Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Swanbourne Primary School

Public School Review

D26/0364648
April 2026

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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

Swanbourne Primary School is located approximately 11 kilometres west of the Perth business district within the North Metropolitan Education Region.

Opened in 1905, the school relocated to its current site in 2001 and became an Independent Public School in 2017.

Swanbourne Primary School has an Index of Community Socio-Educational Advantage of 1149 (decile 1) and currently there are 465 students enrolled from Kindergarten to Year 6.

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens Association (P&C).

The first Public School Review of Swanbourne Primary School was conducted in Term 1, 2022. 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 structured and cohesive school self-assessment.

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

- The school engaged in a purposeful self-assessment process, including reflection on progress against the previous Public School Review recommendations to inform future planning and priorities.
- Executive leaders led a deliberate and collaborative self-assessment process, engaging staff, the School Board, P&C and wider community in reflective practices aligned to the Standard and the school's strategic direction, strengthening a culture of shared responsibility and collective accountability for student outcomes.
- Whole-staff consultation and reflection against the Standard supported the identification of domain leaders, enhancing the clarity and visibility of distributed leadership across the school.
- Middle leaders facilitated collaborative processes aligned to their roles, selecting and analysing evidence against domain foci, with the executive leadership team synthesising this into a coherent and structured Electronic School Assessment Tool (ESAT) submission.
- A cross-section of staff representing a range of roles actively engaged with the review team during the validation visit, providing clarity and depth that strengthened the team's understanding of the school's context and operations.
- Discussions with thoughtful and reflective students provided valuable insights into their learning experiences, sense of belonging and opportunities for agency and enrichment, contributing positively to the validation process.
- School Board and P&C members offered considered and genuine reflections, reinforcing the school's inclusive culture and the strong sense of connection experienced by families and the wider community.

The following recommendation is made:

- Consider including whole documents in future ESAT submissions, such as whole-school plans, policies and supporting documents, to provide greater detail and clarity regarding the school's strategic priorities, systems and processes.

Relationships and partnerships

A highly collaborative and inclusive culture underpins a cohesive school community, where staff consistently go above and beyond to build strong relationships, positive connections and a shared sense of pride.

Commendations

The review team validate the following:

- A multi-faceted communication strategy, including regular classroom updates and term overviews through Connect, whole-school communications through Compass and Microsoft Sway, along with opportunities for parent feedback, promote transparency and support positive relationships.
- The Defence Force Mentor Program partnership provides targeted and responsive support for students from Australian Defence Force families. Through structured activities, peer connection, proactive communication, and collaboration with staff and external agencies, the school ensures seamless transitions, strong family connections, and early identification of student needs.
- Before and after school clubs are purposefully coordinated and facilitated by staff, supporting student participation and engagement. These initiatives strengthen relationships across the school community, extend learning opportunities, and provide practical support for families through flexible supervision beyond school hours.
- The School Board demonstrates strong governance through diverse representation, transparent and strategic discussions, and a shared commitment to school improvement. Training and supportive induction processes ensures members are well equipped to fulfil their role effectively.
- A highly active and visible P&C contributes significantly to enhancing community connection and belonging through initiatives including the playground installation, targeted hardship and mental health funds, WhatsApp communication channels, and community events such as the Swanny Campout.

Recommendation

The review team support the following:

- Utilise student insights to strengthen communication of school operations, processes and achievements, to enhance shared understanding and support parent engagement, collaboration and feedback.

Learning environment

Inclusive and supportive whole-school approaches ensure every student is known, valued and provided with opportunities that respond to their individual learning and wellbeing needs.

Commendations

The review team validate the following:

- A whole-school Positive Behaviour Expectations approach has been collaboratively developed, establishing clear expectations across all learning environments. Explicit teaching of behaviours, supported by shared resources and student-designed reward cards, has established a common language and strengthened consistency of practice, embraced increasingly by staff and students.
- The Enrichment Program provides targeted, differentiated opportunities for students to engage in inquiry-based learning that promotes higher-order thinking, creativity and problem-solving. Flexible identification processes and multiple access points, including classroom and co-curricular opportunities, ensure responsiveness to student strengths and broad participation.
- Staff wellbeing is intentionally enhanced through visible and responsive leadership, regular check-ins and the development of a staff wellbeing policy. Initiatives such as staff shout-outs, Happy Schools wellbeing inputs and opportunities for collegial connection contribute to a supportive and positive work environment.
- Students at educational risk are supported through early identification, targeted intervention and ongoing monitoring. Documented learning plans, regular case conferences and collaboration with families and agencies, strengthened by the introduction of a learning support coordinator, ensure coordinated and responsive support.

Recommendation

The review team support the following:

- Embed the Positive Behaviour Expectations framework through coaching, classroom observation and data-informed review of practice to ensure consistent, sustained and high quality implementation across all learning environments.

Leadership

Responsive and consultative leadership is highly visible, promoting a culture of high expectations and care, where shared responsibility, aligned planning and staff leadership opportunities drive continuous improvement.

Commendations

The review team validate the following:

- Distributed leadership is extensive and strengthened through clear documentation of roles and responsibilities, enhancing role clarity and shared understanding while enabling staff to undertake meaningful leadership roles aligned to their expertise.
- Middle leaders provide guidance and instructional support through strategic and operational planning, mentoring, facilitating collaborative processes and the provision of targeted professional learning, supporting consistent whole-school classroom practice.
- A deliberate approach to leadership development ensures opportunities to lead are encouraged through performance development processes and expressions of interest, aligning roles with school priorities and staff aspirations. Expertise across the school is effectively leveraged, with multiple leaders contributing to school improvement.
- Change processes are data-informed, transparent and consultative, incorporating staff and parent feedback. A clear, shared understanding of the rationale for change and the processes supporting implementation ensures initiatives are responsive to need, solution-focused and add value to school improvement.

Recommendation

The review team support the following:

- Build middle leaders' capacity to lead data-informed practice through targeted professional learning and collaborative data analysis, ensuring priority areas are monitored and whole-school teaching and learning programs are reviewed and aligned with current research to improve student outcomes.

Use of resources

Flexible, innovative and collaborative resource management ensures funding, staffing and planning are strategically aligned to student needs, enhancing learning outcomes, opportunities and wellbeing.

Commendations

The review team validate the following:

- Financial planning is transparent and consultative, with the Finance Committee and School Board providing informed oversight of expenditure. The proactive pursuit of grants and supplementary funding, including support from the P&C, enhances the school's capacity to resource priorities.
- Targeted use of funding enhances student achievement, engagement and wellbeing through strategic staffing, resourcing and timetabling. Focused intervention, enrichment and differentiation, specialist teaching programs and expansion of the Defence Force Mentoring program strengthen learning opportunities and support for families.
- A collaborative approach between the manager corporate services and school leaders ensures student characteristics funding is purposefully allocated, with a strong focus on deploying skilled staff to support students with identified needs. Ongoing monitoring and review ensure resourcing remains responsive to student needs.
- Workforce management practices are well organised and supported through strong leadership, communication and relational approaches. Comprehensive documentation for relief staff outlining routines, expectations and key operational processes supports continuity, safety and a positive school culture.

Recommendation

The review team support the following:

- Strengthen alignment between strategic priorities, operational planning and budget allocation through clearly documented planning and monitoring processes.

Teaching quality

A collaborative culture of shared responsibility, supported by whole-school structures and processes, ensures consistent and responsive teaching practices, driving strong student engagement and achievement.

Commendations

The review team validate the following:

- Consistent teaching practices are supported through the Whole School Teaching and Learning Plan, operational planning and assessment schedules, with year level collaborative DOTT[1] enabling alignment of planning, shared resources and workload, and cohesive communication with parents.
- Flexible, data-driven grouping in mathematics and reading across Years 3 to 6 enables students to move between groups based on ongoing assessment. This approach ensures targeted instruction, intervention and extension aligned to each student's point of need, while maintaining access to the Western Australian Curriculum through differentiated delivery, challenge and support.
- A structured approach to data-driven practice is supported, with collaborative analysis and disciplined dialogue informing classroom planning. Actions are tracked through a whole-school Action Log and reviewed by leaders to strengthen collective efficacy and maintain a focus on student outcomes.
- A strategic, data-informed 4-year implementation plan is guiding the intentional integration of digital and design technologies into teaching programs. This is supported by professional learning, collaboration and whole-school approaches, establishing alignment with the Western Australian Curriculum and consistent skill development from Kindergarten to Year 6.

Recommendation

The review team support the following:

- Develop and implement a whole-school observation schedule focused on priority teaching areas, incorporating peer, leadership and student feedback to strengthen instructional practice, inform professional learning and support consistent, evidence-based teaching across the school.

Student achievement and progress

A strong focus on evidence-based practice ensures student achievement and progress are systematically monitored, with data-informed decisions guiding targeted support and continuity of learning.

Commendations

The review team validate the following:

- A targeted, data-informed response to collaborative analysis of Years 3 to 5 NAPLAN[2] writing data has led to the introduction of Brightpath writing assessment. This formative and diagnostic tool supports targeted teaching through immediate feedback, enhancing identification of areas for improvement and student progress.
- The triangulation of Progressive Achievement Tests, NAPLAN and report grade allocations, alongside prior teacher judgement and consultation, supports year-on-year transitions, monitors student achievement and informs the placement of students in flexible learning, intervention and extension groups.
- Comprehensive individual student records are maintained digitally and regularly reviewed by staff to monitor academic, social, emotional and health needs. This coordinated approach enhances communication between school and home and informed decision making to improve student progress and achievement.
- On-entry Assessment data is triangulated with teacher observations, play-based assessments and early learning profiles to build a comprehensive understanding of each child, guiding targeted teaching, early intervention and accurate baseline judgements to inform student progress.

Recommendation

The review team support the following:

- Strengthen whole-school intervention processes, with a targeted focus on the early years, through systematic use of data to identify learning gaps, monitor progress and evaluate the impact of structured, evidence-informed literacy and numeracy support programs.

Reviewers	
Danielle Roache **Director, Public School Review**	Jennie Dawson **Principal, West Leeming 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

1 Duties other than teaching
2 National Assessment Program – Literacy and Numeracy