



Department of  
Education

**Shaping the future**

# Grandis 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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, as well as the Professional Performance Review of the Principal.

## 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Grandis Primary School was opened as an Independent Public School in 2019. The school is located approximately 40 kilometres north of the Perth central business district within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 991 (decile 4).

There are currently 659 students enrolled at the school from Kindergarten to Year 6.

Community support for the school is demonstrated through the work of the School Board (the Board) and Parents and Citizens' Association (P&C).

## 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 school's Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard and provided a succinct narrative of school performance against each domain.
- In preparation for the Public School Review, the leadership team led a self-assessment process that engaged and incorporated the perspectives of a range of staff and school community representatives.
- A broad selection of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school improvement agenda.
- Validation visit meetings strengthened the review team's understanding of the evidence in the school's ESAT submission. Participants delivered strong and consistent messages that built on claims in all domains throughout the meetings.
- The input of students in the form of a guided tour of the learning environment and meetings with members of the parent body and community, served to support the school's self-assessment.
- The leadership team noted how the ESAT preparation had enabled staff to share the work being done across the school to reinforce the strong positive culture that builds engagement and reflective practice.

The following recommendation is made:

- Preference evidence that is current to further enhance a point in time assessment of school performance against the Standard.

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### Relationships and partnerships

Inclusive, respectful and collaborative practices underpin a welcoming school culture. Positive and respectful relationships exist across the school which are actively nurtured through fostering trust and a collective commitment to working in collaboration for the best interests of students.

### Commendations

The review team validate the following:

- A staff culture with high levels of relational trust, cohesion and connected efficacy promotes resilience and a strong team mindset. Authentic collaboration across the school is focused on the improvement needs of staff and students. 'We are Grandis' drives engagement and belonging for all in the community.
- Communication is multimodal, flexible and caters to the diverse needs of the community. Accurate, timely and transparent information to all members of the school community is distributed through Connect communities, Seesaw, School Stream, the school website, email, face-to-face meetings, newsletters and school assemblies, with the Boonguru Bulletin facilitating staff communications.
- Trusted, accessible, visible and responsive leadership support the needs of students, staff and parents.
- The Board provides strong governance and connects the school and the community through collaborative engagement to inform and shape school policy, decisions and direction.
- A highly active P&C supports the school to meet the needs of students through the organisation of events that encourage families to be engaged and connected to the school community.

### Recommendations

The review team support the following:

- Conduct an 'Engaging and Working with your Community' survey to further strengthen family-school partnerships.
- Explore ways to engage and communicate with Aboriginal families, and those from other cultural backgrounds, to further strengthen the school's inclusive culture.

### Learning environment

A modern, safe, supportive, inclusive, aesthetically pleasing and strategic structured learning environment, underpinned by collaboration and a genuine care for all people, ensures every student is secure, engaged and able to thrive.

### Commendations

The review team validate the following:

- Positive Behaviour Support underpins a whole-school approach to behaviour management. All staff are trained and upskilled regularly, with strong leadership supporting staff to deliver strategies using a common language and 'teachable' matrix points to explicitly shape and develop student behaviour skills.
- A comprehensive process ensures the needs of all students are identified, supported and monitored for improvement. Good Practice, Check in, Action, Reflect & Respond, Evaluate (G-CARE) outlines explicitly the roles of all staff in supporting student learning, wellbeing and engagement. Teacher planning templates incorporate tiers of intervention to further ensure learning is targeted.
- Student voice is valued and informs school decisions. Offsite student leadership training for student leaders develops their leadership capacity and is supported via regularly meeting with school leaders.

### Recommendation

The review team support the following:

- Revise, update and implement the school's Aboriginal Cultural Standards Framework implementation plan to grow stronger connections with Aboriginal students and their families and to link students learning to established cultural artefacts, nature play areas and a yarning circle.

## Leadership

A leadership culture of trust, respect, transparency, visibility and collaboration unites a dynamic school community. The 'We are Grandis' shared vision drives an unwavering focus on empowering and supporting staff with clear directions, expectations and connection to the community.

### Commendations

The review team validate the following:

- Strategic planning is owned by the staff and gives clear direction and expectations about the consistency of whole-school teaching practice and connectedness with the community. A committee structure and Phase of Learning Teams (POLTs) link teaching and operational plans to the business plan.
- A relentless focus on authentic, transparent consultation with staff, the Board and the community, by the Principal, has fostered open, honest, and trusting relationships focused on teaching and learning.
- Committees drive a collaborative and inclusive distributed leadership structure, and provide opportunities for staff to build their knowledge, skills, and leadership capacity.
- Change, due to the rapid enrolment growth, is managed in a timely and inclusive manner. Targeted strategies of support for students and parents assist with transition ensuring minimal disruption to learning.
- School leaders impact instructional practice via the performance management and development process. Team and individual performance goals, linked to school planning, drive class visits and feedback. Leader participation in POLT planning sessions further support a whole-school focus on instruction.

### Recommendations

The review team support the following:

- Further develop mentoring and coaching, as an integral part of performance management and development by training staff and planning feedback sessions.
- Explore implementation of the new mandated performance management and development documents for teaching staff.

## Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success. Strong relationships between the leadership team and committees guarantee financial processes are in place and upheld.

### Commendations

The review team validate the following:

- School budgeting and resources allocation and management are driven by collaboratively developed operational plans that link to the business plan's teaching and learning priorities.
- The Finance Committee includes elected representatives from each POLT and meets every term to plan, monitor and revise the budget. Cost centre management processes and responsibilities are shared by the manager corporate services and supported by a comprehensive constitution and handbook.
- Student characteristics funding supports a wide range of students, many with culturally diverse needs, via literacy and numeracy intervention programs, implemented by education assistants. Individual learning needs are targeted to support improved educational outcomes for these students.
- Workforce planning is strategic and considers the rapidly changing new school context. Employment of only highly skilled special needs education assistants provides for the targeted deployment of skilled staff to lead intervention support programs.

### Recommendation

The review team support the following:

- Explore the recruitment of an Aboriginal Islander education officer to cater for the growing number of Aboriginal students.

## Teaching quality

Collegiate, passionate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of whole-school pedagogical practices.

### Commendations

The review team validate the following:

- Overviews and guidelines for literacy and numeracy promote shared beliefs and practices across the school. Whole-school approaches such as Sounds-Write and Talk for Writing further support learning. Play based learning is embedded in early childhood education teaching learning programs.
- POLTs and committees drive reflection on teaching, analysis of student data and planning for the future learning needs of all students.
- CMS<sup>1</sup> instructional strategies guide teachers' differentiation to support the learning needs of all students. Planning templates, informed by the G-CARE model, include 'tier up/ tier down' planning to cater for the range of student engagement and achievement levels.
- Formal and informal approaches, including student led learning journeys, report student progress to parents. Regular messages sent home by teachers via the School Stream app, Seesaw and Connect communities, ensures parents have access to information about their child's learning progress.
- Professional learning opportunities, linked to school and system priorities, enhance teaching and support staff capacity to deliver school initiatives and selected programs confidently and with fidelity.

### Recommendations

The review team support the following:

- Continue to use English as an Additional Language/Dialect (Progress Maps) to inform teaching and to report progress for identified students.
- Use established coaches to embed a culture of peer observation and feedback that drives quality teaching though the use of high impact teaching strategies.

## Student achievement and progress

A range of school-based assessment and systemic data is used to monitor and track student achievement and progress. There is an ongoing focus on using data strategically across all areas of the school.

### Commendations

The review team validate the following:

- A systematic plan for the collection and analysis of student performance data is provided in the school's assessment schedule. NAPLAN<sup>2</sup> results are analysed by staff at an individual, sub-group and cohort level and shared with the Board.
- Identified, via the Sounds-Write assessment tool, students requiring language development intervention are supported, in collaboration with teachers by highly skilled education assistants.
- Professional learning, in class modelling and feedback on the Know Select Apply Review (KSAR) problem solving model informs year level reviews of teaching coverage of key concepts and skills in mathematics.

### Recommendations

The review team support the following:

- Develop greater understanding of achievement standards for grading and a more intensive approach to school moderation, both within the school and across like or network schools.
- Continue the professional learning focus on the development of staff to analyse, interpret and use data to plan and make consistent judgements about student achievement and progress.
- Make student data more accessible by exploring better ways to collect, record, store, analyse and display data to inform point in time planning and reporting to parents.
- Evaluate current school-based data sets to determine if teaching impact and student progress is being measured regularly and effectively.

## Reviewers

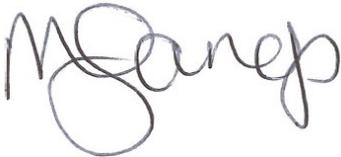
Steven Dickson  
**Director, Public School Review**

Judith Dadson  
**Principal, Bridgetown 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 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Classroom Management Strategies
- 2 National Assessment Program – Literacy and Numeracy