



Department of
Education

Shaping the future

Broome Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed 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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Broome Primary School is located in the Kimberley Education Region of Western Australia, approximately 2200 kilometres north of Perth.

Opened in 1901 it gained Independent Public School status in 2013. Broome Primary School has an Index of Community Socio-Educational Advantage rating of 880 (decile 10). The school currently enrolls 361 students from Kindergarten to Year 6.

The school is actively supported by a School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Broome Primary School was conducted in Term 3, 2019. This 2023 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 school self-assessment.

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

- The Principal's summary for this review submission succinctly provided a narrative for the recent improvement journey of the school, including the community's response to extraordinary circumstances in recovering from a fire in early 2020.
- The process of self-reflection and self-assessment was distributed among the senior and middle leadership team.
- Evidence submitted in the Electronic School Assessment Tool (ESAT) submission demonstrated the school having met or progressing toward meeting the Standard.
- The opportunity to participate in the review process, validation meetings and the review of documentation was provided to all staff members.
- School Board and P&C members, as well as parents, provided valuable external insights into the strengths of the school and satisfaction of their children.
- Students greeted the review team at the gate and provided a brief but comprehensive tour of the school and its recently completed new buildings.
- The input and consideration of staff and leaders served to validate the school's ESAT submission.

The following recommendation is made:

- Consider providing access to the ESAT platform to more staff, allowing them to contribute evidence for the review in future Public School Review processes and for regular school self-assessment.

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Relationships and partnerships

Staff are committed to being advocates, alongside families, to improve the lives of their children. This partnership ensures that the school is valued among agencies that support the Broome community.

Commendations

The review team validate the following:

- There are clear communications within the school. Parents feel well-informed about events and receive regular updates on their children's academic progress and achievements.
- There is evidence of high levels of staff, student and parent satisfaction with the school. Students value the new facilities, the diverse range of before and after school sporting and choir activities, the school reward system and community events. They appreciate that teachers have their best interests as a priority.
- Partnerships with the thriving network of local schools results in holistic high school transition support for students in Year 6. Community links with the Western Australia Police Force, communities and ALIVE and Kicking Goals! serve to connect families with services that support them.
- The School Board has a diverse membership and has undertaken training, exhibiting a clear sense of its governance role. The Board regularly engages in data analysis, policy review and school planning.
- The P&C maintains a canteen five days a week and provides significant funding toward the purchase of resources, including a contribution to help refurbish the school after the 2020 fire.

Recommendations

The review team support the following:

- Endeavour to attract more members for the P&C and plan for succession in future years.
- Implement a yarning circle and work closely with Aboriginal corporations and agencies to support young people and families, furthering the school's strong culturally responsive approach.

Learning environment

The teaching of Yawuru language has strengthened the connection between the school and its community. Adherence to protocols and extensive consultation with Aboriginal elders is providing a culturally responsive environment.

Commendations

The review team validate the following:

- A school based attendance officer works in partnership with families to improve levels of student attendance with data and family feedback demonstrating improvements.
- The Birlirri Gudjarra engagement program that supports at risk students from Years 1 to 3 and the strong KindiLink program, both embrace family participation and are aiding the transition to school for children.
- The embedded values of Care, Respect, Pride and Success within the Positive Behaviour Support (PBS) program assist staff and students with the maintenance of a positive and safe learning environment.
- Intervention for students at educational risk is collaboratively coordinated by the learning support coordinator (LSC) and psychologist. The LSC provides the link between external agencies, therapy providers and families.
- Research conducted by the school's Be You wellbeing team has led to the implementation of the You Can Do It social-emotional learning program, supported by school-wide delivery of explicit lessons.
- Staff have undertaken training in trauma-informed practice in support of the maintenance of positive staff and student relationships. Staff from SSEN: BE¹ assist in training and implementation.

Recommendation

The review team support the following:

- Provide training for selected staff to be upskilled in Tier 2 PBS and introduce this program later in Semester 2, 2023.

Leadership

There is a high level of leadership experience throughout the school demonstrated by the number of staff who present professional learning to colleagues and throughout the region. It is evident that there is an established culture of reading, research, capacity building and distribution of leadership.

Commendations

The review team validate the following:

- Leveraging off the leadership of instruction shared throughout the Kimberley Schools Project (KSP) network the school is transitioning to a sustainable local model to replace the support of the KSP at the end of 2025.
- The capacity of the school's instructional coaches is supported by training. They are led by the whole-school curriculum leader and support the improvement journey across the school.
- In the interests of fostering school-wide instructional practices, the implementation of a classroom environment checklist has been a successful step toward consistent practice.
- The school is establishing a powerful cycle of data-informed curriculum meetings, with links between the agendas of these meetings to whole-school development day activities to inform pedagogy.
- The group of highly valued specialist teachers participate in a bespoke curriculum community, with common aims for improving pedagogy in the largely practical teaching areas.
- There is a re-emerging Aboriginal education team led by knowledgeable staff. This team leads the provision of a culturally safe environment and provides training for all new staff.

Recommendations

The review team support the following:

- Ensure the school's Explicit Direct Instruction model, explicit literacy programs and supports are a central focus in the induction process for incoming staff.
- Continue to identify, develop and support middle leaders through performance development processes and the instructional coaching model.
- Prioritise formalising a rigorous process to coordinate performance and development throughout the school.

Use of resources

Members of the Finance Committee hold insight on the school's financial priorities and assist the Principal and manager corporate services in the management of the budget. Further transparency is provided through Board member engagement.

Commendations

The review team validate the following:

- The school has placed a priority on allocating extra resources to support students with special needs. Staff support families to connect with agencies for diagnoses and when required further assistance.
- Extra resourcing and funding has been invested into building the contemporary music program which is highly valued by students and families.
- Further spending priorities include the maintenance of the holistically supporting pastoral care team and the allocation of funds to compensate for the increased costs associated with regional transport and utilities.
- The priorities of the school's workforce plan include the attraction and retention of support staff.
- Staff are encouraged to plan for both medium and long term provision of contemporary resources that support the school's learning program and these are communicated through school leaders.

Recommendations

The review team support the following:

- Continue to work closely with the Finance Committee and staff to prioritise student focused spending.
- In the wake of recent necessary capital expenditure, place a priority on the restoration of resource replacement and reserve capability.

Teaching quality

The establishment of school-based curriculum meetings is a demonstration of the school's transition to internal collegiate instructional leadership embedding the gains made through the KSP.

Commendations

The review team validate the following:

- A cycle of data inquiry is informing practice. Staff use data when determining pedagogical direction and planning differentiations to meet students' needs. The data enquiry process enables staff to interrogate data sources ranging from individual to cohort which influence the planning cycle.
- An allocation of extra DOTT² to teachers enables collaboration with leaders in weekly curriculum catch ups which has established the data dialogue as a routine part of staff collaboration.
- Staff working in the Kindergarten to Year 2 classrooms have developed a framework to guide planning, the provision of resources to students and ensure the coverage of essential curricula.
- Using data from assessments such as DIBELS³ and the On-entry assessment program, an intervention program using MiniLit has been established to cover identified gaps in students' levels of literacy.
- Teams of teachers aligned to year group classes work together to moderate judgements on student achievement levels. Further engagement with staff in the local Teacher Development School is sought when required.
- The timetable provides a full day of DOTT for each teacher, rather than smaller blocks spread throughout the week. This is acknowledged as a good opportunity to complete major planning and assessment tasks.

Recommendations

The review team support the following:

- Reflect and review the alignment of curriculum catch-ups to the structure and orientation of a Professional Learning Community.
- Work consultatively with staff to create a Broome Primary School Instructional Handbook.
- Produce a visually stimulating version of the recently completed Kindergarten to Year 2 Framework for teachers.

Student achievement and progress

Staff take an improvement focus to reviewing and refining established school systems. They demonstrate a commitment to maximise the impact of their input to improve the outcomes of students.

Commendations

The review team validate the following:

- Regular classroom parent meetings and informal family catch-ups are facilitated by individual teachers. Staff work with families to set academic and non-academic goals in conjunction with and for students, particularly those on Group Education Plans and Individual Educational Plans.
- 2022 NAPLAN⁴ data demonstrated that students in Year 3 and Year 5 performed at the same level as or slightly better than students in like schools in the reading, numeracy and writing assessments.
- Seen as pivotal to the provision of pre-conditions to success, staff regularly track student wellbeing data led by the Be You wellbeing team alongside traditional school based and systemic academic data.
- Interagency case conferences are held at regular intervals to assess students' progress on meeting the goals of their Special Educational Need plans and these are adjusted as a result of the combined consensus.
- The school has an established assessment schedule and this is currently under review to ensure that it aligns with current school priorities and business plan targets.

Recommendations

The review team support the following:

- Continue to closely monitor and review formative and summative assessment to ensure teaching pedagogy is closely aligned with student achievement.
- Continue to consider student placement in targeted literacy intervention programs on data-based evidence.

Reviewers

Rohan Smith
Director, Public School Review

Jaclyn Huts
Principal, Wellard Village 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 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Special Educational Needs: Behaviour and Engagement
- 2 Duties other than Teaching
- 3 Dynamic Indicators of Basic Early Literacy Skills
- 4 National Assessment Program – Literacy and Numeracy