



Department of
Education

Shaping the future

Weld Square 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

Opening in 1970, Weld Square Primary School is located in the suburb of Morley, 10 kilometres north-east of Perth in the North Metropolitan Education Region.

Weld Square Primary School currently enrolls 160 students from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1040 (decile 3).

Supporting the school is an energetic and engaged Parents and Citizens' Association (P&C) and School Council.

The first Public School Review of Weld Square Primary School was conducted in Term 4, 2020. This 2025 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 Public School Review provided an opportunity to acknowledge and celebrate the school's achievements, while further validating whole-school ownership and understanding of the improvement agenda.
- In preparation for the review, the Principal guided a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. An overview document was submitted outlining the judgements, evidence and improvement plans for each domain and foci of the standard.
- Clear alignment was evident between the evidence, observations and judgements about current performance.
- Appropriate actions for improvement as described in the school's self-assessment, resulted from a thorough analysis of evidence provided.
- The input of staff, students and community members during the validation visit strengthened and added value to the ESAT submission.

Relationships and partnerships

Respectful and engaging relationships are evident between staff, and between staff and students. Staff demonstrate genuine interest, care and consideration for students, families and each other.

Commendations

The review team validate the following:

- The multicultural nature of the school community is celebrated as a unique and defining feature. The diverse backgrounds of the students and their families are acknowledged and supported by the school.
- Recent leadership stability has assured staff and the community that their efforts to improve outcomes and opportunities for students are valued and aligned.
- The P&C support the school's improvement priorities by contributing to educational objectives through the provision of resources, such as incursion subsidies, and by organising and participating in school events including Harmony Day and the Colour Run.
- Regional partnerships through the Morley Schools Network have been established and strengthened, providing valuable professional learning opportunities for staff.
- Formal collaborative structures are facilitated through POLT¹ meetings and regular staff meetings, both of which, are purposefully focused and aligned with the Business Plan. Staff value these opportunities to share expertise, engage in data analysis and actively contribute to decision making processes.
- The School Council is highly engaged, fulfilling its governance responsibilities and actively advocating for the school. It plays a key role in shaping the new Business Plan, reviewing school data and offering constructive feedback on relevant policies.
- A variety of communication platforms including newsletters, Connect, Forms, Seesaw, and Facebook are used to share timely information and promote school activities, with messaging tailored to support the needs of families with English as an additional language or dialect (EALD).

Recommendations

The review team support the following:

- Continue to identify and implement inclusive strategies that will strengthen the engagement of families from diverse cultural and linguistic backgrounds.
- Continue to seek, analyse and act on community, staff and student feedback.

Learning environment

A caring learning environment is embedded through a focus on student wellbeing, tailored to the diverse needs of all students, and the fostering of cultural connections, resilience and a strong sense of belonging.

Commendations

The review team validate the following:

- Positive behaviour is supported by a comprehensive whole-school policy. Clear expectations and the explicit teaching of the school values (Respect, Excellence, Friendship, Loyalty) are reinforced through consistent implementation of Positive Behaviour Support (school) and the Good Standing policy across the school.
- The highly valued health and wellbeing officer supports students individually and in groups through targeted programs like Magic Coat, and Big Feelings, developing essential skills, such as emotional regulation, resilience, relationship building and responsible decision making.
- Students at educational risk receive targeted interventions and support strategies, informed by weekly tracking sheets, comprehensive case management processes, and guided by SEN² planning.

Recommendations

The review team support the following:

- Continue to monitor and track student attendance with a focus on reinforcing regular attendance
- Use National Quality Standard recommendations to ensure that the physical environment is safe, suitable and provides a rich and diverse range of play based experiences that promote children's learning and development.

Leadership

The Principal leads the school with integrity and humility, building trust and commitment with the staff and the community. Described as supportive, engaging and responsive, the leadership team has built a sense of optimism and unity towards the common goal of improvement.

Commendations

The review team validate the following:

- Change is managed in a consultative and systematic manner, including a change audit process. Data is used to identify needs, strategies are informed by research, and solutions are trialled and evaluated before being agreed to and implemented.
- Through the distribution of responsibilities, staff are provided with many opportunities to lead. The Principal, deputy principal and teacher leaders drive the school's instructional priorities through the work of POLT meetings, with every teacher given the opportunity to lead a curriculum area.
- Strong alignment between strategic and operational planning is evident. Staff input is actively encouraged with feedback valued and incorporated into planning processes, reinforcing a culture of shared ownership of school priorities.
- A train the trainer approach to support implementation of the Lighthouse Maths and Heggerty programs builds instructional leadership and supports coaching and mentoring to enhance teacher capacity and efficacy.
- Student voice is encouraged, with students assuming greater leadership roles through the Student Councillor process and participating in decision making processes via the Two Stars and a Wish initiative.

Recommendations

The review team support the following:

- Further embed the school scope and sequence documents to strengthen targeted literacy and numeracy strategies.
- Revise the school assessment schedule and student tracking processes to reflect updated curriculum and ensure an evidence-based approach that will foster student achievement.

Use of resources

The management of resources is responsive to the changing needs of the students, which has included a recent focus on supporting students with an EALD background.

Commendations

The review team validate the following:

- Clear processes are in place for financial management. Procedures have been developed and shared with staff through the school's Financial Management Handbook and cost centre managers are well versed in their responsibilities which are enhanced through the cost centre tracking sheet.
- There is a direct link between school budgeting and improvement planning, with resources allocated based on evidence to support school priorities. Student learning and wellbeing remain central to all decision making alongside a continued focus on professional learning through the Shaping Minds initiative.
- The manager corporate services is a key member of the school's leadership team and plays an active role in decisions around the deployment of human and physical resources.
- Student characteristic funding supports various initiatives, including the Pre-primary to Year 2 intervention program, expanded chaplaincy services, and additional education assistant time to promote students' health and wellbeing.
- A network support technician supports/assists/guides staff integration of technology into their teaching practice using the SAMR model (Substitution, Augmentation, Modification and Redefinition).
- The school's Finance Committee meets regularly to approve purchase requests, review the budget and redistribute unspent funds.

Recommendation

The review team support the following:

- Develop a workforce plan that considers sustainability of school operations and programs aligned to future enrolment trends and work intentions of current staff.

Teaching quality

Establishing a culture of high expectations and embedding whole-school approaches, are key focus areas for the school. The combined experience and knowledge of teachers provides a valuable foundation on which the school can build consistency and continuity of practice.

Commendations

The review team validate the following:

- Using the Teaching for Impact resources to provide a foundation for reflective practices, there is a school-wide commitment to quality teaching that underpins the school's improvement journey.
- A gradual move towards embedding whole-school consistent evidence-based practice has been supported by Shaping Minds, with a focus on implementing daily reviews in literacy and numeracy.
- Professional growth plans, aligned with individual professional goals and school priorities, foster a reflective culture and support the professional development of all staff.
- Classroom and peer observation practices, together with instructional coaching are being implemented with the intention of embedding these approaches across the whole-school.
- Through POLT and year level teams, teachers draw on a triangulated data set, comprising Progressive Achievement Test, Literacy Pro, NAPLAN³, On-entry assessment, Westwood Maths and Brightpath to guide classroom planning and ensure consistent moderation practices.

Recommendation

The review team support the following:

- Further progress the implementation of explicit teaching to ensure a consistent instructional approach by reviewing whole-school literacy and numeracy blocks and developing a whole-school instructional playbook.

Student achievement and progress

Based on the school context, performance is as expected. Individual student progress is closely monitored to identify effective strategies that enhance student achievement. This process is collectively owned by staff and reflects their commitment to evidence-based decision making and improving student outcomes.

Commendations

The review team validate the following:

- The importance of using data to drive teaching is evident and the school's use of tools such as the Student Achievement Information System reflect a clear focus on developing the data literacy of staff.
- To evaluate the impact of intervention programs and inform progress maps, EALD data is tracked and regularly reviewed. This process is reinforced by teacher judgements aligned to individual student progress and is used to develop documented plans that address the students' specific learning needs.
- A teacher-led targeted intervention program using Sounds-Write supports targeted students in the early years. The school has plans to implement a similar model across the school.
- Early intervention, with an oral language focus is identified as a key contributor to student success and is supported by an onsite speech therapist who conducts student screening and leads data analysis using CUBED-3 Narrative Language Measure data.
- Capitalising on the size of the school, an individualised approach to the handover of student data between classes is thorough, enabling teachers to effectively build upon each student's achievement and progress.

Recommendations

The review team support the following:

- Sustain rigorous, evidence-based whole-school moderation to strengthen teacher judgement while pursuing collaborative moderation opportunities with local schools to enhance consistency and professional growth.
- Continue to assess the effectiveness of key literacy and numeracy strategies and programs with a view to maximising student progress in the context of changing student demographics.

Reviewers	
Joanne Harris Director, Public School Review	Paul Burke Principal, Coogee 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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Lisa Criddle
A/Deputy Director General, Schools

References

- 1 Phase of learning team
- 2 Special Educational Needs
- 3 National Assessment Program – Literacy and Numeracy