



Department of  
Education

**Shaping the future**

# Walliston 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 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

Opened in 1970, Walliston Primary School is in the South Metropolitan Education Region, approximately 25 kilometres from the Perth central business district.

The school has an Index of Community and Socio-Educational Advantage rating of 1025 (decile 4) and currently enrolls 286 students from Kindergarten to Year 6. It became an Independent Public School in 2020.

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

The first Public School Review of Walliston Primary School was conducted in Term 1, 2019. This 2023 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 concise and rigorous school self-assessment.

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

- Self-assessment was undertaken by the Principal, in conjunction with members of the committed middle leadership team, who assessed and made judgements of the school's progress against the Standard.
- The 2023 Electronic School Assessment Tool (ESAT) submission incorporated a summary of the work that the school had undertaken to meet the recommendations of the 2019 Public School Review.
- There was a very clear narrative of the past 4 years of the school's improvement journey, linking all domains of the Standard.
- Overview statements, prepared for each domain, provided a concise number of succinct planned actions for the next improvement cycle. These were validated by the review team and members of the community who participated in review meetings.
- The participation of students, who led an informative tour of the school's facilities at the commencement of the validation visit, together with staff, who demonstrated their deep investment in the school's strategy and operations, added further value to the review validation process.

## Public School Review

### Relationships and partnerships

Maintaining and preserving the school's culture is paramount for the staff, students and families who affectionately label themselves as 'hills people' while demonstrating commitment to supporting their school.

#### Commendations

The review team validate the following:

- Students identify the elements of their school that they value, from participation in activities that incorporate the outside environment and local excursions, to cutting edge STEM<sup>1</sup> and arts performances.
- The School Board, instrumental in advocating successfully to become an Independent Public School, promote the school throughout the local community. A former Principal continues to serve the school as a Board member.
- Members of the large P&C hold social events for families, working bees to maintain the school grounds and contribute funds to programs and large-scale projects, such as the nature playground.
- Parents value the responsive nature of the Principal and staff. Family members attest that their feedback to the school, via satisfaction and culture surveys, is taken on board and the school responds to their input.
- Communication with families occurs using the Compass app, Seesaw, entertaining and informative assemblies and through classroom representatives who lead the dissemination of information.
- There is a high level of community support for and satisfaction with the school. Key local partnerships include the City of Kalamunda, the Bibbulmun Network of Schools and the STEM school's partnership.

#### Recommendation

The review team support the following:

- Explore potential opportunities to expand the Board's knowledge of the LEARN<sup>2</sup> and 3C (Connect, Create and Communicate) inquiry instructional frameworks with the wider school community and families.

### Learning environment

The desire to ensure that no child misses out on achieving their educational potential drives the implementation of multiple processes for students at educational risk and tiers of intervention by staff, including MultiLit withdrawal as required.

#### Commendations

The review team validate the following:

- A highly valued chaplain and school psychologist are connected to the students, facilitating programs such as girls chat, gr8 mates and whole-school social and emotional learning in the Aussie Optimism program.
- There are embedded approaches to delivering Positive Behaviour Support in the school. This is supported by the WAMO school reward system and aligned to the values: we are respectful, we are learners, we are kind.
- The exquisite bushland environment is harnessed by staff through the 'Bush School' outdoors classroom activities. Innovative furniture within traditional classrooms supports the pedagogical approaches.
- There is a Triple P - Positive Parenting Program trainer on staff who supports the Pre-kindergarten and secondary transition process for students and families through in-school and after hours professional learning sessions.
- Recently appointed, experienced and knowledgeable, the learning support coordinator works collaboratively with staff to incorporate adjustments for students' individual learning needs in classrooms.
- Aboriginal perspectives are interwoven through the HASS<sup>3</sup> curriculum and taught under themed programs aligned to the school's 3C inquiry instructional model.

#### Recommendations

The review team support the following:

- Collaborate with the community to support the implementation of the Bibbulmun Reconciliation Action Plan, where resources can be shared to support the fostering of a culturally responsive learning community.
- Explore processes and communication platforms that assist to reduce the number of unauthorised absences as part of the current dialogue on the advantages of regular school attendance.

## Leadership

The Principal exhibits the ability to balance innovation and careful consultation with all stakeholders at the pace that supports the sustainable implementation of change. The Walliston Way framework guides school operations and instruction.

### Commendations

The review team validate the following:

- Professional Learning Communities have been established as priority teams for literacy and numeracy, future focused learning and emotional intelligence, affording opportunities for staff to show leadership in areas of personal passion or skill while delivering on strategy.
- Within priority teams, small action teams carry the delivery of operations in areas such as sustainability, STEM and Aboriginal cultural responsiveness.
- The School Board has the opportunity to discuss students' academic data, host regular presentations by staff and lead the promotion of strategy in the community in partnership with the Principal.
- Exemplary instructional leadership is a feature of the school with the embedded pedagogical framework seamlessly meshing the dual 3C inquiry and LEARN explicit instructional frameworks.
- Staff performance management processes are aligned to agreed goals. These goals are synchronised to the school's priorities and processes. Clear links exist between strategic, operational and classroom plans.

### Recommendations

The review team support the following:

- Investigate opportunities to develop staff and students' coaching and mentoring capabilities, to ensure the sustainability of school initiatives.
- Identify, develop, and support staff in leadership positions utilising the Western Australian Future Leaders Framework.

## Use of resources

The recently appointed manager corporate services (MCS) has undertaken the Aspirant and Newly Appointed MCS courses. A collegial network of locally based MCSs support one another to develop in their roles.

### Commendations

The review team validate the following:

- The School Board provides oversight of the school's finances through transparent reporting at meetings by the MCS. The Finance Committee, MCS and Principal take a student focused approach to budgeting.
- Operational plans under school priorities are resourced with budget amounts providing clarity to staff and leaders on their capacity to implement programs, reflected in the renaming of expenditure accounts.
- There is an open and transparent process applied to annual budgeting. Staff are aware of what attracts funding and why, principally through an annual staff meeting presentation on the operational dashboard.
- Training is provided to cost centre managers in their roles and responsibilities in purchasing, as well as on the management of school resources.
- The school has experienced a period of growth in enrolments which has recently stabilised and provided certainty to staff involved in planning the annual preliminary budget.
- All classes from K-6 are provided with iPads and combined with readily available Windows notebooks when needed for the learning program. Technical support is sourced both commercially and by using the skills of staff.
- A detailed workforce plan explicitly outlines the strengths of the school's current staff cohort, risks to the profile that are either imminent or potential and opportunities that may exist to grow the capacity of staff.

### Recommendations

The review team support the following:

- Manage finances through annual budgeting and reserves to improve the quality of ICT<sup>4</sup> infrastructure.
- Consider funding and planning for extra staff, such as maintaining the learning support coordinator role, the role of a curriculum coach and extra school officer positions to support teachers.

## Teaching quality

The 'why' is the foundation of determining the way that students are taught at Walliston Primary School. Extensive community, family, staff and student consultation occurs and is reviewed at regular intervals to ensure that the 'why' remains contemporary, guiding pedagogy and instructional strategy.

### Commendations

The review team validate the following:

- Under the LEARN model, students receive explicit gradual release of content instruction in literacy and numeracy.
- Underpinned by the 3C inquiry model, students are led through a constructivist approach to learning in HASS and STEM, incorporating the explicit delivery of required content.
- Inquiry learning is staged as age appropriate. Kindergarten to Pre-primary experience play based inquiry, Years 1 to 2 learn through structured inquiry, Years 3 to 4 undertake guided inquiry, while inquiry in Years 5 to 6 is independent.
- There are 2 Phase of Learning Teams from Kindergarten to Year 2 and Years 3 to 6 that collaborate in shared DOTT<sup>5</sup> time, strengthening shared planning and driving efficiencies in implementing agreed teaching practice.
- Students experience the specialist areas of visual art, performing arts, Italian and health and physical education, as well as inquiry-based processes in STEM aligned to both the LEARN and 3C models.
- There is a rigorous induction program undertaken with new and graduate teachers. All staff value the ability to adhere to the instructional models whilst retaining their individual teaching autonomy.
- There is a clear link between student achievement data and the content taught in planned daily reviews.

### Recommendations

The review team support the following:

- Implement professional learning that supports effective coaching strategies for the middle leadership team, supporting the mentoring of staff on the implementation of the LEARN instructional model with fidelity.
- Continue to provide occasions for staff to collaborate and share practice, school-wide and with other schools.

## Student achievement and progress

The link between internal and external staff moderation and the advocacy of students in establishing targets for their own learning and achievements, guides the comparability of teacher judgements school-wide.

### Commendations

The review team validate the following:

- Parents and families are kept well informed of how their children are progressing academically and socially at school. Informal and formal open evenings and reporting events are valued by families.
- Parents participate in the establishment of Individual Education Plans for their children when differentiations are required, in partnership with teachers and allied professionals, aligned to a 'plan, implement and review' cycle.
- The assessment schedule published school-wide ensures the coverage of all curriculum areas, as well as providing guiding data for the tracking of student progress. Accountability for implementation of the assessment schedule features on the meeting agendas of collaborative Phase of Learning Teams.
- Classroom student achievement targets inform the delivery of instruction to identified groups of students from interventions to extensions.
- Students participate in activities such as 'Brightpath Bump up Walls' that build their knowledge of standards and expectations on achievement and assist them in setting goals for their own achievements.

### Recommendations

The review team support the following:

- Investigate methods of utilising data to measure the impact of the 3C inquiry model of instruction on students' levels of achievement and progress.
- Continue to embed and refine the collection of assessment data and its use to inform pedagogical practice.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Stacie Skehan  
**Principal, North Morley 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 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Science, technology, engineering and mathematics
- 2 Learning intentions, Engage, Activate learning, Review and Next steps
- 3 Humanities and Social Sciences
- 4 Information and communications technology
- 5 Duties other than Teaching