



Department of
Education

Shaping the future

Woodbridge 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

Woodbridge Primary School is located approximately 17 kilometres east of Perth, within the North Metropolitan Education Region. The school, then known as West Midland Infant School, was established in 1934.

In 2004 the school was re-opened as Woodbridge Primary School and achieved Independent Public School status in 2015.

The school has an Index of Community Socio-Educational Advantage rating of 1017 (decile 4) and currently enrolls 365 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).

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 range of staff have engaged in purposeful, evidence based self-assessment activities contributing to the evidence submitted in the Electronic School Assessment Tool (ESAT).
- A strong commitment to school improvement by the current leadership team is evident. A culture of collaboration was a key aspect of the review process. The identification of areas of strength and those requiring further development, together with progress towards enhancing future strategic and operational plans is apparent.
- Staff, parents and students contributed positively during the validation day, endorsing evidence submitted as part of this review.
- A feature of the ESAT submission was the quality of analysis for each piece of evidence submitted and the alignment to planned actions.

The following recommendation is made:

- Maintain the school's current approach to reviewing each of the ESAT domains, guided by the Standard and domain foci, as part of the self-assessment process.

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Relationships and partnerships

The leadership team has prioritised collaboration, effective communication and community engagement. Respectful and valued relationships and partnerships have been established with staff, students, parents, community groups and other agencies.

Commendations

The review team validate the following:

- The collaborative teaching, Positive Behaviour Support (PBS) and Reconciliation Action Plan (RAP) teams, complemented by learning area committees are highly collaborative in how they operate, contributing to transparency in decision making. The resulting RAP has led to increased engagement with Aboriginal community members.
- Staff, student and family survey data is valued and supports a range of school planning processes. The genuine care, trust and mutual respect that exist among the members of the school community is evident.
- Effective communication, and the development of positive partnerships with families and the community have created a strong school identity and sense of belonging. Staff, students, families and community members value and take pride in the school.
- The school has established and maintained partnerships with a range of community groups, local businesses and service organisations, such as The Smith Family. Partnerships enhance the image and reputation of the school and support student learning and wellbeing.
- The School Board is a committed and highly effective group that contributes to the school's strategic direction. They are ably supported by a dedicated P&C.

Recommendation

The review team support the following:

- Maintain the strong focus on collaboration and communication with the staff, families and wider community. Seek feedback to gain further insights into community perceptions of the school that are aligned to ongoing school improvement.

Learning environment

The school, led by a cohesive leadership team, has developed a safe and supportive learning environment that is orderly, friendly, welcoming, inclusive and culturally responsive for staff, students and community members.

Commendations

The review team validate the following:

- There is a strong commitment from staff to improve student behaviour and engagement with PBS.
- School leaders, teachers and education assistants provide effective intervention for students at educational risk (SAER) resulting in improved behaviour, social and educational outcomes. There is strong support from the chaplain, therapists and the school psychologist.
- The You Can Do It! Education social and emotional learning program, buddy systems, a Ready to Learn program and the school health and physical education program support the school's PBS expectations and student social and emotional development. Student voice across all year levels is respected.
- Agreed values and expectations about how staff will work together are in place to support their wellbeing.
- The role of volunteers, together with the prominence of artwork by Aboriginal artists and examples of student artwork, is significant in enhancing areas within the school.

Recommendation

The review team support the following:

- Create a health and safety plan to support staff wellbeing ensuring the defined role and responsibilities of the health and safety representative are communicated and understood by all staff.

Leadership

The leadership team, led by the Principal, is very strong and cohesive. There is a high level of trust among members of the leadership team and between the leadership team and staff. All team members are recognised by staff and parents as being calm, caring and considered in how they work, contributing to the school's effectiveness. The team's approach to planning is centred on the needs of staff and students.

Commendations

The review team validate the following:

- School leaders have managed change in a coherent manner that has strengthened approaches to strategic and operational planning. Collaboration with staff and community is the basis for how they work together.
- Leadership is distributed throughout the school, with many teachers and allied professionals demonstrating effective and progressive leadership initiatives within the school.
- The roles of leaders are well defined to provide guidance and support to enhance classroom practice. Opportunities exist for teacher and aspirant leaders to support aspects of school planning.
- All staff have a strong commitment to cultural responsiveness, establishing collaborative, trusting and respectful working relationships with Aboriginal students and their families.

Recommendations

The review team support the following:

- Maintain the consultative approach to developing the 2024-2026 Business Plan, strengthening the school's focus on PBS, cultural responsiveness and SAER, inclusive of specific targets that will support school improvement.
- Strengthen performance management processes that enable all staff to reflect on their performance, set goals for learning and be supported to engage in professional learning.
- Consider sharing the school's approaches to cultural responsiveness with network schools.

Use of resources

The Principal and manager corporate services (MCS) have established sound practices for the management of the school's financial, physical and human resources. A Finance Committee oversees the budget process, allocating resources strategically with regular monitoring and review processes evident to support student needs.

Commendations

The review team validate the following:

- The Principal and MCS are aware of their responsibilities in complying with the expectations of the Funding Agreement for Schools. Communication with the School Board and Finance Committee is highly effective.
- The Finance Committee understands its role in decision making about resource allocation to best meet the needs of students. The Curtin University Speech Pathology student placement program and literacy coaching for teaching staff are examples of how financial resources are allocated to cater for identified student needs.
- The reserve replacement planning process provides flexibility to adjust to the changing needs of the school. It is ensuring assets such as ICT¹ and computing equipment is current and reserve accounts are adequately funded to replace items as required.
- The current focus on workforce planning and the intent of the Principal and MCS in considering future workforce requirements is proactive and forward thinking.

Recommendations

The review team support the following:

- Strengthen the current RAP by making explicit the human and financial resources that will support the documented strategies.
- Progress intentions to explore the viability of employing an Aboriginal and Islander education officer.

Teaching quality

Following a deeply reflective process, shared beliefs and clear expectations about effective teaching and learning are developing to reflect the views of all staff.

Commendations

The review team validate the following:

- Collaborative practices between staff are valued with a range of formal and informal opportunities to participate. Collaborative teaching teams and learning area committees focus on the analysis of data and engage with evidence-based strategies to benefit students.
- Staff are committed and actively seek professional learning to improve their practice in classrooms. Existing collaborative practices involving school leaders, teachers and support staff are proving to be a high effective form of professional learning.
- Reporting to Parents procedures are effective and the commitment by staff to 3-way conferencing is valued by parents.
- The role of the literacy coach is highly valued by staff in supporting teachers to refine their methodology and ensure high quality instruction and relevant resources support student learning.
- An established cycle to planning and assessment ensures the analysis of data informs strategic and operational plans.

Recommendations

The review team support the following:

- Strengthen professional learning to extend and define the whole-school approach to differentiation throughout literacy and numeracy instruction.
- Embed the understanding of what effective teachers believe, know and do to have high impact on student learning as part of the school's strategic and operational planning.

Student achievement and progress

A strong commitment to making effective judgements about academic and non-academic performance ensures that teachers have the best information available to inform their teaching. Teachers and school leaders are confident in their data literacy.

Commendations

The review team validate the following:

- Staff contribute to the whole-school collection of data. This information is then utilised for analysis of whole-school, year and individual performance to indicate if student achievement is at, above or below expected levels.
- The handover of student data between classes allows teachers, from one year to the next, to effectively build on the progress and achievement of each student. This extends to the school's intent to create a primary to secondary transition plan, in collaboration with Governor Stirling Senior High School, that focuses on students with special needs.
- Adjustments to the assessments used within the school and ensuring they are applied as intended, has been the focus in 2022 and 2023.

Recommendation

The review team support the following:

- Embed the use of Brightpath assessments that complements NAPLAN² and On-entry Assessment data for class planning and targeting individual student needs.

Reviewers

Ken Perris
Director, Public School Review

Karina Meldrum
Principal, Winthrop 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 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy