



Department of  
Education

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Public education  
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# Broome Primary School

## Public School Review

August 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 Primary School is located in the Kimberley Education Region of Western Australia, approximately 2200 kilometres north of Perth. The school, built in a traditional Broome design and set amongst tropical gardens, opened in 1901 and gained Independent Public School status in 2013.

Broome Primary School has an Index of Community Socio-Educational Advantage rating of 873 (decile 10). The school currently enrolls 414 students from Kindergarten to Year 6.

In 2018, Broome Primary School engaged in the Kimberley Schools Project (KSP), and is now one of 22 schools in the Kimberley region actively embracing the four pillars that focus on: strategies to address attendance; early intervention through KindiLink; community engagement; and targeted teaching.

The school is actively supported by a School Board and the Parents and Citizens' Association (P&C). Parents speak highly of the inclusive culture of the school and its reputation for fostering a strong sense of family and community.

## School self-assessment validation

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The Principal submitted a detailed school self-assessment.

The following aspects are confirmed:

- A range of evidence was selected for analysis. Corresponding observations were frank and succinct.
- Planned actions were identified and appropriate to support future planning.
- Strategic whole-school cultural change was initiated through a deeply reflective process. It involved challenging existing school priorities, structures and processes.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation. A range of staff, Board and community members provided unified endorsement of school directions and operations.

The following recommendations are made:

- Further enhance future input into the Electronic School Assessment Tool (ESAT) by providing opportunities for staff to submit comments reflective of current observations, analysis and planned actions directly into the ESAT.
- Ensure that all attachments value-add to the school's narrative by being selective about what to upload and annotating documents to highlight their relevance to corresponding observations, analyses and impact.

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Relationships and partnerships	
<p>Broome Primary School is a collegiate school community united in its commitment to deliver both high care and high achievement to and for their students. This underpins a determined focus on fostering productive relationships and sustained partnerships.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Staff morale is high and evident through a concerted focus on pastoral care and wellbeing of both students and staff.</li> <li>• External agency support and local community partnerships are highly effective and the school works to combat barriers that prevent parents from engaging in a timely fashion.</li> <li>• A well informed School Board and a supportive P&amp;C appreciate the strong connection to culture and sense of inclusivity promoted by the school.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Connect families to services strategically, by encouraging onsite interagency support and by ensuring cooperation rather than competition between service offerings. This would also have cost saving potential.</li> <li>• Establish a balance between the recent transition to streamlined electronic methods of communication, which parents appreciate, and face-to-face opportunities such as the introduction of a 'yarning circle'.</li> </ul>

Learning environment	
<p>Commencing each day with pastoral care sets a positive tone and establishes the pre-conditions for learning. A safe and orderly learning environment is actively promoted through a focus on consistency of language and practice across the school.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school is proactive in working with parents to improve regular attendance, addressing cultural and environmental factors in respectful ways.</li> <li>• Embarking on PBS<sup>1</sup> has coincided with the introduction of a whole-school approach to literacy and numeracy providing consistency of language and practice. Evidence shows that students are more engaged and negative behaviours have decreased.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Review whole-school attendance practices and employ strategies that address unexplained absences in particular.</li> <li>• Continue to embed PBS and BeYou, incorporating key elements of previous social-emotional learning programs and gradually releasing aspects no longer deemed relevant.</li> </ul>

## Leadership

There has been a tangible improvement in the quality and consistency of instruction across all classrooms as a direct consequence of purposeful and strategic leadership. A positive culture based on mutual respect and high levels of trust has forged an inclusive learning environment celebrated by staff and community members.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A highly strategic approach to change management includes active consultation and quality research, resulting in a unified commitment to engage with whole-school initiatives.</li> <li>• The distributed leadership model includes newly appointed cluster leaders and curriculum leaders, who are being utilised to great effect.</li> <li>• The staff and parents appreciate the support of the executive team, especially the Principal, in prioritising the <i>Aboriginal Cultural Standards Framework</i> and cherishing the Yawuru culture.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Formalise distributed leadership roles and responsibilities, ensuring transparency of senior teacher and level 3 classroom teacher roles in particular.</li> <li>• Document how the <i>Aboriginal Cultural Standards Framework</i> is currently embedded in curriculum and aligned to the school's strategic plan. Then, articulate key strategies for future development and budget accordingly.</li> </ul>

## Use of resources

Quality data and a strong evidence base underpins the school's reform agenda, which is focused on raising attainment levels for all students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The newly appointed MCS<sup>2</sup> has quickly been recognised as a valued member of the executive team with much to offer in ensuring that sufficient funds are available to support the delivery of data-driven interventions.</li> <li>• The workforce profile has been designed strategically to provide time for key staff to lead instructional change as the school continues its commitment to the KSP. AIEOs<sup>3</sup> play a key role in developing cultural connections.</li> <li>• There are clear and defensible links between the budget and school planning. Identified areas requiring improved infrastructure, such as ICT<sup>4</sup>, are being prioritised.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Develop a formal workforce plan that aligns with school priorities and future school direction.</li> <li>• Ensure that interventions are reviewed in a timely manner.</li> <li>• Pursue capacity building opportunities to further enhance the highly valued AIEO role across the network.</li> </ul>

## Teaching quality

Highly motivated teachers, confident in their abilities to lead a whole-school approach to literacy and numeracy, are empowered to achieve. This is a direct result of quality leadership, targeted professional learning, cluster group collaboration and common pedagogy.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Shared beliefs about what constitutes quality teaching and learning are overtly evident in strategic, operational and classroom planning.</li> <li>A culture of high expectations is supported by sound data literacy, which informs planning and differentiation. Continual review and reflection ensures that individual student needs are met.</li> <li>Classroom observation and feedback opportunities, via formal coaching, are embraced as a valued components of the KSP.</li> <li>Staff are actively engaging with ICT and appreciate the in-house support provided.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>Continue to foster a strong performance development culture.</li> <li>Develop a digital technologies scope and sequence to include the specific applications of technology suitable for the different Year levels.</li> </ul>

## Student achievement and progress

Evidence of student learning is central to the professional dialogue common in cluster group meetings. Engaging in the KSP has introduced a larger suite of assessment types and teachers are actively improving their data literacy.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>A range of data sets including NAPLAN<sup>5</sup>, PAT-R<sup>6</sup>, DIBELS<sup>7</sup> and On-entry Assessment Program data are used to determine evidence of progress against performance targets.</li> <li>The integrity of testing procedures is guaranteed and data reliability is strong, through strict adherence to common administration methods.</li> <li>Moderation processes in cluster groups have resulted in greater alignment between the School Curriculum and Standards Authority's judging standards, NAPLAN data and teacher judgements.</li> <li>Recent evidence of both high progress and high achievement from Year 3 to Year 5 in most aspects of literacy is to be celebrated, especially considering the high transiency rate of students.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>Re-engage in regular across-school moderation opportunities to guarantee alignment between teacher judgements.</li> </ul>

## Reviewers

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Kath Ward  
Director, Public School Review

Judith King  
Principal, East Kalgoorlie 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.



Stephen Baxter  
A/Deputy Director General, Schools

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## References

- 1 Positive Behaviour Support
- 2 Manager Corporate Services
- 3 Aboriginal and Islander education officer
- 4 Information and communications technology
- 5 National Assessment Program – Literacy and Numeracy
- 6 Progressive Achievement Tests – Reading
- 7 Dynamic Indicators of Basic Early Literacy Skills