



# Gidgegannup Primary School

## Public School Review

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

## Context

Gidgegannup Primary School is located approximately 40 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region.

Opened in 1992, Gidgegannup Primary School gained Independent Public School status in 2017.

Currently, there are 187 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1001 (decile 5).

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

The first Public School Review of Gidgegannup Primary School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of improvement.

## School self-assessment validation

The Principal submitted a detailed school self-assessment that represented a collaborative staff voice.

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

- The executive leadership team dedicated a School Development Day to lead a collaborative process that unpacked the Standard, built a shared understanding of its domains and provided an opportunity to reflect on progress since the previous Public School Review.
- Staff nominated to participate in self-assessment processes across areas of interest, working collaboratively to submit evidence against domain foci.
- The Electronic School Assessment Tool submission provided an overview of evidence across each domain, offering a transparent reflection of the school's progress and performance against the Standard. It also identified planned actions that have formed the basis of an actionable improvement agenda.
- School Board members, P&C representatives and parents were strong contributors to the validation visit discussions, demonstrating strong interest in the school's progress and a genuine connection with the school.
- Staff, students and school leadership contributed openly and honestly throughout the validation visit, making valuable contributions toward establishing a clear improvement agenda.

The following recommendations are made:

- Consider the inclusion of annotations to support evidence that is submitted to establish clear and defensible links between evidence sources and analysis for each domain.
- Clearly describe the intended changes that will support and drive the planned actions within each domain.

## Relationships and partnerships

Central to the wider Gidgegannup community, the school functions as a vibrant hub where families regularly come together, fostering a strong sense of belonging, connection and shared purpose.

### Commendations

The review team validate the following:

- The School Board collaborates with school leadership to participate in governance and strategic planning processes. The P&C is enthusiastically committed to supporting school priorities through fundraising and community building initiatives.
- Communication across the school is purposeful and timely. Connect serves as the central hub for streamlined, accessible communication. Families stay informed through weekly posts, including Principal and classroom updates, regular newsletters and the school website.
- A weekly storytime program welcomes children aged 0-4 into an inclusive space to explore language and creativity. The program focuses on literacy development through interactive learning, routine, multi-sensory experiences and community connection.
- The Gidgegannup Primary School Choir actively connects with the wider community through public performances, notably at the Gidgegannup Small Farm Field Day. This event offers students a unique opportunity to engage with a broader community and strengthen community ties.
- Strong community ties are maintained through active involvement in events such as the Gidgegannup Community ANZAC<sup>1</sup> Service. In partnership with the Gidgegannup CWA<sup>2</sup> and RSL<sup>3</sup>, students engage in meaningful ANZAC activities, with the school's service recognised as a significant local event.

### Recommendations

The review team support the following:

- Re-establish formal POL<sup>4</sup> team structures by focusing meeting schedules on operational plan priorities, assessment timelines and the consistent implementation of agreed pedagogical practices.
- Establish a long-term schedule of structured planning for the School Board to promote structured oversight of school governance procedures.

## Learning environment

The values of respect, achievement, relationships and engagement sustain a positive culture that supports a safe learning environment, providing the necessary pre-conditions that will allow student success to thrive.

### Commendations

The review team validate the following:

- The development and implementation of the Positive Behaviour Support (PBS) framework has been led by the PBS Committee and guided by agreed whole-school practices. Weekly 'Gidge Gatherings' play a key role in reinforcing a consistent understanding of expected behaviours across the school.
- A commitment to students at educational risk is evident through a clear policy and a case management approach led by the deputy principal ensuring consistent communication and meaningful stakeholder engagement school-wide.
- A proactive approach to accommodating therapists onsite minimises learning disruptions and promotes effective collaboration among specialist providers, teachers and education assistants. This integrated model strengthens inclusive practices and contributes positively to student wellbeing.
- Recent improvements to the outdoor learning space have enriched early years education, providing safe, inclusive and engaging environments. Developmentally appropriate resources support play-based learning, fostering exploration, collaboration and wellbeing.

### Recommendations

The review team support the following:

- Investigate, plan and implement a multi-tiered system of support, informed by relevant data sets, to enable the delivery of evidence-based intervention programs across all phases of learning.
- Utilise the Aboriginal Cultural Standards Framework to reflect on the school's journey toward cultural responsiveness. Use the findings to develop a plan to progress this work, including strategies that measure its impact against clearly stated goals.

## Leadership

The school is currently engaged in a process of reflection and strategic planning to align its vision, collaborative practices, data-informed decision making and leadership development.

## Commendations

The review team validate the following:

- Staff identified leadership opportunities within year levels and curriculum areas have played a pivotal role in maintaining continuity and stability across the school. These have supported the development of middle leadership potential and have fostered an understanding of the positive impact of distributed leadership.
- Staff have driven the opportunity to lead and develop project-based initiatives, such as the Oral Reading Fluency (ORF) and PBS initiatives, and within the structure of POL teams.
- The professional review process is aligned with the Department of Education's recommended approach, providing staff with opportunities to actively engage in reflection, goal setting and professional growth.

## Recommendations

The review team support the following:

- Complete the Business Plan in collaboration with the School Board and staff, ensuring it includes strategic and measurable improvement targets.
- Develop operational plans that are clearly linked to the targets of the Business Plan and drive curriculum improvement through the strategic analysis of data and the targeted allocation of resources.
- Provide a clear distributed leadership model that clarifies roles, provides instructional and curriculum leadership and supports the development of leadership capacity for middle leaders.
- Develop a school self-assessment framework that outlines processes, tools and timelines for evaluating performance across the domains of the Standard, and linked to Business Plan priorities, driving the school's improvement agenda and focusing the work of the leadership.

## Use of resources

Strategically employing available resources to meet the needs of its students, the school continuously monitors budgets, resource allocation and workforce planning to support student outcomes.

## Commendations

The review team validate the following:

- The Principal and manager corporate services (MCS) work collaboratively to manage the one-line budget, regularly participating in training to maintain contemporary understanding of financial procedures and compliance requirements.
- The Finance Committee meets once per term, in accordance with its constitution, to review the school's financial position and resource management. Members actively contribute to discussions and demonstrate a commitment to transparent decision making.
- A finance manual provides staff with guidelines on financial procedures and expectations. Cost centre managers are encouraged to work collaboratively with the MCS to utilise allocated funds early in the school year, ensuring that students benefit from available resources in a timely and effective manner.
- Workforce planning considers future community demographic projections alongside the current staffing profile, informing strategic staff development and recruitment processes to effectively meet the evolving needs of the school.

## Recommendations

The review team support the following:

- Ensure that resource allocation and budget decisions are explicitly linked to annual operational plans that are evidence-based, developed and reviewed through structured data analysis processes and strategically aligned to the Business Plan.
- Complete the review of reserve account provisions to support effective and sustainable future expenditure planning, ensuring strategic alignment with long-term financial goals, anticipated replacement costs and evolving school priorities.

## Teaching quality

Staff are deeply committed to progressing work toward establishing consistent, school-wide approaches to lesson design, engagement norms, visible learning and classroom observations.

### Commendations

The review team validate the following:

- Led by the deputy principal, teaching staff have engaged in coordinated reflection processes focused on effective practice, as outlined in the Quality Teaching Strategy and described by the Teaching for Impact.
- A whole-school approach to ORF has been driven by staff commitment and a focus on improving reading outcomes. Supported by DIBELS<sup>5</sup> data, the initiative shows positive trends in student fluency, reflecting a targeted, evidence-based literacy strategy.
- Coordinated by staff who are driven to work collaboratively, POL teams provide the structure to sustain the conditions necessary for whole-school, evidence-based pedagogical approaches to maximise impact.

### Recommendations

The review team support the following:

- Develop a common understanding of high impact teaching strategies as described in the Teaching for Impact framework in order to clearly articulate a common, low variance instructional approach at Gidgegannup Primary School.
- Establish agreed protocols to support the introduction of structured peer observations to support the consistent implementation of a common instructional approach.
- Empower POL teams to establish consistent and collaborative data analysis processes that directly inform teaching practices, guide planning and support the ongoing review of selected curriculum programs.
- Conduct an audit of classroom-based differentiated teaching strategies to inform the development of an effective whole-school, evidence-based approach to inclusive education.

## Student achievement and progress

Gidgegannup Primary School is re-establishing consistent, whole-school assessment practices that enable teachers to make precise, valid judgments about appropriately measured levels of student progress.

### Commendations

The review team validate the following:

- Led by a teacher coordinator, the school conducted a structured analysis of NAPLAN<sup>6</sup> data to assess student progress from Years 3 to 5. Insights informed the use of tools like Progressive Achievement Tests to strengthen cohort progress monitoring through school-based assessments.
- The assessment schedule provides an outline of testing to be conducted throughout the calendar year, incorporating a range of systemic and school-based data sets. These include data from NAPLAN, the On-entry Assessment Program, Progressive Achievement Tests, DIBELS and Brightpath.
- The school is developing and embedding a school-based process for collating and storing student data to ensure appropriate levels of access for staff, enabling data-informed teaching and learning decisions.
- Participation in the Small Group Tuition program has enabled the school to effectively use systemic and school-based data, such as DIBELS, to identify students requiring targeted support. Ongoing and responsive assessment enables regular monitoring and timely instructional adjustments.

### Recommendations

The review team support the following:

- Develop a comprehensive assessment schedule that is explicitly linked to operational planning and drives coordinated data collection and analysis across the school.
- Establish regular opportunities for teachers to lead collaborative data analysis processes that measure the impact of curriculum programs on student achievement and supports the development of staff data literacy.
- Strengthen structured moderation practices within and across POL, considering the benefits of a network approach.
- Leverage staff expertise to re-establish previous National Quality Standard review processes and develop an evidence-based early childhood philosophy.

Reviewers	
Craig Stanners <b>Director, Public School Review</b>	Sonya Roberts <b>Principal, East Hamilton Hill Primary School</b> <b>Peer Reviewer</b>

## 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 leadership, teaching quality and student achievement and progress 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**

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## References

- 1 Australian and New Zealand Army Corps
- 2 Country Women's Association
- 3 Returned and Services League
- 4 Phase of learning
- 5 Dynamic Indicators of Basic Early Literacy
- 6 National Assessment Program – Literacy and Numeracy