



Oakwood 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

Oakwood Primary School opened in 2018 as an Independent Public School and is located approximately 70 kilometres from Perth in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1012 (decile 4) and there are currently 951 students enrolled from Kindergarten to Year 6.

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

The first Public School Review of Oakwood Primary School was conducted in Term 1, 2022. 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 authentic school self-assessment.

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

- An intentional and strategic approach to self-assessment was led by the executive team. The curation of evidence within the Electronic School Assessment Tool, commencing following the previous Public School Review, ensured the process was manageable and reflected a transparent and longitudinal account of the school's performance.
- Collaborative approaches and high levels of engagement from staff and the School Board underpin a school-wide culture that highly values self-assessment. The engagement of staff in cyclical reflection, informed by consistent data analysis processes that identify patterns and trends, and determine the impact of school approaches on student performance, is embedded.
- The Public School Review was viewed as an opportunity to intentionally reflect on the impact of the school's purposefully balanced commitment to student achievement and wellbeing, giving cause to think about further extending the school's aspirations.
- A broad cross-section of staff representing a range of roles engaged authentically and reflectively with the review team during the validation visit, providing further evidence of the school's highly embedded processes and practices. Discussions highlighted the strength of the school's evidence-based decision making practices and the extent to which the school vision is understood, enacted and sustained across the school community.
- Sincere and reflective students provided valuable insights into their experiences at the school. Sharing their perspectives on opportunities for learning, inquiry and agency added much to the positive tone of the validation process.
- Committed School Board and P&C members, parents and community partners contributed genuine reflections that enriched the validation process. Their feedback reinforced the school's welcoming environment, inclusive culture and the strong sense of belonging experienced by families and community members.

Relationships and partnerships

A welcoming and supportive school culture, grounded in respectful relationships, clear direction and a strong sense of community, drives a shared commitment to continuous improvement and the 'Oakwood Way'.

Commendations

The review team validate the following:

- A cohesive and connected whole-school culture is intentionally cultivated through the visible and consistent application of the Fish! Philosophy. Shared celebrations, recognition processes and community-building opportunities promote collaboration, belonging and positive relationships across the school community.
- Feedback from parents, staff and students is actively sought and used to inform school improvement planning. Consistently high levels of positive feedback, alongside a reduction in recurring concerns, reflect the school's responsiveness and commitment to continuous improvement.
- The School Board demonstrates a strong understanding of the school's operations, strategic direction and progress through regular consultation, presentations and reflective survey processes. Intentional efforts to broaden School Board representation, alongside embedded opportunities for learning and review, strengthen governance capacity, engagement and effectiveness.
- Highly valued and mutually beneficial partnerships with local childcare providers, Teach Well, Coastal Lakes College and the network cluster schools enrich professional learning opportunities, enhance student transition processes and promote a culture of shared expertise and collaborative growth.

Learning environment

Engaging and creative learning environments, underpinned by consistent whole-school practices and a strong focus on wellbeing, inclusivity and belonging, reflect the school's unwavering commitment to placing children at the heart of all decision making and practice.

Commendations

The review team validate the following:

- Positive Behaviour Support is embedded across the school through consistent and highly visible whole-school practices. Student and staff voice inform explicit behaviour lessons, reward systems and induction processes, with initiatives such as the annual Positive Behaviour Support Community Day celebrating positive school culture and reinforcing whole-school values.
- Clearly defined procedures for recording, monitoring and reviewing student attendance, alongside personalised approaches that prioritise relationship building to understand each child's circumstance, has contributed to attendance rates for Aboriginal and non-Aboriginal students consistently above like schools.
- A cohesive learning support team provides proactive and targeted intervention for Tier 2 and Tier 3 students, with clear request for assistance processes, structured referral and triaging systems, regular case management and systematic data tracking that ensure timely and responsive support for student needs.
- The physical environment adds significant value to student learning experiences through the intentional design and use of flexible learning spaces and outdoor areas. These inviting spaces enhance collaboration, sensory regulation, creativity and independence while providing expanded opportunities for structured and unstructured play.
- Students are empowered to contribute authentically to school life through regular opportunities for voice, feedback and choice, reinforcing the school's commitment to placing students at the centre of decision making. Their perspectives inform school processes and strengthen a culture of inclusion and shared responsibility.

Recommendation

The review team support the following:

- Further refine the use of attendance and behaviour data tools to strengthen early identification of trends and patterns, enabling responsive and proactive intervention strategies to support student engagement and wellbeing.

Leadership

The visibility, interpersonal acumen and strategic leadership of the Principal and leadership team has created a cohesive school culture grounded in collaboration, shared ownership and continuous improvement.

Commendations

The review team validate the following:

- The collaboratively developed business plan reflects authentic staff and School Board consultation, resulting in a shared vision and collective commitment to school priorities. Embedded review and evaluation processes have ensured progress towards targets are monitored and responsive to the changing needs of the school.
- An extensive and intentional committee structure provides aspirant and middle leaders with opportunities to lead in areas aligned to their strengths, passions and interests. Through the shared development, implementation and review of operational plans, middle leaders are empowered to drive school improvement and facilitate collective ownership of the school's strategic priorities.
- Change is managed in a consultative and systematic manner, with data and research informing the identification, trialling and implementation of improvement strategies. Staged implementation processes, supported by distributed leadership and ongoing monitoring of performance data, ensure consistency of practice and evaluation of impact across the school.
- Through the strategic prioritisation of walk throughs and peer observation processes, executive leaders promote a strong culture of collaboration, reflection and continuous improvement. Highly valued by staff, these practices support consistency of whole-school approaches while strengthening professional growth and collective efficacy.

Recommendation

The review team support the following:

- Fortify the leadership capacity of middle leaders through purposeful alignment and collaboration with the executive team to further develop and sustain rigorous, evidence-informed whole-school approaches to teaching, learning and school culture.

Use of resources

Responsive and judicious resource management enables the school to strategically invest in staff capability, engaging learning environments and targeted support aligned to student and school needs.

Commendations

The review team validate the following:

- Effectual financial decision making and oversight is enabled through a well-structured Finance Committee, with broad representation, clearly defined roles and responsibilities, and expert guidance from the manager corporate services ensuring transparent and accountable financial management.
- Astute and proactive workforce planning aligned to enrolment trends, student needs and future staffing considerations guides strategic decision making. A focus on staff aspirations, professional learning and instructional coaching reinforce the school's capacity to sustain high-quality teaching and support.
- The strategic allocation of resources to outdoor play spaces and activities reflects the school's commitment to creating inclusive and engaging learning opportunities for students. Complemented by dedicated coordinator time, community input and ongoing evaluation, these spaces encourage creativity, independence and positive engagement.
- Library resources are managed purposefully and aligned to curriculum priorities, classroom inquiry and the whole-class reading approach. Student voice and borrowing data inform resource selection, promoting engagement in reading for pleasure and enhancing responsive resourcing decisions.
- A clearly defined professional learning plan aligns staff development with the school's strategic direction and business plan priorities. This intentional approach supports the cohesive and transparent use of resources to build staff capability and strengthen whole-school practice.

Recommendation

The review team support the following:

- Maintain a focus on strategic forward planning, informed by stakeholder feedback and purposeful allocation of resources, to guide the renewal, maintenance and enhancement of the physical environment.

Teaching quality

Collective efficacy, shared accountability and consistent instructional practice, informed by data and strengthened through collaboration, ensure every student is supported to succeed and achieve their potential.

Commendations

The review team validate the following:

- Purposeful implementation of the school's pedagogical framework, incorporating classroom management strategies, participation tactics and high impact instructional practices, has built teacher capability, reduced variability of practice and enabled sustained student achievement.
- Collaborative year level team structures and shared duties other than teaching are the foundation for intentional collaboration and are pivotal in creating and sustaining the progressive school culture that exists. Staff engagement in reflective practices are sharply focused on the school-wide alignment of evidence-based teaching practice for enhanced student outcomes
- A comprehensive multi-layered coaching model provides targeted support for new and experienced staff in curriculum and instruction, enhancing professional practice and collective efficacy while creating authentic opportunities for aspirant leaders to influence whole-school improvement.
- Graduate and new teachers are supported through a highly structured induction, mentoring and instructional coaching process, with targeted cycles of observation, modelling and feedback cultivating confidence and cohesive implementation of whole-school approaches.
- Long-term engagement with Teach Well professional learning has strengthened and refined whole-school pedagogical practices, ensuring evidence-informed approaches remain aligned, current and responsive to student achievement data.
- A whole-school inquiry and play-based learning framework integrates science, HASS¹, Aboriginal perspectives and technologies to promote curiosity, resilience and student agency through authentic and engaging learning experiences.

Recommendation

The review team support the following:

- Use longitudinal student achievement data to identify recurring concepts and skills requiring targeted support, informing earlier intervention and refining curriculum sequencing and explicit teaching practices.

Student achievement and progress

High levels of data literacy, collaborative inquiry and disciplined data analysis underpin sustained student achievement and progress across the school.

Commendations

The review team validate the following:

- Regular and rigorous whole-school interrogation of NAPLAN², Progressive Achievement Tests and On-entry data to identify historical and emerging learning needs drives high expectations and a collective commitment to responsive teaching and learning.
- Consistent whole-school cohort data analysis processes, led through collaborative year level teams, enable the identification of learning gaps and refinement of targeted teaching practices. This disciplined approach has contributed to sustained student achievement, as evidenced by the school outperforming like schools in all Year 3 and Year 5 NAPLAN assessment areas from 2023 to 2025.
- A clearly documented whole-school assessment schedule provides a consistent framework for data collection, analysis and reflection. This enables staff to align teaching, intervention and improvement priorities with evidence of student progress.
- Collaborative assessment and moderation practices strengthen teacher judgement and curriculum planning. Staff use of common assessment tasks and SCSA³ Judging Standards exemplars within year level teams to analyse achievement, inform teaching and build confidence in grade allocations.

Recommendation

The review team support the following:

- Strengthen opportunities for collaborative assessment and moderation practices, both within the school and across schools, to support consistent teacher judgement and shared understanding of student achievement standards.

Reviewers

Danielle Roache
Director, Public School Review

David Hall
Principal, Shorehaven 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 2031. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 Humanities and social sciences
- 2 National Assessment Program – Literacy and Numeracy
- 3 School Curriculum and Standards Authority