



Department of  
Education

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Public education  
**A world of opportunities**

# Wooroloo Primary School

## Public School Review

October 2018

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

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|  | <b>Effective</b><br><br>The school demonstrates effective practice in creating the conditions required for student success.                      |
|   | <b>Needs Improvement</b><br><br>The school has aspects of its practice below expectations and needs supported action to improve student success. |

## Context

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Wooroloo Primary School, established in 1903, is located in the semi-rural environment of Perth's eastern hills within the Shire of Mundaring. Students come from a variety of backgrounds, including small farming properties. The local abattoirs, Wooroloo Prison Farm and Acacia Prison also provide employment for the parents of students.

The school, with an Index of Community and Socio-Educational Advantage (ICSEA) of 1015, currently enrolls 62 students from Kindergarten to Year 6. Enrolments have fluctuated but the school has continued raising its profile within the community to increase enrolments.

Supported through the fundraising efforts of the Parents and Citizens' Association (P&C), the school has actively developed partnerships with several of the local industries and other community groups, which has provided the school with extra resources. Wooroloo Primary School has close, collaborative associations with other local schools through the Hills Education Community (HEC) group.

## School self-assessment validation

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The Principal submitted a satisfactory school self-assessment.

The following aspects are confirmed:

- Planning intentions, based upon the school's performance described in the submission, were elaborated upon during the validation phase.
- An effective mixture of strong core values underpinned performance judgements.
- Alignment was evident between performance information, the judgements made about priorities for improvement and the strategies being considered or followed to affect the improvement required.
- Staff engaged positively in the review process.

The following recommendation is made:

- Continue to build the culture of reflection and continuous improvement already evident to embed the self-assessment process.

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| Relationships and partnerships  |   |
|---|---|
| The community perception of the school has improved due to the positive influence of the Principal. Staff are well regarded for their ability to establish and maintain quality relations as well as their authentic level of care and commitment to student wellbeing. |   |
| Effectiveness   | <p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• Effective partnerships have been established with parents. This is underpinned by the school's demonstrated commitment to value and respond to parent feedback.</li><li>• Respectful and engaging relationships are evident between staff and between staff and students.</li><li>• Communication strategies between the school and parents are well developed and effective.</li><li>• All staff enjoy strong collegiate support and demonstrate a staunch sense of advocacy for the school.</li><li>• The School Council and P&amp;C are proactive and highly supportive of the school.</li></ul> |
| Improvements  | <p>The review team validates the following action:</p> <ul style="list-style-type: none"><li>• The school has an ongoing commitment to enhance their reputation in the local community.</li></ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"><li>• Limit the focus on the uptake of Connect to upper primary students and parents.</li></ul>   |

| Learning environment  |   |
|---|---|
| It is evident the school ethos is built on a long-established positive learning environment, embracing empathy, respect and inclusivity. This is widely recognised as a strength of the school. |   |
| Effectiveness   | <p>The review team validates the following:</p> <ul style="list-style-type: none"><li>• A safe and orderly learning environment is built on the school's culture of care and compassion.</li><li>• A clear, well-resourced behaviour management system is embedded, contributing to the school's safe and orderly learning environment.</li><li>• The social and emotional needs of students are identified and addressed strategically through a range of proactive strategies and programs.</li><li>• The chaplaincy program supports a focus on high care for all students.</li><li>• Target setting and individualised planning ensures structures are in place to address the needs of students at educational risk.</li></ul> |
| Improvements  | <p>The review team validates the following action:</p> <ul style="list-style-type: none"><li>• The Social and Emotional Learning program to continue to be developed as a whole-school approach.</li></ul>  |

| Leadership  |  |
|---|--|
| The school leadership team is continuing to develop a culture of reflection focused on ongoing improvement. |  |
| Effectiveness   | <p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Staff appreciate the leaders' commitment to ongoing and open consultation as part of the school improvement process.</li> <li>• The leadership team modelled an engaging and collaborative process in developing the school's vision statement.</li> <li>• Staff leadership potential is identified and enhanced through meaningful opportunities to build leadership capacity.</li> <li>• The Principal has adopted a rigorous self-reflective process as a vehicle for self-improvement.</li> <li>• Operational planning is well established but will be further enriched through the next school self-assessment cycle.</li> </ul> |
| Improvements  | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Further development of collaborative processes and structures is required.</li> <li>• Align literacy strategies through whole-school approaches to teaching and learning.</li> <li>• Continue to review the whole-school approaches to numeracy.</li> <li>• Develop an ongoing school self-assessment schedule.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• In collaboration with staff, develop a whole-school strategic plan to inform the review of existing operational plans.</li> </ul>   |

| Use of resources  |  |
|---|--|
| The school manages resources effectively to address the current needs of students. The deployment of human resources is targeted and aligned to context and need. |  |
| Effectiveness   | <p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Student characteristic funding supports a range of initiatives to support students who require intervention.</li> <li>• Workforce management planning is targeted and strategic in addressing the context of the school.</li> <li>• The manager corporate services and the Principal work collaboratively to ensure a consistent and responsive approach to managing allocated resources.</li> <li>• The Finance Committee meets regularly and provides appropriate oversight to the school's financial management strategies.</li> </ul> |
| Improvements  | <p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Review the workforce plan to ensure alignment with the whole-school strategic plan.</li> </ul>   |

## Teaching quality

There is strong support for building the capacity of staff. Effective teaching is evident and will continue to be strengthened through professional learning and continued opportunities for staff to self-reflect and plan.

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| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• School improvement planning is understood and staff are starting to consolidate the use of data to inform planning.</li> <li>• Classroom observation practices are evident. A commitment to further developing this practice is acknowledged.</li> <li>• Through the external National Quality Standard verification process, the school has been identified as providing best practice in multi-age settings.</li> <li>• Many whole-school approaches are in their infancy and require time for effective implementation and review.</li> </ul> |
| Improvements  | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to refine a model of performance management that is aligned to school improvement planning.</li> <li>• Continue to support the full implementation of agreed whole-school approaches.</li> </ul>  |

## Student achievement and progress

The Principal and staff acknowledge that longitudinal data for schools with small cohorts can be variable. Across the school, target setting for individuals is a common approach towards meeting the learning needs of students.

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| Effectiveness | <p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The school uses the science, technology, engineering and mathematics (STEM) initiative as an authentic way to connect and address Western Australian Curriculum requirements.</li> <li>• The school's coordinated approach to reading is having a positive impact on student achievement, supporting the impetus towards adopting a similar approach to writing.</li> <li>• Student progress and achievement from Year 3 to 5 in National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates an upward trend, with progress in reading, writing and spelling above expectations</li> <li>• Continue the use of On-entry Assessment Program data targeted to inform planning and programming for Kindergarten to Year 3.</li> <li>• The school provides students with a balanced curriculum delivering specialist science, languages other than English (LOTE), music, art and physical education programs.</li> </ul> |
| Improvements  | <p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Develop an Early Childhood Operational Plan to improve student academic outcomes by Year 3.</li> <li>• Establish school-wide targets to facilitate the effective tracking of cohort achievement and progress, as possible with student numbers.</li> </ul>  |

## Reviewers

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JOANNE HARRIS  
Director, Public School Review

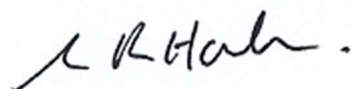
DIANE TOMLINSON  
Principal, Lake Monger Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.

A handwritten signature in black ink, appearing to read 'L. Hale', followed by a period.

LINDSAY HALE  
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS