



Department of  
Education

**Shaping the future**

# Greenfields 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

Greenfields Primary School is located in the Mandurah suburb of Greenfields, approximately 80 kilometres from Perth within the South Metropolitan Education Region. Opened in 1990 the school became an Independent Public School in 2017.

The school has an Index of Community Socio-Educational Advantage rating of 920 (decile 9). There are currently 404 students enrolled from Kindergarten to Year 6.

The School Board support the strategic direction of the school through sound application of their governance roles and responsibilities. Greenfields Primary School is also supported by a dedicated and active Parents and Citizens' Association (P&C).

The first Public School Review of Greenfields Primary School was conducted in Term 4, 2019. 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 school self-assessment, providing an overview of the operations of the school.

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

- A culture of ongoing reflection and continuous improvement, strongly led by the school leadership team was evident, providing consideration of the impact of school operations on student achievement.
- Staff and key stakeholders were given opportunities to unpack and understand the Standard. The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard.
- A range of credible evidence was selected for analysis, with alignment between judgements made about performance and planned actions for improvement.
- A significant representation of staff, students, parents and community members engaged in discussions with the review team, contributing authentic reflections in support of the school's self-assessment.
- Staff demonstrated ownership for student performance, with professional and personal responsibilities accepted and understood.

The following recommendations are made:

- Carefully consider the choice of evidence and analysis in each domain to ensure it accurately describes the impact on student outcomes.
- Ensure that evidence submitted in future ESAT submissions covers the breadth of indicators described in each domain of the Standard.

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### Relationships and partnerships

Greenfields Primary School is invested in building strong, connected relationships with parents, carers, students and between staff. Following the lead of the Principal, staff know each student and their family. They model and prioritise mutual respect and trust in their actions and words contributing to the high reputational regard the school has within the community.

### 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.
- Communication processes keep families well-informed about what is happening in the school, classroom and with their child. Communication is through face-to-face and digital platforms including, a Facebook page, ClassDojo, emails and text messages.
- Extensive partnerships have been established with a variety of agencies and organisations that support the learning program for students. These include other schools, the local branch of the Returned & Services League, Peel-Harvey Catchment Council, City of Mandurah, Foodbank WA and local businesses.
- An active and engaged P&C work in collaboration with the School Board to support the school in meeting the needs of students and the community through the organisation of events that encourage families to be engaged and connected to the school.

### Recommendations

The review team support the following:

- Actively explore opportunities for Board membership to reflect the diversity of the school through the inclusion of an Aboriginal community member.
- Continue to harness the feedback from parents and students to determine future strategy and adjust school approaches to better meet the needs of the community.

### Learning environment

A safe, positive, and supportive learning environment is embedded within the school with a focus on developing the individual child. Physical, academic, social and emotional wellbeing are priorities in the development of every student.

### Commendations

The review team validate the following:

- Student and staff cultural understanding is enhanced through numerous opportunities, including on-Country excursions to the Peel-Harvey catchment facilitated by volunteers and a local Aboriginal Elder.
- Overall good student behaviour is maintained and enhanced through Positive Behaviour Support where consistent messaging and language is used and students are rewarded for following the 4 school values.
- Processes are established to ensure that students at educational risk are identified and supported in their learning. In consultation with parents, Special Educational Needs plans outline goals and strategies to support students.
- The physical environment adds value to the student learning experience. Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of children.

### Recommendations

The review team support the following:

- Ensure the school attendance policy is well understood and consistently implemented by all staff.
- Clearly outline student service processes for students at educational risk so they are understood by all staff.

## Leadership

The leadership team has a strong shared moral purpose with a unified vision for the school founded on high expectations of both students and staff. The teams' quest for excellence is fostered through collaboration, consultation, support and instructional leadership.

### Commendations

The review team validate the following:

- Leadership attributes are identified in staff, with opportunities available to take on leadership roles and engage in professional learning (PL) to develop leadership capacity. Leaders across the school support staff and the school's improvement agenda.
- Change is implemented in a strategic, timely and inclusive manner with a focus on student success. Staff are supported with PL, mentoring and coaching.
- An embedded approach to performance management and development is evident. Staff reflect upon their practice, review student achievement and progress data and engage in observation processes aligned to school instructional priorities.
- Instructional coaches work shoulder to shoulder with teachers to support evidence-based literacy and numeracy instruction and low variance consistent teaching practices.

### Recommendations

The review team support the following:

- Formalise induction processes to further support new staff in embedding, with fidelity, whole-school programs and processes with a focus on consistent classroom practice.
- Ensure staff share collective responsibility for the implementation of the business plan through a clear alignment with operational and classroom planning.

## Use of resources

With the support of the Principal and Finance and Commercial Services, the new manager corporate services (MCS) has systematically addressed the recommendations of a financial review to ensure sound management and monitoring of budgets and resources.

### Commendations

The review team validate the following:

- A school officer is supported through mentoring and professional learning to take an increasing role in the school's financial management including the use of the RM Finance system.
- A well organised and competent Finance Committee provides oversight of the school's resources. The MCS gives support and documentation ensuring Finance Committee members, cost centre managers and the School Board understand their role and responsibilities.
- Clear links between student characteristics funding and the allocation of student resources are evident.
- The school is well-resourced and annual budgets are spent to the benefit of current students. Priority is given to resourcing initiatives that enhance student learning experiences and staff PL.
- Workforce planning prioritises the recruitment of staff with the knowledge, expertise or aptitude to implement the school's strategic direction.

### Recommendation

The review team support the following:

- Continue planned intentions for leadership staff to complete financial training.

## Teaching quality

A commitment to continue to embed a performance culture around consistent evidence-based, whole-school approaches is apparent. As a Centre for Excellence school, staff share their teaching expertise with teachers and schools from across the state.

### Commendations

The review team validate the following:

- A whole-school approach to the delivery of curriculum is embedded, based on explicit instruction and the gradual release of responsibility supported by the implementation, with fidelity of evidence-based programs.
- The introduction of general knowledge units provides a strong foundation to support literacy while integrating learning areas and incorporating Aboriginal perspectives.
- Time is dedicated to enable interrogation of data where the Principal and deputy principal support staff to understand, analyse and use a range of school-based and systemic data to inform planning.
- Differentiation ensures that all students access the curriculum at their level of need. This includes quality differentiated practice in classrooms, a range of levels covered in daily warm-ups, cross setting, extension, and Tier 2 intervention via evidence-based programs.
- Positive feedback from the community confirms the value of the recently trialled reporting afternoon. With better than 80 percent attendance, families confirmed that a face-to-face meeting provided meaningful information about their child's achievement and progress.

## Student achievement and progress

At the forefront of decision making, there is a united and determined resolve by staff to ensure every child, regardless of personal circumstances, will make continued and sustained progress. The school affords a high priority to the collection and analysis of, and response to, data and what it tells them about student performance.

### Commendations

The review team validate the following:

- Since 2019, NAPLAN<sup>1</sup> achievement across all assessments for both Year 3 and Year 5 has been higher than contextually similar schools. In 2023 the school achieved its aspirational target for Year 3 of a mean achievement above the national mean.
- Each year staff review a range of student achievement data with the Principal at the start and end of the year. Gaps in learning are identified, planning is informed, and progress of each child is assessed.
- Alignment of student grades is commensurate with student achievement. This is supported with moderation processes, utilising the School Curriculum Standards Authority Judging Standards, and the introduction of the No More Marking platform.
- Student performance, and by extension, school performance, is owned by all staff who share the responsibility for setting high expectations for their students to have a successful pathway to further learning.
- A range of data informs the selection of students for targeted interventions to support student's literacy achievement, delivered by 2 highly trained education assistants.

### Recommendation

The review team support the following:

- Continue to collaboratively review student achievement targets using the new NAPLAN metrics with staff. Include in annual planning documents student achievement targets that are cohort specific.

## Reviewers

Craig Skinner  
**Director, Public School Review**

Chad Barnes  
**Principal, Allendale 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 timeframe of return for your next Public School Review has been determined as 3 years. You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy