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Department of
Education

Shaping the future

Forest Crescent 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

Forest Crescent Primary School is located approximately 20 kilometres south of Perth, in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1014 (decile 4) and currently enrolls 627 students from Kindergarten to Year 6.

Forest Crescent Primary School opened in 1987 and became an Independent Public School in 2015.

The school is supported by an active Parents and Citizens' Association (P&C) and School Board.

The last Public School Review of Forest Crescent Primary School was conducted in Term 1, 2023. 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 rigorous school self-assessment.

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

- The self-assessment process was embraced as an opportunity to build the strategic leadership capacity of aspirant leaders through devolved responsibility for facilitating staff discussions around the Standard.
- In preparation for the Public School Review and development of the Electronic School Assessment Tool submission, staff engaged in structured self-assessment against the Standard, reviewed progress against previous review recommendations, curated evidence and identified priorities for future improvement.
- The school's self-assessment provided an authentic reflection of current strengths and priority areas, with stakeholders demonstrating a shared commitment to using this evidence to inform the next business plan and cycle of improvement.
- A school tour led by student leaders enriched the validation day and provided the review team with deeper insight into the school context.
- Staff, community members, parents, and students demonstrated strong engagement and support during the validation day visit, contributing meaningfully to the review process.

The following recommendation is made:

- Embed ongoing cycles of self-reflection, informed by robust evidence and data analysis, to strengthen the precision and impact of school improvement planning.

Relationships and partnerships

Strong, respectful relationships among staff, parents, students and community members contribute to a supportive environment focused on achieving the best outcomes for every child.

Commendations

The review team validate the following:

- Purposeful partnerships with external providers enrich learning opportunities across the curriculum, as demonstrated through the Epoch Echoes project, collaboration with zero2hero, and sustained relationships with therapy services.
- United by a shared commitment to supporting students' mental health, resilience and sense of belonging, the school's partnership with A Stitch in Time delivers meaningful and lasting benefits for both students and the broader community.
- Transparent information sharing and consultation are strengthening the governance capacity of the School Board. The highly engaged P&C leads valued community initiatives, including the Fathering Project, and contributes significant financial support through fundraising and the effective operation of the canteen.
- Timetabled opportunities for teacher collaboration within year level teams support the alignment of curriculum expectations and the sharing of professional expertise.

Recommendations

The review team support the following:

- Develop and embed agreed engagement norms to strengthen collaboration across phases of learning and build a cohesive whole-school culture.
- Systematically seek feedback from the school community through the survey tool to inform decision making.

Learning environment

The school demonstrates a shared commitment to fostering a culture of inclusion and wellbeing, supported student-centred approaches that promote mental health, engagement and a sense of belonging.

Commendations

The review team validate the following:

- Multifaceted student wellbeing approaches, including the provision of the chaplain and external partnerships with A Stitch in Time, Your Move, and zero2hero are informed by annual social and emotional wellbeing data to deliver targeted support.
- A consistent and shared understanding of behaviour expectations is supported by whole-school values, good standing and behaviour policies, and behaviour flowcharts. A review of policy and procedures is underway to strengthen the school's response to complex behaviours.
- Students at educational risk are systematically identified and monitored through reliable diagnostic assessments, with evidence-based interventions such as MiniLit Sage providing targeted explicit small group literacy support. A comprehensive case management approach involving staff, external agencies and parents ensures coordinated and responsive support for students.
- Authentic decision making and leadership opportunities are provided to students through Year 6 leadership roles and through seeking student feedback on playground design and club provision.

Recommendations

The review team support the following:

- Develop and implement a strategy to strengthen cultural responsiveness, seeking input from Aboriginal families and students and collaborating with the Djarlgarro/Row/South East Community Network.
- Review and update students at educational risk processes and procedures to align with a multi-tiered system of support, clarifying staff roles and responsibilities, refining referral processes, and incorporating professional learning to build capacity and consistency in differentiation strategies.

Leadership

Under the guidance of the Principal, a focus on clarity, shared expectations and collective responsibility is developing and supporting the school's ongoing improvement journey.

Commendations

The review team validate the following:

- The core responsibilities and phase of learning portfolios of executive team members are clearly defined, known by staff and aligned with their professional strengths and interests.
- Operational learning area plans, informed by committee feedback and analysis of student achievement and progress data, guide staff practice across the school and support the implementation of whole-school priorities.
- Upon request, program champions model expected practices, such as UFLI¹ Foundations, Phonics and Talk for Writing, to build staff capability, share expertise and support consistent implementation.
- Staff are provided with opportunities to lead phase teams, committees and school priority areas, such as English as an additional language or dialect support. Aspirant level 3 classroom teachers are supported through targeted professional learning to strengthen their understanding of the application process.

Recommendations

The review team support the following:

- Develop and publish a refined school vision and business plan in consultation with the school community.
- Define and document the roles, responsibilities and accountabilities of the distributed leadership team, aligned with strategic priorities.
- Introduce transparent processes for identifying and developing aspirant leaders, informed by the Western Australian Future Leaders Framework.
- Develop and implement consistent performance management processes that provide systematic feedback to staff and support professional growth and improvement.

Use of resources

The school has identified the need to strengthen foundational practices to increase the rigour and transparency of financial decision making and align resourcing with business plan priorities to maximise student outcomes.

Commendations

The review team validate the following:

- The Finance Committee endorses the annual one-line budget presented by the manager corporate services and monitors comparative budget reports each term.
- Prudent decision making informed the 2026 school structure, maximising human and financial resourcing to enable the provision of additional support for students.
- Investment in current personal computers and SMART Boards supports the delivery of the information and communications technology capabilities and digital technologies curriculum.
- Student characteristics funding for students who speak English as an additional language or dialect is strategically allocated to support targeted interventions and enhance access to the curriculum.

Recommendations

The review team support the following:

- Strengthen the strategic contribution of the manager corporate services to align resource planning and financial management with school priorities and the transparent use of targeted student characteristics funding.
- Build the capacity of the Finance Committee and introduce transparent processes to support data-informed decision making, and oversight and evaluation of the impact of budget and resource allocation, ensuring a clear line of sight between resourcing decisions and business plan priorities.
- Develop a workforce plan and review budget allocations to align expenditure with projected student-centred funding and ensure sustainable resourcing in response to declining enrolment over the past 5 years.

Teaching quality

Dedicated and professional teachers and allied staff work collaboratively with high levels of mutual respect to support student learning. A developing focus on strengthening instructional coherence and the consistent implementation of whole-school practices is evident.

Commendations

The review team validate the following:

- The implementation of whole-school literacy approaches, including Talk for Writing, UFLI Foundations from Pre-Primary to Year 2, and Word Origins for Years 3–6, is supported through targeted professional learning, a documented writing scope and sequence incorporating set texts, and teacher collaboration within phases of learning.
- Collaborative planning within year level teams supports the sharing of effective teaching strategies and reflective discussion about student learning.
- Cross-curricular incursions and excursions, along with initiatives such as the Year 5/6 arts extension classes, enrich student learning and support students' holistic development.
- Evidence-based interventions, including the MultiLit LanguageLift program, provide structured small-group instruction and ongoing progress monitoring to target the identified oral language needs of English as an additional language or dialect learners.

Recommendations

The review team support the following:

- Develop and implement a whole-school instructional playbook aligned with the Quality Teaching Strategy to support the consistent implementation of shared beliefs, instructional practices, assessment and moderation processes, and accountability measures.
- Review current practices and programs and introduce measures to monitor the fidelity of implementation and impact on student achievement and progress.
- Develop and implement a consistent whole-school approach to numeracy instruction, including a documented scope and sequence of content and vocabulary, to strengthen instructional coherence and address gaps in student knowledge.

Student achievement and progress

The school is strengthening systems for collecting and analysing student achievement and progress data to support evidence-informed planning, teaching and intervention.

Commendations

The review team validate the following:

- A whole-school student literacy profile triangulates data from DIBELS², UFLI Foundations, On-entry Assessment and NAPLAN³ to support teacher planning and the identification of students requiring targeted support.
- Comprehensive compilation and analysis of mathematics student achievement and progress data inform the monitoring of operational targets. The school has identified the need to shift from data presentation to active engagement with a smaller number of high-value data sources to inform planning, teaching and intervention.
- Adapted SCSA⁴ achievement standard rubrics, common assessment tasks, and moderation of student writing support consistent teacher judgements about student achievement.
- Student achievement in the 2025 Year 3 and Year 5 NAPLAN was comparable to that of like schools across all assessments.

Recommendations

The review team support the following:

- Review current data collection and analysis practices to inform the development of a coherent whole-school assessment schedule that supports consistent monitoring of student achievement and progress.
- Build staff data literacy to access, analyse and use school-based and systemic student achievement and progress data to inform teaching practice through collaborative cycles of disciplined dialogue.

Reviewers	
Melanie Langley Director, Public School Review	Natalie Bracegirdle Principal, Aveley 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.

The next review process focusing on the leadership, use of resources and teaching quality domains only, is scheduled for Term 1, 2027. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2029.



Lisa Criddle
A/Deputy Director General, Schools

References

- 1 University of Florida Literacy Institute
- 2 Dynamic Indicators of Basic Early Literacy Skills
- 3 National Assessment Program – Literacy and Numeracy
- 4 School Curriculum and Standards Authority