated needs of students.
- A whole-school assessment schedule guides the collection of school-based, standardised and system data. Staff analyse data using a disciplined dialogue approach.
- School plans include student performance targets that focuses on the efforts of staff to improving academic achievement and progress.
- Structured COLLAB meetings provide a vehicle through which teachers analyse and respond to student performance data.

Recommendations

The review team support the following:

- Explore all features of Elastik, which includes tracking the longitudinal progress of students, to continue building the data literacy of staff.
- Continue implementing consistent school-wide moderation processes to support teachers in ensuring comparability of student achievement across all years.

Reviewers

Gary Crocetta
Director, Public School Review

Janine Kinninment
Principal, Burrendah 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools