



Department of
Education

Learning changes lives

East Victoria Park Primary School

Public School Review

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 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

Context

East Victoria Park Primary School is located approximately 7 kilometres from the Perth central business district, in the South Metropolitan Education Region.

Established in 1914, the school gained Independent Public School status in 2013.

The school has an Index of Community Socio-Educational Advantage rating of 1088 (decile 2) and currently 412 students are enrolled from Kindergarten to Year 6

East Victoria Park Primary School is supported by the School Board and Parents and Citizens' Association (P&C).

The last Public School Review of East Victoria Park Primary School was conducted in Term 3, 2023. This 2026 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 rigorous school self-assessment.

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

- A deliberately planned process of self-evaluation, facilitated by the leadership team, captured the school's progress since the previous Public School Review.
- A collaborative approach enabled staff to evaluate the impact of the school's improvement agenda and the extent to which strategic priorities had translated into improved practice, strengthened culture and enhanced outcomes for students.
- Strong collective efficacy and shared ownership were evident across all staff, informing a detailed and well-aligned self-assessment supported by carefully selected evidence and thoughtful evaluation of future priorities.
- The systematic use of data to inform whole-school, classroom and individual student planning strengthened the submission. Staff confidently articulated their use of data and demonstrated a clear understanding of their impact on student outcomes.
- Highly engaged and positive parents spoke of the commitment of the staff and expressed their support for the school's improvement agenda.
- Discussions with representatives of the student leadership team added considerable value to the validation process, strengthening the review team's understanding of the school's context, culture and performance.

The following recommendation is made:

- Embed ongoing cycles of self-assessment throughout the school improvement cycle to further strengthen continuous improvement beyond the Public School Review process.

Relationships and partnerships

A positive and welcoming culture underpins authentic partnerships with staff, students and families demonstrating a strong sense of collaboration, trust and shared commitment to student success.

Commendations

The review team validate the following:

- Strong professional collaboration focused on student achievement and progress are enabled through whole-school practices, including distributed leadership structures, dedicated collaboration time and clear expectations.
- Consistent and transparent communication through Compass, the school website, email, regular newsletters and face-to-face meetings keep families informed and engaged in the life of the school.
- Targeted partnerships with external agencies, including Communicare, Family and Children Connect Vic Park, Edith Cowan University, the Curtin Education Community Network, School of Special Educational Needs, various therapists and Kent Street Senior High School, provide valuable support to families, enrich opportunities for students and enhance the school's capacity to respond to diverse needs.
- The highly knowledgeable and invested School Board demonstrates effective governance through its role as a trusted advisor, policy endorsement and financial oversight. The P&C is a strong advocate for the school, fostering community engagement through fundraising, grant applications and initiatives such as the recent tree-planting day.

Recommendation

The review team support the following:

- Further strengthen authentic partnerships with families by expanding opportunities for meaningful engagement, two-way communication and shared understanding of student learning and wellbeing.

Learning environment

An inclusive and nurturing learning environment reflects the school's commitment to knowing every student, celebrating diversity and supporting each learner to thrive.

Commendations

The review team validate the following:

- A positive school climate, where students feel safe, is supported through predictable routines and embedded Positive Behaviour Support strategies. Student voice has informed the co-design of age-appropriate resources, strengthening engagement and ownership.
- The development and implementation of the PLAY¹ framework has strengthened the intentional use of the early childhood outdoor learning environment, supporting student engagement, social skill development, inquiry-based learning and positive behaviour.
- Students at educational risk processes are responsive to student needs, with consistent screening, collaborative data analysis and ongoing monitoring supporting early identification and informing intervention planning.
- A deliberate focus on staff wellbeing, informed by consultation and supported through professional learning and the Staff Health and Wellbeing Committee, has strengthened a positive workplace culture, shared wellbeing practices and staff collaboration.

Recommendations

The review team support the following:

- Develop and implement a whole-school action plan, informed by the Aboriginal Cultural Standards Framework, to embed culturally responsive practices across the curriculum, learning environment and community partnerships.
- Strengthen the multi-tiered system of support by refining wellbeing, behaviour and learning intervention processes to enhance the coordination, consistency and effectiveness of support for students requiring additional assistance.

Leadership
Highly strategic and transparent leadership by the Principal has established a cohesive and aspirational culture, uniting staff in a shared commitment to continuous improvement.
Commendations
The review team validate the following: • A distributed leadership structure, informed by the leadership pipeline, builds capacity by clarifying roles and responsibilities, providing support and increasing accountability across all levels. • A strategic and well-managed approach to change has strengthened staff understanding, engagement and collective ownership of the school's improvement agenda. • A comprehensive instructional support model, incorporating professional learning, collaborative practice, resource development, classroom observation, modelling and instructional coaching, is strengthening teacher capability and the implementation of school priorities. • The instructional coaching model has strengthened reflective practice and created opportunities for teachers and leaders to engage in evidence-informed professional dialogue that supports increasingly consistent teaching and improved student outcomes. • Performance management processes are used strategically to identify and develop leadership capability, providing staff with opportunities to lead and contribute to school improvement.
Recommendation
The review team support the following: • Formalise and implement a leadership development strategy to identify, develop and support emerging leaders through coaching, mentoring and targeted leadership opportunities.
Use of resources
Strategic allocation of human and physical resources, underpinned by the intentional investment of funding to support the implementation of change, has enabled the school to leverage staff expertise, enhance learning environments and sustain its successful improvement journey.
Commendations
The review team validate the following: • Systematic processes to review the one-line budget, salary allocations and school priorities inform effective decision-making by the Principal, manager corporate services and Finance Committee. • Student characteristics and targeted initiative funding are prudently allocated to support identified priorities, with a clear line of sight between funding allocations and their impact on student outcomes. • Well-established enrolment processes, the use of translation services and open communication with families ensure students with English as an additional language dialect receive appropriate funding and support. • Proactive maintenance and asset management processes ensure safe and attractive learning environments, providing a high quality learning environment for students and staff.
Recommendation
The review team support the following: • Document and implement a long-term workforce and resource plan that builds staff capacity, supports succession planning and ensures the strategic allocation of resources to maximise student outcomes.

Teaching quality
A growing culture of shared, evidence-informed teaching practices reflects the school's commitment to high quality instruction and continuous improvement.
Commendations
The review team validate the following: - Engagement with Teaching for Impact informed the development of the school's pedagogical approach and established a shared metalanguage for teachers to reflect on and discuss their practice, strengthening collaboration and consistency across the school. - Extensive professional learning, including Shaping Minds and Leading Cultures of Teaching Excellence, has supported the implementation of whole-school pedagogical practices, reducing cognitive load, increasing student engagement and contributing to improved student outcomes. - Informed by the Western Australian Curriculum, school-wide scope and sequence documents and supporting resources provide a coherent and sequential literacy and numeracy curriculum, supporting consistency of practice while reducing teacher workload. - Instructional coaching and cycles of classroom observation and feedback are highly valued practices that support teachers to reflect on and refine their practice. - Teachers and education assistants implement a range of strategies, including hinge questions, small group instruction, scaffolding and task modification, to meet the diverse learning needs of students.
Recommendations
The review team support the following: - Embed consistent, evidence-informed pedagogical practices through Teaching for Impact and instructional coaching, with a focus on building teacher capability to consistently implement effective differentiation strategies across all classrooms. - Consolidate whole-school curriculum approaches, including Talk for Writing, grammar and punctuation and mathematics, through structured moderation and collaborative planning.
Student achievement and progress
A deliberate focus on building staff data literacy supports the effective monitoring of student achievement and progress, informing responsive teaching and targeted intervention.
Commendations
The review team validate the following: - A comprehensive assessment and data collection schedule, including the OxEd Language Screener in Kindergarten, Progressive Achievement Tests, PreLit, InitiaLit, Maths Hero, Writemark and common assessment tasks, supports the early identification of student needs and informs classroom teaching, documented plans and reporting to parents. - Collaborative analysis of student achievement data through disciplined dialogue supports teachers to identify trends, monitor student progress and adjust teaching in response to student need. - School priorities are informed and monitored through the analysis of student achievement data, including an annual whole-staff review of NAPLAN² results, with findings shared with the School Board. Ongoing review cycles evaluate progress against targets and the effectiveness of whole-school programs, interventions and instructional practices.
Recommendations
The review team support the following: - Extend collaborative data analysis practices to evaluate the impact of evidence-based teaching practices and inform increasingly targeted responses to improve outcomes for every student. - Accelerate student achievement and progress through strengthened evidence-based Tier 1 instruction and targeted intervention, with a particular focus on improving literacy outcomes in Years 3 to 6.

Reviewers	
Melanie Langley Director, Public School Review	Peter Harty Principal, Bassendean 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 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 Prioritise meaningful, purposeful play, Lead, Assist, Yield
- 2 National Assessment Program – Literacy and Numeracy