



Department of
Education

Shaping the future

Waikiki 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

Waikiki Primary School is situated in the suburb of Waikiki, approximately 55 kilometres south of the Perth central business district within the City of Rockingham. The school opened in 2002, moving to its current premises in 2008, and is part of the South Metropolitan Education Region.

Currently, there are 289 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 964 (decile 7).

The School Board demonstrates significant investment in the school. It provides ongoing assistance in pursuit of a shared commitment to the Waikiki Primary School Expectations, supporting opportunities for students to learn, grow, achieve and celebrate across the variety of areas of schooling.

The first Public School Review of Waikiki Primary School was conducted in Term 2, 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 Acting Principal submitted a comprehensive and rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided a clear description of the current school context and actions planned for the future.
- The school's leadership and staff demonstrate a genuine understanding of the context of the school, its improvement journey to date and the necessary future enhancements.
- All staff were involved in the school self-assessment, preparation of the ESAT submission and provided with an opportunity to discuss and reflect on the evidence included.
- The school's self-assessment was enhanced significantly by conversations with the majority of staff and other members of the school community during the validation visit. They elaborated on their reflections and engaged actively in discussions.
- Involvement in the preparation of the ESAT submission was viewed positively by staff as a validation of their work.

The following recommendations are made:

- Continue to develop a reflective culture across the school and embed the use of priority school performance data to determine the impact of planned intentions.
- Continue to embed improvement strategies across the school to validate selected operational imperatives.
- Engage a final layer of oversight to future ESAT submissions in order to synthesise input and limit the repetition of evidence provided.

Relationships and partnerships

The school is undergoing a transformative journey with staff developing a culture of trust and mutual respect. The goal of a happy and safe community where everyone is kind and connected is well-developed.

Commendations

The review team validate the following:

- To ensure collaborative and informed decision-making, the school employs a blend of formal and informal methods to gather parent and community feedback. The efficacy of communication procedures has been improved by conversation protocols and the range of forums utilised.
- The reinvigorated and invested School Board has been instrumental in facilitating a consultation process to refresh the school vision. Responsibilities are documented in the School Board Improvement Plan.
- The diverse perspectives of community voice are valued and strong partnerships fostered. This is evident in volunteer support for clubs, the Breakfast Club, and a strong partnership with the Fathering Project.
- Student voice is an important component of school organisation with avenues for student feedback (student leadership meetings, Hero lunches, surveys) documented in the comprehensive Student Leadership Policy.
- Systems are in place and being refined, to support collaborative and respectful relationships between all staff. These include Professional Learning Communities (PLC), the Wellbeing Team and Social Club.

Recommendations

The review team support the following:

- Continue to foster connected relationships through whole-staff reflections following PLC and committee activities. Review practices of collaboration, celebrate successes and identify areas for improvement.
- Use the investment in the school by the School Board leadership to enhance community engagement. Ensure that stakeholders from diverse cultural backgrounds feel welcomed and have a meaningful voice.

Learning environment

Staff are constantly striving to create a learning atmosphere where members of the school community are prepared and engaged, supporting them all to grow to their individual potential.

Commendations

The review team validate the following:

- Early childhood staff are committed to providing engaging and developmentally appropriate experiences. This includes increasing opportunities for students to play and explore, as evident in NQS¹ assessments.
- Systems for students at educational risk have been clarified and streamlined to provide multi-tiered strategies to ensure students requiring support are identified, supported and monitored for improvement.
- A comprehensive pastoral approach under the guidance of the social and emotional learning coordinator ensures the emotional, social, and psychological wellbeing of all students. This is actively nurtured alongside their academic development, through strategies such as Zones of Regulation.
- Staff health and wellbeing has been prioritised through strategies such as the staff bulletin, social club, wellbeing board, verbal shoutouts, weekly get together and psychosocial education practices.
- Student attendance, engagement and behaviour management expectations have been clarified through embedding the 'expectations model' to create a shared understanding of what is acceptable.

Recommendations

The review team support the following:

- Further strengthen and formalise processes for review and monitoring of students at educational risk. Schedule regular professional learning, refine systems like the tracking and referral templates, and ensure consistent use of data to inform interventions and adjustments.
- Strengthen existing Tier 1 processes for social and emotional learning. Monitor and evaluate the impact of Zones of Regulation and use data to inform adjustments and future social and emotional wellbeing strategies.

Leadership

Leadership is committed to embedding a priority of joint responsibility for data focused improvement, reflective whole-school approaches, shared practice and professional learning aligned to Teaching for Impact.

Commendations

The review team validate the following:

- Alignment of school planning to Department expectations ensures the school's goals and strategies are focused on enhancing teaching and learning outcomes and fostering a culture of continuous improvement.
- Leaders have been mindful of reducing staff cognitive load in providing necessary planning, direction, growth and support for school-wide practices. Staff display appreciation for this consideration.
- The performance management and development approach aligns to Department and AITSL² expectations. Priority is given to enhancing staff professional growth and supporting educational outcomes for students.
- Whole-school change is characterised by a strategic and methodical change framework – need, direction, behaviour, sustainability, review – that actively seeks staff input.
- Leadership development is fostered through a targeted and evidence-based approach aligned to the school narrative. It is actioned effectively through an authentic distributive leadership model.
- Staff have an open, growth mindset toward improving their teaching practice. This has proved beneficial in the implementation of instructional coaching for Teaching for Impact based on Teach Well.

Recommendations

The review team support the following:

- Continue to empower the collaboration of middle leaders to disseminate and embed in action, the school-wide improvement narrative.
- Continue to expand and promote the use of the Instructional Coaching Plan, encouraging teachers to participate in coaching cycles using swivel recordings, with regular review and reflection sessions to support ongoing professional growth.

Use of resources

Waikiki Primary School is developing robust systems to ensure that funding, staffing, and support resources are deployed with precision and purpose.

Commendations

The review team validate the following:

- The school demonstrates a highly strategic and needs-driven approach to resource allocation. Strategic and operational plans align resource deployment, ensuring maximised impact on student achievement.
- Resourcing decisions are made considering a combination of planning, available funding, staff feedback, and data analysis. This has been evidenced in the school-wide implementation of PR1ME Mathematics.
- PLCs and common DOTT³ timetables are resourced to support collaboration, consistency in instruction, data analysis and planning and to maximise opportunities for leadership release and coaching.
- A rejuvenated focus on compliance with expectations of the Funding Agreement for Schools ensures resources are used responsibly and transparently, to support the delivery of high-quality education.

Recommendations

The review team support the following:

- Continue to refine and implement DOTT timetables to promote collaboration by aligning release times across year levels for PLC meetings, data analysis and joint planning.
- Refine internal financial controls by ensuring timely preparation of accurate financial reports, regular monitoring of budgets by the Finance Committee, and adherence to procurement policies.
- Build sophisticated planning and management processes to consider short-term and long-term needs. Include a comprehensive repair and replacement schedule for information and communication technology.

Teaching quality
Staff demonstrate an authentic mutual respect for colleagues in collaboratively determined, consistent, connected, guided and supported instructional practice. They acknowledge sophisticated local expertise.
Commendations
The review team validate the following: • Staff are supported and knowledgeable in teaching lessons via the Waikiki Way Instructional Framework (WWIF) – a consistent, low variance and structured approach to teaching. • Science of Learning is the cornerstone teaching philosophy which underpins the WWIF. The framework guides instruction, focusing on cognitive science and research-based strategies to enhance learning. • Teaching quality is enhanced with implementation of the ‘expectations model’. Displayed in each classroom, teachers explicitly teach what each expectation means and what it looks like in this school environment. • Regular communication ensures families are engaged in their child’s learning journey. Avenues include reports, informal check-ins, bulletin notices, parent/teacher meetings and learning journeys. • Targeted interventions are delivered for students identified through testing with PR1ME Mathematics, Literacy Pro, Acadience, MacqLit, and MiniLit, all which inform intervention timetables. • Staff work collaboratively in PLCs to plan lessons, engage students in high quality teaching and assess what’s currently working within their class, while adjusting learning outcomes where necessary.
Recommendations
The review team support the following: • Embed the instructional coaching model through ongoing coaching cycles, regular impact analysis, and feedback, to support continuous improvement and build and refine precision in teaching practices. • Reinforce consistency and engagement in instruction by embedding non-negotiable posters, routines, and teaching frameworks (WWIF and The Big 8) school-wide, ensuring high-quality, low variance teaching.
Student achievement and progress
The school is seeking to identify and embed a consistent and contextually appropriate approach to the collection, recording and analysis of student data.
Commendations
The review team validate the following: • Systemic data (NAPLAN⁴) like school comparisons are a key metric for student performance. Business Plan targets are aligned to these performance measures. • Disciplined dialogue is used at phase level by PLCs and in whole-school meetings to interpret data and guide future direction based on students’ progress and the efficacy of teaching practices and programs. • A range of summative assessments are used to monitor student achievement and progress. These include systemic and school-based assessments such as Progressive Assessment Test (PAT), the KAT⁵, the OEAP⁶, Acadience Reading and MiniLit and MacqLit screening for targeted intervention programs. • The student progress and achievement leader encourages staff to adopt a culture of fostering data-informed practice, ensuring multi-tiered support for student achievement and progress.
Recommendations
The review team support the following: • Analyse longitudinal data from assessments such as NAPLAN, PAT, PR1ME, and Acadience to evaluate school progress, inform strategic planning, and set priorities in the Business Plan and operational plans. • Develop and refine school-wide data tracking platforms to enable efficient, consistent monitoring of student progress across all year levels, ensuring data is accessible and actionable for staff.

Reviewers	
Brett Hunt Director, Public School Review	Cathy Allen Principal, Adam Road 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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Lisa Criddle
A/Deputy Director General, Schools

References

- 1 National Quality Standard
- 2 Australian Institute for Teaching and School Leadership
- 3 Duties other than teaching
- 4 National Assessment Program – Literacy and Numeracy
- 5 Kindergarten Assessment Tool
- 6 On-entry Assessment