



Ellen Stirling 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 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

Ellen Stirling Primary School is located in the suburb of Ellenbrook, approximately 30 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region.

Opened in 2008, it became an Independent Public School in 2015.

Currently, there are 560 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 969 (decile 7).

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

The first Public School Review of Ellen Stirling Primary School was conducted in Term 3, 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:

- The school leadership had developed a sophisticated and embedded self-assessment process, with an established review team of staff who reflect on each domain of the Standard twice per term to inform relevant and impactful improvement plans.
- Key staff provided clear evidence, analysis, and domain summaries with accurate reflections and judgements against the Standard. This approach created an aligned and coherent change management strategy to embed in the business plan.
- A key feature of the school's self-assessment was the leadership team's ability to collaboratively and respectfully synthesise staff planned actions into clear, logical next steps for school improvement.
- Careful planning to ensure representation from staff, students, parents, and the community during validation meetings added significant value to the Electronic School Assessment Tool submission and offered the review team important contextual understanding.
- A positive, solutions-focused mindset was evident across the school community, demonstrating a strong sense of collective responsibility which enabled the review team to consolidate agreed actions within the review process.

The following recommendation is made:

- Reduce the volume of summary reports across each domain and strengthen evidence by selecting specific artefacts that address key focus areas.

Relationships and partnerships

The school has consistently built partnerships with parents, community members, and organisations to leverage expertise and opportunities that enhance student outcomes.

Commendations

The review team validate the following:

- Professional relationships among staff are strengthened through effective collaboration, support, flexibility, and mutual respect between administration and staff.
- The community maintains positive, respectful, and open relationships with staff, who are described as approachable, responsive, reflective and always willing to go above and beyond for students.
- The School P&C and School Board are active supporting the school with successful fundraising activities and providing effective governance and support towards school priorities and initiatives.
- Partnerships with organisations such as SEDA College WA, Local Area Committee networks, Teach Learn Grow, City of Swan, Science of Reading, and Edith Cowan University over a number of years have significantly enhanced the quality of programs delivered to students.

Recommendations

The review team support the following:

- Investigate inclusive strategies to engage a variety of parents and partners in the school to support future opportunities.
- Promote greater diversity in representation on the School Board and P&C to ensure broader community input and engagement.

Learning environment

The school's motto, Explore, Discover, Grow, is evident across the myriad of active, inclusive and engaging learning programs carefully crafted and implemented by staff, underpinned by high expectations for all.

Commendations

The review team validate the following:

- The new Yarning Circle (*Giynung Kooloongka Moort Mandjar*) – a space for truth-telling, cultural sharing, and deep listening, provides an excellent opportunity to advance the school's journey in cultural awareness and responsiveness.
- Student attendance consistently exceeds Western Australian public schools and like schools' attendance averages, reflecting strong parental support and the effectiveness of learning programs led by school staff.
- Teachers effectively differentiate instruction to meet the diverse learning needs of students.
- The chaplaincy service, which includes the Eat Up sandwich program and short term and long term social and emotional support, provides valuable ongoing wellbeing support to students, parents and staff.
- The school's well-maintained buildings and visually engaging learning environments provides a vibrant and enjoyable space for students to learn and staff to work.

Recommendations

The review team support the following:

- Review the Behaviour Management and Students at Educational Risk (SAER) policies to ensure they reflect contemporary practices and promote consistent implementation across all staff.
- Conduct a self-assessment against the Aboriginal Cultural Standards Framework to develop a sustainable strategy for ongoing cultural awareness and responsiveness.
- Leverage the newly developed teacher and allied professional expectations document to strengthen the impact of allied professionals working with students in Tiers 2 and 3 intervention programs.

Leadership

The school's strong performance, coupled with recent leadership and demographic changes, provides an opportunity to recalibrate existing programs and strategies to ensure continued success into the future.

Commendations

The review team validate the following:

- A united and approachable administration team provides a strong foundation of support for teaching staff, who are committed to growing their skills and delivering high quality education to all students.
- The executive team is dedicating additional time and effort to participate in a high-performing teams program to enhance leadership capacity and impact across the school.
- The smooth transition and considered approach of the new Principal has provided stability, direction, and certainty for the school community.
- A whole-school review and change management mapping system effectively tracks key initiatives, sustains program momentum, and supports staff workload through planned and strategic improvements.

Recommendations

The review team support the following:

- Collaboratively review the Business Plan 2024-2026 to ensure the alignment of recommendations from the current school review process and to reflect current priorities and strategic goals.
- Revisit the Western Australian Future Leaders Framework to identify, develop, and support current and emerging school leaders.
- Establish an additional layer of intervention for SAER students to support the roles of classroom teachers and deputy principals.

Use of resources

Effective and efficient use of resources has been identified by the school as a key strategic factor in establishing impactful and sustainable strategies to meet the diverse needs of all students.

Commendations

The review team validate the following:

- Financial management is rigorous, transparent, and compliant with Department expectations and the school funding agreement.
- An active Finance Committee supports the effective governance and allocation of school resources.
- The Principal and manager corporate services (MCS) have a clear understanding of current and future cash and salary budgets through systems that enable strategic collaboration to ensure the sustainable use of resources and programs.
- The leadership team maintains a high level of financial transparency and accountability with the School Board.
- Workforce planning processes between the Principal and MCS ensure staffing levels strategically align with student enrolments, supporting the sustainability of school programs.

Recommendations

The review team support the following:

- Review school processes and expectations regarding the sustainable allocation of student characteristics funding.
- Plan to allocate resources to fund emerging school priorities such as instructional coaches and Tier 2 small group interventions.

Teaching quality

The school is supported by a highly skilled and capable staff, who are actively re-establishing strong pedagogical practices to ensure consistency and impact across classrooms.

Commendations

The review team validate the following:

- Contemporary professional learning, including classroom management strategies, Leading Literacy Impact, explicit direct instruction/cognitive load theory, science of reading, trauma-informed practice, high impact teaching strategies, and the Quality Teaching Strategy, equips staff with current skills and knowledge to maximise impact in the classroom.
- The development of science, technology, engineering, and mathematics knowledge and skills is enhanced through 2 purpose-built classrooms, resourced with technology such as 3D printers, iPads, laptops, LEGO, and OSMO Starter Kits.
- A teaching and learning handbook outlining the school's explicit instruction approach supports staff induction and ensures the sustainability of instructional practices across the school.
- Moderation within year levels and across the school network assists in validating teacher judgements while developing consistency in grading and supporting the differentiation of teaching programs.

Recommendations

The review team support the following:

- Develop and resource instructional coaches to ensure consistent implementation of high quality whole-school programs across all classrooms.
- Upskill and strategically deploy allied professionals to deliver Tier 2 literacy and numeracy interventions.
- Research and implement a whole-school mathematics program to promote consistency and improve student outcomes.

Student achievement and progress

Although student outcomes remain above those of like schools, staff recognise that sustaining these results will require ongoing effort and refinement, and the evolution of existing strategies and programs.

Commendations

The review team validate the following:

- The school employs a diverse range of assessments, integrating teacher judgement, classroom observations, and standardised testing to effectively evaluate student achievement and progress.
- The use of Elastik software for gap analysis provides a systematic approach to identifying individual and cohort learning needs, while enabling teaching staff to evaluate the impact of their programs.
- Collection and analysis of extensive Early Childhood data – including On-entry, Sutherland Phonological Awareness Test, DIBELS¹, Fry Words, Westwood Basic Facts Tests, and PAT² in reading and mathematics, tracks individual student progress and achievement throughout the year.
- Structured opportunities for disciplined dialogue allow teams to review student progress and achievement collaboratively.

Recommendations

The review team support the following:

- Review the current whole-school assessment schedule to ensure that selected assessments are impacting staff decisions on the quality of teaching and learning programs.
- Explore strategies to engage staff in regularly reviewing school-based assessment data that is not currently captured in Elastik to effectively inform teaching and learning.
- Develop staff capacity to use English as an Additional Language or Dialect Progress Maps to plan and evaluate targeted interventions for students identified at risk.

Reviewers

Matthew Osborne
Director, Public School Review

Rebecca Stewart
Principal, Port Kennedy 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.



Steven Watson
Deputy Director General, Schools

References

- 1 Dynamic Indicators of Basic Early Literacy Skills
- 2 Progressive Achievement Test