



Department of
Education

Shaping the future

Wilson 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

Opened in 1963, Wilson Primary School is located near the Canning River, approximately 12 kilometres south-east of the Perth central business district, within the South Metropolitan Education Region.

Currently, there are 313 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1022 (decile 4).

Wilson Primary School is supported by the School Council and Parents and Citizens Association (P&C).

The first Public School Review of Wilson Primary School was conducted in Term 2, 2021. This 2024 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:

- At the beginning of the school year the current Principal led staff through a reflection process of the 2021 Public School Review report recommendations using a 'what's working well?' and 'even better if' strategy to obtain feedback from all staff. This guided reflection generated positivity and eagerness amongst staff ahead of the 2024 Public School Review.
- Evidence gathered by the leadership team over 2 terms through a consultative, transparent process, provided opportunity for staff to review and feedback on what had been identified as evidence artefacts.
- The 12 month process supported the development of an ongoing self-assessment methodology, inclusive of milestone measures, to be introduced in 2025.
- The PSR process was seen as a contributor to the identification of focus and direction for the 2025–2028 Business Plan and strategic roadmap.
- The Electronic School Assessment Tool (ESAT) submission consisted of actions against all recommendations of the 2021 report, measured against foci of the Standard and evidence that aligned to the foci submission.
- An enthusiastic parent body enhanced the ESAT submission through their contributions to validation day discussions together with staff who reinforced positive reinvigoration of the school self-assessment journey.
- Student contribution to the validation visit was positive, reinforcing elements of the submission through a student lens.

The following recommendation is made:

- In future submissions, when validating judgements, be selective of evidence pieces and the necessary volume, by using these two guiding questions: Why do you think this piece of evidence supports your judgement? To what extent do you think this evidence meets the Standard?

Relationships and partnerships

To support quality teaching and learning processes, the school culture is centred around positive relationships, a community focus and productive collaboration.

Commendations

The review team validate the following:

- A renewed sense of collaboration has been fostered through a refreshed moral purpose and the co-creation of guiding principles that define acceptable behaviours and interaction expectations, strengthening shared values and teamwork.
- A revitalised consultative approach with all stakeholders is driving the introduction of new initiatives, creating meaningful opportunities for feedback and increasing community engagement with the school.
- Communication is clear and consistent, ensuring all stakeholders are informed of expectations, opportunities and school events.
- An energised and enthusiastic School Council demonstrate strong support for the school's strategic direction through governance structures and processes and the ongoing development of their capacity as Council members.
- The school-based liaison officer is enhancing community engagement by serving as the primary point of contact at enrolment, supporting families with attendance matters and providing a trusted, familiar connection for families with students learning English as an Additional Language or Dialect (EAL/D).

Recommendations

The review team support the following:

- Collaboratively establish a detailed communication policy that consolidates all communication practices, explicitly stating the purpose, timelines, expectations and responsibilities for each platform, to ensure consistency, clarity, and strengthened engagement with the school community.
- Explore and implement innovative strategies to overcome language barriers, enabling families to access school information effectively, safeguarding students from negative impacts related to communication challenges.

Learning environment

A strong commitment to a culture of care and respect for all members of the school community exists, addressing the diverse needs of students and their families. In a context of family transience, fostering community and connection is vital.

Commendations

The review team validate the following:

- There is a strong focus on building authentic awareness across the community of the Whadjuk Noongar culture. This is being established through cultural incursions, acknowledging events such as NAIDOC¹ and reaching out to the local Aboriginal community, seeking and actioning feedback.
- The REAL values (Respect, Excel, Aspire, Learn), behaviour management policy and the PBS² Wilson Way handbook provide predictability and consistency for students when engaging with staff around behaviour.
- The student services team, comprising a chaplain, school-based community liaison officer and school psychologist, support the creation of a psychologically safe and supportive learning environment. This effort is further enhanced by the introduction of the Smiling Mind social-emotional learning program and the establishment of a breakfast club.
- A focus on providing staff voice through seeking opinions and ideas is strengthening collegiality, a sense of value and a collaborative culture, all of which are adding to staff wellbeing.

Recommendations

The review team support the following:

- Continue to focus and strengthen relationships and engagement with the Aboriginal community to enhance cultural responsiveness and foster an environment of cultural safety and belonging for Aboriginal students.
- Assess the feasibility of implementing a dedicated support program for students learning with EAL/D, including the introduction of a specialist teacher to bolster current practices and improve outcomes for linguistically diverse students.

Leadership

The Principal demonstrates a strong desire and ability to lead, inspire and contribute to growth in staff development, benefiting student performance. Empowering and trusting staff to use their expertise to participate in school improvement is the bedrock of the Principal's approach.

Commendations

The review team validate the following:

- In response to the 2021 recommendation focused on strengthening instructional leadership, a clearly defined leadership structure has been developed, broadening opportunities for staff and enhanced curriculum knowledge.
- The leadership team, comprised of the Principal, deputy principal and curriculum leaders, has strengthened instructional practices in mathematics by utilising Teaching for Impact resources, analysing data through the Elastik platform, and collaborating with teachers to improve practice across the school.
- The school's approach to identifying and embracing change is underpinned by clear communication, informed decision making and an inclusive, collaborative process.
- Feedback on performance and development, provided by the Principal and deputy principal, follows observations of teachers' implementation of shared school approaches, such as the use of learning intentions and success criteria.

Recommendations

The review team support the following:

- Advance efforts to broaden distributed leadership across the school by resourcing a learning support coordinator, thereby fortifying the capacity and impact of the student services team to address diverse learning needs effectively.
- Further strengthen the development of middle leaders by equipping them to provide high-impact instructional support to teachers, while ensuring a balanced approach to their responsibilities and accountabilities, fostering sustainable leadership practices.

Use of resources

The Principal and manager corporate services demonstrate a clear focus on meeting the specific needs of students by ensuring resource allocation and monitoring processes are aligned with the school's identified priorities, as outlined in the strategic plans.

Commendations

The review team validate the following:

- Processes and practices, including budget submissions, a functional Finance Committee, the financial handbook and transparent communication with the School Council, ensure compliance with the Funding Agreement for Schools.
- Driven by identified targets and associated strategies, reserve planning for resourcing is determined by the needs of students, staff and school priorities.
- Consistent monitoring and review of the one-line budget cash and salaries ensures fiscal integrity of plans.
- Needs associated with attendance, EAL/D profile and social disadvantage steered the decisions to appoint a school-based liaison officer, purchase additional school psychologist time and appoint education assistants special needs to support students and their families.

Recommendations

The review team support the following:

- Further refine the induction program for new staff by incorporating a dedicated session on financial responsibilities, ensuring clarity and accountability in managing resources.
- Develop and implement a robust methodology to assess the effectiveness of student characteristics funding allocation, ensuring resources are directed to support equity and maximise student outcomes.

Teaching quality

Committed to embedding school-wide shared beliefs and connected and collaborative practices, staff have acknowledged the need to implement a whole-school instructional teaching and learning framework.

Commendations

The review team validate the following:

- Through engagement with an external consultant, the development of curriculum scope and sequence documents has formalised English blocks and agreed approaches to teaching mathematics have strengthened the implementation of whole-school pedagogical beliefs and practices.
- Phase of learning team meetings maintain a strong student focus, with staff engaging in data analysis using the Elastik platform and participating in moderation discussions informed by Brightpath data.
- Professional learning through SSEN: D³ has enhanced staff capacity to provide targeted differentiation, utilising tools such as Special Educational Need (SEN) planning to meet the diverse needs of students.
- The introduction of a whole-school disciplined dialogue framework has shifted teachers' focus on actionable strategies to support student learning, including targeted interventions such as MiniLit.

Recommendations

The review team support the following:

- Establish an instructional coaching framework to strengthen and refine teaching practices. Through the model embed the school's instructional approach, deliver targeted, actionable feedback and foster continuous professional growth through reflective dialogue.
- Further refine the disciplined dialogue framework to deepen staff proficiency in utilising existing tools ensuring accurate data analysis to drive informed decision making and improved student outcomes.
- Leverage the new learning support coordinator to reinforce targeted differentiation by refining documented plans, SEN planning and reporting processes to ensure that the identification, measurement and effective communication of student progress is consistent across the school.

Student achievement and progress

A commitment to making accurate judgements about academic and non-academic performance supports teachers to use the data available to inform their teaching. Teachers and school leaders are confident in their development of data literacy.

Commendations

The review team validate the following:

- Data analysis drives the business plan targets with progress measured using tools such as Progressive Achievement Tests, Brightpath, Letters and Sounds and MiniLit.
- The introduction of Elastik is supporting the effective analysis and use of data to identify learning gaps and drive teacher planning, including daily review content.
- NAPLAN⁴ data is reviewed as a collective and in phase of learning team meetings, using a disciplined dialogue approach to develop lines of enquiry and determine patterns and trends.
- A disciplined dialogue process, with regular data review discussions has assisted in the identification of priority areas such as reading, with associated improvement plans.

Recommendations

The review team support the following:

- Identify and introduce a suite of relevant standardised assessments to increase staff capacity to triangulate data to moderate teacher judgement and improve greater awareness of student performance across the domains of a multi-tiered system of support throughout the school.
- Strengthen moderation practises, including across network moderation and targeted use of the School Curriculum and Standards Authority Judging Standards and exemplars to broaden the accuracy of judgments.

Reviewers

Darren Greaves
Director, Public School Review

Lorena Rock
Principal, Weld Square 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 National Aborigines and Islanders Day Observance Committee
- 2 Positive Behaviour Support
- 3 School of Special Educational Needs: Disability
- 4 National Assessment Program – Literacy and Numeracy