



Department of  
Education

**Shaping the future**

# Warriapendi 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

Warriapendi Primary School is located in the northern suburb of Balga, 8 kilometres from the Perth central business district within the North Metropolitan Education Region.

Opening in 1970 Warriapendi Primary School became an Independent Public School in 2010.

Currently, there are 265 students enrolled from Kindergarten to Year 6.

It has an Index of Community Socio-Educational Advantage of 955 (decile 7).

The School Board and the Parents and Citizens' Association (P&C) provides support for the school.

The first Public School Review of Warriapendi Primary School was conducted in Term 1, 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:

- School leaders and staff have a strong understanding of school self-assessment processes. A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation contributing to a sense of unity of purpose. The process of preparing for the Public School Review was in accordance with the comprehensive and embedded self-assessment practices that exist at both the school and individual levels.
- The narrative of the school's improvement journey was captured in a highly effective manner. Authentic reflections were a feature of the Electronic School Assessment Tool (ESAT) submission, demonstrating thoughtful inquiry.
- The ESAT submission provided a detailed account of the current school context, performance and the planning of priorities in the Business Plan 2025 – 2027. Staff were invested in the collaborative development of the ESAT submission, writing to and collecting a broad range of interrelated and credible evidence across the domains of the Standard.
- There is strong alignment between performance evidence, judgements about priorities, and planning for future improvement.
- Well informed and enthusiastic staff, students and parents provided genuine reflections in support of the school's self-assessment, demonstrating investment in the school improvement journey.

The following recommendation is made:

- Determine the most impactful and efficient placement of evidence to minimise repetition of analysis.

## Relationships and partnerships

High levels of trust between the Principal and staff are evident, which is based on authentic, transparent and collaborative relationships. The impact of these relationships manifests in the positive school culture and reputation within the community it serves.

### Commendations

The review team validate the following:

- A tangible, united and collaborative culture is providing the foundations for thriving relationships between staff, optimising the conditions for school improvement and, in turn, student success.
- Informative, timely and transparent communication to all members of the community is achieved through weekly Compass updates and twice termly newsletters. The parent communication charter substantiates sound communication protocols.
- Purposeful and intentional opportunities to connect with families and the community are developing and sustainable partnerships exist within and beyond the school.
- Highly valued and communally beneficial educational affiliations have been established with the Wadjak Northside Aboriginal Outreach, Wanslea Child and Parent Centre and Balga Senior High School. The eagerly anticipated Harmony Day celebrations further generate meaningful connections.
- The School Board are invested in supporting ongoing school improvement and trust the capacity of staff to meet the distinct needs of students and families. The Board chair works in collaboration with the Principal to ensure the governance role is fulfilled.

### Recommendations

The review team support the following:

- Continue to prioritise family and community engagement and progress the development of culturally responsive school operations, learning environment and learning programs.
- Proceed with the intent to schedule annual reviews with key partners and continue to centre partnership expectations on the Warriapendi Primary School moral purpose.

## Learning environment

The school's moral purpose is at the heart of all operations. An inspiring atmosphere has been built where students are confident to take risks, are provided with a voice and agency to flourish both collectively and individually through clearly articulated processes of support.

### Commendations

The review team validate the following:

- Social and emotional health and wellbeing is supported through clearly defined pastoral care processes and practices including 'pulse checks'. Zones of Regulation, consistent school-wide norms such as the 'cue to start' and 'entry and exit' routines are present. An exceptional wellbeing officer contributes positively to a productive and engaging learning environment.
- An unwavering commitment to the whole-child underpins the school-wide dedication to the provision of a positive and respectful environment for students, with an emphasis on providing a balance between academic expectations and social development.
- The specialised learning hub enables students to move between the classroom and individualised intervention. The prioritisation of independence is a key feature of the school's model of intervention.
- Education assistants are highly skilled, trusted colleagues and are provided with a degree of autonomy in the delivery of interventions to support students' specific learning needs.

### Recommendations

The review team support the following:

- Intentionally build longitudinal data sets to measure and evaluate the impact of social and emotional interventions and initiatives on student achievement.
- Continue to prioritise staff and student wellbeing, introducing more frequent purposeful events.

## Leadership

The Principal is strategically and skilfully leading a professional, contemporary and high performing team. Underpinning the strategic intent of the school's leadership planning is the belief that a collaborative professional growth culture of continuous improvement will cultivate key leadership attributes for all staff.

### Commendations

The review team validate the following:

- Relational, approachable and responsive leadership supports the needs of students, staff and parents.
- A distributed, yet connected leadership model, provides professional growth for staff by creating opportunities to enhance their knowledge and skills, in addition to formalised opportunities provided through the Western Australian Future Leaders Framework. Consequently, there is a deep understanding of, and buy-in to, the school's improvement agenda.
- Using a widely consultative and quietly permeating approach, with instructional coaches playing a lead role, the need for change is carefully managed and always determined by what is in the best interests of students.
- Strategic intentions are operationalised with a strong sense of moral purpose. Expectations are embedded into staff practice with professionalism and passion. Effectively, this defines the culture of the school.
- Warriapendi Primary School has established a reputation as a system leader of excellence as a Centre for Excellence school in the explicit teaching of literacy. The school's collaborative culture is further exemplified by its strong partnership with the Swan West Network.
- Purposeful alignment and coherence underpin all planning and decision making. This is evident in the articulation of school direction targeting continual and aspirational improvement.

### Recommendation

The review team support the following:

- Develop instructional coaching expectations to ensure low variability coaching practices.

## Use of resources

The financial acumen of the Principal and manager corporate services (MCS) ensures the responsive and innovative management of financial resources, driven by the intent to provide all students with the best possible learning opportunities.

### Commendations

The review team validate the following:

- Financial and workforce priorities are collaboratively and purposefully managed by the Principal and MCS. School resourcing and facility management is executed with agility to adapt and adjust to enrolment fluctuations and additional needs, with resourcing prioritised in the form of support for staff.
- Student characteristic funding is prioritised for both optimising the learning environment and building staff capacity for the implementation of whole-school approaches.
- There are clear links between the provision of support in classrooms for students' individual educational needs, and the distribution of targeted resources and access to allied professional support.
- Asset management and replacement plans are prioritised, strategic and sustainable, with a focus on investment in and renewal of resources.
- Annual budgeting processes provide staff with opportunities to apply for funding aligned to school priorities, overseen and approved by the Finance Committee, and endorsed by the School Board.

### Recommendation

The review team support the following:

- Further embed the established financial management practices to ensure the continuity of teaching and learning.

## Teaching quality

Staff demonstrate professional enthusiasm for their core business of teaching and learning. This is underpinned by shared beliefs, common language and clear expectations about how staff collaborate to engage students and optimise academic, social and emotional growth and development.

### Commendations

The review team validate the following:

- Driven by high expectations and continually assessing impact, embedded instructional systems are focused on evidence-based high quality pedagogical practices and school-wide programs. This optimises student opportunities and promotes and sustains teaching excellence.
- A strong foundation is provided by a school-wide instructional framework. Quality approaches such as paired reading fluency, hyperspeed, cross-set reading rich text-based units, are delivered with fidelity by committed staff, who are compelling advocates for the school's teaching and learning beliefs.
- A targeted focus on enrichment and engagement is apparent. Teachers are adaptive and responsive to data and student needs.
- Collaborative practices between staff are highly valued with a range of formal and informal opportunities to engage. Phase of learning teams adopt an inquiry lens to drive improvement and focus on the analysis of data and consistent implementation of school-wide teaching and learning programs.
- As respected allied professionals, education assistants special needs work skilfully alongside teachers to support student learning and facilitate the learning hub interventions.

### Recommendations

The review team support the following:

- Provide staff with targeted professional learning on effective differentiation to support the continued identification of high performing students. Adopt and embed strategies into the Teaching and Learning Handbook to further challenge and extend these students.
- Proceed with the intent to introduce parent friendly student achievement data at regular parent teacher meetings.

## Student achievement and progress

The school focuses on rigorous data analysis to inform classroom practice and identify appropriate and timely interventions. Feedback for and from students, in combination with a culture of high aspirations, contributes to sustained high quality student achievement and progress.

### Commendations

The review team validate the following:

- There is an embedded culture of continuous improvement. School performance is owned by all staff, who share responsibility for comprehensive data tracking and analysis to ensure targeted performance improvements.
- The school has paid rigorous attention to the development of staff capacity to use data informed practices, leading to sustained 'above like school' performance in NAPLAN<sup>1</sup>.
- Catering to the needs of students learning with EAL/D<sup>2</sup> is a priority. Specific student milestones are reviewed regularly and routinely tracked against the EAL/D progress map.
- A strong assessment culture provides confidence to ascertain and monitor student achievement at the individual and cohort level. The use of Brightpath and Progressive Achievement Tests supports grade moderation and alignment.
- Staff are involved in moderation opportunities across phases of learning and have a collective responsibility for the achievement and progress of all students.

### Recommendations

The review team support the following:

- Continue to regularly review and refine the assessment schedule, considering the frequency of assessments.
- Further evolve collaborative moderation practices, introducing triangulation of grades with additional data sets.

## Reviewers

Kate Wilson  
**Director, Public School Review**

Stephanie Le Lievre  
**Principal, Serpentine 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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy
- 2 English as an Additional Language or Dialect