



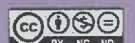
Department of  
Education

**Shaping the future**

# Glen Forrest Primary School

## Public School Review

D22/0779373  
October 2022



# 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

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

Established in 1891, the school was first known as Smith's Mill and then renamed as Glen Forrest Primary School in 1897. Glen Forrest Primary School became an Independent Public School in 2019.

Currently there are 224 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1051 (decile 3).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The Electronic School-Assessment Tool (ESAT) submission incorporated the perspectives of a range of staff and community stakeholders and was coordinated by the executive team.
- Annotated evidence submitted in the ESAT supported the school to articulate and demonstrate the recent improvement journey.
- Sincere school self-reflection demonstrated the school's ability to recognise their areas of strength and opportunities for future growth and improvement.
- The ESAT submission was succinct and referenced the domains of the Public School Review Standard. Links were made within Principal observations across multiple domains which avoided the repetition of the presentation of evidence.
- Meetings held with the review team on the day of validation included the perspectives of all sections of the school community including students, families, allied professionals and teachers.

The following recommendations are made:

- Consider the use of more explicit links between the evidence submitted and the Public School Review Standard to better prepare the review team in advance of the validation visit.
- Incorporate the use of the ESAT in regular school self-assessment processes for ease of retrieval and consistent tracking of school improvement progress.

## Public School Review

### Relationships and partnerships

Senior students enjoy their 'school among the trees', and speak fondly of the programs and support they have received from staff throughout their time in the school as they approach graduation.

### Commendations

The review team validate the following:

- Parents appreciate the improvements staff have implemented to teaching and access to teacher feedback on student performance over the past 3 years and describe the school as a school of choice.
- The Board has a sound succession plan to ensure consistent membership is maintained. They frequently engage with the Principal to participate in the analysis of data and financial information.
- The P&C has maintained vital partnerships with local businesses and elected representatives to enhance the educational outcomes of students.
- A sense of belonging for staff is fostered through respectful and collaborative partnerships and a shared commitment to students.
- The highly regarded chaplain is a conduit between the school, families and the wider community and this connection is valued by all stakeholders.
- Communication between leadership and other staff is timely, informative and transparent. Staff feel included in key decision making and are encouraged to collaborate to support student growth.

### Recommendations

The review team support the following:

- Seek agreement on a school-wide approach to, and platform for, communicating with parents and families.
- Maintain the current partnership with the P&C that ensures a strategic approach to the raising of funds and shared vision of collaborative projects that deliver benefits to students.

### Learning environment

The establishment of a culture where all students' wellbeing, learning needs and opinions on issues that impact their learning, are recognised by staff as a key pre-condition to academic achievement.

### Commendations

The review team validate the following:

- The Positive Behaviour Support (PBS) team partner with other staff to build capacity in implementing the behaviour matrix. This has positively impacted suspension rates and improved student classroom behaviour.
- A committed school psychologist works alongside staff and families to advise on adjustments to meet student learning and disability needs.
- A student services deputy principal coordinates staff and school responses to meeting student needs and communicating with families. Case conferencing and case management involving community agency resources is in place to support the provision of student learning and maintenance of student wellbeing.
- Steady improvements seen in the attendance rates of students are credited to clear communication about the importance of regular engagement with families by classroom and leadership staff.

### Recommendations

The review team support the following:

- Revisit the National Quality Standard self-reflection and request verification on this reflection.
- Conduct a self-assessment of the school's progress toward the provision of a culturally responsive environment using the Aboriginal Cultural Standards Framework.
- Plan for the succession of staff leaders on the PBS team.

## Leadership

The leadership team widely engage staff in change management processes, including consultation, the presentation of student achievement data and the trialling of new programs before implementation.

### Commendations

The review team validate the following:

- Staff are provided opportunities to develop their leadership through the Western Australian Future Leaders Framework (WAFLF) cohort hosted by the network. Leadership staff participate as mentors through this initiative.
- Action research led by school staff has refined, challenged and reinforced the use of numerous evidence-based approaches to teaching and assessment.
- Staff speak highly of the executive team and report that decision making and the design of school strategy is collaborative and incorporates the thoughts of the broad staff cohort.
- Whole-school literacy and numeracy plans have been implemented following the recommendations of a previous review report.
- Student leadership opportunities are provided through the student council and PBS.

### Recommendations

The review team support the following:

- Design and implement performance management processes with all staff that ensure their engagement and encourage ownership.
- Continue to engage through the Hills Education Community (HEC) network in the WAFLF.

## Use of resources

The manager corporate services (MCS) and Principal prioritise the engagement of both the Board and widely representative Finance Committee to ensure transparency on the deployment of finances, assets and human resources.

### Commendations

The review team validate the following:

- Workforce planning prioritises the development of aspirant leaders and staff willing to accept roles of strategic and operational responsibility, including the sharing of staff throughout the HEC network.
- The knowledgeable MCS ensures training for all staff in financial processes and mentors cost centre managers to ensure adherence to Public Sector Standards.
- A passionate classroom teacher manages the purchasing and maintenance of information and communication technology equipment in tandem with an external technician. Collaboration across the HEC aids the provision of value for money devices and approaches that support student learning.
- Staff are encouraged to interrogate and query elements of the one-line budget and a healthy dialogue around spending and resourcing builds commitment to common goals.
- Education assistants and special needs educational assistants are deployed in the best interest of meeting the needs of the greatest number of students, including those with funded disability resource allocations.

### Recommendations

The review team support the following:

- Continue to provide induction for new staff on school financial processes.
- Work with the Finance Committee to ensure that all student characteristic money has an identifiable pathway to meeting the learning needs of the students for which it is intended.
- Ensure the continuity of financial strategy by undertaking succession planning for the staff financial team.



## Teaching quality

Teaching staff are empowered to improve their practice using a range of means and students benefit from their commitment to develop and implement engaging programs and lessons.

### Commendations

The review team validate the following:

- The recent adoption of a school wide maths program is an example of the collaboration and consultation undertaken by staff to better meet the needs of students. Current improved numeracy results support the process of enquiry and implementation undertaken with this approach.
- Implemented literacy approaches demonstrate staff engagement with the evidence base for improved levels of student literacy.
- The HEC network supports the moderation of teacher literacy judgements through collaborative use of the Brightpath Ruler. Teaching practice in literacy across the network is shared through common school development day workshops and the implementation of common assessment tasks.
- Specialist teaching staff have established extra-curricular classes to support the differentiation of student learning, inclusive coverage of the curriculum and extension for identified and volunteer students.

### Recommendations

The review team support the following:

- Implement a formalised observation program of classroom teaching to build on the strengths of the currently established informal peer and leader classroom visits.
- Focus on building a shared language on the elements of teaching practice to draw consistency between the approaches of teachers using the department's qualified teacher status when launched.
- Using the process of consultation employed when implementing the school-wide maths program, \* collaboratively determine the consistent approach that all staff will adopt in teaching literacy.

## Student achievement and progress

In 2022, Year 5 students have exhibited performance in the NAPLAN<sup>1</sup> that exceeds that of their peers in like schools and test means are above proficiency standards for both Year 3 and 5 students in all test types.

### Commendations

The review team validate the following:

- The MiniLit program has been re-instated to meet emerging gaps in student learning and knowledge identified through assessments.
- There is an evident improvement in the literacy results of students. Staff adhering to agreed school approaches is seen as key to maintaining this improvement.
- Cohesive scheduling of school development days by member schools in the HEC supports the provision of opportunities for staff to moderate common assessment tasks together.
- Establishment of learning pre-conditions through PBS is seen as an important contributing factor to the recently observed improvements in the engagement and subsequent results of entire cohorts.
- Early childhood teaching staff and allied professionals exhibit a desire to draw consistency between their teaching practice to improve literacy outcomes for students.

### Recommendations

The review team support the following:

- Develop an assessment measure that ensures the implementation, with fidelity, and currency of knowledge concerning staff use of agreed programs and approaches is maintained.
- Track student progress from On-entry Assessment to Year 3 using systemic and other Student Achievement Information System data to ensure sustained achievement of student potential.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Leonie Clelland  
**Principal, Karrinyup 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, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy

