



Department of  
Education

**Shaping the future**

# Wooroloo 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Wooroloo Primary School opened in 1903 and is located in the semi-rural environment of Perth's eastern hills within the Shire of Mundaring, approximately 59 kilometres from the Perth central business district.

The school, with an Index of Community and Socio-Educational Advantage of 978 (decile 6), currently has 34 students enrolled from Kindergarten to Year 6.

Wooroloo Primary School is actively supported by a School Council and Parents and Citizens' Association (P&C).

The first Public School Review of Wooroloo Primary School was conducted in Term 4, 2018. 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 transparent school self-assessment, highlighting aspects of the schools' current operations and planning considerations for improvement.

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

- The recommendations of the 2018 Public School Review report provided the basis for the school's self-assessment.
- In preparation for the Public School Review, the Principal guided a reflective process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- The Electronic School Assessment Tool (ESAT) submission was constructed using an overview document under each domain of the Standard outlining the background, judgement, evidence and direction.
- The review team were able to engage with all staff who were present on the validation day. There was significant evidence of staff buy-in to the school's current improvement agenda.
- Parents, community partners and students contributed positive affirmations of the school's current operations and future direction.
- The opportunity to tour the school further enriched the validation process providing a greater understanding of evidence presented in the ESAT submission.

The following recommendations are made:

- Use the Standard to support regular and collaborative school self-assessment processes aligned to planning.
- Ensure that evidence submitted for future Public School Reviews covers the breadth of expectations described in the Standard.
- Carefully consider the choice of evidence and analysis in each domain to ensure that comments in the ESAT or annotations on the evidence itself accurately describes the impact on student outcomes.

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### Relationships and partnerships

The Principal, supported by staff, prioritises the building of positive and supportive relationships between students, staff and families. Staff cultivate partnerships with community groups to enhance learning experiences for students.

### Commendations

The review team validate the following:

- Staff relationships are respectful, confident and demonstrate a deep knowledge and common understanding of their students. Through collaborative processes staff plan, share resources and moderate student work and this is developing a degree of consistency of practice.
- Staff and parents identify clear, timely and transparent communication as a strength of the school. The Breakfast Club provides an opportunity for informal conversations with parents and students.
- The School Council provides strong governance and connects the school and the community through collaborative engagement to inform and shape school policies, decisions and directions.
- Extensive partnerships have been established with a variety of agencies and organisations that support the learning programs for students, these include Woorloo Prison Farm, the Hills Education Community network of schools, Foodbank Australia, Department of Fire and Emergency Services, Eastern Hills Senior High School and Playgroup WA.

### Recommendation

The review team support the following:

- Harness the feedback from parents and students using the National School Opinion Survey to determine future strategy and adjust school approaches to better meet the needs of the community.

### 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 and with the wider community.

### Commendations

The review team validate the following:

- Consistent messaging through Positive Behaviour Support is known and understood by staff, students and parents and along with the explicit teaching of expectations has led to improved student behaviour.
- Effective, individualised processes for supporting attendance are having a positive impact on student engagement and learning.
- A focus on staff wellbeing is evident. Opportunities to build teamwork, foster collegiality and acknowledge efforts are embraced.
- An ethos of care supports the social and emotional wellbeing of students. The school chaplain contributes to this through targeted programs and working with families and individuals.
- Students at educational risk (SAER) are identified and individual education plans outline strategies to support learning and monitor progress.
- The physical environment adds value to the student learning experience. Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of children.

### Recommendations

The review team support the following:

- Revisit and upskill staff in their knowledge and integration of the Aboriginal Cultural Standards Framework.
- Consolidate and formalise processes for meeting the needs of SAER, with a focus on the use of Special Educational Needs (SEN) planning and reporting.

## Leadership

The new leadership team are establishing a highly collaborative and consultative approach to leading school improvement, centred on the best interests of students.

### Commendations

The review team validate the following:

- Leadership qualities, experience and personal attributes of staff have been recognised when appointing leaders of literacy and numeracy.
- A clear approach to performance management and development is evident. Staff are supported to develop their practice aligned to school instructional priorities.
- Student leadership is valued and enhanced through leadership opportunities across the school. Student representatives advocate positively for the school, reporting that the school provides significant learning opportunities in a safe learning environment.
- Change is implemented in a strategic and inclusive manner with a focus on student success. Staff have a genuine 'voice' in key decision making.

### Recommendations

The review team support the following:

- Establish, in collaboration with staff, shared beliefs about teaching and learning through the development of the new strategic plan and supporting learning area operational plans.
- Provide instructional leadership through professional learning, feedback on teaching and support for the implementation of agreed pedagogical practices and whole-school programs, with a focus on consistency and low variance across classes.

## Use of resources

Financial planning and prudent budget management are in place to ensure funding is allocated to resources likely to have the greatest impact on improving student outcomes.

### Commendations

The review team validate the following:

- Sound processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Council is kept well informed of the school's financial management processes and spending priorities.
- The current Principal and manager corporate services, with support from the Department's financial and commercial services areas, rectified a deficit budget at the start of the year to ensure continuity of effective education programs and school improvement initiatives.
- A strategic approach has been taken to the management of the school's ICT<sup>1</sup>. A comparative assessment has been undertaken on purchasing versus leasing of equipment based on student needs and affordability.
- Workforce planning is carefully considered with efforts to mitigate the significant impact small fluctuations in enrolment has on funding and the staffing requirements of the school.
- A small but effective P&C adds value to the programs designed to support the progress of school priorities.

### Recommendations

The review team support the following:

- Ensure there is an explicit link between the strategic plan, operational plans and allocation of resources.
- Seek innovative strategies to engage specialist teachers of the arts and physical education to enhance the learning opportunities for students and the attraction of the school to families living in the area.

## Teaching quality

A commitment to establish a performance culture around consistent, evidence-based, whole-school approaches is apparent. Staff share ownership for the success of all students.

### Commendations

The review team validate the following:

- Highly effective education assistants support teachers to deliver effective education programs, catering for the diverse needs within a 4 year multi-age class.
- The junior and senior classes seek opportunities to work together bridging the social gap between students and supporting transition of Year 2 to Year 3.
- As staff collect an increasing range of student achievement information, their data literacy is developing. They collect and analyse a range of data to inform their planning and practice.
- Collaborative practices between staff are valued, with a range of formal and informal opportunities to engage.

### Recommendations

The review team support the following:

- Use the Quality Teaching Strategy and Teaching for Impact as a foundation for developing and implementing an agreed and documented pedagogical instructional model for use across the school.
- Continue to support staff development in the use of SEN planning and reporting.
- Progress the review of the staff handbook and formalise induction processes.

## Student achievement and progress

The school is focused on prioritising the development of data literacy, data collection and evidence-based decision making.

### Commendations

The review team validate the following:

- An assessment schedule informs staff of the type and timing of data collection. Reading and mathematics Progressive Achievement Tests, along with On-entry Assessment and phonics screening data is reviewed and analysed at the classroom level to identify areas of achievement and guide planning for improvement.
- Backward mapping of individual student achievement data and comparison with School Curriculum and Standards Authority Judging Standards has informed the allocation of grades.
- Assessments and reporting on student achievement and progress inform both students and parents. This includes a collaborative approach to individual education planning, and well attended parent meetings.

### Recommendations

The review team support the following:

- Further moderate processes by providing cross-school opportunities using the School Curriculum and Standard Authority Judging Standards to support teachers in ensuring comparability of student achievement across all years.
- Progress the intent to monitor and track individual student achievement and progress. Utilise individual longitudinal data sets to set aspirational student achievement and progress targets in future strategic and operational plans.

## Reviewers

Craig Skinner  
**Director, Public School Review**

Elizabeth Wildish  
**Principal, Two Rocks 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.

The timeframe for the next review process focusing on the leadership and teaching quality domains only, is scheduled for Term 3, 2024. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

1. Information and communications technology