



Department of  
Education

**Shaping the future**

# Spencer Park 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

Spencer Park Primary School is situated in Albany on the south coast of Western Australia, approximately 420 kilometres south-east of Perth, within the South West Education Region.

Established in 1959, Spencer Park Primary School became an Independent Public School in 2013.

The school has an Index of Community Socio-Educational Advantage of 917 (decile 9).

Currently, there are 291 students enrolled from Kindergarten to Year 6.

The school is supported by an active Parents and Citizens Association (P&C) and School Board.

The first Public School Review of Spencer Park Primary School was conducted in Term 1, 2021. 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 transparent school self-assessment highlighting current operations and forward planning considerations for improvement.

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

- A culture of reflection and continuous improvement, led by the school leadership team, was evident leading to consideration of the impact of school operations on student achievement.
- Well-structured domain overviews provided the review team with a clear narrative of the school's performance and demonstrated strong links between the analysis of evidence and planned actions for improvement.
- Staff were invested in the collaborative development of the Electronic School Assessment Tool (ESAT) submission, writing to and collecting evidence for each domain of the Standard.
- Judgements made by the school as to its progress in meeting the Standard were reflective of current performance and clear planned future actions were included within the ESAT submission.
- A range of well-informed and dedicated staff, students and parents contributed to the discussions held with the review team during the validation visit, providing authentic reflections in support of the school's self-assessment.

The following recommendation is made:

- Maintain the focus on an evidence-based decision making ethos using the 3 tests of an effective self-assessment methodology by asking, is the evidence reliable, efficient and transparent.

## Relationships and partnerships

Spencer Park Primary School is invested in building strong, connected, and respectful relationships with families, students, and each other. Staff model mutual respect and enhance student learning and wellbeing by recognising families as authentic partners in their child's education.

### Commendations

The review team validate the following:

- A united and collaborative culture is providing the foundations for thriving relationships between staff, optimising the conditions for school improvement and in turn student success.
- Staff relationships are respectful, inclusive 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.
- Purposeful and intentional opportunities to connect with the community are established and sustainable partnerships exist within and beyond the school. Highly valued and communally beneficial educational affiliations have been established with the Kadadjiny Aboriginal Corporation, the Department of Transport, South Regional TAFE<sup>1</sup>, and the eagerly anticipated music festival generates meaningful connections.
- The Board is invested in the school's ongoing improvement and capacity to meet the distinct needs of students and families. The informed Board Chair works in collaboration with Board members and the Principal to ensure their governance role is fulfilled.

### Recommendations

The review team support the following:

- Continue to evolve cultural responsiveness, considering the benefits of collaborative development of a Reconciliation Action Plan.
- Work with intent to promote and further raise the profile of Spencer Park Primary School as a recognised and respected school of choice.

## Learning environment

The school is aspirational in their expectations for all students and transforming the learning environment has been a core focus of the school improvement agenda. Emphasis is placed on maintaining an environment that is calm and predictable, fostering a positive and inclusive culture to enhance student engagement, and ensuring 'time to teach'.

### Commendations

The review team validate the following:

- Processes that support the identification and monitoring of students at educational risk are established. Documented plans are developed and proactive collaboration between the deputy principals, lead education assistants, classroom teachers and school psychologist ensures a tiered response to intervention is efficiently implemented.
- A commitment to inclusivity, diversity and cultural responsiveness is evident in the school's culturally responsive approaches, including, but not limited to, cultural representation on the Board, a dedicated Coolangarras Barmah (offsite Aboriginal Kindergarten) and staff engagement in Kurrah Mia cultural tours.
- Health and wellbeing is targeted and supported through a multi-faceted approach. The Zones of Regulation, Smiling Minds and mindfulness, support socio-emotional teaching and learning and are the foundation of the school's behaviour management and wellbeing approach.
- Education assistants are highly effective in the provision of individual student support and contribute to regular progress monitoring and cumulative assessment reviews. Teachers and education assistants have forged effective partnerships demonstrating mutual respect for each other's knowledge and skills.

### Recommendations

The review team support the following:

- Increase student agency in decision making, using the respectful relationships and consent curriculum as a vehicle.
- Develop students' ability to engage in co-operative strategies to further enhance student learning.

## Leadership

The Principal's leadership of a culture of collaboration, progression and high care is acknowledged. A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation, contributing to a sense of unity of purpose.

### Commendations

The review team validate the following:

- The Principal, in collaboration with staff, has fostered a proactive approach to managing both strategic and operational responses to identified areas for school improvement.
- The overarching staff ethos is founded on a strong belief that authentic collaboration and consultation will result in school improvement that is achieved with integrity and fidelity.
- The prominent level of professional regard staff have for the Principal, and one another, strengthens the collective desire to continually improve school performance.
- A distributed leadership model exists and provides staff with a voice and opportunities to lead cohort, curriculum and leadership teams, including high impact teaching and school improvement and review teams.
- Using a consultative approach based on the 'why' and evidence-based practice, the need for change is purposeful and guided by data analysis, ensuring that implemented changes yield the desired improvements.

### Recommendations

The review team support the following:

- Ensure a clear vision and direction is articulated in the 2025-2027 Business Plan and shared with all stakeholders.
- Ensure accountability is in place to meet the School Curriculum and Standards Authority (SCSA) requirements.

## Use of resources

Anticipating and responding to identified needs and evaluating the impact of programs strengthens the school's capacity to identify workforce requirements and allocate financial resources consistent with planning priorities.

### Commendations

The review team validate the following:

- Finance Committee members are well informed and plan proactively for the distribution of resources to maintain the conditions for optimum student impact.
- Asset management and replacement plans are comprehensive, strategic and sustainable, with a focus on investment in, and renewal of, resources.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and enrichment strategies, including but not limited to intervention.
- Workforce planning is monitored and regularly reviewed, with consideration given to the continuity of teaching and learning program delivery and succession planning.
- The Board participates in the oversight of finances through the reporting of budget management information by the manager corporate services.

### Recommendation

The review team support the following:

- Ensure financial decision making continues to prioritise the allocation of human resources to student achievement and progress.

## Teaching quality

Driven by a strong moral purpose, the implementation of school-wide teaching practices, professional learning and clear expectations for instruction is a priority. Hardworking staff are committed to improving student outcomes and engaging in ongoing collaboration to best deliver pedagogy that meets the needs of students.

### Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for connected practice to thrive.
- The school's instructional model embeds explicit instruction and combines Hattie's visible learning model and Pearson and Gallagher's gradual release model. This is evidenced in the school's explicit teaching plan.
- Collaborative phase of learning teams are pivotal in the planning and implementation of consistent and connected practice, promoting a strong sense of ownership and empowerment for all team members.
- There is a committed school-wide approach to the implementation of Talk for Writing, Promoting Literacy Development and Heggerty Phonemic Awareness, reported to be delivered with fidelity.
- The implementation of monitored response to intervention practices and programs such as MacqLit are demonstrating positive impacts on student achievement and progress.

### Recommendations

The review team support the following:

- Formalise and document expectations in relation to consistency and uniformity of whole-school practices.
- Review and revise the school-based assessment schedule to ensure all datasets remain fit for purpose, inform planning with impact and are relevant to the school's goals for student achievement.

## Student achievement and progress

There is a unified and determined resolve by staff to ensure every child can and will make continued and sustained progress. Systemic and school-based data is collected and interrogated to identify areas of focus for planning, aligned to student needs.

### Commendations

The review team validate the following:

- 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.
- An evidence-based decision making ethos is evident, and so too data analysis techniques that enhance data interpretation such as looking for patterns and trends in student and school performance.
- The school recognises the need to be responsive to longitudinal student achievement and progress data and is committed to the implementation of data-informed explicit teaching to address gaps in the learning of students.
- A database and student profiles are used to support the transition of students through the school, assisting the establishment of longitudinal tracking and monitoring of student achievement and progress.
- Teachers moderate to make judgments about student achievement using Brightpath. The SCSA Judging Standards support teachers during formal reporting periods.
- Assessments and reporting on student achievement informs both students and parents. Initiation of meetings with parents at the point of need ensures parents have a complete understanding of their child's progress and 'there are no surprises'.

### Recommendations

The review team support the following:

- Set and monitor targets for students in the bottom 20 per cent of the proficiency bands.
- Continue to engage in systematic and intentional moderation practices.

## Reviewers

Kate Wilson  
**Director, Public School Review**

Frances Coventry  
**Principal, Middle Swan 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson  
**Deputy Director General, Schools**

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## References

1 Technical and Further Education