



Department of  
Education

**Shaping the future**

# Forest Crescent 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. 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 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

Opened in 1987, Forest Crescent Primary School is located approximately 20 kilometres south of Perth, in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1018 (decile 4).

It currently enrolls 662 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Forest Crescent Primary School is supported by an active Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of Forest Crescent Primary School was conducted in August 2019. This 2023 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 school self-assessment.

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

- The selection of evidence provided an account of the school's context and performance.
- A broad range of staff members contributed to validation discussions, elaborating on evidence and clarifying aspects of the school's performance for the review team.
- The school's submission was enhanced by authentic contributions from parents, community members and students during validation meetings. Students highlighted their appreciation for the support provided by teachers, the opportunities to engage in a range of arts subjects and the inclusive environment.
- The school has embedded clear processes for self-assessment, including detailed reports on learning areas, which are used to support planning and to inform the Board of school performance progress.

The following recommendation is made:

- Continue to develop the analysis of evidence submitted and align planned actions to drive ongoing improvement.

## Public School Review

### Relationships and partnerships

The school understands the importance of fostering positive relationships as the foundation for ensuring success for all. A vibrant staff work to build connections with families to support students' individual needs and to maximise their outcomes.

### Commendations

The review team validate the following:

- The school is regarded highly by parents, with appreciation expressed for the strong sense of community, inclusion and care. The Autism Spectrum Disorder support group is strongly valued by families.
- Stakeholder feedback is sought from community members, parents, staff and students. Clear efforts to identify strengths and areas for development and planning to address feedback, are evident.
- Staff have opportunities to collaborate in Phase of Learning Teams as well as curriculum areas. The provision of common DOTT<sup>1</sup> supports collaboration between teachers at the phase level.
- Positive external partnerships add value to the school, including university partnerships focused on teacher practicums, high school partnerships supporting student transition and workplace learning, and a partnership with A Stitch in Time focused on resilience building and self-care.
- An informed Board and invested and dynamic P&C, work collaboratively with the Principal to contribute significantly to the school's ongoing improvement.

### Recommendations

The review team support the following:

- Continue to strengthen and embed agreed staff protocols and expectations to support open communication, and cohesion across the school.
- Progress plans to engage in external support and professional learning focused on the building of culture, trust and collaboration. Include opportunities to monitor and gather evidence of impact.
- Continue to collect school culture survey data to inform planning and decision making.

### Learning environment

In serving the diverse school community, the school is driven to do the best for all students socially, emotionally and academically. Well-established processes to support students with Special Educational Need (SEN), and students who have English as an Additional Language or Dialect (EAL/D), are examples of the school's commitment to building a safe and inclusive environment for students to flourish.

### Commendations

The review team validate the following:

- Early intervention is a school focus, with students accessing MiniLit to support literacy development. EAL/D Progress Maps are used to identify student needs and to inform intervention. The Early Childhood Education EAL/D specialist implements a 6 week Pre-kindergarten program to build family connections and identify future student needs.
- Guided by the SAER<sup>2</sup> policy, the learning support coordinator, in collaboration with staff, provides support for SAER. Individual Education Plans are created with case conferences and parent/teacher meetings a core aspect of their development.
- The Cultural Inclusivity Committee contributes to the school's work in supporting staff across the school to address the needs of students with EAL/D.
- A commitment to supporting student wellbeing is evident in engagement with the Be You Framework, professional learning in trauma-informed practice, chaplaincy support and the Rainbow Program.
- Student voice is fostered through the Student Council, with evidence of input into school events and access to leadership responsibilities including the sustainability program.

### Recommendation

The review team support the following:

- Continue to build cultural responsiveness and plans to progress engagement with the Aboriginal Cultural Standards Framework.

## Leadership

The visible Principal has built strong community connections valued by families and community members. Together with leaders, the Principal is committed to developing a collaborative culture of thriving teams through a range of professional learning and improvement processes.

### Commendations

The review team validate the following:

- The school's business plan links directly to the Department's strategic directions for public schools with evidence of ongoing review of strategies, targets and operational plans.
- The needs of students informs a range of leadership roles and supports including a deputy principal role with specific responsibility for SEN, the student services team, an education assistant lead role and EAL/D specialists.
- The school's distributed leadership structure, including year level and learning area leaders and curriculum committees is established. Learning Area Coordinators work within committees to review and report to the School Board and provide information for the annual report.
- Staff report that the school's National Quality Standard Plan 2020-2022 has led to more connected practice across K-2 and more consistent curriculum delivery.

### Recommendations

The review team support the following:

- Progress plans to use leadership professional learning to support communication, staff engagement and optimise team effectiveness.
- Explore peer observation of classroom teaching, including the pre-conditions to support the ongoing development of staff professional practice. Prioritise the implementation of performance development processes for education assistants.

## Use of resources

Planning, decision making, management and monitoring processes for the allocation of school resources are aligned clearly to the conditions for student success.

### Commendations

The review team validate the following:

- Sound financial processes and decision making are overseen by the Principal in collaboration with the manager corporate services and the Finance Committee. Financial information is presented to Board members for their input.
- In alignment with student needs, the school has allocated funds for a range of roles including education assistants (special needs) and EAL/D roles, adding value to the school's provision for students with additional needs.
- The school has clear processes for maintaining the physical environment including new air conditioning and an upgrade of the ECE playground enhancing the learning environment for students.
- To support the sustainability of ICT<sup>3</sup> for students and staff, planning for the replacement and upgrade of equipment across the school is evident.

### Recommendation

The review team support the following:

- Continue to ensure the alignment of physical and financial resources to business plan priorities and strategic goals.

## Teaching quality

Underpinning the work of staff is the school vision, 'Success for All' and belief that 'In Learning We Grow'. Staff have access to professional learning and are invested in the implementation of evidence-based programs and practice to support student learning and development.

### Commendations

The review team validate the following:

- The school's Phonological and Phonemic Awareness and Synthetic Phonics Learning Sequence are supporting staff implementation of classroom programs to support student learning.
- To further target and support students' early phonemic development the school has introduced Heggerty Phonemic Awareness programs in the early years, with evidence of positive impact on student achievement levels.
- The implementation of Talk for Writing and Brightpath is evident, with teachers engaging in reviewing and modifying the planning cycle for writing across the school.
- Teachers reported that scope and sequence documents, developed to support grammar and punctuation, have led to improved consistency in practices and improved student progress reflected in NAPLAN<sup>4</sup> achievement.
- A range of specialist programs in music, visual arts, Italian and physical education are valued by staff, students and families, and viewed as enhancing students' educational experiences.

### Recommendations

The review team support the following:

- Continue to support the implementation of consistent pedagogical practices guided by the QTS<sup>5</sup>. Continue professional learning and focused collaboration to support the implementation of school-wide practices.
- Progress plans to review the school's approach to teaching spelling in the middle years, further develop the teaching of comprehension and strengthen opportunities to extend academically able students.

## Student achievement and progress

The school has well established processes for the collection and analysis of data and evidence of student progress and achievement. A range of school-based and standardised assessment data is analysed and compiled in detailed reports with information used to inform school and classroom decision making.

### Commendations

The review team validate the following:

- As part of the school's assessment cycle, guided by the work of curriculum committees, staff engage with NAPLAN data at the whole-school level with further opportunities to engage with data evident at year and classroom levels.
- The school's numeracy review brings together PAT<sup>6</sup> Maths and NAPLAN assessments with detailed analysis identifying students' strengths and areas for improvement to inform planning and target setting.
- PAT Reading comprehension is providing the school with information on students' level of competency. Additionally, classroom teachers are using DIBELS<sup>7</sup> reading assessment to monitor reading progress.
- Detailed analysis of On-entry Assessment Program data and tracking of student progress has informed the school's focus on explicit teaching, oral language, phonemic awareness and support for writing in the early years.
- Student achievement data, collected from the MultiLit Sage literacy intervention program, indicates improvement in the literacy capabilities of targeted students.

### Recommendations

The review team support the following:

- Continue to engage staff in the collaborative analysis of data to identify learning gaps and inform planning and intervention.
- Continue to provide opportunities for staff to engage in internal moderation on writing.

## Reviewers

Kim McCollum  
**Director, Public School Review**

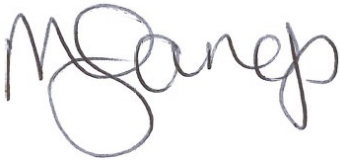
Melanie Buller  
**Principal, South Halls Head Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Relationships and partnerships domain only, will be Term 1, 2024.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for Term 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Duties other than Teaching
- 2 Students at educational risk
- 3 Information and communications technology
- 4 National Assessment Program – Literacy and Numeracy
- 5 Quality Teaching Strategy
- 6 Progressive Achievement Tests
- 7 Dynamic Indicators of Basic Early Literacy