



# Floreat Park Primary School

## Public School Review

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## Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Floreat Park Primary School is located approximately 7 kilometres west of the Perth central business district, within the North Metropolitan Education Region.

Opened in 1951, the school became an Independent Public School in 2015.

Currently, there are 571 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1182 (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.

The first Public School Review of Floreat Park Primary School was conducted in Term 4, 2021. This 2025 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:

- Led by the executive team, collaborative processes underpinned the school's self-assessment in preparation for the Public School review.
- The Electronic School Assessment Tool (ESAT) submission was linked directly to the domains of the Standard ensuring that evidence presented covered all foci within each domain.
- There was alignment between the performance evidence, observations and judgements about priorities for improvement.
- A willingness to seek and respond to feedback is acknowledged by the school as essential to sustaining high levels of performance.
- A feature of the ESAT submission was the clarity of planned actions incorporated under entries in each domain. Leaders articulated what their non-negotiable future work, and that of the entire school community, would entail throughout the next review cycle.
- A number of key staff and community representatives engaged actively during the validation visit and added value to the information submitted via the ESAT.
- Parents and community representatives who participated in the review process were knowledgeable about the process and the school's priorities in its improvement journey.

The following recommendation is made:

- Refine the evidence presented in future submissions including the removal of duplicated material.

## Relationships and partnerships

Relationships between staff, students and the community are positive and mutually respectful. A clear purpose and dedication to supporting students' needs have inspired community pride and shared ownership in the school.

### Commendations

The review team validate the following:

- Reinforced by Positive Behaviour Support (PBS) expectations, the school values of courtesy, consideration and cooperation are upheld by staff, students and families contributing to the positive culture and tone of the school.
- Effective partnerships have been established with the local community and external organisations, the Rotary Club of Cambridge, Freemasons WA<sup>1</sup> and the Town of Cambridge, enhancing both student learning and the school's capacity to deliver on its vision and priorities.
- The Talking with My School and Class Placement policies provide parents with clear and respectful pathways for communication and have had a significant positive impact on strengthening partnerships and building trust across the school community.
- A well-informed, dedicated and active School Board fulfils its governance role through informed practice, reflective review and strategic alignment with the school's improvement journey.
- The P&C are trusted partners promoting community engagement, event planning and successfully raising significant funds to support key school projects including the refurbishment of the basketball courts, flexible furniture in classrooms and the delivery of a highly valued school canteen service.

### Recommendation

The review team support the following:

- Streamline communication tools by standardising platforms such as Connect, Compass, Seesaw, emails and newsletters, ensuring families have access to clear and consistent information.

## Learning environment

Whole-school approaches to support attendance and positive student behaviour are focused to ensure all students feel safe, well-supported and cared for within a learning environment grounded in respect and inclusivity.

### Commendations

The review team validate the following:

- The PBS program, aligned to the behaviour and engagement policy, is a visible feature of the school, and has had a measurable impact on student engagement, behaviour consistency and overall school climate.
- Students requiring targeted intervention are supported through MTSS<sup>2</sup> aligned to strong case management processes encompassing early intervention, robust referral and tracking processes.
- Attendance is at expected levels, with broad analysis of data identifying strategies for improvement including monitoring and follow up on extended unauthorised absences through individual attendance plans and ongoing family engagement.
- The social and emotional needs of students are supported through a range of strategies including the Smiling Mind mindfulness program, protective behaviours activities, as well as a range of positive incentives such as lunchtime clubs, all coordinated through the wellbeing leader.
- Home mentors (volunteers) provide valued, personalised help to students and families requiring support.
- Student leadership is valued and defined with opportunities for students to have an active voice in the school.

### Recommendations

The review team support the following:

- Ensure the needs of an increasing number of students learning with EALD<sup>3</sup> are being met through targeted professional learning, literacy and numeracy support and increased family engagement and communication.
- Increase Aboriginal cultural responsiveness by providing staff more professional learning in cultural responsiveness and continue towards refining and implementing the RAP<sup>4</sup> in alignment with the ACSF<sup>5</sup>.

## Leadership

A newly formed executive team is unified and supportive of each other facilitating the development of a reflective, evidence-based culture of school improvement, with students at the heart of all decisions.

### Commendations

The review team validate the following:

- As a key driver for change and school improvement, the school Business Plan priorities (three pillars) align explicitly with system priorities. Regular administration meetings are structured to ensure effective communication and accountability structures are in place.
- Performance management and development processes are in place. Staff value opportunities to undertake self-reflection and participate in meetings to set and review goals.
- Clear and well communicated leadership responsibilities provide clarity of roles and certainty of support across the school.
- Staff are provided opportunities to lead in areas aligned to the 2024-2026 Business Plan playing a critical role in driving improvement initiatives, further strengthened through participation in the Churchlands Network Leadership program.

### Recommendations

The review team support the following:

- Develop and deliver operational planning that ensures a clear alignment between strategic planning and implementation.
- Establish a consistent cycle for monitoring the impact of major initiatives including PBS and The Writing Revolution, through the use of student data, staff surveys and learning walks to evaluate progress and inform teaching and learning adjustments.
- Distributed leadership approaches will continue to promote instructional leadership, through professional learning communities and phase of learning teams, building the capacity of middle leaders to use formative and summative data to set precise improvement goals for their teams.

## Use of resources

The Principal and manager corporate services work collaboratively to ensure decision making processes are transparent, evidence-based and monitored. Resource management is appropriate and aligned to school priorities.

### Commendations

The review team validate the following:

- The Finance Committee, together with the School Board, provide oversight of school finances and have a sound understanding of their roles and responsibilities.
- Student characteristics funding and targeted initiative funding allocations are grounded in evidence and closely aligned with identified student needs including the flexible use of education assistants.
- Aligned with strategic planning, resources are allocated for asset replacement, development of infrastructure, the implementation of PBS and supporting the delivery of digital technologies.
- Clear processes are in place for financial management, including the development of procedures focused on strengthening a whole-school understanding of financial processes, timelines and expected outcomes.
- Astute planning and management of the workforce ensures human resources are directed to students according to need. Consideration is given to the provision of professional learning and collaborative time for duties other than teaching to support staff to confidently perform their roles.

### Recommendations

The review team support the following:

- Ensure budgets are strategically aligned to future operational and business plan priorities.
- Engage in workforce planning and staffing decision making to ensure optimal support for students at educational risk and students learning with EALD.

## Teaching quality

The school acknowledges the importance of consistent, whole-school approaches to progress student performance. The alignment of practices and the implementation of a whole-school instructional teaching and learning framework is being prioritised to progress the school improvement agenda.

### Commendations

The review team validate the following:

- Collaborative planning structures involving professional learning communities, staff meetings and cross-school networks, particularly in the Early Childhood Education area, ensure staff have designated time to work collectively to analyse data, moderate student work and refine instructional practice.
- Evidence-based programs such as The Writing Revolution and Promoting Literacy Development (PLD) phonics are fostering whole-school approaches to literacy. The need to implement a more connected approach to the delivery of mathematics has been identified leading to a review of current practice.
- Students at educational risk are supported by highly valued education assistants - special needs with Special Educational Needs planning used for monitoring goals and progress.
- Professional development is purposeful, evidence-based and closely aligned with school priorities, focusing on improving pedagogy and student outcomes. Current focus areas include high impact teaching strategies, daily reviews, learning intentions and success criteria.

### Recommendations

The review team support the following:

- Develop and embed an instructional model, including coaching, into a clear whole-school pedagogical approach with non-negotiables and shared practice expectations that clearly articulates the school's shared beliefs about teaching and learning.
- Use assessment and monitoring data to inform targeted adjustments that have a measurable impact on student outcomes.

## Student achievement and progress

A culture in which the importance of data-informed decision making is evident with an overarching commitment by staff to using data to support every student to reach their potential.

### Commendations

The review team validate the following:

- Through a variety of programs and experiences, students in the performing and visual arts are provided rich opportunities to cultivate their talents, pursue excellence and discover a genuine passion for creativity and self-expression.
- Longitudinal Year 3 NAPLAN<sup>6</sup> and school-based Progressive Achievement Tests data indicates steady improvement in numeracy achievement and progress between 2021 and 2025.
- From 2017 to 2025, reading and numeracy NAPLAN achievement has remained consistently above like schools.
- Staff consistently use a combination of system assessments (NAPLAN, ICAS<sup>7</sup>) and school-based tools (PLD, cold tasks) to monitor student achievement and progress.
- Australian Early Development Census and On-entry data are providing staff with comprehensive information to support students in the early years, identifying those requiring intervention and extension.
- The early childhood focus on STEM<sup>8</sup> subjects has enabled students to develop a new set of skills through experiencing a range of digital learning outcomes through hands-on experiences.

### Recommendations

The review team support the following:

- Use student achievement data to prioritise a school wide focus on mathematics, using high impact teaching strategies to strengthen student outcomes.
- Create a clear whole-school assessment and data collection analysis cycle that guides planning and promotes responsive instructional practices.

## Reviewers

Joanne Harris  
**Director, Public School Review**

Robert Marshall  
**Principal, Como 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 2028.



Sally Panizza  
**A/Deputy Director General, Schools**

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## References

- 1 Western Australia
- 2 Multi-tiered system of supports
- 3 English as an additional language or dialect
- 4 Reconciliation Action Plan
- 5 Aboriginal Cultural Standards Framework
- 6 National Assessment Program – Literacy and Numeracy
- 7 International Competitions and Assessments for Schools
- 8 Science, technology, engineering and mathematics