



Department of
Education

Shaping the future

Serpentine 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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Serpentine Primary School is located approximately 60 kilometres south-east of Perth within the South Metropolitan Education Region.

Opening in 1880, Serpentine Primary School gained Independent Public School status in 2017.

There are currently 239 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio Educational Advantage of 997 (decile 5).

Community support is provided by the School Board and an active Parents and Citizens' Association (P&C).

The first Public School Review of Serpentine Primary School was conducted in Term 1, 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:

- Driven by high expectations and a commitment to continuous improvement, a culture of evidence-based decision making is apparent and underpins embedded school self-assessment practices characterised by rigorous data analysis and staff engagement in collaborative problem solving.
- In preparation for the review, staff engaged in professional dialogue and reflection against the Standard. Working in teams, staff provided feedback on the school's performance across each domain. Domain specific committees were formed to collect, prepare and refine evidence for submission.
- The review process was highly valued by the leadership team for the opportunity it provided to create a collective understanding of the school's level of impact on student outcomes, highlighting the achievements and areas for ongoing development.
- The school provided well-organised overview documents which outlined clear evidence sources with succinct analysis.
- Clear alignment was evident between the evidence submitted, the accompanying analysis and the well-defined planned actions.
- During the validation visit, a cross-section of staff, students, parents and community members, together with leaders provided elaborations on evidence submitted and demonstrated strong support for the school.

The following recommendation is made:

- Progress with the intent to provide ongoing opportunities for staff to collaboratively engage in data analysis and to select evidence of the school's performance against the Standard.

Relationships and partnerships

The school is widely regarded as the centre of the community, with strong generational pride among families. Large-scale arts and music events are well attended and valued. Parents attribute their children's success to the comprehensive support and high-quality teaching provided by dedicated and skilled staff.

Commendations

The review team validate the following:

- Organisational Health Index survey data indicates the school has maintained a strong and supportive culture over recent years. Community feedback on school satisfaction levels is sought through general and targeted surveys with information used to inform decision making and improvement planning.
- School Board members value the school's unwavering commitment to excellence and demonstrate a sound understanding of their governance role. Members contribute openly to strategic planning and financial management discussions adding value to school decision making through guidance and support.
- Effective communication is facilitated through a range of modes including Compass. Operational updates for staff are shared through the weekly newsletter, whilst staff meetings are quarantined for PL¹.
- The cultivation of extensive partnerships, oriented towards innovation and maximising student outcomes, include the Serpentine Jarrahdale Men's Shed, Children's University and Leaps and Bounds Childcare.
- Students and families are well supported through a Kindy Ready transition program focused on the building of skills, relationships and family connections, creating a smooth transition into the early years of schooling.
- Extensive collaboration with universities and schools at the local, state and national level is focused on sharing research-based practice and programs, professional learning and teaching resources. This in turn adds value to the school's development of quality teaching, as well as contributing to other schools.

Recommendation

The review team support the following:

- Proceed with School Board training for all members.

Learning environment

Guided by a student-centred ecological approach, the school has cultivated a safe and supportive learning environment. Consistent routines and structures across all classrooms are fostering a calm, predictable atmosphere that supports student engagement, wellbeing, and academic success.

Commendations

The review team validate the following:

- Led by the PBS² Committee, school-wide processes to define, teach and encourage positive student behaviour are anchored in the embedded values of Respect, Responsibility, Aspire and Perseverance.
- An authentic commitment to develop Aboriginal cultural responsiveness is evident. In addition to NAIDOC³ celebrations, students' exposure to Noongar language commences in Kindergarten and from Pre-primary students engage with Indigenous Knowledge units. Additionally, annual workshops with Aboriginal students from Byford Secondary School are valued by students and families.
- Support for students with diverse learning needs is a key priority for the school. Teachers develop IEPs⁴ and implement modified programs aligned to students' needs. Professional learning delivered by a speech-language pathologist is centred on the implementation of visual supports and modifications to support neurodiverse learners in the classroom.
- Guided by clear and embedded systems and processes, a skilled student services team including the Principal, deputy principal, learning support coordinator, school psychologist, and wellbeing officer provide effective oversight of students at educational risk.
- A three-tiered Response to Intervention model underpins the school's intervention programs for reading, spelling and numeracy with student progress and achievement closely monitored for success.

Recommendations

The review team support the following:

- Progress work already commenced to develop an evidence-based school-wide curriculum to support students' social and emotional development.
- Continue to strengthen and embed Aboriginal perspectives across the curriculum.

Leadership

Highly valued by the school community, the Principal together with the leadership team are leading a compelling improvement agenda based on a 'high support, high expectations' philosophy and focus on empowering staff to deliver quality teaching and to optimise their pedagogical impact on student achievement and progress.

Commendations

The review team validate the following:

- The Business Plan 2024 - 2026, collaboratively developed through extensive consultation with staff and input from the School Board, sets out clear strategic foci and targets to support the school's improvement agenda.
- Distributed leadership is deeply embedded and clearly aligned to strategic priorities. The implementation of improvement initiatives is prioritised through time-bound project groups that are responsive to the strategic needs of the school and the empowerment of a broad range of staff to undertake leadership responsibilities.
- Effective instructional support for staff is critical in the school's ongoing evolution of an expert teaching team. All staff access coaching using the Steplab model. A comprehensive instructional playbook sets out agreed research-based practice, supported by fine-grained pacing guides which are annually reviewed.
- Actively engaged in performance management, staff expressed their appreciation for the opportunity to reflect on professional goals, aligned to the AITSL⁵ standards, to support their growth.
- Well-paced change is effectively implemented through consultation, collaboration and a balance between innovation and sustainability to ensure new initiatives are owned and embraced by staff.

Recommendations

The review team support the following:

- Progress plans to further develop operational planning linked to Business Plan priorities.
- Continue to use the Western Australian Future Leaders Framework to identify aspirant leaders.

Use of resources

Underpinned by a commitment to maximising student outcomes, the Principal and manager corporate services (MCS) work effectively to provide rigorous oversight of school financial management decision making and ensure resources are allocated for optimal impact on students' academic and wellbeing success.

Commendations

The review team validate the following:

- Fiscal responsibility is demonstrated through clear alignment of expenditure to strategic planning and the reduction of non-essential spending. Funds are directed to areas providing the greatest impact on student learning such as staff professional learning and time for collaboration and resource development.
- The school's budget is well managed and carefully monitored by the MCS and Principal in collaboration with the school's finance committee to ensure financial sustainability.
- Data informed resource allocation is apparent in the funding of literacy and numeracy intervention for identified students based on literacy and numeracy assessment.
- The deployment of funds for education assistants is focused on maximising support for students with additional needs.
- Prudent data driven workforce planning has led to clear investment in staff professional learning and a range of roles focused on embedding consistent practices and programs across the school. This includes a curriculum coordinator, education assistant lead, deputy principal and curriculum coach.

Recommendations

The review team support the following:

- Refine documentation for new-staff induction procedures.
- Make explicit the links between strategic plans and resource allocation through the inclusion of projected costings on operational plans.

Teaching quality

Driven by high expectations and a strong moral purpose, staff and leaders demonstrate an exceptional commitment to embedding high-impact instructional strategies to ensure every child reaches their potential. Sophisticated curriculum development is informed by educational experts and is responsive to students' needs.

Commendations

The review team validate the following:

- An embedded culture of collaboration underpins staff engagement in fine-grained planning, the review of curriculum, reflection on student performance and the sharing of agreed instructional practice.
- Viewed as critical for students' long-term success, strong foundations in literacy and numeracy are prioritised through school-wide programs including a school-developed synthetic phonics program, reading knowledge units, Spelling Mastery, the Syntax Project, Prime Mathematics and Explicit Mathematics Program.
- The school's explicit teaching approach, including daily reviews, is informed by Science of Learning principles with cognitive understandings of how students learn, reinforced through clear and consistent expectations for lesson delivery.
- A structured professional learning program to develop staff knowledge of instructional practice and the delivery of school-wide programs with fidelity is delivered at weekly staff meetings.
- Staff share data progress reports with parents in Terms 1 and 3 during half-day closure teacher meetings. A strong emphasis is placed on providing precise student progress information across a range of assessments to guide discussion on student achievements and next steps for improvement.

Recommendations

The review team support the following:

- Advance the current project focused on refining writing progressions in the upper primary years.
- Strengthen guidance for teachers on implementing extension opportunities in mathematics and English.

Student achievement and progress

Staff demonstrate a shared sense of accountability for student success and a collective commitment to data-driven decision making to inform classroom pedagogy and curriculum delivery.

Commendations

The review team validate the following:

- Year 5, 2024 NAPLAN⁶ spelling achievement is above like schools for numeracy, spelling and grammar and punctuation. Year 3, 2024 NAPLAN achievement is similar to, or above, like schools in numeracy, reading, spelling and grammar and punctuation.
- Whole-school processes for the collection and analysis of student achievement data are well embedded with information used strategically at the whole-school and classroom level. An assessment schedule has been developed and teachers systematically embed identified assessments into their teaching cycles.
- Whole-school data is collected and analysed. Specific targets for each assessment are identified and data is colour coded based on national norms or school-based targets.
- Mid-term cadence reviews in mathematics provide an opportunity for early identification of learning gaps and timely reinforcement of key learning in the classroom.
- Acadience assessment is used to identify students for intervention in reading, spelling and mathematics.

Recommendations

The review team support the following:

- Progress plans to implement cadence reviews for the English domain.
- Advance plans to review target setting and increase the frequency of student data analysis to better identify priority groups and inform targeted support.

Reviewers

Kim McCollum
Director, Public School Review

Chantelle Cochrane
Principal, Eddystone 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 2030. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 Professional learning
- 2 Positive Behaviour Support
- 3 National Aborigines and Islanders Day Observance Committee
- 4 Individual education plan
- 5 Australian Institute for Teaching and School Leadership
- 6 National Assessment Program – Literacy and Numeracy