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Education

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# South Perth Primary School

## Public School Review

# Public School Review

## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

South Perth Primary School is located approximately 5 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Established in 1898 as Forrest Street School, South Perth Primary 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 1125 (decile 1).

Community support is demonstrated through the work of the Parents and Citizens' Association (P&C) and the School Board with members contributing to the governance of the school.

The first Public School Review of South Perth Primary School was conducted in Term 4, 2021. This 2026 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:

- The Principal and leadership team viewed the Public School Review process as an opportunity for external feedback on the school's most recent cycle of improvement and to inform future direction.
- The leadership team provided a structure for the self-assessment process undertaken, allowing staff to safely analyse data and reflect on the school's performance against the 6 domains of the Standard without fear of judgement, whilst further building a culture which values professional learning.
- The recommendations of the 2021 Public School Review referred to as part of this review were effectively utilised to inform the school's strategic planning and directions during the period between reviews.
- The Principal advised that the review process undertaken heightened staff understanding of school assessment processes and, particularly for new staff, provided transparency to why school improvement decisions were made.
- During the validation visit, a broad representation of well-informed and invested staff, parents/carers and partnering bodies provided insights that added considerable value to the Public School Review process. Discussions were characterised by the enthusiastic engagement of participants, both in form and substance.
- Validated over the course of the day, staff and families justifiably expressed much pride in what they have achieved, through a collaborative and targeted process, since their last Public School Review.

The following recommendations are made:

- Consider in future submissions, using the Electronic School Assessment Tool (ESAT) functionality to refine the collection and analysis of data to provide alignment between judgements, evidence and planned actions to give a succinct account of school performance.
- In preparation for future ESAT submissions, include a final opportunity to refine and distil the school's analysis of evidence entries to be succinct and minimise repetition.

## Relationships and partnerships

Acknowledged as the bedrock for success, building positive, productive relationships is led by the Principal and a deliberate, daily focus to which everyone is committed. Strong, authentic relationships and partnerships based on mutual respect and trust are a feature of the school's drive for improvement.

### Commendations

The review team validate the following:

- Professional relationships have been encouraged through the implementation of collaborative structures providing designated time and opportunity for staff to meet and collectively plan. Further, the role of the education assistant - lead provides mentoring and direct support for the growth and development of allied professional staff.
- The school regularly seeks and acts on feedback from families. Parents reported feeling heard and noted with appreciation that changes have been implemented as a result. They expressed high regard for the school and positivity in its future direction.
- Members of the School Board and P&C are informed, actively engaged and work collaboratively to advocate for their school. The Board provides oversight of governance, whilst the P&C's coordination of events fosters a sense of community and connection, as evidenced by the 'Dad's and Kids' camp out.
- A variety of partnerships have been established, adding value to the breadth of opportunities available for students, support for students and families, and providing a significant contribution to mentoring and developing future education staff.

### Recommendations

The review team support the following:

- Formalise the existing Kindergarten to Year 6 team structures, inclusive of protocols, to build a collaborative learning culture, strengthening professional relationships and consistency and sustainability of practice.
- To ensure communication with families remains focused on student learning and is consistent across the school, collaboratively develop communication guidelines that contain agreed procedures for content, frequency and platforms of communication between school and home.

## Learning environment

Contextualised to the specific needs of students, whilst respecting and maintaining the school's history and strong connection to the community, the physical environment provides a strong visual message of what is valued as a school community. Physical spaces promote high levels of social interaction and connection, creating a strong sense of belonging for all.

### Commendations

The review team validate the following:

- An ongoing commitment to increasing the cultural awareness and safety through collaboration with Aboriginal families, Elders and learning areas is seeing an emerging cultural responsiveness and an understanding of Aboriginal histories by students, staff and the community.
- Alignment to the PBS<sup>1</sup> approach has built staff capability and established shared clarity and accountability for consistent practice. The PBS has been embedded through classroom visuals, parent information sessions and aligned to behaviour recording processes, further augmenting its success.
- Responding to recommendations made in the 2021 school review, the school has reviewed and refined procedures in the early identification of students at educational risk, including refinement of screening tools and adoption of a case management approach to the development of individual education plans.
- Student health and wellbeing is prioritised with the school providing support for students at point of need together with the implementation of programs such as Smiling Minds, timetabled 15 minute 'health and wellbeing' sessions and pastoral care programs delivered and provided by the chaplain.

### Recommendation

The review team support the following:

- Guided by the National Quality Standard (NQS), develop a NQS committee to review and reflect on current practices in the early childhood phase (Kindergarten to Year 2) to build a learning environment based on quality teaching practices that deliver a balanced curriculum.

<b>Leadership</b>
The Principal and leadership team have taken a considered, highly relational approach to implementing an ambitious change agenda. Prioritising relationships has mobilised and energised staff, positively impacting on cohesion, direction, and staff agency to embrace the work of continual improvement at all levels.
<b>Commendations</b>
The review team validate the following: <ul style="list-style-type: none"> <li>• Reflection on the previous business plan and the recommendations from this school review will inform the development of a new plan serving as a clear driver of change. Key strategies and future aspirations for students, aligning closely with community expectations, will ensure a cohesive approach that maximises the impact on student outcomes</li> <li>• The leadership's focus on quality teaching provides clear routines and structures, minimising disruptions and maximising learning. Thoughtful restructuring of the timetable has improved student engagement and achievement and provided greater consistency of practice across the school.</li> <li>• Refinement and review of the Lead Teacher Program demonstrates commitment to improving consistency of teaching and learning across the school. Dedicated time for phase of learning teams to meet and clear roles and responsibilities for lead teachers is building capacity and consistency of teaching and learning.</li> <li>• Professional learning is focused on embedding whole-school instructional approaches and programs finely tuned to the specific professional needs of staff, facilitating effective change management processes. This will be further strengthened by the development and implementation of the school's evidence-based pedagogical learning framework and Teaching and Learning Instructional Playbook.</li> </ul>
<b>Recommendations</b>
The review team support the following: <ul style="list-style-type: none"> <li>• Further expand and build the leadership strategy, aligning roles and responsibilities to the school's improvement foci and providing professional learning to develop the leadership capabilities and attributes of staff to effectively lead teams.</li> <li>• Strengthen performance development processes and the consistency and fidelity of instruction across all classrooms through scheduled observation and feedback cycles and shared, data-informed pedagogical practices to drive sustained improvement in student achievement.</li> </ul>
<b>Use of resources</b>
Open communication and complementary skillsets underpin the professional relationship of the manager corporate services and Principal. Great importance is placed on extending the value of financial and human resources through wise management and flexible allocation based on student need.
<b>Commendations</b>
The review team validate the following: <ul style="list-style-type: none"> <li>• The Finance Committee provide close oversight of budgets and resource allocation with regular review of expenditure. Significantly, the decision to invite a Board member to the Finance Committee further supports good governance, provides transparency of decisions and a conduit of support between the school and the Board.</li> <li>• Close adherence is given to the selection of resources and budgeting allocations that are fit for purpose. This is evident in the analysis of historical resource and budgeting practices, and review of the impact of long-term program subscriptions, ensuring future budget planning and resourcing support school priorities.</li> <li>• Guided by student data, surveys and staff input, a collaborative approach to decisions of resource allocation is evident with staff actively engaged in resource management through the committee structure.</li> <li>• Prudent management of student characteristics and targeted initiative funding has allowed a range of resources to be directed towards impacting student outcomes positively. These include increased full-time equivalent for key staff, investing in suites of professional learning such as Shaping Minds and strengthening assessment practices through tools such as Elastik and Progressive Achievement Tests.</li> </ul>
<b>Recommendations</b>
The review team support the following: <ul style="list-style-type: none"> <li>• Ensure the alignment of resourcing and budget management to strategic and operational plans.</li> <li>• Focus development of the workforce plan for immediate and future staffing requirements. Ensure attention is given to provision of professional development to build the capacity of staff to lead and implement the whole-school programs.</li> </ul>

<b>Teaching quality</b>
Staff exhibit professional responsibility characterised by high levels of commitment and a strong sense of value in doing a good job. They are united in their belief that they can and do make a difference for every child who attends their school.
<b>Commendations</b>
The review team validate the following: <ul style="list-style-type: none"> <li>• The introduction of the Shaping Minds program, focused on high impact teaching, is establishing shared beliefs and pedagogical approaches. Professional learning and follow-up observations by coaches reinforce and support the embedding of the instructional approach across the school.</li> <li>• Consistency of teaching is emerging with all classes displaying Data Works, TAPPLE<sup>2</sup> and Engagement Norms posters. Embedded daily reviews are utilised to begin literacy and numeracy blocks and specialist lessons. These strategies are fostering a shared understanding of the importance of consistency and fidelity of teaching in maximising sustained student learning.</li> <li>• Handover information, student files and records of intervention ensure student information is current and provides a seamless transition between classes and year levels, providing continuity of learning.</li> <li>• Ongoing support and professional learning are building staff capacity to use data to effectively and accurately plan for differentiated teaching and learning, develop targeted intervention programs and monitor progress and the impact on learning longitudinally.</li> </ul>
<b>Recommendations</b>
The review team support the following: <ul style="list-style-type: none"> <li>• Formalise collaborative planning structures across the school to further build a reflective teaching culture, delivering impactful, low variance, connected practice across all phases of learning.</li> <li>• Continue to monitor and review whole-school programs and instructional models to ensure fidelity of implementation and impact on student learning and classroom practice. Include opportunities for students to give feedback to assist teachers in assessing the impact of their teaching on students' learning.</li> </ul>
<b>Student achievement and progress</b>
Staff are aware of the data at both a student and cohort level and are committed to optimising student achievement and progress, taking a targeted and responsive approach to address the disparity in student performance when compared to like schools.
<b>Commendations</b>
The review team validate the following: <ul style="list-style-type: none"> <li>• Attention to self-assessments of the NQS and analysis of the Australian Early Development Census data is guiding programs and focus on the early years, such as the introduction of the Kindy Playgroup, providing greater connection and school readiness. The school's intention to undertake a NQS verification will further strengthen decisions and planning for improvement in the early years.</li> <li>• Data determines future direction and planning. This is evident in the identification of grade alignment disparities when compared to like schools and the subsequent refinement of the collaborative planning structures to include opportunities for staff to moderate.</li> <li>• The data platform Elastik, supports teachers' understanding of using data to inform planning. Teachers value the capabilities of Elastik in generating lesson points and additional support for students.</li> <li>• The school is aware of their performance below like schools and have proactively identified the need for a consistent school-wide pedagogical framework implementing Shaping Minds – high-impact teaching practices.</li> </ul>
<b>Recommendations</b>
The review team support the following: <ul style="list-style-type: none"> <li>• Closely investigate and monitor progress from On-entry to Year 1 and Year 3, to determine the effectiveness of programs and the instructional approach in the Kindergarten to Year 2 phase of learning.</li> <li>• Maintain a focus on and provide opportunities for students requiring extension or demonstrating underperformance to their expected ability.</li> <li>• Provide opportunities for staff to engage in moderation processes to accurately make judgements, devise rubrics for common assessment tasks and allocate grades.</li> </ul>

Reviewers	
Maxine Augustson <b>Director, Public School Review</b>	Michael Black <b>Principal, Carine Primary School</b> <b>Peer Reviewer</b>

## 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 Teach first, Ask a question, Pause or Pair share, Pick a non-volunteer, Listen, Effective feedback