



Department of
Education

Shaping the future

Westfield Park 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 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 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 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

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

Westfield Park Primary School was established in 1970 and is located in the suburb of Camillo. The school is approximately 35 kilometres from the Perth central business district, in the South Metropolitan Education Region. In 2015, Westfield Park Primary School became an Independent Public School.

The school has an Index of Community Socio-Educational Advantage of 908 (decile 9). Currently, there are 290 students enrolled from Kindergarten to Year 6.

In partnership with the local community, School Board members and Parents and Citizens' Association (P&C) representatives work hard to support the school.

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:

- The Electronic School Assessment Tool (ESAT) provided a positive narrative of the school's well-established improvement journey that allowed staff to celebrate the successes emerging from the incremental implementation of cohesive practices across the school.
- Self-assessment of the school's performance was undertaken with high levels of collaboration and with an honest, unblinkered approach to analysing data. The data was plentiful, stored centrally to provide staff with ready access and linked effectively to the narrative presented.
- Staff appreciated the opportunity to measure the impact of cohesive, whole-school approaches that have been strategically implemented.
- The Public School Review process allowed staff to gain improved insight in to how the phases of the school connected seamlessly.

The following recommendation is made:

- Regularly utilise the ESAT to collect data, review school performance and seek collegial validation.

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Relationships and partnerships

This school demonstrates a strong history of purposeful community building with its foundation of pastoral care, family support and trustworthy partnerships. Aspirational thinking connects the school to support agencies and educational experts who provide unique opportunities for students to be successful whatever their personal circumstance.

Commendations

The review team validate the following:

- Communication with staff, parents and the wider community is effective and focuses on not just informing but educating.
- Effective partnerships with service providers enable the school to identify specific needs, provide early intervention and follow up support that prepares children for learning. A Child and Parent Centre provides the space and expertise to support 0-8 children and families through playgroups, parenting workshops and allied health services.
- The School Board provides effective governance and advocates positively for the school.
- A vibrant Fathering Project actively engages male figures in the education of students and provides opportunities for relationship building and connection with the school.

Recommendation

The review team support the following:

- Maintain the strong parent leadership base to continue to model a positive contribution to student wellbeing and learning.

Learning environment

The exceptional physical environment of the school has been thoughtfully designed to provide flexible and welcoming spaces, inviting students, parents and staff to feel pride in their school. Carefully developed trauma informed practices demonstrate high levels of care from all staff and support teams.

Commendations

The review team validate the following:

- Dedicated staff regularly provide an engaging range of after school activities that promote skill development, confidence growth and active citizenship. The leadership team recognise this contribution with work condition offsets.
- The school's trauma informed practices and collaboratively developed behaviour management system provides the basis for a restorative, relational approach that maintains a safe and orderly learning environment. An air of harmonious calm is palpable.
- Cultural responsiveness and meeting students' diverse needs are planned for and demonstrated through the Aboriginal Education Team and Nurture Group.
- Students who have experienced adverse childhood experiences, including domestic violence, have been identified and culturally appropriate supports offered to families.

Recommendation

The review team support the following:

- Continue to foster a sense of belonging and respect for the range of languages and cultures represented in the community.

Leadership

Stability and energy in leadership, along with the alignment of the school vision and planning for instructional excellence, provide an unrelenting emphasis on learning. The Principal is respected as a transformational leader and has an unwavering view of the importance of building community capacity to meet the needs of students within their family.

Commendations

The review team validate the following:

- The Principal and deputy principal are highly visible as instructional leaders who intentionally focus on building the capability of others to ensure consistency and sustainability of whole-school practices.
- The distributed leadership structure derives value from the range of skills, knowledge and experience of staff who are supported, respected for their contributions and developed. Opportunities to lead are available to all staff.
- The school takes a measured and strategic approach to the implementation of new approaches. Change management is considered, timely, informed by research and includes all stakeholders.
- The schools vision and core values are clearly articulated and modelled by the leadership team who provide inspiration, direction and support for the focus on an enriched community.

Recommendation

The review team support the following:

- Use the distributed leadership structure in partnership with the Child and Parent Centre (CPC) to share strategies that strengthen parenting and community engagement amongst CPC network schools and Early Childhood Education and Care providers.

Use of resources

The needs of all students are central to the flexible and strategic operation of the processes around the management of resources. Clear alignment to what is crucial to enact improvement plans is evident in the team driven approach that focuses on the evidence of student performance.

Commendations

The review team validate the following:

- Transparency, equity and staff voice are integral aspects of the decision making process. Staff have a clear understanding of compliance and accountability requirements aligned to financial planning.
- Allied professionals including education assistants, Aboriginal and Islander education officers are trained, resourced and ultimately empowered to take ownership of innovative and highly effective initiatives that support student learning.
- The flexibility of the one-line budget has been prudently and creatively utilised to impact positively on resource distribution. Resulting projects have considerably enhanced the physical environment and the impact that staff have on student engagement, attendance and learning.

Recommendation

The review team support the following:

- Continue to streamline resourcing processes to maximise capacity of the school to meet the needs of its community.

Teaching quality

The school has embedded a strong focus on continuous improvement and clearly recognises the learning needs of its students within a 'Zero to Work' framework. Teachers' practices are focused on evidence-based approaches that have maximum impact on student learning and are engaging.

Commendations

The review team validate the following:

- Significant collaboration is utilised as a powerful strategy to strengthen a culture that highlights data analysis and pedagogical impact to build an expert teaching team.
- Expertise from within the school has been shared at a system level at the Australian Early Development Census National Conference - 2018, Early Childhood Learning (Nurture Groups) – 2019 and Family and Domestic Violence (Through their Eyes) - 2021.
- Effective, collaborative teams share information, plan integrated play based (Years Kindergarten -2) and inquiry (Years 3-6) learning then moderate assessment tasks.
- Engagement and success of students has been heightened by teachers redesigning or creating tasks to enable considerable achievement and progress.

Recommendation

The review team support the following:

- Make a submission for Teacher Development School status in the possible areas of Early Childhood Education, Student Services, Mental Health and Wellbeing or Community Engagement.

Student achievement and progress

The social, emotional and academic challenges of individual and groups of students have been identified and addressed strategically to focus on developing the whole-child. The drivers for improved achievement have been incrementally embedded and are paying dividends.

Commendations

The review team validate the following:

- The passion of staff to use data from a central database to inform classroom and whole-school planning for learning is impressive. Phase of learning team meetings provide a valuable forum for data dialogue.
- An upward trend is evident in all NAPLAN¹ assessments for Year 3 and Year 5 as the impact of focused teaching within whole-school approaches takes effect.
- Progress from 2019 to 2021, Year 3 to Year 5, compared with like schools indicates High Progress/High Achievement in Numeracy, Grammar and Punctuation and Reading. Spelling and Writing show Lower Progress/High Achievement.
- School performance, based on student performance, is demonstrably the collective responsibility of all staff who share and celebrate an improvement focus.

Recommendation

The review team support the following:

- Continue build teacher knowledge of consistent judgements across all learning areas, but especially non-core areas, using Brightpath and moderation activities.

Reviewers

Jen Graffin
Director, Public School Review

Denise Jeffs
Principal, Inglewood 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 scheduled for Term 4, 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy