



Department of
Education

Shaping the future

Fremantle 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

Fremantle Primary School opened in 1904 and is located approximately 20 kilometres south of the Perth central business district, within the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1127 (decile 1).

It currently enrolls 246 students from Kindergarten to Year 6.

Fremantle Primary School became an Independent Public School in 2015 and is supported by a School Board and Parents and Citizens Association (P&C).

The first Public School Review of Fremantle 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 comprehensive and rigorous school self-assessment.

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

- The Principal ensured staff and community members had an opportunity to engage with the Standard, fostering an understanding of the interrelated nature of the domains, emphasising the strength of being a 'part of the whole' and reinforcing the sense that 'everyone makes a school'.
- Self-assessment is an ongoing practice at the school, with the Public School Review being an integral element of this process and regarded as validation of the school's self-assessment judgements.
- The Electronic School Assessment Tool (ESAT) submission provided a comprehensive outline of the school context, incorporating a selection of evidence, analysis and planned actions.
- All participants in the validation discussions presented open, reflective and genuine responses in their engagement with the review team.
- Teachers reported gaining a broader perspective of the role of school leadership following the review process.
- Students openly shared their perspectives, offering positive contributions during the validation phase.

The following recommendation is made:

- Use the ESAT as an ongoing tool to support the school's regular self-assessment processes.

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Relationships and partnerships

Respectful and positive relationships, fostered by the Principal, thrive due to the exemplary behaviour modelled. Collaborative efforts of staff and community reflect a cohesive commitment to students' wellbeing with feedback provided through surveys such as the National School Opinion Survey and the Be You Survey.

Commendations

The review team validate the following:

- Collaboration across the school is dynamic and authentic, featuring clearly articulated supports and behavioural expectations, including a staff voice that is both respected and valued.
- The School Board advocate for the school, actively working to increase parental engagement.
- The commitment of the P&C to financially support the school's priorities, such as the provision of funds to purchase the Elastik program, contributes to student learning.
- Collaboration with a sustainability advisor is a strategic move toward integrating sustainability practices into the curriculum and supporting partnerships with the City of Fremantle and Ocean Remedy.
- Significant steps have been taken to embed the Aboriginal Cultural Standards Framework throughout the school, creating greater cultural safety for students and the broader community.

Recommendations

The review team support the following:

- When undertaking reviews to school policies or practices, engage in open discussions with the School Board, ensuring transparency and support in the decision making process.
- Facilitate Departmental training for School Board members, to elevate the collective understanding of their governance roles and responsibilities.
- Continue to support the School Board's efforts in developing protocols for communicating with the community, through their communications subcommittee.

Learning environment

Students have a sense of belonging in the school through the setting of a positive tone aligned to the values of care, excellence and inclusivity. They can describe the expected behaviours that demonstrate these values.

Commendations

The review team validate the following:

- Staff morale is considered a high priority with a broad range of initiatives and plans in place, including staff 'check-ins' designed to enhance health and wellbeing.
- Clear links exist between the school's Our Way of Working document and its values, ensuring consistent expectations of staff and students across the school.
- Planning and processes support students at educational risk. The detailed Deaf Education plan supports deaf students through Auslan interpreters and the provision of a deaf role model, providing cultural safety, improving inclusivity and educational outcomes.
- The weekly, student-led assembly, focused on whole-school sharing provides a genuine opportunity for student agency delivering student perspective on school operations.

Recommendations

The review team support the following:

- Further embed the Happy Healthy Educator strategies, inclusive of allied professionals, to support staff wellbeing.
- Continue to build communication processes with external agencies, such as EdConnect volunteers to enhance impact of partnerships for students.

Leadership

The leadership team is focused on consolidating a professional, effective team culture centred on collaboration, transparent communication and evidence-based decision making that supports effective teaching practices.

Commendations

The review team validate the following:

- The distributed leadership model is bridging the gap between classroom, school and system level expectations through disciplined dialogue and 'bubble bursting' sessions.
- Staff are provided with opportunities to lead. Tier 1 leaders are identified through strengths and interests and Tier 2 leaders are identified through their participation in the Western Australian Future Leaders Framework cohort led by the network.
- Change is managed through an action research approach with expectations paced according to regular reviews of whole-staff feedback and individualised coaching sessions.
- Instructional leadership has established a shared understanding of what good teachers know and believe about students as learners, ensuring individualised support is provided.
- Members of the school action team support teachers to improve their instructional skills through coaching and mentoring processes.
- Early childhood teachers, in partnership with education assistants, facilitate and complete the annual reflection and feedback audit against the National Quality Standard, enacting improvement plans to meet quality areas as required.

Recommendations

The review team support the following:

- Ensure that succession planning in leadership positions, such as instructional leadership, is aligned to roles and responsibilities.
- Review the performance and development process to align goal setting within the teaching sprints and bubble bursting processes.
- Identify a lead teacher to reinvigorate the Talk for Writing program across the school.

Use of resources

Accurate budgeting and the considered allocation of resources has been central to supporting teaching and learning programs. The manager corporate services and Principal have a clearly articulated picture of the future resourcing needs of the school.

Commendations

The review team validate the following:

- Regular stocktaking and monitoring of resources and assets results in targeted spending to support priorities and resource requirements.
- Student characteristics and targeted initiative funding directly supports the school's Multi-Tiered Systems of Support (MTSS) and associated intervention programs, such as MultiLit and the school's funding contribution toward the provision of a chaplain.
- The leasing of technologies such as laptops and iPads ensures the school's ICT¹ infrastructure is up to date and supports student learning.
- The Finance Committee, together with the School Board, provide oversight of school finances and have a sound understanding of their roles and responsibilities.

Recommendations

The review team support the following:

- Identify a clear process to build the balance of reserve accounts to meet future needs, while maintaining the operational funding required.
- Continue to review and update workforce planning to reflect the changing needs of the school.

Teaching quality

Following a reflective development process and ongoing, regular reviews, the shared beliefs and clear expectations about effective teaching and learning reflect the views of school staff. Through this, staff have a shared ownership for the success of all students.

Commendations

The review team validate the following:

- The review of the literacy program is focused on aligning practice with evidence-based philosophies such as the Science of Reading.
- A Teaching Sprints model is embraced to broaden the selection of high impact teaching strategies used by teachers across the school.
- Differentiation to meet the individual needs of students is determined through the MTSS approach. Student needs are differentiated either through their classrooms, in small intervention groups or by intensive individualised attention from trained support staff.
- Teachers are provided with opportunities to participate in rich professional learning aligned to whole-school programs and agreed instructional practices.
- The introduction of the Elastik program has improved staff confidence in using data to direct their teaching.

Recommendations

The review team support the following:

- Upskill allied professionals to further enhance intervention strategies through professional learning and regular support check-ins.
- Continue to investigate the Universal Design for Learning to reinforce the development of a pedagogical framework.
- Introduce literacy and numeracy blocks of learning across the school, providing clear expectations and timetabling.

Student achievement and progress

Staff are united and determined to ensure every child will make continued and sustained progress. The collection of systemic and school-based data is comprehensive, with reflections on data directing targets and associated planning.

Commendations

The review team validate the following:

- Discipline dialogue processes are a key element of the school's developing data driven culture.
- Moderation processes are formalised and support teachers to validate teacher judgements, through the use of NAPLAN¹ and Progressive Achievement Tests.
- Elastik data is being used effectively to identify gaps in student understanding and targeting the identified concept during daily reviews.
- Documented planning, through the use of the Special Educational Needs planning tool allows for content descriptors in students' individual education plans to be broken down into 6 to 8 weekly cycles.
- The learning support coordinator brings immense knowledge to the role and is deployed to provide significant support to students, teachers and parents.

Recommendation

The review team support the following:

- Embed the use of data and the moderation of writing using Elastik's Writing Assessment Tools.

Reviewers

Darren Greaves
Director, Public School Review

Samantha Goodlad
Principal, Kingsley Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team.

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

Reference

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy