



Department of  
Education

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Public education  
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# Woodlupine Primary School

## Public School Review

June 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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Located in Forrestfield, Woodlupine Primary School opened in 1977 to ease enrolment pressure on Forrestfield Primary School by enrolling students living on the north side of Hale Road. Named after Woodlupine Creek, the school is situated approximately 20 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region. In 2020, the school became an Independent Public School.

There are currently 226 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 982 (decile 6).

An active Parents and Citizens' Association (P&C) provides support to the school through fundraising events. The School Board meets regularly with strong parent and community participation.

## School self-assessment validation

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The Principal submitted a school self-assessment that provided an insight into areas of the school's operations.

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

- As part of the self-assessment process, staff were given the opportunity to lead teams in making judgements and collating evidence across the domains.
- An open, transparent and honest analysis of the school's performance was submitted as part of the self-assessment.
- During the validation visit, the participation of a range of staff provided insights that added value to the Public School Review process.
- School Board and P&C representatives engaged openly in the validation visit, clarifying the school's context and providing feedback to support the school in its ongoing focus on improvement.
- The school reported that the process of self-assessment provided the opportunity to reflect on their journey, affirmation of operations and confirmation of the school's direction.

The following recommendation is made:

- Make use of the guidelines and information provided in the ESAT to ensure that judgements made for each domain of the Standard are supported with evidence.

## Public School Review

### Relationships and partnerships

The leadership team has built a strong collegial culture founded on mutual respect, trust and support amongst staff, students and families.

#### Commendations

The review team validate the following:

- The school leadership, in partnership with the School Board and P&C, are building the reputation of a school that places students at the centre of all they do and recognises parents and families as integral members of the school community.
- A range of innovative and sustainable partnerships have been formed to connect students to the community and build their understanding of future challenges. This includes students working with the Western Australian Seed Centre, to grow and harvest threatened plant species.
- With a focus on promoting the school's early childhood program and strong family partnerships in education, the school, together with the Woodlupine Family Centre runs a playgroup twice each term.
- Clear communication processes are evident, both within the school and with key stakeholders.

#### Recommendation

The review team support the following:

- In partnership with the School Board, continue to promote the school within the community.

### Learning environment

The school prides itself on providing a safe and caring environment for students and staff, underpinned by a culture that supports quality learning and positive behaviours.

#### Commendations

The review team validate the following:

- A culture that promotes high expectation for student learning and behaviour, together with a belief that all students can succeed, is supported through the Woodlupine CREW<sup>1</sup> Program. The whole-school approach guides students to understand the importance of taking responsibility for the choices they make.
- A high priority is placed on student and staff wellbeing with the implementation of Mindfulness practices, the success ladder, protective behaviours and higher order thinking strategies promoting student self-care, resilience and emotional regulation.
- The school grounds are well maintained and with student participation are being developed to provide areas and displays that enrich the learning. Harmony creek and the rock art display are strengthening the sense of cultural identity.
- Led by the learning support coordinator, the AIEO<sup>2</sup>, school psychologist and chaplain work as a team to provide guidance and support for staff, to meet the needs of students at educational risk.
- The established Student Talent Extension Program (STEP) provides opportunities for higher order thinking and extension classes for identified Year 3 to Year 6 students.
- Students report having a voice in decision making. The dedicated group of student leaders regularly meet with the student leader manager to discuss issues, clarify concerns, organise special events and assemblies and brainstorm ideas for fundraising.

#### Recommendation

The review team support the following:

- Continue to engage with the Aboriginal Cultural Standards Framework to further strengthen positive participation, communication and interactions between the school and Aboriginal families.

## Leadership

The Principal and staff demonstrate proactively a unified purpose and commitment to the strategic direction of the school. Staff proactively engage in decision making processes with students at the centre.

### Commendations

The review team validate the following:

- A leadership structure has been established to maximise opportunities for staff participation in decision making processes through a committee structure aligned to key areas of the school operational and business plans.
- The School Board meets regularly to discuss and set improvement targets and monitor progress. A whole-school assessment schedule has been drafted to monitor the collection of school performance data which is reported to the Board.
- Staff value the authentic opportunities that are available to develop their leadership capacity and engage in leadership roles beyond the classroom.
- The leadership team, in partnership with the AIEO, are focused on expanding cultural knowledge and understanding and engaging Aboriginal families in decision making processes.

### Recommendations

The review team support the following:

- Clearly articulate the school leadership and committee structure and the alignment to decision making processes.
- Investigate the Futures Leaders Framework to support leadership identification and development.

## Use of resources

The school makes evidence-based decisions when deploying resources, with protocols in place to ensure resource allocations are aligned to school priorities.

### Commendations

The review team validate the following:

- The Principal and manager corporate services, through diligent planning and careful monitoring of expenditure, ensure school priorities are funded, facilities are maintained and reserve accounts have adequate funding to meet long-term resourcing requirements.
- Finance Committee members are well informed and budget information is shared with the School Board and staff to build their understanding and inform decision making to maximise the use of resources.
- Targeted initiatives and student characteristics funding is deployed strategically to support a range of enrichment and support strategies for identified students.
- The P&C and school work together to ensure financial contributions are purposeful and add value to programs and infrastructure.

### Recommendation

The review team support the following:

- Continue to monitor the implementation of the workforce plan and the intention to establish a staff profile that reflects the cultural diversity of the school population.

## Teaching quality

Leaders are providing the conditions for quality teaching to occur in every classroom. Staff demonstrate a collective responsibility for all students.

### Commendations

The review team validate the following:

- Professional Learning is aligned to build the capacity of teaching and school support staff to deliver research based, quality teaching and learning programs.
- Education assistants support student learning through the provision of explicit and systematic reading intervention for small groups using MiniLit for Year 2 students and MacqLit for students in Year 3–Year 6.
- Through the allocation of collaborative time and curriculum meetings, staff are provided with the opportunity to engage in conversation around effective teaching and the sharing of practice.
- The school, with the introduction of the iSTAR<sup>3</sup> model, has built a foundation for the development of a school-wide approach to teaching and learning.
- The strong collegial connections between staff have built a collective efficacy and willingness, in partnership with peers, to reflect on and adjust practice to better meet the needs of their students.

### Recommendations

The review team support the following:

- Continue to work with staff in the development of an agreed pedagogical framework for the school.
- Reinvigorate and develop sustainable peer observation practices across the school to further strengthen staff self-reflection and development.

## Student achievement and progress

Staff articulate a commitment to improving the achievement and progress of all students and an understanding of the importance of consistent judgements. The leadership is working with staff to consolidate its approach to the collection and analysis of student data.

### Commendations

The review team validate the following:

- NAPLAN<sup>4</sup> 2016 – 2018 and 2017 – 2019 data indicate that students have demonstrated high progress and high achievement in reading and writing.
- A wide range of assessment is used to track student achievement and progress. These include systemic and school-based assessments such as NAPLAN testing, the Kindergarten Assessment Tool, the On-entry Assessment Program and the Early Years Numeracy Screener. The information is used to support hand over processes at the commencement of each school year.
- The staff are exploring and progressing toward the inclusion of diagnostic data sources, such as Brightpath, that provide timely feedback to teachers and students, and guide and support teacher planning and moderation.

### Recommendation

The review team support the following:

- In line with the school's decision making processes, review the current assessment schedule and explore assessment tools that provide timely, meaningful feedback to students and guide teacher planning.

## Reviewers

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Lou Zeid  
Director, Public School Review

Terri Reid  
Principal, Wanneroo Primary School  
Peer Reviewer

## Endorsement

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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 2, 2024.



Melesha Sands  
Deputy Director General, Schools

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## References

- 1 Champion mindset; Recognition of successful behaviours; Explicitly teach skills, values and mindfulness; Whole school approach
- 2 Aboriginal and Islander education officer
- 3 iSTAR - Framework for professional learning and teaching 'Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise'
- 4 National Assessment Program – Literacy and Numeracy