



Department of
Education

Shaping the future

Glendale 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

Context

Glendale Primary School is located approximately 15 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school opened in 1971 and gained Independent Public School status in 2015.

Currently there are 313 students enrolled from Kindergarten to Year 6 and the school has an Index of Community-Socio Educational Advantage of 1041 (decile 3).

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

The first Public School Review of Glendale Primary School was conducted in Term 3, 2018. This 2023 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 Principal and leadership team prepared the school's self-assessment, ensuring staff had input into the process while being mindful of workload.
- The Standard and Public School Review Domain Reference documents were used to guide reflection processes. A summary statement provided an overview of the school's performance aligned to the Standard with a range of evidence provided.
- The school's self-assessment was enhanced by conversations with a diverse range of staff who contributed their reflections and engaged actively in the process.
- School Board members, P&C representatives and parents engaged positively in validation visit discussions, demonstrating mutually respectful relationships and a strong investment in the school.
- Student leaders provided valuable insights about the school and opportunities made available to them throughout their time at the school.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative self-assessment processes aligned to school planning.
- Routinely utilise the Electronic School Assessment Tool to embed ongoing cycles of self-assessment and support staff to selectively submit entries for future reviews.

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Relationships and partnerships

The school actively seeks and fosters productive relationships with the local high school and a range of agencies and organisations to maximise learning opportunities for students. Staff are respectful, positive and demonstrate collegiality while working collaboratively to progress the school improvement agenda.

Commendations

The review team validate the following:

- A strong culture of collaboration between staff is underpinned by mutual respect and a collective commitment to ensure success for every student. Staff feel valued, supported and contribute to decision making processes.
- The School Board is highly effective and professional, with comprehensive processes in place to develop the capabilities of all members to support school priorities. The school and Board work transparently and engage proactively in discussions to support policy implementation and priorities.
- The P&C provides a platform for community engagement through the facilitation of school events, delivering additional resources for the learning environment. The cultural advisor position on the P&C is a crucial role in supporting Aboriginal families' perspectives and ensuring the school is culturally responsive.
- Year 5 and Year 6 students access programs at Warwick Senior High School, supporting successful transition and engagement opportunities.

Recommendations

The review team support the following:

- Capitalise on the strong partnerships developed, and build on these to include universities to support the needs of students and enhance opportunities for staff.
- Proceed with intentions to seek consistent feedback from staff, students and families through surveys.

Learning environment

Glendale Primary School is committed to ensuring a safe, supportive, engaging and student-centred learning environment. Learning is enhanced through a shared understanding of positive behaviour management facilitated through evidence-based intervention and extension programs.

Commendations

The review team validate the following:

- Comprehensive case management processes for students at educational risk from Kindergarten to Year 6 ensure those requiring intervention, and extension, are identified supported in their learning and provided with engaging opportunities.
- A positive approach to interrogating and analysing data identifies barriers to regular attendance and is used to collaboratively develop improvement plans with students and families.
- Flexible timetables cater for students who have difficulty being punctual, ensuring they have access to relevant programs.
- Staff, including the school chaplain, support the social and emotional wellbeing of students and manage behaviour with a proactive, collaborative and solutions focused approach.
- Collaborative processes have been established with families and students to develop Special Educational Needs plans and Individual Education Plans.

Recommendation

The review team support the following:

- Continue to build on the success of the Walker Learning Approach in the early years and embed across the school, incorporating the Quality Teaching Strategy.

Leadership

The Principal collaboratively leads a culture of high expectations through clarity of vision, and provision of whole-school structures and processes. There is a collective commitment to the school's improvement journey through distributed leadership and by ensuring students are at the heart of all decision making.

Commendations

The review team validate the following:

- The school leadership team is visible and responsive to staff and student needs. An environment of high trust has been built through the establishment of respectful relationships.
- The school's distributed leadership model fosters meaningful opportunities to build leadership capacity among staff. Defined structures are aligned to clear roles and responsibilities and consider the workload of all involved.
- There is clear representation of staff from all phases of learning on school committees, enabling inclusive practices and transparent decision making processes.
- The school's vision provides staff and students with clear directions and a collaborative belief based on high expectations for student achievement, health and wellbeing.

Recommendations

The review team support the following:

- Strengthen opportunities for leadership linked to Teaching for Impact to enable the facilitation of classroom observations, reflection and feedback, to ultimately improve student outcomes.
- Explore opportunities to collect feedback on the leadership team for developmental purposes using the 360 degree feedback tool.

Use of resources

The manager corporate services and Principal work closely to ensure financial decision making processes are transparent, evidence-based and monitored effectively.

Commendations

The review team validate the following:

- Through effective budget planning, administration, monitoring and reporting, the school complies with the Funding Agreement for Schools. This has enabled the school to deliver a range of ongoing initiatives related to curriculum delivery, school grounds and facilities.
- Sound processes and practices are established for managing financial and human resources. The Finance Committee, comprised of staff from every phase of learning, plan, review and monitor the budget closely.
- Staff have been strategically recruited with the necessary skills to meet the workforce planning needs of the school.

Recommendations

The review team support the following:

- Continue to schedule regular Finance Committee meetings to enable finances to be reviewed and linked to school planning.
- Continue to manage reserve funding according to school planning related to student intervention and grounds improvement.

Teaching quality

Collaboratively developed shared beliefs and clear expectations about effective teaching and learning ensure that students are engaged and inspired to reach their potential. Whole-school, low variance connected teaching practices are being forged across the school to further align teaching practices.

Commendations

The review team validate the following:

- The building of staff expertise and connected teaching practices have been developed in the early years using the Walker Learning Approach, linked with the Early Years Learning Framework and the Western Australian Curriculum.
- Collaborative practices are valued, evident in shared planning opportunities, support for newly appointed staff and collective teaching and learning beliefs.
- Education assistants are provided with opportunities to be upskilled and deliver intervention programs including Peggy LEGO and MultiLit.
- The impact of the SpeakUP program and a whole-school fluency focus has had a positive impact on students' public speaking skills.

Recommendations

The review team support the following:

- Continue to explore and select an evidence-based mathematics program linked to the Western Australian Curriculum that encompasses extension opportunities for students.
- Explore and embed grammar and punctuation resources to support the explicit teaching of the essential elements of language conventions leading to improved student performance.

Student achievement and progress

A range of school-based and systemic data is used to monitor progress and achievement as well as provide evidence for the impact of intervention and extension opportunities for students.

Commendations

The review team validate the following:

- A range of data sources are used to monitor student progress and influence the implementation of intervention and extension programs.
- Staff critically review and analyse whole-school programs and approaches to determine their effectiveness and impact on student achievement and progress.
- Knowledge and understanding of a range of standardised assessments has enabled the effective identification of students requiring support in the early years.
- Student progress is monitored closely using Progressive Achievement Tests and Brightpath, as well as common assessment and moderation tasks to ensure grade alignment.

Recommendations

The review team support the following:

- Continue to develop the whole-school database resource and build on the data literacy of all staff.
- Implement training for staff on the use of Abilities Based Learning Education, Western Australia (ABLEWA) curriculum material and assessment as well as the English as an Additional Language/Dialect Progress Map to cater for diverse student needs.

Reviewers

Natalie Tarr
Director, Public School Review

Lisa Fletcher
Principal, Secret Harbour 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools