



Department of  
Education

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Public education  
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# Broome North Primary School

## Public School Review

March 2019



# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Broome North Primary School, an Independent Public School since opening in 2015, is located in the town of Broome and is part of the Kimberley Education Region. Modern buildings and grounds provide a welcoming and accessible environment and are named after animals in the Yawuru language.

The school, with an Index of Community and Socio-Educational Advantage rating of 955, currently enrolls 308 students from Kindergarten to Year 6. Aboriginal students comprise approximately 32 per cent of the student population.

Supported by parents, the School Board and an active Parents and Citizens' Association (P&C), the school is the beneficiary of additional resources and strong connections with the Broome community through various fundraising activities and open events.

The school is a member of the Kimberley Schools Project (KSP) which focuses on providing targeted teaching to students' specific needs in literacy and numeracy, improved learning and care in the early years, strengthening regular attendance and increasing student and community engagement.

Broome North Primary School is implementing a program for local children aged 0 – 3, supported by the KSP, to enhance transition and school readiness. A partnership with Mulberry Tree Outside School Hours Care offers local families onsite afterschool care and holiday programs.

## School self-assessment validation

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The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The selection of credible data and appropriate evidence provided an open, honest and transparent account of the current school context and performance.
- An appropriate balance of data and attachments provided reflective commentary with a strong contextual focus.
- There is alignment between observations and judgements about performance and the school's planning intentions.
- Collaboration and staff engagement in whole-school improvement was validated during the school visit.
- A number of key staff actively engaged and contributed during the school validation visit.
- The staff demonstrate a shared ownership for student success with professional and personal responsibilities understood and evident.

The following recommendation is made:

- Consider the selection of evidence that most effectively and efficiently represents the school's judgement of performance to inform planning intentions.

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Relationships and partnerships	
<p>The school has developed productive relationships with parents who feel valued and are strong advocates for the school and staff. An ethos of high care, trust and mutual respect is apparent. The principal leads a genuine campaign to build culturally responsive community connections.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The School Board is active in data informed school improvement and engage in consultative decision making processes.</li> <li>• The P&amp;C, with 22 current members, play a significant role in building community cohesion and provides support for families new to the school.</li> <li>• Parents are pleased with their children’s progress and are actively engaged in a range of school activities.</li> <li>• Connections with the KSP and cluster schools support staff development.</li> <li>• Staff, student and parent surveys inform planning and reform.</li> <li>• Staff morale is high and supported through a range of targeted strategies.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Establish ways to seek feedback and to communicate information, vision, strategic directions and operational matters with all community members.</li> <li>• Facilitate training and network opportunities for parents to share learning related to the care and needs of their child.</li> <li>• Increase opportunities for students to contribute to school improvement.</li> </ul>

Learning environment	
<p>Parents and staff expressed a strong satisfaction with the school’s emphasis on a quality education, in a high care and inclusive setting for all. The safe, orderly environment is underpinned by shared values and attitude expectations in the school’s PBS<sup>1</sup> framework.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Positive behaviour and self-regulation are supported through ongoing explicit instruction, frequent positive reinforcement and reward systems.</li> <li>• A new referral process, targeted training, assessment and collaborative planning supports strong case management for students at risk.</li> <li>• The recent appointment of Aboriginal staff has meaningfully increased engagement through the leadership of a more responsive environment.</li> <li>• IEPs<sup>2</sup> are developed with families, external partners and stakeholders and are personalised and resourced for individual learning needs.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue PBS Tier 1 implementation and a review of the behaviour policy.</li> <li>• Increase whole-school cultural responsiveness aligned with the ACSF<sup>3</sup>.</li> <li>• Implement planned strategies to meet the remaining NQS<sup>4</sup>.</li> <li>• Consider the implementation of the Yawuru language.</li> </ul>

## Leadership

The principal's energy, clear vision and strategic intent for excellence is shared by all staff. High expectations and a culture of collaborative reflection and improvement is modelled by the leaders who are highly visible, approachable and consultative.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The principal uses evidence to support a case for change, consolidates understanding of the purpose, leads a process of collaborative planning and ensures appropriate resourcing for sustainable implementation.</li> <li>• Performance management cycles include observation and feedback against negotiated SMART<sup>5</sup> goals that are aligned with school initiatives.</li> <li>• The link between school, operational and classroom planning is evident and collaboratively developed.</li> <li>• A model of distributed leadership increases staff ownership and responsibility through the active involvement in whole-school initiatives.</li> <li>• Induction processes maintain a continuity of whole-school approaches and classroom practice whilst establishing trust, care and accountability.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Adjust language when communicating school improvement and strategic planning processes with different audiences.</li> </ul>

## Use of resources

The management of resources is responsive to the changing needs of the students. This has included a previous focus on the purchase of resources and playground equipment. Current budgets preference workforce to support whole-school initiatives aligned with current priorities.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The Finance Committee meet regularly to review budgets, approve purchase requests, review expenditure and redistribute funds.</li> <li>• Strategic allocation of staff, both teaching and support, capitalises on strengths and facilitates program implementation and sustainability.</li> <li>• All teachers engage in literacy instruction or support related activities.</li> <li>• Education Assistants support individual students, group learning and facilitate literacy learning.</li> <li>• Time and resources are provided to support staff to develop skills and contribute to whole-school planning processes.</li> <li>• A comprehensive workforce plan identifies current and future profiles.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Adjust the reserve plan to include the intentions for the planned increases to reserve accounts.</li> <li>• Identify the links between targeted student funding and planning.</li> <li>• Explore technology lease options when developing a replacement plan.</li> </ul>

## Teaching quality

A cohesive and connected team, across all phases of learning, is commended for their effort during a time of consolidation of whole-school approaches. Coaching and mentoring through the KSP is actively contributing to the development of consistent classroom practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Pedagogy and curriculum reform has empowered teachers to streamline whole-school approaches and consolidate a shared classroom practice.</li> <li>• Explicit teaching and whole-school strategies support continuous assessment and feedback and are consistently applied in each class.</li> <li>• Planning is aligned with the WAC<sup>6</sup> and ABLEWA<sup>7</sup>, as required.</li> <li>• Literacy and numeracy daily reviews are implemented across the school.</li> <li>• Common assessment tasks and rubrics support writing moderation.</li> <li>• Technology is used as a motivator or to extend targeted learning.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Implement Brightpath and external moderation to support consistency of judgements and grade allocations.</li> <li>• Extend whole-school knowledge of ASD<sup>8</sup> and mental health to support identified students.</li> <li>• Continue development of the literacy and numeracy scope and sequence.</li> <li>• Analyse a range of student progress and achievement data to monitor intervention efficacy and strategies for improvement.</li> </ul>

## Student achievement and progress

Deep analysis of student progress and achievement data is undertaken by the leadership team and shared with staff to inform planning. This analysis has informed the school's direction to focus on refining practice to increase progress against a literacy developmental continuum.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The OEAP<sup>9</sup> assessments are used in the early years to track longitudinal progress and planning.</li> <li>• A range of supplementary school-based assessments identify literacy and numeracy progress and inform intervention planning.</li> <li>• The enrichment group provides extension for identified students.</li> <li>• Targeted programs, such as Let's Decode, Talk for Writing, MiniLit and Spelling Mastery, have made a positive impact on student achievement.</li> <li>• Transitions are supported by comprehensive handover processes.</li> <li>• Aboriginal student attendance exceeds like schools and WA public schools.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Use the ABLEWA assessment tool to monitor longitudinal development.</li> <li>• Develop essential digital literacy skills in the early years to build student confidence in navigating the digital components of online assessment.</li> </ul>

## Reviewers

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Merrilee Wright  
Director, Public School Review


Darryl Dedman  
Principal, Rawlinson Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of effective.

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

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## References

- 1 Positive Behaviour Support
- 2 Individual Education Plan
- 3 *Aboriginal Cultural Standards Framework*
- 4 National Quality Standard
- 5 Specific, Measurable, Achievable, Realistic and Time-based
- 6 Western Australian Curriculum
- 7 Abilities Based Learning Education, Western Australia
- 8 Autism Spectrum Disorder
- 9 On-entry Assessment Program