



Department of
Education

Learning changes lives

Instrumental Music School Services

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

Commencing in 2007, the Instrumental Music School Services is situated in Maylands and forms part of the Department of Education's Statewide Services delivery model.

The service provides a holistic teaching and learning program in instrumental and vocal music to students from approximately 500 primary and secondary schools across Western Australia.

The School Council, formed in 2025, provides support to the Instrumental Music School Services.

The first Public School Review of Instrumental Music School Services was conducted in Term 4, 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 comprehensive and rigorous school self-assessment.

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

- The 2022 Public School Review recommendations were utilised as a foundation for ongoing self-assessment and improvement, with structured monitoring of actions, responsibilities, timeframes and evidence providing clear alignment with improvement planning.
- Staff survey feedback provided authentic insights that informed improvement priorities, including a strengthened focus on consultative decision making, staff engagement and the development of a positive school-wide culture.
- Responsibility for preparation of the Electronic School Assessment Tool (ESAT) submission was purposefully distributed, with executive leaders guiding domain storylines aligned to the Standard and collaborative staff teams contributing to evidence selection, analysis of impact and identification of planned actions.
- The comprehensive and transparent ESAT submission provided the review team with a clear account of the Instrumental Music School Services context, progress since the previous review and priorities for continued improvement.
- The purposeful use of video presentations prior to the validation visit provided valuable contextual evidence of practice and impact, enabling the review team to develop a deeper understanding of its statewide context, unique service delivery model and approach to meaningful stakeholder engagement.
- A cross-section of staff representing a range of roles, alongside school and tertiary partners, provided authentic reflections that added valuable context to the self-assessment. Their contributions highlighted the value of collaboration, a collective commitment to improvement and the importance of specialised service delivery and performance opportunities in enhancing student outcomes.
- Articulate and reflective students provided valuable insights into their experiences with Instrumental Music School Services and the contribution of the service to their sense of identity, belonging and connection within their school communities. Their reflections highlighted the value of instrumental music opportunities and skill development in broadening future pathways and aspirations.

Relationships and partnerships
United through music, the Instrumental Music School Services community embodies a spirit of engagement, inspiration and creativity, building strong relationships that connect students, staff and schools across the statewide service.
Commendations
The review team validate the following: • Strategic use of digital platforms, professional learning communities, regional hubs and whole-service events enables staff across the statewide service to communicate, collaborate and share expertise, enhancing professional relationships and a sense of collective identity. • Coordinated internal communication, through the IMSS Friday Bulletin, SIM News and improved ICT¹ infrastructure, links staff across metropolitan and regional locations, providing consistent access to operational and wellbeing information, learning area developments and broader service activity. • Targeted primary workshops, parent information evenings and performance opportunities strengthen connections with students, families and partner schools, celebrating student achievement and inspiring continued participation in instrumental music through the transition to secondary school. • Partnerships with schools, universities and external organisations provide a diverse range of authentic performance opportunities that build student experience, showcase achievement and extend collaborations across the service.
Recommendation
The review team support the following: • Establish systematic processes for gathering and analysing stakeholder feedback to inform the ongoing refinement of the service delivery model, ensuring it remains responsive and contextually relevant to the needs of partner schools.
Learning environment
A commitment to the best interests of every student shapes an enriching learning environment where opportunity, inspiration and meaningful pathways promote musical success and personal excellence.
Commendations
The review team validate the following: • Purposeful cultural learning, including contextualised Acknowledgements of Country and engagement with Aboriginal artists, Elders and songwriters through Journal Songs, is building staff cultural responsiveness and strengthening the inclusion of Aboriginal perspectives, language and culture in teaching and learning. • Targeted professional learning is enhancing staff understanding of diverse learners and building capability to respond holistically to individual needs through differentiated, practical strategies that improve engagement, wellbeing and learning. • A dedicated wellbeing team reinforces a positive staff culture through visible initiatives that promote connection, self-care and access to wellbeing support. • Innovative local area and network ensemble opportunities connect skills-based learning with authentic music-making, building student motivation, confidence, relationships and a sense of belonging that supports transition and continued participation. • Showcase concerts and festivals enrich student learning through opportunities to perform, observe and learn from their peers, complemented by expert feedback that promotes continued musical development.
Recommendations
The review team support the following: • Strengthen student voice processes to further understand the factors influencing student participation and retention, integrating these insights with existing data to inform targeted and contextually responsive improvement strategies. • Collaborate with Program Kaartdijin to identify and enable a centralised approach to student information, strengthening access to holistic data and enhancing informed, responsive and coordinated student support.

Leadership
A united and consultative approach to leadership has strengthened organisational coherence, shared accountability and collective ownership of a clear direction, with student success increasingly at the centre of improvement and decision making.
Commendations
The review team validate the following: • Collaborative development of the 2025-2027 school plan drew on diverse staff perspectives to affirm a shared purpose, identify strategic priorities and establish a clear, evidence-informed direction for improvement. • Aligned service, operational and learning area planning, supported by systematic review of progress, enables staff to evaluate implementation, identify achievements and determine priorities for continued improvement. • A deliberate approach to leadership development provides staff with authentic opportunities through acting roles, aspirant pools, professional learning and leadership of collaborative teams, building experience and capability across multiple levels of leadership. • The consultative review of learning area coordinator roles and responsibilities reflects a commitment to organisational improvement, strengthening role clarity, consistency and collaboration across learning areas.
Recommendation
The review team support the following: • Establish a coherent approach to multi-tiered instructional leadership through clearly defined roles, responsibilities and systems, building leader capability to support teacher development, coaching and continuous improvement in teaching and learning.
Use of resources
Strategic and increasingly evidence-informed resource management places student need and equity at the centre of investment decisions, enhancing service capability and opportunities for student success.
Commendations
The review team validate the following: • The establishment of the Finance Committee has strengthened financial governance through transparent, consultative and documented decision making processes, building staff capability and aligning resource allocation with strategic priorities and student needs. • The deliberate alignment of allied professional roles and expertise with identified organisational needs reinforces specialist capability and distributes workload to promote effective and sustainable service delivery. • Integrated systems for service and workforce planning have improved the accuracy, accessibility and consistency of information, supporting transparency and increasingly informed allocation of staffing and resources across schools. • Investment in ICT infrastructure and staffing support has strengthened regional connectivity and access to technology, building staff confidence and capability to use digital tools effectively in teaching and service delivery.
Recommendations
The review team support the following: • Progress advocacy for school status attainment and aligned resourcing provisions, enabling one-line budget operation and increased autonomy in strategic resource management. • Strengthen systematic processes for collecting and analysing data to monitor and evaluate the impact of resource allocation on student outcomes, using evidence to inform decision making and respond to identified needs across metropolitan and regional schools.

Teaching quality
Driven by a shared commitment to student success, highly skilled instrumental teachers engage in collaboration, shared learning and ongoing refinement of practice, building greater coherence and consistency in teaching across the statewide service.
Commendations
The review team validate the following: • A shared pedagogical framework, aligned resource development and common lesson design are strengthening consistency of teaching across the service, with learning from the Quality Teaching Strategy increasing the use of learning intentions and success criteria. • Collaborative structures within and across instrumental learning areas connect staff across the statewide service, enabling shared planning, resource development, moderation and professional learning that enhance collective expertise and consistency of teaching practice. • A coordinated approach to induction and mentoring provides new staff with structured support, regular mentor engagement and targeted observation, building teaching capability and alignment with whole-service priorities. • A common assessment outline, aligned with the IMSS Pedagogical Framework, strengthen consistency of assessment expectations across the service, while coordinated reporting processes with partner schools support timely feedback and clear communication of student achievement.
Recommendation
The review team support the following: • Strengthen the whole-school teaching model, aligned with Teaching for Impact, to establish shared expectations for high-quality teaching within the Instrumental Music School Services context and promote consistent practice through induction, mentoring, coaching and accessible shared resources.
Student achievement and progress
Shared expectations for achievement provide consistency across the statewide service, supporting reliable assessment, comparable judgements and sequential student progression.
Commendations
The review team validate the following: • Benchmark pieces across all learning areas establish shared expectations for student achievement and a clear progression of year-level appropriate repertoire, supporting sequential development of instrumental skills across Years 7 to 10. • Agreed year-level standards, aligned with the School Curriculum and Standards Authority scope and sequence and external examination frameworks for music, provide clear reference points for achievement and a coherent progression of instrumental learning. • Common benchmark repertoire, marking criteria and student work samples enable moderation within and across learning areas, building shared interpretation of standards and increasing the consistency and reliability of teacher judgements. • ATAR² Performance Rehearsal Days, expanded to include regional students, provide authentic opportunities to compare school-based judgements with external expectations and refine assessment practice in preparation for the WACE³ practical examination.
Recommendations
The review team support the following: • Embed structured and regular opportunities for moderation within and across learning areas to strengthen the consistency and reliability of teacher judgements and grade allocations. • Establish a systematic approach to the analysis of student achievement and grade distribution data within learning areas, using findings to identify trends, evaluate the impact of teaching and learning and inform strategic improvement across the service.

Reviewers	
Danielle Roache Director, Public School Review	Joanna Hall Principal, School of Special Educational Needs: Disability 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 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 information and communication technology
- 2 Australian Tertiary Admission Rank
- 3 Western Australian Certificate of Education