



Department of  
Education

**Shaping the future**

# Waddington 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Waddington Primary School is located approximately 15 kilometres from the Perth central business district within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 921 (decile 9).

It currently enrolls 73 students from Kindergarten to Year 6 and became an Independent Public School in 2017.

Community support for the school is demonstrated through the work of 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:

- Underpinned by the Standard, there is a collective understanding about school performance and the evidence used to determine this.
- Collaborative processes underpinned the school self-assessment in preparation for the Public School Review.
- A summary statement provided an overview of the school's performance aligned to the Standard.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school.
- Strategic planning is in place to support school improvement, with clear alignment evidenced through the ESAT submission.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.
- Building on the evidence used to determine school performance, continue to be explicit about how the school is performing, instead of focussed on what the school is doing.

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### Relationships and partnerships

Focused, flexible and responsive to the diverse needs of their students and families, the school has established a culture of care and respect. They are unwavering in their commitment to support students and families through a productive and genuine partnership.

### Commendations

The review team validate the following:

- With a growth mindset evident, staff work collaboratively, respectfully, and professionally. This is underpinned by a collective belief that decision making is always in the best interests of students and that improving student outcomes is the work of all.
- A range of platforms and strategies support effective communication between the school and families.
- Guided by an authentic parent and community voice, an engaged School Board fulfil their governance role enthusiastically and support the principal in leading the strategic intent of the school.
- A range of partnerships with external stakeholders are fostered to ensure the provision of supports for students and families.
- Highly valued, the P&C further enhance the positive school culture. They provide a platform for community involvement through facilitation of school events and provide resources to support learning programs.
- The school actively seeks and values feedback from all stakeholders. They are cognisant of, and responsive to, community and staff perspectives and input.

### Recommendation

The review team support the following:

- Continue to explore and enact opportunities that positively promote the school to families and the local community.

### Learning environment

Ensuring the conditions for learning are right is an overarching focus. Underpinned by whole-school processes, learning is enhanced through a shared understanding of behaviour, wellbeing and engagement strategies.

### Commendations

The review team validate the following:

- A significant transformation of the physical learning environment has occurred with a focus on safe, engaging, organised and contemporary spaces. Proud of their school and diversity, culturally inclusive and responsive practices are enhanced through art murals and projects.
- Comprehensive and consistent processes are in place to manage student behaviour and embed a positive behaviour school culture. There are shared expectations and understandings with behaviours explicitly taught and acknowledged through identified class and whole-school rewards.
- There is a clear focus on student health and wellbeing. Support from the school chaplain and leadership team enables the provision of supports and implementation of plans and identified Social and Emotional Learning programs.
- Considerable resources have been allocated to support students at educational risk (SAER). Evidenced through a range of programs and practice, SAER are identified, supported explicitly through a Response to Intervention model and monitored effectively.
- Whole-school attendance processes and initiatives are in place to address student and family engagement.

### Recommendations

The review team support the following:

- Continue to embed and prioritise cultural responsiveness through the development of a Reconciliation Action Plan.
- Continue to build on and embed staff wellbeing approaches.

## Leadership

The principal collaboratively leads a culture of high expectations through clarity of vision, and provision of whole-school structures and supports. There is a collective and strong commitment to the school's improvement journey which places student success at the heart of all decision making.

### Commendations

The review team validate the following:

- Strategic plans are underpinned by data and regularly reviewed. There is clear alignment between the Business plan targets and indicators and learning area operational plans.
- In leading changes, developing plans and reviewing school performance, collaborative and evidence-based decision making is a feature.
- A leadership strategy inclusive of students clearly outlines roles and responsibilities for the leadership team.
- Data informed, operational plans support whole-school improvement processes and are owned by staff. There is alignment between system expectations and school plans and priorities.
- Student leadership is valued and defined with opportunities for students to have an active voice and develop leadership skills.

### Recommendation

The review team support the following:

- Continue to refine and review whole school planning and processes using data and effective change management strategies.

## Use of resources

The manager corporate services and Principal work closely to ensure prudent financial planning and budget management processes are in place. Processes and procedures reflect transparent decision making grounded in evidence, with the improvement of student outcomes at the forefront.

### Commendations

The review team validate the following:

- The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies and processes.
- A strong commitment to the provision of teaching and learning adjustments and supports is evident and reflected in the allocation of resourcing of staffing.
- Targeted initiatives and student characteristics funding has been deployed to maintain strategies for supporting SAER, including targeted interventions and support.
- Aligned to reserve plans, resourcing is allocated to support the development of infrastructure and implementation of information and communications technology. The provision of technologies is prioritised through lease arrangements.
- Enrolment processes for families who speak English as an Additional Language/Dialect (EAL/D) has been strengthened.
- The school has actively, and successfully sourced partnerships and grants designed to enhance the physical learning environment.

### Recommendations

The review team support the following:

- Build staff and school board understanding of the student-centred funding model, to further enhance decision making aligned to school resourcing.
- Carefully monitor the salaries expenditure and regularly review the workforce plan in line with projected enrolment and school priorities.

## Teaching quality

Shared beliefs and an unwavering determination to ensure students reach their highest potential has led to the implementation of whole school approaches, collaborative practice and data driven decision making.

### Commendations

The review team validate the following:

- Aligned to the Western Australian Curriculum and whole-school approaches, the comprehensive Waddington file outlines the expectations for teachers in terms of planning, learning and assessment.
- Teachers commit to the teaching sprint methodology which supports the implementation of explicit instruction and consistent teaching pedagogy across the school.
- High impact, targeted professional learning practices are prioritised for staff. Aligned to strategic priorities, and individual needs, a range of evidence based professional learning is provided.
- Professional learning has targeted the implementation of whole-school curriculum approaches such as SoundsWrite, Heggarty and Talk for Writing. There are plans to further reduce variability through the implementation of instructional coaching practices.
- Performance management and classroom observation processes are established, with staff reporting that the feedback is valued as it supports them to deliver and review the impact of their teaching.

### Recommendation

The review team support the following:

- Document the whole-school instructional framework, to further embed low variance pedagogy with alignment to the whole-school approaches.

## Student achievement and progress

A range of school-based and systemic data is collectively analysed, highlighting a shared ownership of student success across the school. Robust plans and accountability structures support the delivery of effective pedagogy through assessment.

### Commendations

The review team validate the following:

- Survey data informing student, staff and parent perceptions of student behaviour is regularly sought and reviewed. Using disciplined dialogue approaches, analysis of data is thorough and supports informed decisions regarding the school policy and procedures.
- Literacy intervention approaches are data informed and focus on the oral language and phonic learning needs of students.
- Aligned to the whole school assessment schedule, student performance data is tracked at a whole-school level.
- Staff regularly engage in disciplined dialogue approaches. They are responsive to data and understand the necessity to be data literate in order to ensure improvement actions are realistically grounded and evidence based.
- Aligned to individual targets, documented plans for students are regularly reviewed. A robust process is in place to ensure transparency in reporting to parents. Tracking checklists, flowcharts and support enables effective EAL/D and Special Educational Needs reporting.
- Three-way interviews provide an opportunity for teachers to meet with parents and students to discuss progress and set collaborative learning goals.

### Recommendation

The review team support the following:

- Review and refine the whole-school assessment schedule, to ensure assessments inform target attainment and allow for the triangulation of system, school based and classroom assessment.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Amanda Roe  
**Principal, Moora 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 3, 2025.



Melesha Sands  
**Deputy Director General, Schools**