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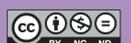


Department of
Education

Shaping the future

Greenmount 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

Greenmount Primary School is located on the edge of the Darling Scarp in the Shire of Mundaring. Situated in the North Metropolitan Education Region, the school is approximately 20 kilometres from the Perth central business district.

Established in 1913, Greenmount Primary School gained Independent Public School status in 2015.

Currently, 380 students are enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 998 (decile 5).

The active School Board and Parents and Citizens' Association (P&C) make a significant contribution to the school.

The first Public School Review of Greenmount Primary School was conducted in Term 4, 2021. This 2025 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:

- The executive leadership team facilitated a structured process to unpack the Standard with staff during scheduled whole-school meetings, ensuring shared understandings and expectations.
- Middle leaders supported collaborative processes aligned with their roles and professional interests, guiding teams in selecting and submitting evidence that demonstrated alignment with domain foci.
- The executive leadership team synthesised the evidence and submitted a structured narrative for each domain through the Electronic School Assessment Tool.
- School Board members, P&C representatives and parents were strong contributors to the validation visit discussions, demonstrating strong interest in the school's progress and a genuine connection with the school.
- Staff, students and school leadership contributed openly and honestly throughout the validation visit, making valuable contributions toward establishing a clear improvement agenda.

The following recommendations are made:

- To support the continuity of the school's improvement journey, reference appropriate commendations or recommendations from the previous review report.
- Consider synthesising identified improvement actions across each domain of the Standard to prioritise and sequence planned actions for improvement, ensuring clarity and strategic alignment.
- Continue to develop a culture of school self-assessment, engaging staff in evidence-based decision making, collaborative data analysis and reflection on the school's performance set against the Standard.

Relationships and partnerships

A relentless focus on respectful community relationships and a foundation of professional trust underpin the school's strong reputation and valued standing within the local community.

Commendations

The review team validate the following:

- Investment in the Collaborative Teams That Work resource has enhanced collaborative practices, with professional learning communities (PLCs) operating under clear norms and structured agendas to ensure purposeful engagement. Staff wellbeing is actively supported through regular check-ins and surveys.
- The School Board demonstrates strong governance through endorsement of strategic plans, budgets and policies, supported by regular monitoring of progress data and financial performance. Engagement in initiatives such as a yarning circle with the Aboriginal and Islander education officer reflects the Board's level of cultural responsiveness.
- The P&C actively supports student engagement and wellbeing through funding initiatives such as weekly before-school dance sessions, swimming lessons, and Year 6 excursions. Fundraising efforts also contribute to infrastructure improvements, including shade sails and playground upgrades.
- Communication practices emphasise respectful, timely and professional engagement, supported by multiple platforms, including Compass. Adjustments such as transitioning to a weekly Bibool notice reflect responsiveness to community feedback and a commitment to accessibility.
- Partnerships are strategically aligned with school priorities, encompassing organisations such as YouthCARE, Binar Futures, local businesses and community groups. Longstanding events like the annual ANZAC¹ Service demonstrate a commitment to genuine community connection.

Recommendation

The review team support the following:

- Implement structured feedback loops with the broader community to demonstrate how parental input informs decision making and leads to tangible outcomes.

Learning environment

Intentionally selected programs and well-designed processes foster a safe, supportive environment where all students can experience a strong sense of connection and belonging.

Commendations

The review team validate the following:

- The Positive Behaviour Support framework is reinforced through annual staff professional learning and clear school-wide expectations. Strategies such as restorative conversations, the Respect Rocket reward system and explicit teaching of learning dispositions promote a positive and inclusive learning environment.
- Wellbeing is prioritised as a key focus area with programs such as Champion Life and ROAR² Inc supporting resilience and positive relationships. Progress toward social-emotional targets, including self-regulation, is monitored through the Progressive Achievement Tests and Social-Emotional Wellbeing survey, ensuring a data-informed approach to student wellbeing.
- The student services team, including leadership, the school psychologist and chaplain, ensures the provision of multidisciplinary student support. Individual education plans are collaboratively developed and reviewed, with documented case conferences outlining clear actions and timelines.
- Student voice is promoted through initiatives such as the Student Voice Survey and discussion groups, which inform improvement priorities. Authentic engagement is evident in actions such as advocacy for facility upgrades and contributions to appropriate decisions that affect the learning environment.

Recommendations

The review team support the following:

- Leverage systemic supports such as SSEN: D³ to build teacher capability to meet the needs of students with complex learning profiles, enhancing classroom-based differentiation strategies.
- Reinvigorate the National Quality Standard Committee with a focus on developing a shared Early Childhood Education philosophy that drives a purposeful focus on Kindergarten to Year 2 collaboration and supports the school's ongoing development of physical, sensory and outdoor learning environments.

Leadership

The leadership culture is inclusive, collaborative and culturally responsive, empowering staff to embrace leadership opportunities and contribute meaningfully to continuous school improvement.

Commendations

The review team validate the following:

- The school's leadership team is established at the start of each year and incorporates the executive team, PLCs and curriculum area leaders. This structure is supported by a distributed leadership model that ensures leadership opportunities at all levels and drives improvement across the school.
- The strategic Community Plan aligns with Departmental expectations and key documentation, with operational plans following a plan–teach–assess cycle. Progress toward measurable targets is informed by longitudinal and cohort datasets.
- The performance and development cycle is a reflective process that aligns teacher development with school priorities and operational targets. Implementation is supported by middle leaders and the executive team, complementing PLC cycles that focus on evidence-based strategies and continuous improvement.
- The leadership provided by the school's Aboriginal and Islander education officer has shaped the school's approach to cultural responsiveness and strengthened support for Aboriginal families, complemented by the formation of the Culturally Responsive Committee to guide improvement initiatives.

Recommendations

The review team support the following:

- Develop tailored role statements that complement the distributed leadership model to articulate responsibilities, define workstreams and provide clarity on leadership pathways.
- Establish an instructional leadership strategy that develops a culture of observation and feedback, supporting the consistent implementation of agreed instructional models and curriculum programs.

Use of resources

Budget and resource management practices are strategically aligned to support school planning and ensure effective allocation for teaching, learning and wellbeing priorities.

Commendations

The review team validate the following:

- The manager corporate services works in partnership with the Principal to ensure that financial management practices align with the requirements outlined in the Funding Agreement for Schools.
- Budgeting processes are aligned with the Community Plan priorities and operational targets, with reserve accounts allocated for significant projects. Financial decisions are informed by cost-benefit analyses, including buying versus leasing comparisons, supporting strategic and sustainable resource management.
- Funding decisions and resource allocation are strategically aligned with student characteristics and targeted initiatives, supported by flexible workforce planning. Key resourcing investments include allied professional staff support for students with identified need and additional chaplaincy services.
- A full compliance audit resulted in strengthened internal controls, delineation of role statements and improved asset management, ensuring sustainable financial management practices.

Recommendations

The review team support the following:

- Develop a standalone workforce plan that aligns staffing strategies with projected demographics to sustain key teaching approaches and programs.
- Review resourcing priorities to redirect funding toward sustaining whole-school instructional approaches and effective early intervention programs.

Teaching quality

With a focus on collective teacher efficacy, professional learning is aligned with operational plans and is positioned as a strategic driver of improved instructional practice and sustained teaching quality.

Commendations

The review team validate the following:

- High impact instructional strategies, including visible learning practices, are embedded in curriculum planning and teacher support. These approaches are evident through the consistent use of learning intentions, success criteria and feedback to enhance student engagement and achievement.
- The core collaborative structure for data analysis, planning, and intervention strategies is provided through PLCs. Operating with explicit norms and structured agendas, they promote disciplined dialogue and an annual accountability matrix that informs improvement priorities and professional learning.
- Intervention programs for students at educational risk (SAER) are informed by systemic and school-based assessment data, focusing on Years 3 to 6. Programs include MacqLit for structured reading intervention, Spelling Mastery and additional education assistant time funded to support SAER students.
- Professional learning is strategically aligned to build staff capability and deliver school priorities across three focus areas; wellbeing, engaged and challenged learners, and quality teaching in English and mathematics. Action learning cycles monitor and sustain the effectiveness of professional learning foci.

Recommendations

The review team support the following:

- Embed consistent application of the school's instructional framework, as outlined in the Curriculum Planning and Teacher Support Guide, through targeted coaching and quality feedback mechanisms.
- Develop and articulate a shared understanding of effective classroom-based differentiated teaching practices.

Student achievement and progress

Judgements about student achievement and progress are informed by a balanced implementation of standardised and school-based assessments, supported by collaborative teacher practices.

Commendations

The review team validate the following:

- Assessment practices are guided by a whole-school schedule developed collaboratively to ensure consistency, alignment with updated tools and clarity of timelines and expectations.
- Staff engage in structured collaborative sessions throughout the year to analyse data and identify emerging needs, ensuring responsive planning. School-based data is triangulated with systemic data to monitor progress and evaluate the impact of programs.
- All teaching staff participate in data disaggregation within PLC meetings to inform decision making and enhance student outcomes, employing effect size calculators to measure impact and refine instructional strategies, with a strong emphasis on collective teacher efficacy as a driver for improvement.
- Grade allocations are determined through structured, data-informed processes supported by the executive team, using the Accountability Dial framework to guide professional conversations. Comparative data is collaboratively reviewed with teachers to ensure consistency and alignment in grading practices.

Recommendations

The review team support the following:

- Leverage existing and complementary data sets to design effective Kindergarten to Year 2 early intervention models in literacy and numeracy.
- Re-establish whole-school moderation practices by embedding opportunities within and across PLCs and the wider education network.

Reviewers	
Craig Stanners Director, Public School Review	Ben Jamieson Principal, Woodland Grove 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

References

- 1 Australian and New Zealand Army Corps
- 2 Resilience, Optimism, Altruism, Respect
- 3 School of Special Educational Needs: Disability