



Goollelal 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

Goollelal Primary School is located approximately 20 kilometres from the Perth central business district in the North Metropolitan Education Region.

Opened in 1981, Goollelal Primary School became an Independent Public School in 2015.

Currently, there are 249 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1065 (decile 2).

The school benefits from the support of parents and wider community, including through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Goollelal Primary School was conducted in Term 4, 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:

- The school implemented a collaborative and authentic approach to self-assessment. The leadership team guided the staff through a thorough examination of the Standard, using specific lines of inquiry to foster a deep understanding of the domains and conduct initial evaluations of the school's performance.
- A robust evidence-based decision making process underpinned the self-assessment. Domain-specific teams gathered evidence to support their judgments, which was analysed to inform future directions for improvement.
- Considerable thought was given to selecting salient information that demonstrated clear links between school initiatives and their impact on student progress and achievement.
- Preparations for the Public School Review were viewed as an opportunity to develop staff capacity in data analysis, deepen collective understanding of school improvement, and identify priorities for ongoing development.
- A range of staff, students, leaders and parents contributed to discussions during the validation visit, enhancing the school's Electronic School Assessment Tool submission.

No recommendations are made.

Relationships and partnerships

Founded on trust and mutual respect, authentic relationships with parents and community groups are developed and maintained by school staff.

Commendations

The review team validate the following:

- Families are regularly informed of whole-school events and student learning through a range of established communication mediums, including ClassDojo, regular newsletters published on Microsoft Sway, and the school website and Facebook page.
- Internal communication methods and opportunities for professional collaboration through committees and collaborative teams support strong collegial relationships focused on improving outcomes for students.
- Strong, purposeful community partnerships extend student learning beyond the classroom. Collaboration with entities such as The Salvation Army Balga Corps, Carnaby Cockatoos, and Fostering Hope Australia, develop students' empathy, philanthropy and sense of social responsibility, while also delivering benefits for the community.
- Connections with Greenwood College and Woodvale Secondary College provide opportunities for upper primary students and their families to build their knowledge and confidence, to support the transition to high school.
- The highly committed School Board provides effective governance and oversight, contributing to the development of the school's strategic direction and policies, and advocating for the school in the broader community. The work of the active P&C both supports the school financially, and provides engaging and memorable experiences for students and their families.

Recommendation

The review team support the following:

- Trial innovative ways to seek community opinions and feedback on the direction of the school.

Learning environment

A collective commitment to nurturing the hearts and minds of students is palpable and evident in all aspects of the school's work. Embedded processes establish conditions for every child to thrive, with multiple layers of support provided when required.

Commendations

The review team validate the following:

- Positive behaviour is promoted through the embedded Positive Behaviour Strategy approach. Ready, Respectful and Safe posters are visible across the school, and behaviour expectations are reinforced by all staff, providing a safe and predictable learning environment for students.
- Prioritising student wellbeing, the school collects feedback from students through social and emotional learning surveys to evaluate and inform whole-school practices, including the introduction of You Can Do It!, a developmentally appropriate program to teach social and emotional learning.
- Transparent, documented processes of identification, monitoring and support of students at educational risk ensure students are provided with timely support and intervention. Highly knowledgeable education assistants deliver evidence-based intervention programs including Early Birds intervention, Strive Reading and Bond Blocks.
- The impact of interventions on student achievement and progress is closely monitored by the deputy principal, school psychologist, teachers, and education assistants, with regular information provided to parents.

Recommendation

The review team support the following:

- Update the Behaviour Management Plan to ensure expectations and restorative practices are clear, consistent and embedded.

Leadership

A clearly articulated vision and high levels of trust, supported by transparent distributed leadership structures, empower staff to contribute to the school improvement journey.

Commendations

The review team validate the following:

- School plans aligned with Department priorities guide the work of everyone in the school through strategic, operational, and classroom planning. Improvement targets, informed by student achievement and progress data, provide a mechanism for monitoring the school's progress towards its strategic goals.
- Embedded performance and development processes, involving self-reflection, goal setting, action planning and mentoring, support the growth and development of all school staff.
- Staff aspirations are supported through opportunities to lead committees and collaborative teams, as well as coordinate short-term initiatives and events. Professional learning is provided to build middle leadership capacity.
- Using a consultative and data-informed approach, the need for change is carefully managed and determined by students' best interest.

Recommendations

The review team support the following:

- Define the responsibilities of the distributed leadership team, including the duration of the leadership role and the criteria for measuring success.
- Provide school-based mentoring and support for emerging leaders, complementing the Kingswood Network Aspirant Leaders Program.

Use of resources

Financial management planning supports staff in providing the best possible learning opportunities for students through robust, embedded financial procedures that ensure transparent alignment with school planning.

Commendations

The review team validate the following:

- Members of the Finance Committee and cost centre managers receive support in understanding their roles and responsibilities through induction processes, access to a Financial Management Handbook, and ongoing discussions with the manager corporate services.
- Student characteristics and targeted initiatives funding is allocated to provide intervention programs and teacher release time directly addresses identified student needs.
- A comprehensive and regularly updated reserve replacement plan guarantees effective resource allocation to support strategic priorities and ongoing upgrades to infrastructure, ICT¹ and the physical learning environment.
- Detailed workforce planning, informed by the annual staff intentions survey and anticipated student enrolment, supports succession planning and prioritises the recruitment of staff with attributes that align with the school's vision.

Recommendation

The review team support the following:

- Monitor the impact of expenditure on student outcomes to guide future resourcing decisions.

Teaching quality

Passionate, knowledgeable and invested staff apply consistent evidence-based teaching practices and continually develop their skills and knowledge, demonstrating a commitment to lifelong learning.

Commendations

The review team validate the following:

- Curriculum committees develop, monitor and review learning area plans, informed by the interrogation of data. There is opportunity for staff to engage in professional learning and informal coaching to build their data literacy.
- Staff engage in data-informed curriculum planning, tailoring their delivery of the Western Australian Curriculum to meet the needs of all students through differentiation, feedback and questioning.
- Engagement with the Centre for Excellence in the Explicit Teaching of Literacy informed the development of the whole-school instructional model, the Goollelal Way and its accompanying playbook. The school's quality teaching team is instrumental in developing shared staff understandings of the model and embedding consistent practice.
- Aligned with the school's early childhood philosophy, a balance of play-based learning and explicit instruction in the early years has significantly improved student progress and achievement in literacy and numeracy and supported student agency and motivation.

Recommendations

The review team support the following:

- Further refine and embed the teaching practices identified in the Goollelal Way Playbook, ensuring alignment with Teaching for Impact and the Quality Teaching Strategy.
- Revitalise the instructional coaching and observation model to embed the practices identified in the Goollelal Way Playbook with consistency and fidelity.
- Upskill staff to provide enrichment opportunities for students, ensuring all teachers consistently deliver opportunities for students to be extended.

Student achievement and progress

Reflective analysis, aligned to a range of school-based and systemic data, informs strategic planning and showcases the collective commitment of all staff to enhance student achievement and progress.

Commendations

The review team validate the following:

- Results of the 2025 NAPLAN¹ assessment indicate improved student achievement from previous years, with students attaining high levels of achievement. Year 5 students are exceeding the school's predicted mean in spelling, and Year 3 students outperforming like schools in numeracy, reading, spelling, and grammar and punctuation.
- A rigorous assessment schedule supports student academic progress monitoring, enabling teachers to track longitudinal achievement, identify trends, and use data to inform planning and measure the impact of instructional strategies.
- The positive impact of the school's intervention approach is monitored through the regular collection of data, and collaborative discussions about student progress between education assistants, classroom teachers and the deputy principal.
- Moderation opportunities within the school and network support consistency and validity in judgements about student performance. The School Curriculum and Standards Authority Judging Standards inform the allocation of grades for Reporting to Parents.

Recommendations

The review team support the following:

- Monitor student achievement and progress from On-entry assessment to Year 3 NAPLAN to measure the impact of early years approaches.
- Implement targeted improvement strategies in literacy and numeracy to maintain recent student achievement and progress outcomes, informed by analysis of agreed measures.

Reviewers

Melanie Langley
Director, Public School Review

Colin Chisholm
Principal, Glen Forrest 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 2028.



Steve Watson
Deputy Director General, Schools

Reference

- 1 Information and Communications Technology
- 2 National Assessment Program – Literacy and Numeracy