



Department of  
Education

**Shaping the future**

# Floreat Park 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

Floreat Park Primary School is located eight kilometres west-northwest of the Perth central business district, within the North Metropolitan Education Region.

The school opened in 1951 and has a rich history within the local community. In 2015, the school became an Independent Public School.

Currently, there are 612 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1184 (decile 1).

Support is provided by the Parents and Citizens' Association (P&C) and School Board, and members are active participants within the school community.

## 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 an established culture of embedded reflective practice, enabling staff to clearly articulate a shared understanding of current school performance and areas identified for growth.
- A highly consultative approach was employed by the Principal and leadership team to ensure staff contribution and understanding of the school's self-assessment process. Staff acknowledged and appreciated the opportunity to share their journey with the review team during the validation day.
- Guided by the Standard domain foci and elaborations, the Electronic School Assessment Tool (ESAT) submission provided evidence that supported the judgements made.
- The Principal led a school self-assessment process that incorporated the perspectives of a wide range of staff and school community representatives.

The following recommendation is made:

- Further strengthen future ESAT submissions by more clearly aligning judgements with evidence submitted and plans for improvement

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### Relationships and partnerships

Flourishing, respectful and professional relationships underpin a positive school culture whereby staff and community work in unison. An unwavering focus on 'inspiring students' through the values of courtesy, consideration, cooperation and respect guides decision making, in the best interest of children.

### Commendations

The review team validate the following:

- Responsive to feedback, the school actively seeks information from staff, community and students. National School Opinion Survey data indicates positive and sustained levels of satisfaction from all stakeholders.
- Collective efficacy of staff is high as a result of collaborative practices and structured Professional Learning Communities (PLCs). Staff are highly engaged, demonstrate professional trust and provide collegiate support through the valued PLCs.
- High levels of collaboration exist within and beyond the school. This includes an informed and involved School Board and a proactive and resourceful P&C, successfully connecting with and bringing community together.
- A range of communication platforms including Connect, parent workshops and information sessions provide families with relevant information regarding the school operations and their child/ren's learning.

### Recommendations

The review team support the following:

- Develop a whole-school approach to feedback, inclusive of staff, students and community.
- Continue to provide opportunities to deepen parent understanding of the school's pedagogical approach.

### Learning environment

Student needs underpin decision making and the allocation of resourcing. There is an unwavering focus and determination of the school to ensure students reach their academic potential whilst thriving socially, mentally and physically.

### Commendations

The review team validate the following:

- Inclusive of the school psychologist and chaplain, a student services team provide a multi-faceted approach to supporting students identified at educational risk.
- Comprehensive SAER<sup>1</sup> processes and procedures and established with significant support structures in place for students and staff. A range of documented plans with alignment to SEN<sup>2</sup> reporting is noted.
- The indoor and outdoor learning spaces are well-designed and organised, optimising student engagement. Spaces for students to self-regulate in the outdoor learning environment are a feature.
- Student leadership is a feature of the school. Multi-tiered leadership structures, processes and responsibilities are designed to enhance leadership skills and provide students with authentic opportunities to achieve goals.
- Intersecting and consistent whole-school approaches and policies are in place to support students to engage positively toward others and their learning.
- A culturally responsive whole-school approach is led by the ACSF<sup>3</sup> Committee. The school is committed to embedding practices, building relationships and delivering curriculum in line with their RAP<sup>4</sup>.

### Recommendation

The review team support the following:

- Continue to develop and embed inclusive practices for all students.

## Leadership

A culture of innovation and future-focused school improvement has been expertly crafted by the Principal through a consistently articulated shared vision. With inspiring students at the heart of decision making, the school demonstrates an unwavering focus on creating an environment where all voices are valued.

### Commendations

The review team validate the following:

- Alignment between the school's business plan, operational plans, frameworks and classroom practice is clear, underpinning school review and improvement processes.
- A performance and development culture is evident with processes clearly documented and scaffolded to support all staff. Classroom observation and feedback aligns with growth coaching to assist staff identify and attain goals.
- Leading the implementation of a one to one Bring Your Own Device program has been strategically and operationally well-planned with layers of consultation, resourcing and professional learning.
- Distribution of leadership and operational responsibilities is evidenced and shared. Open and consultative practices drive the implementation of change through teacher leaders.
- Staff engage in regular performance management and development processes, which are comprehensive and embedded. Elevated levels of professional dialogue regarding effective pedagogy and reflection aligned to planning is evident.
- School leaders understand their roles, guiding staff to work towards the school's values and strategic direction. Staff expertise is acknowledged and capitalised. Staff share their knowledge through coaching, mentoring, peer observations, professional learning and networking.

## Use of resources

The Principal and manager corporate services work in partnership to ensure sound management of human and financial resources and physical assets. Transparent and collaborative decision making, with an unwavering focus on the school's strategic intent, is evident with the deployment of resources.

### Commendations

The review team validate the following:

- Aligned to planning and priorities, the school ensures the allocation of resourcing to professional learning, programs and initiatives are evidence-based and data informed.
- Workforce planning and recruitment processes are open and transparent. Direction in understanding the priority of aligning resource deployment to student needs is evident.
- Targeted initiatives and student characteristics funding ensure students receive the support they require, both in terms of individual needs and health and wellbeing, through chaplaincy and intervention programs.
- The Finance Committee and School Board provide effective oversight of the school's financial management.
- Comprehensive attention to information and communications technology (ICT) planning enables the school to forecast future needs for its 21st century digital learning options.

### Recommendation

The review team support the following:

- Continue to explore opportunities for further Finance Committee membership, representative of the school structure.

## Teaching quality

A culture of connected practice is palpable across the school, with collegiate, professional and cohesive staff working in genuine collaboration through PLCs. Contemporary and sophisticated, a whole-school pedagogical framework articulates and drives low variance quality teaching.

### Commendations

The review team validate the following:

- Data driven and evidence-based collaboration occurs through the PLCs whereby staff are engaged in data analysis, planning, development of pacing guides and review processes.
- Underpinned by shared beliefs about how students learn, an embedded pedagogical framework defines the four key approaches to teaching and learning: explicit; inquiry; social emotional; and adventure learning.
- Based on sustained evidence of high achievement, a focus on enrichment and engagement is apparent. Building student capacity to question, research, collaborate and communicate is prioritised through an integrated inquiry model.
- Aligned to the business plan, a suite of relevant professional learning is provided to support school improvement planning.
- Staff are responsive to data and apply their analysis to guide planning for case management, moderation and reflection tasks.
- A partnership with the UWA<sup>5</sup> supports the specialist teaching of STEM<sup>6</sup> education across the school.

### Recommendation

The review team support the following:

- Continue to progress ICT and digital literacy skills of all staff to encourage innovation and creative thinkers, and to maximise students learning and progress.

## Student achievement and progress

Cycles of data collection, analysis and review are sophisticated, instructional and purposeful. There are clear and high expectations for sustainability of student outcomes through collective ownership of student achievement and progress.

### Commendations

The review team validate the following:

- The school is acknowledged for, and celebrates its significant achievements in the arts, music and physical education curriculum areas.
- Data informs planning, areas for targeted improvement, case management and intervention. Teachers are skilled in disciplined dialogue approaches and the application of Best Performance platforms, the NAPLAN<sup>7</sup> dashboard and Student Achievement Information System.
- There is an embedded culture of continuous improvement, evidenced by regular analysis of data, year level collaboration, in-school and external moderation.
- Over several NAPLAN cycles, Year 5 stable cohort data indicate high progress and achievement in most areas assessed when compared against like schools.
- Over a number of years, Year 3 and Year 5 school means have been above the like school mean in all NAPLAN assessments.
- With the exception of Spelling, 2021 NAPLAN data indicated that the proportion of students in Year 3 and Year 5 achieving in the higher proficiency bands is consistently greater than those in like schools in all other areas.

### Recommendation

The review team support the following:

- Continue to strengthen grade alignment through moderation processes.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Lynnette Bates  
**Principal, Campbell 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 Students at educational risk
- 2 Special Educational Need
- 3 Aboriginal Cultural Standards Framework
- 4 Reconciliation Action Plan
- 5 University of Western Australia
- 6 Science, technology, engineering and mathematics
- 7 National Assessment Program – Literacy and Numeracy