



Department of  
Education

**Shaping the future**

# White Gum Valley 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Established in 1901, White Gum Valley Primary School is located approximately 15 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1097 (decile 2). There are currently 259 students enrolled from Pre-primary to Year 6.

In 2017, White Gum Valley Primary School gained Independent Public School status.

The Parents and Citizens' Association (P&C) and the School Board provide support for the school.

The first Public School Review of White Gum Valley Primary School was conducted in Term 4, 2019. This 2023 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 self-assessment highlighting the school's current operations and forward planning considerations for improvement.

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

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context and included a range of evidence, analysis and planned actions.
- The Principal, together with the leadership team, put in place structures that ensured staff had the pre-requisite knowledge and opportunity to provide input into the process of evaluating school improvement against the domains of the Standard.
- In preparation for the Public School Review, staff worked collaboratively in teams for each of the domains of the Standard. Consensus and general agreement on the selection of evidence and planned future actions resulted from the discussions that ensued.
- The 2023 ESAT submission incorporated a summary of the work that the school had undertaken to meet the recommendations of the 2019 Public School Review.
- A range of informed and invested staff, students and parents engaged enthusiastically during the validation visit contributing to discussions and elaborating on evidence provided, adding significant value to the ESAT submission.

The following recommendations are made:

- Guided by the domain foci of the Standard, develop a succinct and relevant collection of quality targeted evidence in future ESAT submissions.
- Engage staff in ongoing processes for whole-school collaboration in the analysis of data as part of regular school review processes. This will inform school self-assessment and support improvement processes..
- Continue to embed reflection and analysis of data and evidence as part of the school's self-assessment.

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### Relationships and partnerships

School Board members and P&C representatives are well informed, expressing community perspective and providing strong advocacy for the school. An enduring spirit of partnership between the school and the community is evident.

### Commendations

The review team validate the following:

- The school routinely collects community satisfaction feedback via surveys, inclusive of open-ended questions, for students, staff and parents and uses this feedback to shape the school's direction.
- A variety of communication methods provides timely, tailored and accessible information for families. The annual schedule gives advance notice of events and curriculum overviews outline the instructional program for each class.
- Building professional collegiate relationships between staff is enabled through transparent communication processes. Microsoft Teams, Connect and common DOTT<sup>1</sup> time facilitate collaboration, while frequent social events bring staff together.
- Established community partnerships provide additional learning experiences for students and valued professional learning and support for staff. This includes the Cockburn Fremantle Network of Schools (CFNS), EdConnect mentoring program and Peach Speech Pathology.

### Recommendations

The review team support the following:

- Continue to measure the impact of established partnerships on student outcomes.
- Continue to provide training for School Board members to understand the data sets presented to optimise authentic engagement with school decision making.

### Learning environment

A learning environment designed to maximise student engagement and inclusion is a whole-school priority. Strong advocacy for students and a deep understanding of each child's backstory is leading to collective staff responsiveness in establishing a safe and welcoming place for students.

### Commendations

The review team validate the following:

- The student services team provide oversight and guidance in the identification, planning and delivery of interventions and monitoring of students at educational risk. Instrumental to the success and outcomes of students is the work of the chaplain in implementation and delivery of programs.
- Knowing the local Aboriginal community matrix, linking Humanities and Social Sciences to the ACSF<sup>2</sup> and the valued input of the Aboriginal and Islander education officer, the school has created a culturally safe learning environment where Aboriginal students and families feel welcome and valued.
- The implementation of Positive Behaviour Support (PBS), along with response to intervention planning, explicitly teaching the expectations and adherence to behaviour set data, is positively impacting on students' wellbeing.
- Student voice is actively encouraged through surveys, elected student leaders, and the 'Your Move' team. A feature of student leadership is the Buddy Program, building strong bonds between students in Year 6 and Pre-primary.

### Recommendations

The review team support the following:

- Further refine use of the established Tiers of Response to Intervention matrices and tracking mechanisms to include students requiring extension.
- Continue to build on incorporating the voice of students through surveys and current meeting structures to include satisfaction with school processes, teaching programs and opportunities.

## Leadership

The Principal, together with the leadership team, have established a highly collaborative and democratic approach to leading school improvement. This is contributing to high levels of responsiveness and autonomy for staff in engaging with the future direction of the school.

### Commendations

The review team validate the following:

- Opportunities for leadership development are actively supported and encouraged by accessing the Western Australian Future Leaders' Framework initiative, Aspirant Principal Preparation and Newly Appointed Managers Corporate Services (MCS) programs.
- School improvement is a whole-school responsibility. Curriculum teams work closely with staff to review, research and monitor programs. Leaders are provided with support in their role through professional learning and training.
- School planning translates to the classroom with operational planning reflective of the targets and priorities of the business plan.
- Modifications to the business plan ensure it is accessible to all members of the school community. The Business Plan Domain tracking document ensures close monitoring and review of targets maintains transparency, direction and momentum of implementation.
- Leaders provide guidance and support for staff in developing their capacity to implement the agreed whole-school programs and instructional model. This includes targeted professional learning, modelling, and classroom walkthroughs.
- A strategic and measured approach to manage change is taken, ensuring the introduction of new initiatives and programs is managed in a timely, informed and inclusive manner, maximising staff buy-in.

### Recommendations

The review team support the following:

- Monitor performance management processes to focus staff accountability on student outcomes and the delivery of quality teaching practice.
- Continue to build the instructional leadership model to impact directly on the classroom.
- Formalise and embed the instructional strategy to support low variability and consistency of teaching practice.

## Use of resources

The Principal and MCS provide open and transparent management structures in collaboration with the School Board, Finance Committee and staff. This is developing a shared understanding of the complex nature of school resourcing.

### Commendations

The review team validate the following:

- Alignment of the budget to school priorities and operational plans supports the development of replacement and management plans for physical assets and resource acquisitions.
- Targeted initiatives and student characteristics funding are deployed to meet the needs of students and provide staff with the resources and professional learning required to implement the improvement plan.
- Reserve funds reflect resource needs, replacement of equipment and building maintenance for the upkeep of a 122-year-old school.
- The MCS provides highly valued support in the form of training and 'cheat sheets' for the Finance Committee, cost centre managers, school officers, School Board members and other staff.
- Aligned to the business plan, workforce planning informs staffing decisions, ensures forward planning for staff leave and identifies future workforce gaps.

### Recommendation

The review team support the following:

- Continue to maintain the financial literacy of staff, in relation to school resourcing, through the induction process.

Teaching quality
The school's focus on creating the pre-conditions of trust, collaboration and collective efficacy is building a strong foundation to achieve the goal of quality teaching and success for every child.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The positive impact of recently introduced Phase of Learning Team collaborative planning is beginning to emerge. Evidence of common themes and content coverage across year groups is building greater consistency of practice across the school.</li> <li>• An alignment between strategic, operational and classroom planning is developing. Engagement with the planning aspect of Teaching for Impact is strengthening understanding, moving towards a whole-school process for classroom planning.</li> <li>• Data has been collected to measure the impact of classroom walkthroughs on the fidelity of teaching practice. Evidence shows an increase in teacher confidence, consistency of practice and students understanding of the success criteria.</li> <li>• Differentiation of the curriculum occurs through teaching adjustments and identified whole-school intervention programs. Maths Olympiad provides high engagement for students requiring extension.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Aligned to the Quality Teaching Strategy – Teaching for Impact, build on and further develop a consistent, data informed collaborative planning structure to create a reflective teaching culture delivering impactful, low variance, connected practice across the school.</li> <li>• Build on the established practice of 'Classroom Walkthroughs' and embed a model of classroom observations and feedback to support teachers in the implementation of the agreed instructional model. Strengthen regular moderation practices across collaborative teams using tools such as Brightpath.</li> </ul>
Student achievement and progress
The school has been responsive to longitudinal student achievement and progress data and have committed to the implementation of data informed explicit teaching and learning.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Interrogating and monitoring data is building staff confidence to use data to inform their planning and differentiation. This is beginning to show impact with improved student progress evidenced in Progressive Achievement Test results.</li> <li>• 2023 Year 5 reading NAPLAN<sup>3</sup> demonstrated significantly more students in proficiency level exceeding like schools.</li> <li>• Staff analyse the Attitude, Behaviour and Effort data in student reports and this analysis provides valuable information for the school in monitoring the impact of the PBS program.</li> <li>• The school has established plans to address the downward trend in Year 3 spelling performance, resulting in the development of a Letters and Sounds to Spelling Mastery/Sounds-Write transition program.</li> <li>• Targeted programs, with input from speech pathologists, are providing early intervention for students in Pre-primary to Year 2.</li> </ul>
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue to develop levels of staff data literacy to increase understanding and proficiency in using systemic and school-based data to inform planning at the whole-school, cohort, classroom and individual level.</li> <li>• Expand the focus on data to identify the names and numbers of students to support their academic, wellbeing and behaviour needs. Develop and implement targeted instruction to ensure all students can achieve to their expected ability.</li> <li>• Closely monitor progress from On-entry to Year 3, and Year 3 to Year 5, to investigate the effectiveness of whole-school intervention programs and the instructional approach.</li> </ul>

Reviewers	
Maxine Augustson <b>Director, Public School Review</b>	Denise Jeffs <b>Principal, Beldon 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.

The next review process focusing on the student achievement and progress domain only, is scheduled for Term 3, 2024. 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 this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Duties other than Teaching
- 2 Aboriginal Cultural Standards Framework
- 3 National Assessment Program – Literacy and Numeracy