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Department of  
Education

**Shaping the future**

# Winterfold Primary School

## Public School Review

D25/0707525  
July 2025



# 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 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 [PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Winterfold Primary School is located in Beaconsfield, approximately 20 kilometres south west of the Perth central business district. The school is situated within the South Metropolitan Education Region.

Opening in 1967, the school gained Independent Public School status in 2012.

Currently, 321 students are enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1045 (decile 3).

There is a strong community focus at the school, with the School Board and Parents and Citizens' Association (P&C) working together to support the school.

The first Public School Review of Winterfold Primary School was conducted in Term 2, 2021. This 2025 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 comprehensive and rigorous school self-assessment.

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

- As this is the second cycle review, the leadership commenced the self-assessment process with discussions relating to identified 'improvements' in the 2021 Public School Review report. This is a prudent measure, applying prior knowledge to the 2025 review.
- The commitment of staff to the review was exemplified by the level of enthusiasm and interest of those attending each domain meeting during the validation stage of the process.
- For each domain, the Electronic School Assessment Tool (ESAT) submission included a comprehensive selection of evidence.
- During the validation visit, input from a broad cross-section of staff including, school leaders, teachers, and support staff, provided an optimistic assessment of the school's future. This was complemented by very positive enthusiastic feedback from a range of students.
- School Board members, parents and P&C representatives have a deep understanding of the school's history, elaborating on the emerging school culture and giving an amplified acknowledgement to progress the school has made under the Principal.

The following recommendations are made:

- For future Public School Reviews, consider differentiating the volume of content prepared for each domain in the ESAT submission. While all domains are important, a school can determine that at a point in time, a greater focus may be required on some over others.
- Continue to leverage technology for data collection and analysis to streamline processes and reduce administrative workload.

## Relationships and partnerships

Organisational success for schools is fostered by placing an emphasis on building and maintaining high levels of interpersonal relations between staff and shaping imaginative and productive relations with its local community. This includes the City of Fremantle Council, allied government agencies and local community groups.

### Commendations

The review team validate the following:

- At the core of the school's moral purpose, staff are providing all students with supportive pathways to develop their potential and achieve success. By extension this is positively influencing the image and reputation of the school throughout the Winterfold Primary School's community.
- There is a heightened sense of staff alignment and positivity throughout the school, creating trusting and productive relations. Staff are passionate, know their strengths and believe they can make a difference for every child. Positive relationships fostered by the leadership team contribute to high staff morale and job satisfaction.
- The School Board, representative of parents, staff and community, is fully conversant with its governance responsibilities, rigorous in its practices and supportive of the school ethos. They are enthusiastic advocates for its direction and future as a school of choice.
- A valued feature of the school is its authentic drive to bring an ethos of cultural awareness and responsiveness. The respect held by the Aboriginal families is a result of the school's dedication to advancing the spirit of partnership which is clearly and deeply significant.
- The staff share their skills and knowledge collaboratively to enhance its collective impact on student outcomes. This is exemplified through the personal warmth of reception, pride in the school's grounds and the exemplary teamwork between teachers and education assistants.

## Learning environment

A feeling of calmness prevails across the school. Staff understand the connection between good pedagogy, behaviour education and student wellbeing support. There is targeted wraparound support for students at risk to strengthen, energise and motivate them to achieve success through regular attendance.

### Commendations

The review team validate the following:

- The conditions for learning are defined by establishing a calm orderly environment, high expectations and mutually respectful staff relationships that combine to engender pride in the school. The staff have teamed to create a high level of internal collaboration to deliver a point of difference and a high quality learning experience for all students.
- Staff care for their students. This care shapes a powerful ethos of student support and cultural engagement. A team-based approach to support positive student behaviour, is reducing variability in classrooms and features a range of fit for purpose student engagement programs.
- The Early Childhood Education team embraces its role as the first point of school education experience for students and parents new to the school. In collaboration with parents the school has developed well-planned intentional play-based learning activities in combination with explicit teaching of literacy and numeracy.
- A key focus in creating an engaging school environment has been raising awareness of the importance of embracing diversity and promoting the values of Safety, Optimism, Achievement and Respect. These values guide the school's behaviour education programs, receiving strong advocacy from students and parents alike.
- By creating a rich curriculum and applying innovative and motivating teaching practices, the school is capitalising on impressive strategic work dedicated to lifting attendance levels. Home visits, case management, student incentives and parent education form a rich mix of strategies used by the school.

## Leadership

Successful schools have a strategic approach to embedding the development of leadership capacity and capability across all layers of the school. The executive leadership team has incentivised the staff appetite for undertaking leadership roles.

## Commendations

The review team validate the following:

- The leadership's purpose, vision and strategy are contextually responsive and agile. The challenges of the operating environment are well-understood, with the leadership viewing the school as laced with boundless opportunities for growth and development.
- Leadership is distributed across the school while connected with a collective intent. It is driven by a culture of professional responsibility, accountability and staff obligation to each other and the community it serves. This binding spirit is underpinned by strong values, mutual trust and respectful understanding.
- The spirit of staff teamwork is exemplified through the quality of collaboration between teachers and education assistants (EAs). This extends from the classroom to specialised professional learning communities where teachers and EAs share their respective skill and wisdom for the benefit of students.
- The Principal has developed a compelling change narrative which clearly resonates with staff, parents and students. This has been fortified by genuine consultation with the School Board, synergy between existing structures and contemporary systems management that ensures change is well paced.
- Significant investment in middle leadership growth and development is made through undertaking new roles, external training and in-house modelling. As part of leadership growth, staff have been invited to participate in the Western Australian Future Leaders Framework, Kotter's 8-Step Change Model, Hamilton's Personal Attributes of Effective School Leaders and Thomas-Kilmann Conflict Management Model form part of an action learning project for 3 emerging school leaders.

## Use of resources

Schools that are well-organised and manage resources strategically, optimising responses to student needs. Effective and efficient daily operations are overseen by a strong partnership between the Principal and manager corporate services (MCS) and supported by an informed and capable Finance Committee.

## Commendations

The review team validate the following:

- The Finance Committee has played a proactive role in supporting the school executive and MCS to make timely decisions designed to meet the needs of all students. It understands the imperatives for achieving a high level of fiscal probity and applying sound governance of workforce management principles.
- Integrity is embedded in all aspects of the school's administration systems and controls. Sound accountability checks and balances are applied to budget prioritisation to ensure all student needs are addressed.
- The MCS has given targeted attention to ensure budgets match operational plans, staff engage in financial decisions, fiscal governance, and in partnership with the Principal, delivers stable future proofing workforce planning.
- Priority has been given to modernisation and refurbishment of infrastructure, including the school grounds and gardens, to improve the learning environment for students and staff. For example, the National Quality Standard committee used school funding to enhance the Early Childhood play space to support student fine motor development.
- The school understands the importance of having technology assets capable of delivering information and communications technology support that creates exciting learning opportunities for students to amplify their curiosity and stretch their imagination.
- A workforce plan has been carefully prepared to respond to staff exercising leave options and potential progression to retirement. By maintaining staff demographic balance and giving consideration to the range of skill sets required for the future, the workforce plan guides the future staff profile and succession planning.

### Teaching quality

Teachers and EAs know their students extremely well and are deeply committed to building a school-wide culture of learning. Continuous improvement in the craft of teaching practice has been a priority to ensure every student has the best chance to achieve success.

### Commendations

The review team validate the following:

- The school's pedagogical framework has full staff buy-in and by extension, school-wide connectedness. The instructional model features successful students at the centre, surrounded by the 'plan, teach, assess' cycle and culturally responsive teaching practices inclusive of differentiation and high expectations.
- A cultural shift has been embarked upon through the implementation of the Shaping Minds professional learning with particular emphasis given to EAs and teachers attending together. The key driver for this change has been the high levels of trust in the leadership's school improvement narrative.
- The school improvement agenda has been well-served by an intentional and unambiguous focus on data. The school-wide self-assessment methodology is based on selecting reliable assessment tools, efficient data collection processes and creating devices such as the Engagement Norms Reflection Tool which is a scaffold for teachers when delivering daily reviews.
- At the end of each year, all staff are asked to reflect and position themselves across all the domains of the Aboriginal Cultural Standards Framework (ACSF). School self-assessment processes provide valuable insights into how the school is progressing towards embedding the ACSF.
- Frequent references were made to the professional learning communities (PLC) as forums for sharing, reflecting and collaboration. There is a strong sense of genuine collegiality between staff and leadership, featuring notable levels of trust and mutual respect, with regular use of the pronoun 'we' to underscore the school's team ethos. The impact of PLCs is assessed twice a year using an innovative PLC maturity matrix.

### Recommendation

The review team support the following:

- Explore additional options to expand existing student academic extension programs including critical thinking skills.

### Student achievement and progress

This school is focused on ensuring all students have success while recognising that success looks different for every student. To this end, the school is developing its capacity to select fit for purpose assessments, forensically analyse data for performance gaps and plan for individual and cohort improvement.

### Commendations

The review team validate the following:

- Celebrating student achievement builds a culture and motivates continued excellence across the school. Staff data meetings add actionable insights into the combined levels of growth described by individual staff and their related cohorts. This includes areas such as NAPLAN<sup>1</sup> achievement analysis using the Elastik data platform and research into effect size.
- The emphasis placed on quality data analysis is a feature of the school's evidence-based mindset. This ensures a commitment to the correspondence between informed planning with advanced timely and appropriate decision making.
- Student achievement data is noteworthy with NAPLAN performance equal to, above and well above like schools. The school's student assessment culture starts in the early years with the National Quality Standard 2024 audit pointing to exemplary practice across all standards with 60 per cent of students in the high to very high band.
- Assessment moderation using shared rubrics on student work samples for grading consistency are used across cohorts and aligned to School Curriculum and Standards Authority Judging Standards. This is triangulated with other assessment data sources, giving teachers added confidence when reporting to parents.
- Aboriginal students are closely monitored with dedicated volunteers providing intensive support in reading, writing and spelling.

Reviewers	
Rod Lowther Director, Public School Review	Ralmo Dias Principal, Osborne 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 2030.



Steven Watson  
Deputy Director General, Schools

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**Reference**

1 National Assessment Program – Literacy and Numeracy

