



Department of  
Education

**Shaping the future**

# Wandina Primary School

## Public School Review

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## 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

Wandina Primary School opened in 2014 in Geraldton, approximately 480 kilometres north of Perth, and is situated within the Midwest Education Region.

The school opened as an Independent Public School and has an Index of Community Socio-Educational Advantage of 985 (decile 6).

The school currently enrolls 476 students from Kindergarten to Year 6.

Wandina Primary School is supported by a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Wandina Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the school's 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:

- The school administration team unpacked the Standard 3 terms prior to the validation visit, embedding a deep understanding of the foci and elaborations.
- Preparation for the validation visit consisted of staff forming 'domain teams' to discuss and document the school's journey of school improvement since the 2020 public school review.
- Members of the school administration led each domain team to determine evidence sources to support their judgements and, a range of school leaders were privileged with adding information to the overall Electronic School Assessment Tool (ESAT) submission.
- A broad range of staff contributed to the validation conversations, enhancing the ESAT submission.
- Passionate members of the school community, including School Board and P&C members affirmed the school's positive profile within the local area and wider Geraldton region.

The following recommendations are made:

- For future submissions, ensure evidence referenced in the ESAT is provided to support the judgements made around performance.

## Relationships and partnerships

There is a strong sense of trust in the school amongst staff and with the leadership team, built on genuine and productive relationships, that extend into the wider school.

### Commendations

The review team validate the following:

- Multiple platforms such as Seesaw, Facebook and SMS deliver information to parents and carers in a timely manner.
- Strong partnerships with Turtle Cove Early Learning Centre and Wandina Playgroup are fostering relationships that are benefiting school, families, and ultimately students through familiarising them with staff, the school environment and peers.
- Surveys to understand the perspectives of staff, parents and students are being used to full effect and driving school improvement.
- Regular invitations for parent and carers to participate in school activities such as weekly Family Storytime, demonstrates the commitment to building a collaborative environment between school and home.
- The dedicated School Board, composed of parents, staff and a co-opted community member fulfil their governance role and confidently support the school's positive educational environment.

### Recommendation

The review team support the following:

- Develop a comprehensive communication policy that integrates all elements of communication, clearly outlining intent, timelines, and responsibilities for each platform used.

## Learning environment

Guided by a unified student services team, the school has created a safe and supportive learning environment that is welcoming inclusive, and culturally responsive to staff, students, and the broader community.

### Commendations

The review team validate the following:

- The school's structured approach to monitoring and improving attendance is data driven and owned by all staff, ensuring strategies remain effective.
- Embedded into the school culture is the FISH! Philosophy encouraging a 'come with a positive attitude' to maximise engagement.
- A multi-tiered system of support for behaviour provides a strong framework, emphasising clear expectations around restorative practices and fosters a supportive and positive school tone.
- Cultural awareness, with a focus on environmental education and the significance of Aboriginal landcare practices, is fostered through the support of a dedicated Aboriginal and Islander education officer and a partnership with the Northern Agricultural Catchments Council as part of the Reconnect with Country project.
- With the support of 2 learning support coordinators, the structures in place for assisting students at educational risk reflect a proactive approach to monitoring and adjusting individual education plans, ensuring that students' evolving needs are met.
- Positive Behaviour Support (PBS) provides opportunities for student voice, fostering a sense of ownership and increasing engagement in school initiatives.

### Recommendations

The review team support the following:

- Introduce the use of the Aboriginal Cultural Standards Framework to reflect on the impact and progress of the school's culturally responsive strategies and inform future planning.
- Explore the possibility of engaging a chaplain or social worker to provide wellbeing support to students.

## Leadership

Leadership is distributed with enthusiastic leaders driving a professional and skilled team culture that is centred on the interest of all students.

### Commendations

The review team validate the following:

- The emphasis on distributed leadership, through the creation of curriculum teams in literacy, numeracy, technologies, PBS and high impact instruction, is fostering a collaborative environment and encouraging shared responsibility for school outcomes.
- Participation in the Fogarty EDvance School Improvement program is supporting change management processes and enhancing the development of best practice knowledge and skills within the school's middle leaders.
- A whole-school instructional coaching model demonstrates the commitment to professional growth. The use of targeted coaching conversations to refine individual needs and goals is building staff capacity and has initiated the development of a feedback culture across the school.
- Confident and competent classroom teachers relish opportunities to lead and contribute to the development of consistency of planning and practice.

### Recommendations

The review team support the following:

- Embed clarity in the roles and responsibilities of leadership positions to foster shared leadership understanding and development.
- Investigate introducing a formalised identification and development process for aspiring school and system leaders.

## Use of resources

The manager corporate services and principal engage in collaborative processes ensuring resource allocation is aligned to the school's strategic direction.

### Commendations

The review team validate the following:

- The practice of providing a transparent financial overview at the beginning of each year, and the provision of ongoing updates to the School Board ensures they are well informed regarding the school's financial position.
- Empowering staff with financial awareness ensures that funds are used wisely and new initiatives are grounded in evidence-based practices.
- The P&C generously contribute financial support for student resources, benefiting all students to maximise their engagement with the mathematics program.
- Workforce planning that is centred around progressing student achievement showcases a thoughtful and holistic approach to education.

### Recommendations

The review team support the following:

- Continue enhancing staff financial proficiency/literacy through targeted professional development, strengthening their understanding of financial practices and resource allocation to meet school priorities.
- Create detailed plans for reserve accounts to support the success of initiative targets and aims.

## Teaching quality

Driving a commitment to a low variance, evidence-based, whole-school approach, teaching quality is seen as the key to change. Staff share ownership of all students' success.

### Commendations

The review team validate the following:

- A refreshed moral purpose of 'empowering every student, every day' reflects the current beliefs, values and pedagogy and provides staff and community with a shared direction.
- Professional learning team (PLT) meetings for each year level allows regular reflection on effective teaching practices, encouraging a culture of continuous improvement. The inclusion of assessment and attendance data discussions in each PLT meeting agenda is promoting data-informed decision making.
- The gradual release of responsibility is at the core of the school's pedagogical approach and instructional model, supported by staff professional learning through Teach Well Masterclass.
- Inclusive of daily reviews, an embedded whole-school approach to lesson design promotes consistency of instruction. Underpinned by an explicit instruction model and the provision of individualised 'We are learning to' and 'What I am looking for' assists differentiated expectations for students.
- The development of a tailored Professional Learning Series, based on staff personal and collective growth, demonstrates a commitment to enhance the quality of teaching to support student achievement and progress.

### Recommendations

The review team support the following:

- Investigate how the instructional model can be adjusted to address identified areas of need for specific students or cohorts.
- Advance plans to incorporate student voice in learning processes to tailor education to individual needs and increase student engagement.

## Student achievement and progress

The school collects and utilises longitudinal data sets to track student academic progress, providing insights into individual and cohort learning trends. Data is also used to assess and monitor the effectiveness of teaching practices.

### Commendations

The review team validate the following:

- Robust data collection, including eight years of longitudinal data, is used to track individual and cohort academic progress.
- Use of the Kindergarten Assessment Tool provides a solid foundation for monitoring the emerging oral language development of students at the commencement of their educational journey.
- The Drop Everything and Write initiative and the use of a uniform prompt is a unique tool for engaging staff in the moderation of writing and identifying targets for the Literacy Focus plan.
- Regular and consistent use of InitialLit assessments reflects a commitment to early literacy instruction and assists teachers to adjust their practices to better meet the needs of their students.

### Recommendations

The review team support the following:

- Provide ongoing moderation opportunities across all learning areas, both within the school and across the network.
- Develop a comprehensive understanding of the importance of offering multiple assessment opportunities, both formative and summative, for students to demonstrate their understanding of mathematical concepts.

## Reviewers

Darren Greaves  
**Director, Public School Review**

David Ball  
**Principal, Illawarra 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**