



Department of
Education

Shaping the future

West Greenwood 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

West Greenwood Primary School is situated within the North Metropolitan Education Region and is approximately 18 kilometres north of the Perth central business district.

Opening in 1977, the school gained Independent Public School status in 2015.

Currently, there are 395 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1053 (decile 3).

There is strong community support for the school demonstrated through the work of the Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of West Greenwood Primary School was conducted in Term 3, 2021. This 2025 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 comprehensive and rigorous school self-assessment.

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

- Staff familiarisation with the Standard was supported during whole-school staff meetings and school development days through brainstorming of potential sources of evidence.
- The Principal entered submission data into the Electronic School Assessment Tool (ESAT), using the identified evidence selected by staff.
- A broad selection of staff, students and community representatives engaged actively during the validation visit and added value to the information submitted via the ESAT.
- Validation meetings strengthened the review team's understanding of the evidence provided. Participants delivered honest and consistent messages that built on claims and clarified school performance across all domains.

The following recommendations are made:

- Use the Standard domain foci to identify evidence, support judgments, and determine the most appropriate domain for placement.
- Consider the use of 2 guiding questions when selecting evidence: Why do you think this piece of evidence supports your judgement in this domain? To what extent does this evidence meet the standard for this domain?
- Succinctly analyse credible, current data to effectively and efficiently share the school's judgements of performance and share how the data represents the impact on student achievement and progress.
- Consider refining improvement actions through the identification of the 'big rocks' for improvement in each domain of the Standard.
- Consider sharing the completed ESAT submission with staff to increase quality assurance and to transparently confirm that staff evidence has been included and foster a shared sense of school performance.

Relationships and partnerships

Relationships and partnerships are valued and there is a sense of pride in the school from the committed staff and engaged local community.

Commendations

The review team validate the following:

- Community engagement is a cornerstone of the school's operations. The School Board, P&C, and initiatives like DAWGS¹ ensure active community involvement, fundraising, and support for student programs and the purchase of resources.
- Transparent communication through newsletters, assemblies, and social media reinforces the strong connection between the school and its wider community.
- Staff collaboration is fostered through shared planning in collaborative DOTT² sessions and engagement in continuous learning through staff meetings, professional development days and committee participation. Social events and buddy class initiatives strengthen team and student relationships.
- A close connection with Greenwood College provides students with opportunities in music, language exchange, and transition to high school in the senior years.
- Strong partnerships to enhance student learning and development are provided through collaborations with the Edith Cowan University Speech Program, Story Dogs, and the West Coast Language Development Centre's outreach service to support literacy and language growth.

Recommendations

The review team support the following:

- Prioritise staff wellbeing and voice through the provision of professional learning to build awareness and understanding of expectations in providing a psychologically safe workplace.
- Analyse survey feedback from recent school culture surveys and share findings with stakeholders, making improvement action planning visible to drive collective accountability for change.

Learning environment

The school provides a safe, supportive, and inclusive learning environment that fosters academic success and student wellbeing.

Commendations

The review team validate the following:

- Student health and wellbeing is a focus through recognised programs such as Grow Your Mind and Zones of Regulation, as well as termly health and wellbeing days and lunchtime social club supports. Flexible learning spaces, sensory areas, and social-emotional support through the school chaplain and the education assistant lead ensure an inclusive environment that meets the diverse needs of students.
- Students at educational risk processes and differentiated teaching programs are tailored to support all students, with case management through special educational needs planning and collaboration with families and external professionals providing extra layers of support.
- Behaviour management is consistent and structured with classroom flowcharts that guide student behaviour and teacher responses, while restorative practices promote accountability and learning. Behaviour data is tracked to maintain consistency and to support interventions as required.

Recommendations

The review team support the following:

- Strategically plan with staff, using the Aboriginal Cultural Standards Framework to improve understanding of Aboriginal perspectives across curriculum areas and whole-school community cultural awareness.
- Develop an understating of authentic student voice and agency with staff to grow student engagement and their visibility in school decision making.
- Consider aligning behaviour management processes to Positive Behaviour Support by resourcing professional learning for all staff to drive collective implementation with fidelity.

Leadership

School leadership instability has required middle leaders to sustain embedded school practices and take responsibility for the instructional leadership of new staff and the maintenance of school direction.

Commendations

The review team validate the following:

- Operational and teaching plans, informed by school and student performance data, guide the use of evidence-based whole-school programs that include UFLI³ Foundations and Spelling Mastery.
- A lead education assistant, instructional coach, Kingswood Network leadership in health and wellbeing, and curriculum committee leaders exemplify the opportunities provided to staff to grow their leadership capacity and connect them in the delivery of agreed school processes and programs.
- English and mathematics scope and sequence plans provide a structured framework for planning and teaching, ensuring continuity across year levels, and reflect the targets and program requirements outlined in the operational plans, supporting a consistent approach across cohorts.
- Collaborative DOTT enhances consistency in planning, teaching, learning, and assessment and is focused on refining whole-school practices, implementing year level planning, and improving student outcomes through consistent instructional strategies.

Recommendations

The review team support the following:

- Engage authentically with staff and the community to foster collective ownership in the development of a new business plan that establishes a shared vision and clear whole-school direction. Ensure performance targets drive the revision of operational plans, linked strategically to resource allocations.
- Develop a whole-school change management process with staff, focused on authentic consultation, to improve understanding, engagement, and clarity about change expectations.
- Provide clarity for staff on their leadership roles and responsibilities, including titles, expectations, resourcing and accountability through regular feedback.
- Conduct a transparent leadership impact review with staff to identify areas for improvement and the identification of the key drivers required by leadership to ensure a positive school culture.

Use of resources

Management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to support student success.

Commendations

The review team validate the following:

- A Financial Management Handbook is provided to all staff at the start of each year to ensure their awareness of responsibilities and procedures regarding resource use.
- The Finance Committee meets regularly to review and approve annual budget submissions, alignment of resource allocations to strategic priorities and the monitoring of financial performance and sustainability.
- The manager corporate services maintains records for the maintenance and acquisition of physical resources, estimating budgets based on historical data and replacement schedules.

Recommendations

The review team support the following:

- Ensure the leadership team engages in regular student-centred funding model professional learning to provide certainty that year level enrolments drive prudent classroom structures. This will optimise the deployment of human resources, supporting quality teaching and learning for every student.
- Resource professional learning for staff on the implementation of agreed whole-school programs and processes, including the development of an induction process for new staff to ensure fidelity of practice across the school.
- Develop a workforce plan to strategically guide the future deployment of the school's human resources.

Teaching quality

An explicit teaching model guides instruction with teachers' planning, teaching and assessing collaboratively to minimise instructional variance across the school.

Commendations

The review team validate the following:

- There is a strong commitment to refining and enhancing the school's explicit teaching model, including daily reviews, supported by the Centre of Excellence Internship. The development of a master deck, adapted to suit various contexts, has ensured consistency and effectiveness in lesson delivery.
- There is a clear and consistent approach to learning intentions and success criteria which are empowering students by providing an understanding of lesson objectives and success measures.
- An impactful instructional coach provides professional learning in explicit teaching and coaching for staff in pedagogy and is highly valued, driving instructional consistency in the early years.
- Learning time is maximised through structured, uninterrupted teaching blocks which are guided by clear teacher collaborative planning expectations, focused on growing effective, targeted teacher instruction.
- Evidence-based programs, including UFLI Foundation, Ochre Education, Talk for Writing, and Spelling Mastery, enhance instruction and promote consistency across year levels. 'The West Greenwood Way', incorporating shared expectations, resources and language, aims to support a seamless learning experience.
- A peer observation process supports consistency in UFLI Foundation implementation, maintaining high instructional standards across the early years.

Recommendations

The review team support the following:

- Continue to resource instructional coaching and explore extending the initiative to increase this support for more teachers across the whole school.
- Further embed 'The West Greenwood Way' to make expectations of whole-school instructional practice, delivery of programs and data use visible, to ensure implementation with fidelity across the school.

Student achievement and progress

Whole-school approaches to the delivery of curriculum are supported by the focused collection and use of data to inform student performance and progress.

Commendations

The review team validate the following:

- There is a positive upward trend in Year 3 NAPLAN⁴ performance, consistently exceeding like schools reflecting the effectiveness of targeted interventions, instructional coaching and fidelity of early childhood practice.
- A variety of assessment tools such as Progressive Achievement Tests, Brightpath Moderation, and DIBELS⁴, and the use of Elastik, supports staff to track and monitor student achievement and progress.
- Whole-school vocabulary initiatives have positively impacted student outcomes, as reflected in NAPLAN performance and Brightpath moderation.
- Prudent identification of the need to address Year 5 learning gaps in spelling, grammar and punctuation through the implementation of a dedicated middle and upper primary spelling program is evident.

Recommendation

The review team support the following:

- Continue to upskill staff on the efficient use of Elastik data and consider appointing a data coach to grow the data literacy of staff and to fully embed data informed practice.

Reviewers

Steven Dickson
Director, Public School Review

Kim Calabrese
Principal, Winterfold 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 next review process focusing on the relationships and partnership, learning environment, leadership, and use of resources domains only, is scheduled for Term 1, 2026. 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 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 Dads at West Greenwood Primary School
- 2 Duties other than teaching
- 3 University of Florida Literacy Institute
- 4 National Assessment Program – Literacy and Numeracy
- 5 Dynamic Indicators of Basic Early Literacy Skills