



Department of  
Education

**Shaping the future**

# Winthrop 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

Established in 1991, Winthrop Primary School is located approximately 17 kilometres south of the Perth central business district, within the South Metropolitan Education Region. In 2012, the school became an Independent Public School.

Currently, there are 593 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1138 (decile 1).

The school community is enriched by its multicultural background with almost half of the families having a language background other than English.

The School Board is representative of the wider school community and maintains a strong focus on the strategic direction of the school. Community support for the school is also demonstrated through the work of the 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:

- The school has robust, well-established school self-assessment and review processes inclusive of all staff. This strong engagement in ongoing reflection of school performance contributes to a shared understanding of school progress and the identification of focus areas for improvement.
- In preparation for the Public School Review, all staff had opportunities to review data with numerous staff providing entries into the Electronic School Assessment Tool (ESAT).
- The ESAT submission included an overview and summary of the evidence submitted for each domain. Evidence was aligned to the judgements made and informed future planning actions.
- A broad range of well-informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.
- Staff indicated that the review process was a positive experience that supported their focus on improved student outcomes. They appreciated the opportunity to celebrate the considerable progress made since the last school review.

The following recommendations are made:

- In future ESAT submissions, review with the intent of prioritising, the number of entries to avoid repetition and to provide a succinct account of the school's performance.
- Continue to review each of the ESAT domains, guided by the Standard and domain foci, as part of the school's regular review processes.

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### Relationships and partnerships

The school's deliberate and nuanced approach to the formation of sustainable relationships and partnerships is acknowledged. Combined with an embedded culture of collaboration, mutual respect and trust between staff, students, families and the wider community has been established.

### Commendations

The review team validate the following:

- An active and generous P&C supports the school through promotion, engagement, and fundraising. This is further strengthened by the School Board's oversight to governance and advocacy for the school and the community.
- Respectful relationships between staff, students and parents/carers is established. The Communications Plan and formal agreements give clarity to how communication occurs across the school community.
- Numerous mutually beneficial partnerships have been established with students as active contributors, evidenced by the 'Be the Change' project supporting community-linked agencies and charities.
- Events such as community open nights, the Pearls of Wisdom initiative and Team Max, promote and build strong connections and positive relationships.
- The Cultural Awareness Committee ensures culturally responsive practices and communications are undertaken. This committed team has successfully sought grants, formulated a Reconciliation Action Plan and connected with outside agencies to progress understanding of Aboriginal history and culture.
- Information and communication to parents is scaffolded, with consideration given to the multilingual community.
- Feedback from parents/carers and staff is regularly sought and acted upon to monitor and review school operations. This informs improvements to the school's processes and procedures.
- Highly cognisant of the diverse cultural backgrounds of the community, the office administration team provides a welcoming and inclusive first point of contact for families.

### Learning environment

Greeted at the gate by the 'Welcome Totem' with an acknowledgement of country and a 'welcome word wall' in a range of international languages, the school unambiguously embraces and celebrates the diversity of its families.

### Commendations

The review team validate the following:

- The collaboratively developed Cultural Action Network Plan, adherence to the Aboriginal Cultural Standards Framework and strong messaging through art and song is contributing to a culturally responsive and engaging environment.
- A focus on explicit teaching of positive behaviour skills has led to the successful implementation of PBS<sup>1</sup>. The Expectation Matrix, vision statement and song reinforce behaviour management processes and procedures, supporting consistency of practice and a shared common language across the school.
- The Staff Health and Wellbeing Plan, Real Life Friends and In Real Life Equip, story dogs, fun events and strong visual affirmations are leading to positive social-emotional wellbeing for students and a supportive, care-focused environment for all staff.
- Established policies and processes ensure students at educational risk receive appropriate levels of support. Staff are supported by SSEN: D<sup>2</sup> and SSEN: BE<sup>3</sup>, Trauma Informed Practice professional learning, the Gifted and Talented teacher support coordinator, EAL/D<sup>4</sup> education assistants and the NCCD<sup>5</sup> team.
- Numerous avenues and structures have been established to provide opportunities for students to have a voice to influence and inform school decisions.
- A review of the National Quality Standard has led to a commitment to ensure the physical and social learning environments are welcoming, responsive and promote high levels of student engagement and child agency.
- The arts as an avenue for every child to shine is a feature of the school. The extensive music, drama and visual arts programs are leading to heightened levels of engagement, confidence, cohesiveness, teamwork and communication skills.

## Leadership

The Principal and the leadership team have committed to the provision of authentic opportunities for staff to lead, grow and impact change in progressing both the school's strategic direction and that of the network.

### Commendations

The review team validate the following:

- Two versions of the business plan give authenticity in outlining the school's strategic direction for all stakeholders. A parent version ensures 'readability' given the multicultural diversity of the community, and the staff version provides specificity around strategies.
- A strategic and measured approach in the management of change is taken. The Change Matrix and Scale of Agreement Tool ensure change is managed in a timely, informed and inclusive manner, maximising staff buy-in and successful outcomes.
- The Whole School Overview and Glossary provides alignment between Department, SCSA<sup>6</sup> and school-based documentation. This is shared within the network and is a key resource for mentors as part of the Western Australian Future Leaders Framework.
- Content coaches, phase of learning team leaders, year level collaboration and content specific professional learning ensure teachers are well supported to implement whole-school programs and the agreed instructional model.
- In recognising high quality teaching is the driver for student improvement, there is a strong emphasis on identifying and supporting aspirant and high potential teacher leaders.
- A culture of reflective practice through classroom observation and feedback, reflection against the Principal Performance Improvement Tool and 360 degree feedback provide a structured and focused process in supporting staff development.

## Use of resources

Guided by the strategic improvement plan and business plan priorities and targets, the Principal and manager corporate services (MCS) ensure decisions about the allocation of financial, physical and human resources are research and evidence-based, with a focus on improving outcomes for students.

### Commendations

The review team validate the following:

- Staff are well supported by the MCS in the procurement and management of curriculum budgets. Additional training clarifies obligations for Finance Committee members and cost centre managers.
- The MCS's attendance at School Board meetings keeps Board members fully informed of the financial position of the school and builds their understanding of financial matters.
- Student characteristics and targeted initiatives funding are astutely used to support identified student cohorts, ensuring optimal educational advantage in the distribution and acquisition of physical and human resources.
- Attention to workforce planning by the Principal and MCS is effectively minimising the risks associated with a large number of staff electing to reduce their working hours. Clear messaging to staff ensures they have an understanding that all staffing decisions are made based on what is best for children.
- The MCS's successful negotiation with seven Third Party User Agreement Licences has provided mutually beneficial partnerships and a source of income for the school.
- Close consideration is given to ensuring disability funding is used to employ education assistants special needs in the implementation of small group intervention programs such as MiniLit, MacqLit and Letters and Sounds.

### Recommendation

The review team support the following:

- Continue to provide professional learning and financial management procedures presentations for all staff and informal induction processes for new staff.

## Teaching quality

It is understood by staff that quality teaching has the most significant impact on student learning. This has built a culture of collective efficacy and commitment by all to be accountable and responsible for every student's journey.

### Commendations

The review team validate the following:

- The Teaching and Learning Graphic and belief statements encapsulate the shared pedagogical beliefs. Reinforced through robust dialogue, reviews and display of the Graphic, they are well understood by staff.
- Staff are supported to deliver differentiated and personalised learning through professional development and access to contemporary research, practices and resources.
- The recently introduced peer observation model, along with mentor teachers for new staff and graduates, is building a collaborative, professional community focused on continual improvement of teaching practice.
- Scaffolded and flexible, the Instructional Framework supports consistency and low variance teaching practice across the school.
- Professional learning for team leaders to facilitate effective meetings has established the valued and highly productive culture of collaboration that exists in the school.
- A whole-school assessment schedule, shared electronic data wall and moderation against agreed norms guided by the SCSA Judging Standards are contributing to data-informed teaching practice.
- Instructional coaches, level 3 classroom teachers, a Gifted and Talented learning support coordinator, collaborative planning team leaders and explicit operational plans provide ongoing support for teachers.

### Recommendation

The review team support the following:

- Continue to embed the agreed instructional model. Provide ongoing, targeted professional learning and support for staff to ensure fidelity of implementation in every class.

## Student achievement and progress

Driven by the underlying belief that student achievement and progress is everyone's business, attention is given to creating a shared culture in the assessment, monitoring and reviewing of student performance.

### Commendations

The review team validate the following:

- High progress and achievement from Year 3 2019 to Year 5 2021 NAPLAN<sup>7</sup> Grammar and Punctuation, Writing and Spelling and high progress Reading and Numeracy have been achieved.
- Significantly more students made very high progress for Reading and Numeracy from On-entry Assessment to 2021 Year 3 NAPLAN when compared to like schools.
- Identified from NAPLAN First Cut and Student Achievement Information System data, improvement plans are developed for students achieving below and above the standard. Taking a case management approach, programs such as MiniLit and the Gifted and Talented program support these students.
- The implementation of an explicit teaching model and rapid formative feedback has resulted in an improvement in achievement and progress in both Grammar and Punctuation and Writing to above like schools.
- There is a focus on developing data literacy through shared moderation processes and collaborative assessment. Data recording and analysis has been undertaken in response to grade alignment disparities against like schools and NAPLAN.

### Recommendations

The review team support the following:

- Continue the intention to establish a data analysis team to support data literacy across the school.
- Continue to provide opportunities for staff to engage in moderation processes within the school and with network schools to support consistency in teacher judgements and grade allocations, with a particular focus on students who have a language background other than English (LBOTE).

## Reviewers

Maxine Augustson  
**Director, Public School Review**

Lee Woodcock  
**Principal, Rostrata 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 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 School of Special Educational Needs: Disability
- 3 School of Special Educational Needs: Behaviour and Engagement
- 4 English as an Additional Language or Dialect
- 5 Nationally Consistent Collection of Data on Students with Disability
- 6 School Curriculum and Standards Authority
- 7 National Assessment Program – Literacy and Numeracy