



Department of  
Education

**Shaping the future**

# Springfield 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 1972, Springfield Primary School is located in Kallaroo, approximately 25 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1064 (decile 2).

There are currently 245 students from Kindergarten to Year 6.

Springfield Primary School benefits from an active Parents and Citizens' Association P&C, which works to support the school through fundraising activities that help provide an array of school resources.

Gaining Independent Public School status in 2015, there is also support from a dedicated School Board.

The first Public School Review of Springfield Primary School was conducted in Term 2, 2019. This 2024 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 rigorous school self-assessment.

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

- The outgoing Principal undertook a strategic approach in preparing the school's self-assessment, ensuring staff had input into the process.
- The insightful and genuine participation of staff in the school's self-assessment and validation process demonstrated and confirmed a shared commitment to school improvement.
- Participation in the Public School Review process provided an opportunity for staff and the School Board to reflect on the changes since the last review. They were appreciative of the progress made in continuing to build the collective efficacy of staff.
- School Board members, P&C representatives and community partners engaged enthusiastically in the validation visit discussions, reflecting a strong sense of investment in the school's ongoing development.

The following recommendations are made:

- In future Electronic School Assessment Tool (ESAT) submissions, ensure there is clear alignment between the Standard, judgements made regarding school performance and the evidence submitted.
- When uploading evidence that includes snapshots, consider whether providing the entire document would strengthen the alignment between judgement and analysis.

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### Relationships and partnerships

A commitment to developing community connections and partnerships for the benefit of all is clearly evident within the school. Staff demonstrate a strong moral purpose and build positive relationships with students and families to support ongoing student success.

### Commendations

The review team validate the following:

- Staff relationships are respectful, confident and demonstrate a deep knowledge and common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration, feedback, empowerment and commitment.
- An active P&C enhances the educational experiences of students and strives to create a sense of community and connection through organising events.
- A focus on enhancing communication processes, through a variety of platforms, keeps families informed about what is happening in the school, classroom and with their children.
- The School Board connects the school to its community and provides effective governance and valued feedback to inform school improvement and the strategic direction.
- A proactive partnership with schools within the Joondalup Learning Community supports the development of aspirant leaders across the Network.

### Recommendations

The review team support the following:

- Develop and implement a Parents as Partners Framework to support and further enhance community engagement.
- Explore opportunities to interact with other schools within the Joondalup Learning Community with a focus on the development of effective teaching practice and improving student progress.

### Learning environment

The establishment of a welcoming and safe environment is the foundation on which the school's learning environment is built, creating a strong sense of belonging. Students are enthusiastic advocates for the school's caring, inclusive ethos.

### Commendations

The review team validate the following:

- The physical environment has undergone upgrades that add value to the student learning experience. Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of students.
- Student voice and agency are valued and contribute to the notion of empowerment and school pride. There are opportunities for students to be involved in the direction and improvement of the school.
- Students at educational risk are identified through assessments, with targeted early intervention programs, such as MiniLit, providing students with opportunities to make progress.

### Recommendations

The review team support the following:

- Implement the updated Students at Educational Risk Policy.
- Continue to promote a positive approach to managing student behaviour by embedding the newly introduced restorative practices into the school culture.
- Formalise the implementation of the Aboriginal Cultural Standards Framework with consideration to addressing the breadth of the framework.
- Consolidate and refine the school's approach to catering for the needs of academically able students.

## Leadership

School leadership has a strong, shared moral purpose with a united vision founded on enabling students to be successful. The leadership team's quest for excellence is fostered through collaboration, consultation and support.

### Commendations

The review team validate the following:

- Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms. A stable, distributed leadership model empowers staff, providing opportunities to build their leadership capabilities.
- A targeted and sustainable focus on improvement is supported through evidence-based decision making and the positive engagement of staff in developing and implementing school plans.
- Performance and development processes are focused on staff self-reflection and improvement through observation, feedback, point of need professional learning and the introduction of coaching.
- The introduction of Phase of Learning Teams (POLTs) and Focus Groups engages and supports staff, enabling them to inform and implement the school's improvement agenda.

### Recommendations

The review team support the following:

- Progress plans to embed the use of video technology and coaching as tools to support the provision of meaningful feedback to teachers.
- Maintaining a focus on the school's improvement intent, consider making explicit the links between the business and operational plans.

## Use of resources

Significant work in realigning practices has resulted in the sustainable and transparent allocation of resources through the implementation of strategic planning, management and monitoring processes. There is a clear intent to ensure resources are deployed in a targeted way to optimise learning outcomes for all students.

### Commendations

The review team validate the following:

- Processes and practices are established for managing resources. An effective Finance Committee assists with oversight. The School Board is kept well-informed of the school's financial management processes.
- Staff are provided with a finance handbook and guidance from the manager corporate services (MCS) to support their understanding of responsibilities for expenditure. Cost centre managers are provided with the tools and knowledge to undertake their roles through formal and informal training opportunities.
- Informed by a gap analysis and careful consideration of the school's future needs, a workforce plan has been successfully implemented to address over staffing. This has resulted in available resources being allocated more responsively and flexibly to school priorities.
- A comparative assessment has been undertaken on whether to purchase or lease information and communications technology with the intent of maximising student access to, and engagement with, contemporary equipment.

### Recommendation

The review team support the following:

- Maintain the school's financial practices through the incoming principal working closely with the MCS and School Board and participating in financial management professional learning.

## Teaching quality

A commitment to continue embedding a performance culture focused on low variance, evidence-based, whole-school approaches is evident. Staff demonstrate a shared ownership for the success of all students.

### Commendations

The review team validate the following:

- A connected learning handbook serves to reduce variability of practice while facilitating the implementation of evidence-based, High Impact Teaching Strategies. The document effectively communicates and supports the Gradual Release of Responsibility Instructional Framework as the school's model of explicit instruction.
- Professional learning prioritises the implementation of agreed school-wide programs intending to ensure fidelity, rigour and continuity in delivering curriculum content.
- The implementation of POLTs has empowered staff collaboration, developing and sharing effective practices and the use of student data to inform classroom planning.
- The analysis of student data has led to a review of the school's approach to teaching mathematics. Staff have agreed to incorporate the RUCSAC<sup>1</sup> process in order to develop mathematical problem solving skills.
- Specialist teachers actively collaborate in a POLT to ensure their teaching is aligned to the school's instructional expectations.

### Recommendations

The review team support the following:

- Implement and embed the agreed whole-school mathematics program.
- Clarify and implement whole-school expectations in the teaching of higher order thinking skills and the use of inquiry based learning.

## Student achievement and progress

A commitment to improve student outcomes is evident and supported through a focus on developing whole-school processes for the consistent collection and analysis of student achievement and progress data. Parents demonstrated a strong appreciation of the school's unwavering focus on improving student achievement.

### Commendations

The review team validate the following:

- A school-wide assessment schedule guides the systematic collection and analysis of meaningful data.
- Staff are supported through a disciplined dialogue approach to understand and value system and school based student achievement data including, NAPLAN<sup>2</sup>, teacher judgement, Progressive Achievement Tests and the On-entry Assessment Program to inform school improvement and teacher planning.
- The recently introduced Elastik tool is allowing teachers to review data and set strategic teaching goals to address the differentiated needs of all students more effectively.
- Measurable business plan targets, identified through the deep analysis of student data, clearly reinforce the school's intent to improve student achievement.

### Recommendations

The review team support the following:

- Track and monitor mathematics data to ensure the new program demonstrates evidence of impact.
- Continue to develop staff data literacy through ongoing engagement in authentic conversations around data and its role in informing teaching practice.

## Reviewers

Gary Crocetta  
**Director, Public School Review**

Tamala Wilkinson  
**Principal, Helena Valley 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 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Read, Understand, Choose, Solve, Answer, Check
- 2 National Assessment Program – Literacy and Numeracy