



Glen Forrest Primary School

Public School Review

Public School Review

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

Context

Glen Forrest Primary School is located approximately 29 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1045 (decile 3) and currently enrolls 242 students from Kindergarten to Year 6.

Glen Forrest Primary School became an Independent Public School in 2019.

The School has the support of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Glen Forrest Primary School was conducted in Term 4, 2022. This 2026 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 transparent school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- Preparation for the Public School Review was collaborative and purposeful, with staff supported to develop a shared understanding of the Standard. Through structured reflection and professional dialogue, staff identified strengths, recognised opportunities for improvement, and made authentic contributions to the school's self-assessment.
- The leadership team established a transparent and inclusive self-assessment process through the collation of staff reflections to identify common themes for validation and ongoing discussion.
- Responsibility for developing the Electronic School Assessment Tool (ESAT) submission was strategically distributed across staff, with guided reflection centred on the questions: 'How are we going?', 'How do we know?' and 'Where are we going next?'. This approach ensured the school's judgements were evidence-informed, authentic and representative of a broad range of staff perspectives.
- Staff spoke positively about their involvement in the Public School Review process, valuing the opportunity to contribute their perspectives and shape the school's self-assessment. The collaborative approach strengthened staff voice, reinforced a sense of value and ownership, and supported a shared commitment to ongoing school improvement.
- Sincere and reflective student leaders guided the review team on a tour of the school and engaged thoughtfully in discussions, sharing valuable insights into the learning environment and school culture which added value to the validation process.
- School Board members, P&C representatives and parents engaged openly with the review team, providing thoughtful reflections that affirmed the school's improvement journey and expressed confidence in the leadership and direction of the school.

Relationships and partnerships

Open communication, authentic engagement and collaborative partnerships are strengthening trust, connectedness and a shared commitment to school improvement across the school community.

Commendations

The review team validate the following:

- A strategic approach to communication, underpinned by the effective use of Compass, social media, the Sway newsletter and the weekly staff Treetop Times, has enhanced information sharing, staff cohesion and the promotion of the school's achievements and initiatives.
- Staff and parent feedback is actively sought, transparently shared and genuinely valued, informing school improvement through a culture of reflection, responsiveness and continuous improvement.
- A committed School Board provides effective governance, supported through targeted training and increasingly formalised processes, strengthening oversight of school performance and contributing strategically to the school's future direction.
- An active and highly engaged P&C promotes community connection and belonging through inclusive 'spirit' events, successful fundraising initiatives and community advocacy that enhances opportunities and facilities for all students.

Recommendations

The review team support the following:

- Strengthen partnerships with the local Aboriginal community to embed culturally responsive practices and authentic Aboriginal perspectives across the school, aligned with the Aboriginal Cultural Standards Framework.
- Embed consistent cycles of stakeholder consultation, using longitudinal feedback and survey data to evaluate impact, inform school improvement and communicate actions taken in response.

Learning environment

Shared values, positive relationships and a strong commitment to student wellbeing create a safe, inclusive learning environment where students are connected, engaged and supported to achieve success.

Commendations

The review team validate the following:

- The whole-school virtues program, led by the Chaplain and reinforced through explicit fortnightly lessons, has established a shared language and understanding of positive values and behaviours, enhancing student wellbeing and contributing to a respectful and inclusive school culture.
- The school's high-quality early childhood education program is characterised by respectful, responsive relationships, strong partnerships with families and thoughtfully planned transitions, creating a nurturing environment that supports children's wellbeing, engagement and successful learning.
- Student voice and agency are promoted through purposeful leadership opportunities, including the Student Leadership Team, Green Team and Tech Support roles, enabling students to influence school improvement while developing leadership capability and a strong sense of responsibility.
- The establishment of the Workload Advisory Committee demonstrates a commitment to valuing staff voice, strengthening professional trust and collaboration through responsive decision making that enhances staff wellbeing and sustainable work practices.

Recommendations

The review team support the following:

- Establish a whole-school framework and consistent processes for tiered student support, ensuring coordinated approaches to identifying, responding to and monitoring students' academic, social, emotional and wellbeing needs.
- Reinvigorate the whole-school Positive Behaviour Support approach through targeted professional learning, clearly documented behaviour processes and agreed practices that promote a consistent approach to behaviour support.

Leadership

A collaborative leadership approach is building collective ownership, developing cohesive systems and reinforcing a positive staff culture, establishing strong foundations for continuous school improvement.

Commendations

The review team validate the following:

- The visible, consultative and supportive leadership of the Principal has increased professional trust and staff confidence, creating an environment where staff feel valued, listened to and empowered to contribute.
- Intentional and transparent leadership development opportunities, including committee and phase of learning leadership roles, are enhancing leadership capacity, empowering staff and promoting shared responsibility for school improvement.
- Collaborative development of current operational plans has promoted the shared understanding of school priorities and established a foundation for the consistent implementation and monitoring of business plan priorities.

Recommendations

The review team support the following:

- Develop and implement a consultative strategic plan that establishes a shared vision, clear improvement priorities and measurable achievement targets aligned with Department priorities and the needs of students.
- Progress the development of aligned operational plans that translate strategic plan priorities and achievement targets into clear actions, responsibilities and success measures to guide implementation and monitor progress.
- Strengthen distributed leadership by providing structured opportunities for staff to lead school improvement initiatives, building leadership capacity, supporting succession planning and enhancing collective responsibility for school improvement.

Use of resources

Increasingly strategic stewardship of school resources is strengthening transparency, accountability and organisational capacity to support current priorities and future improvement.

Commendations

The review team validate the following:

- A deliberate focus on transparent and inclusive financial decision making has developed staff understanding of resource allocation processes and promoted greater confidence in operational decision making.
- Refined financial systems and processes, including establishment of class budgets, improved purchasing practices and a representative Finance Committee, are improving equity, accountability and consistency in the management of school resources.
- The manager corporate services' commitment to continuous professional growth, supported by targeted professional learning, mentoring and network engagement, has strengthened operational expertise and confidence, contributing to effective and transparent resource management.

Recommendations

The review team support the following:

- Strengthen the alignment between strategic planning, operational planning and resource allocation to ensure financial, human and physical resources are directed towards school improvement priorities and areas of greatest impact.
- Embed systematic monitoring and evaluation of resource allocation decisions to determine their impact on strategic plan priorities and student achievement, wellbeing and engagement, informing future planning and investment.
- Develop and implement a workforce plan aligned with the strategic plan to support workforce sustainability, leadership succession and staff capability.

Teaching quality

A shared commitment to continuous improvement and responsive teaching underpins a professional culture where collaboration and evidence-informed practice support the diverse learning needs of students.

Commendations

The review team validate the following:

- Phase of learning meetings promote collaborative professional practice through moderation, shared planning and purposeful discussion of student learning and wellbeing, fostering consistency in teaching and alignment with whole-school priorities.
- A whole-school commitment to evidence-informed literacy practices, including daily reviews and explicit vocabulary instruction, has increased consistency of classroom practice and promoted student engagement and literacy development.
- A strategic approach to Digital Technologies curriculum provision, supported by a dedicated committee, targeted professional learning and industry partnerships, is building teacher capability and expanding students' access to engaging, future-focused learning opportunities.
- Specialist learning programs and participation in Hill Education Community initiatives enrich the curriculum, providing inclusive opportunities for students to develop their strengths, extend their interests and engage in authentic learning experiences.

Recommendations

The review team support the following:

- Establish documented whole-school literacy and numeracy frameworks, aligned with Teaching for Impact, that define agreed, evidence-informed teaching practices and guide consistent implementation across the school.
- Embed a coaching and peer observation model that supports teachers to implement agreed teaching practices, reflect on their effectiveness and strengthen classroom practice through ongoing feedback and collaboration.
- Develop a strategic professional learning plan aligned with whole-school priorities, building staff capability to consistently implement agreed teaching practices and evidence-informed approaches.

Student achievement and progress

Increasingly aligned whole-school systems and processes for monitoring student achievement and progress are enhancing collective accountability for student outcomes and supporting evidence-informed improvement.

Commendations

The review team validate the following:

- Collaborative analysis of whole-school and cohort achievement and progress data has established a shared understanding of student performance, enabling staff to identify priority areas for improvement and inform future planning.
- 2025 NAPLAN¹ results reflect positive student achievement and progress in Year 5 Reading, Spelling, and Grammar and Punctuation, with performance exceeding that of like schools.
- Targeted reading intervention, informed by DIBELS² assessment data and ongoing progress monitoring, enables timely support, informed differentiation and improved literacy outcomes for identified students.

Recommendations

The review team support the following:

- Strengthen staff capability in the analysis and use of student achievement data through disciplined dialogue and targeted professional learning to inform responsive teaching and improve student achievement and progress.
- Embed consistent whole-school processes for the collection, triangulation and analysis of student achievement data to enhance evidence-informed decision making and the monitoring of student progress.

Reviewers

Danielle Roache
Director, Public School Review

Kim Calabrese
Principal, Winterfold 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.

The next review process focusing on the leadership and use of resources domains only, is scheduled for Term 2, 2027. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy