Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Grovelands Primary School

Public School Review

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Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Grovelands Primary School is located approximately 30 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school opened in 1979 and became an Independent Public School in 2017.

Currently, there are 344 students enrolled from Kindergarten to Year 6. The school has an Index of Socio-Educational Advantage of 881 (decile 10).

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 Grovelands Primary School was conducted in Term 4, 2022. 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 executive leadership team regarded the review process as a valuable opportunity to validate progress since the previous review and to reinvigorate a shared commitment to continually improving school processes and practice.
- Preparation for the Public School Review was primarily led by the executive leadership team, with domain leads contributing evidence, analysis and commentary into the Electronic School Assessment Tool (ESAT). The ESAT submission presented an open, honest and transparent account of the school's current performance.
- A school tour led by the Principal provided the review team with important contextual information that further deepened their understanding of the school's operations.
- A range of enthusiastic, passionate and motivated staff participated in the validation process, offering the review team authentic and transparent feedback focused on strengthening school improvement.
- Committed Board members, parents and community partners contributed honest and thoughtful reflections that affirmed the school's self-assessment and ongoing change journey. Their insights added significant value to the validation process, demonstrating their individual and collective dedication to the school and its future direction.

The following recommendations are made:

- Allocate dedicated time and structured opportunities for all staff to engage meaningfully in the self-assessment process. This should include reviewing the Standard, reflecting on current practice, providing feedback, making informed judgements against the Standard and collaboratively identifying key planned actions for improvement.
- Provide key leaders with opportunities to synthesise the range of planned actions emerging from the self-assessment process into a clear, concise and achievable improvement narrative that can be easily understood and communicated to the wider school community.

Relationships and partnerships

Aligned with its vision of fostering an inspired community of engaged, empowered learners, the school has established strong relationships and partnerships with parents and the wider community to support the diverse needs of its students.

Commendations

The review team validate the following:

- Qualitative and quantitative data on school culture demonstrates that the community values the work of staff and recognises the collective efforts of leaders, teachers and allied professionals to improve student outcomes.
- Ongoing training for School Board members has strengthened school governance, while an enthusiastic, active P&C supports families and provides valuable additional resources.
- The leadership team routinely collect and analyse longitudinal community satisfaction data to identify key areas of strength and opportunities for improvement.
- The contribution of an experienced Aboriginal and Islander education officer has fostered strong relationships and partnerships with Aboriginal families and supported the creation of a culturally welcoming, responsive and inclusive learning environment for students.
- Koorliny Moort and The Smith Family provide substantial support to families, staff and students, contributing positively to engagement and learning outcomes.

Recommendation

The review team support the following:

- Work with staff to explore strategies to strengthen the building of a more engaging relational staff culture that encourages authentic consultation, collaboration and the consideration of feedback for potential action.

Learning environment

Well-maintained and attractive school grounds reflect the pride of the school community and provide students with a stimulating, engaging and inclusive learning environment that meets the needs of a diverse range of learners.

Commendations

The review team validate the following:

- The school reinforces the importance of regular attendance through its reviewed Good Standing policy and has implemented proactive strategies such as home visits and data sharing with key support agencies, to support identified families and strengthen attendance across the school community.
- Through its involvement in the new Complex Behaviour Support initiative, the school has reviewed and audited its multi-tiered system of support, leading to accurate self-identified targeted recommendations to strengthen intervention and support processes.
- The leadership team's responsiveness to staff feedback, including its decision to review and update the student wellbeing program, has resulted in a more contemporary and effective whole-school approach to supporting student wellbeing.
- Recognition and gratitude initiatives across the school are positively impacting staff by acknowledging and reinforcing their efforts.

Recommendations

The review team support the following:

- Strengthen processes for students at educational risk by implementing effective case management processes informed by improved tiered intervention supports.
- Develop a more consistent behaviour management system that incorporates restorative practices being delivered with fidelity across the school by all staff.
- Conduct a psycho-social audit of the school to identify potential risks and implement strategies that address and enhance the wellbeing of students and staff.

Leadership

A supportive and cohesive leadership team works diligently to empower staff to deliver an inclusive and effective learning program that addresses the diverse social, emotional and academic needs of students.

Commendations

The review team validate the following:

- The development of effective operational plans in priority areas aligns closely with the vision and objectives of the Business Plan.
- The enhanced curriculum leadership model, along with the work of curriculum leaders, has established a strong foundation for improving instructional practices across the entire school.
- Key leaders, senior teachers and allied professionals are supporting teaching staff to implement more consistent and impactful programs across the school.

Recommendations

The review team support the following:

- Implement the Western Australian Future Leaders Framework to build a sustainable leadership pipeline, providing targeted development and support programs for aspiring leaders.
- Clearly define and document roles and responsibilities of key leaders to effectively facilitate and support change management throughout the school.
- Develop enhanced performance management processes aligned to whole-school priorities, ensuring all staff consistently adopt agreed approaches and practices.
- Implement a clearly understood change management model, supported by a school improvement tracking system, to monitor implementation, celebrate achievements and guide school-wide change initiatives.

Use of resources

Strategic financial planning, transparent governance and intentional workforce management ensure resources are effectively allocated to support student learning, staff capacity building and the school's long-term strategic priorities.

Commendations

The review team validate the following:

- The newly appointed manager corporate services collaborates closely with the Principal and finance team to ensure transparent engagement and financial management processes meet appropriate standards.
- Focusing on the sustainability of infrastructure and the efficient allocation of resources ICT[1] planning is a key school priority. The creation of an ICT leadership role and support committee leverages staff strengths and maximises the impact of ICT programs.
- The centralisation and management of teaching resources by key staff has enhanced accessibility, improved purchasing decisions and ensured staff have clear knowledge of the types of resources available.

Recommendations

The review team support the following:

- Include cash and salary budgets in operational planning to support an empowerment agenda for staff and to ensure resources are expended effectively.
- Explore opportunities to resource an instructional coach to enhance the fidelity and consistency of school-wide teaching practices.
- Encourage greater staff representation on the Finance Committee to promote transparency and engagement in budget decisions.
- Develop improved reporting and accountability processes for student characteristics funding, ensuring it is directed effectively to the students who need it most.

Teaching quality

A dedicated team of experienced teachers and allied professionals demonstrates a strong and ongoing commitment to providing the best possible opportunities for a school community with diverse needs.

Commendations

The review team validate the following:

- The curriculum deputy principal and curriculum coordinators demonstrate a commitment to promoting high expectations, cohesive whole-school programs and consistent instructional practice.
- Staff collaboration is strengthened through scheduled opportunities for teachers to work in sub-cluster teams, engaging in shared planning and assessment development to support effective moderation.
- Participation in external validation of the National Quality Standard in Early Childhood Education demonstrates the successful implementation of Early Childhood Education leadership strategies, and a commitment to improved outcomes for early childhood learners.
- Skilled allied professionals are being effectively utilised to implement Tier 2 intervention programs for students at educational risk.
- The resourcing and engagement of a speech pathologist for oral language support has strengthened staff capacity and enhanced the delivery of effective interventions and oral language outcomes for students.

Recommendations

The review team support the following:

- Explore opportunities to collaborate with a Quality Teaching Strategy lead school to enhance instructional practice.
- Review the implementation of the Teaching for Impact framework amongst all staff and develop shared beliefs about teaching and learning, an agreed instructional model, supported by an instructional coach.
- Implement a consistent approach to English as an additional language or dialect Progress Maps across all classrooms to guide planning, instruction and assessment for these students.

Student achievement and progress

The school is progressively fostering a collaborative culture of data-informed and evidence-based decision making, with curriculum leaders and staff demonstrating clear motivation to engage with data and use it to guide practice.

Commendations

The review team validate the following:

- Staff implement targeted small-group Tier 2 interventions informed by effective assessment and data collection processes.
- Efforts are being made to improve alignment of grading practices between teachers, enhancing consistency in student assessment.
- A review of the whole-school assessment schedule has ensured that assessments are accurate, meaningful and aligned to inform teaching and learning practices across the school.
- The implementation of DIBELS[2] assessments 3 times per year to screen student literacy levels, followed by targeted follow up assessments for identified students, has significantly improved outcomes for at risk students.
- Student achievement and progress in NAPLAN[3] across most learning areas are comparable to those of contextually similar schools.

Recommendation

The review team support the following:

- Develop structured disciplined dialogue protocols, templates and regular processes for analysing student achievement and progress, guiding effective teaching and targeted interventions.

Reviewers	
Matthew Osborne **Director, Public School Review**	Karen Davey **Principal, Medina 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 next review process focusing on the relationships and partnerships, learning environment, leadership, and teaching quality domains only, is scheduled for Term 4, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steve Watson
Deputy Director General, Schools

References

1 Information and communications technology
2 Dynamic Indicators of Basic Early Literacy Skills
3 National Assessment Program – Literacy and Numeracy