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# Brabham 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 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](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Brabham Primary School opened in 2021 as an Independent Public School and is located approximately 25 kilometres north-east of Perth in the North Metropolitan Education Region.

It has an Index of Community Socio-Educational Advantage rating of 1026 (decile 3) and currently, enrolls 982 students from Kindergarten to Year 6.

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

This 2025 Public School Review report is the school's first review since opening and provides a current point of reference for the next cycle of school improvement.

## School self-assessment validation

The Principal and leadership team submitted a comprehensive and rigorous school self-assessment.

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

- The Electronic School Assessment Tool submission provided the review team with a detailed overview of progress, achievements and future directions. It was succinct, clear and well-evidenced, with transparent reflections and commentary. Judgements against the Standards were accurate and reliable.
- Summary pages for each domain, including a brief synopsis, staff judgements, commentary, appendices of evidence and reflections aligned to each focus within the Standard, accompanied by simple, yet impactful, planned actions.
- A tour of the school, including the Bidi Kaatadjiny campus, guided by enthusiastic student leaders and the Principal, provided the review team with additional contextual information to support validation of the school's judgements.
- A thoughtfully planned validation schedule provided a representative cross-section of enthusiastic staff, Board members, students and parents to engage with the review team and share their reflections on the school's improvement journey.
- The school community embraced the Public School Review process as a valuable opportunity to reflect on achievements and identify areas for growth and improvement.

## Relationships and partnerships

Staff and community members work together with a shared commitment to bringing the school motto, 'Through Community We Grow' to life.

### Commendations

The review team validate the following:

- Respectful and trusting relationships are evident among staff, leadership, parents and students. These relationships have been cultivated through shared responsibility, open and transparent communication, effective collaboration and a collective commitment to achieving the best outcomes for all students.
- The School Board and P&C are highly valued by staff and students, providing strong governance, additional resources and meaningful support for the school's improvement agenda.
- Implementation of the Parent Communication Charter has provided clear, consistent communication and expectations, strengthening trust and connection between staff, parents and the wider community .
- The school maintains strong and effective partnerships with organisations such as Creating Communities, OzHarvest Perth, Coles, Millennium Kids, Kingz and Brabham Multicultural Clubs, and the Midvale Hub Parenting Service, all of which contribute valuable resources and support to the school community.
- Key Auslan partnerships with Deaf Connect, Deaf Sports Australia, and the West Australian Foundation for Deaf Children have been developed to build staff capacity and foster a more inclusive school culture.

### Recommendations

The review team support the following:

- Utilise system survey tools to collect and analyse longitudinal feedback from students, parents and staff to track school strengths and identify emerging opportunities for improvement.
- Strengthen parent awareness and understanding of the school's commitment to inclusive education, with a focus on supporting students with significant disabilities and higher needs.

## Learning environment

Brabham Primary School continues to provide an engaging and dynamic learning environment, supported by a dedicated staff committed to the wellbeing and success of every student.

### Commendations

The review team validate the following:

- Thoughtfully designed indoor and outdoor learning spaces foster connection, creativity and an appreciation for the natural environment. With exceptional facilities and modern learning technologies, both students and staff benefit from a high quality and inspiring educational setting.
- The Culture Club is a key initiative that enhances staff wellbeing, strengthens collegial connections and fosters a genuine sense of belonging across the school.
- The culturally responsive team, led by the AIEO<sup>1</sup>, implements a two-way learning model valuing both Aboriginal and non-Aboriginal perspectives, establishing strong cultural responsiveness foundations and earning recognition as a 2024 Western Australian Education Awards finalist.
- The student engagement team leads whole-school initiatives to maintain a safe, inclusive learning environment, setting clear behaviour expectations, reward systems, restorative practices, CMS<sup>2</sup> and the innovative use of student-created videos illustrating expected behaviours.
- The planned 2026 opening of the Inclusive Education Hub reflects the school's ongoing commitment to inclusion, providing students with disabilities greater access to specialised support while ensuring they remain connected, engaged and valued members of the wider school community.

### Recommendations

The review team support the following:

- Align feedback from the AITSL<sup>3</sup> Indigenous Cultural Responsiveness self-reflection tool with the Aboriginal Cultural Standards Framework to induct new staff, celebrate cultural responsiveness achievements and guide future planning.
- Clearly define the role of intentional play as a core pedagogical approach for Kindergarten to Year 2.
- Develop a sustainable model for CMS by training additional staff as Conference Accredited Training consultants, ensuring consistent implementation and ongoing support across the school.

<b>Leadership</b>
Exemplary strategic leadership drives the school's vision through a highly effective distributed leadership model, empowering staff to take ownership of improvement initiatives and positively impact student outcomes.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Senior leaders model a strong and coherent sense of direction for the school community, with clearly defined roles and responsibilities that ensure leadership is both effective and impactful across the school.</li> <li>• Layers of leadership for emerging and team leaders provide staff with opportunities to develop their strengths and interests, fostering leadership across a range of curriculum areas. This approach supports effective change management and drives improved student outcomes.</li> <li>• Strong alignment between the Business Plan and operational plans ensures coherent, strategic and impactful actions that enable staff to achieve the goals and targets of the school improvement agenda.</li> <li>• The education assistant special needs (EASN) - lead plays a pivotal leadership role, coordinating, allocating, and managing EASNs while also providing mentoring, guidance, and support to staff.</li> <li>• Streamlined performance management processes, including line management check-ins and Principal 'speed chats', enable staff to receive timely feedback, reflect on performance, set improvement goals and engage effectively with whole-school priorities.</li> </ul>
<b>Recommendations</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Implement the Western Australian Future Leaders Framework to identify emerging leaders, provide tailored professional learning and strengthen the capacity of current leadership across the school.</li> <li>• Develop and document a comprehensive change management model that can be consistently applied across all curriculum areas to support school-wide improvement initiatives.</li> </ul>
<b>Use of resources</b>
With modern facilities and contemporary resources, the school, with community support, provides students with high quality resources and learning environments that enhance and enrich their educational experience.
<b>Commendations</b>
<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Financial governance is collaboratively shared between the Finance Committee, executive leadership and the School Board, with a highly skilled and experienced manager corporate services overseeing effective budget management processes.</li> <li>• Cash and salary budgets are integrated into operational planning, enabling more strategic use of resources and supporting a balanced, distributed expenditure pattern throughout the year.</li> <li>• Comprehensive financial induction, a clear handbook and ongoing support are provided to staff to strengthen financial understanding and accountability.</li> <li>• Strategic purchasing of technology, through a combination of leased and purchased equipment, ensures the school remains agile, with modern, user-friendly and up-to-date devices that improve access, engagement and digital capability for both students and staff.</li> <li>• Effective workforce management has enabled the school to respond to dynamic enrolment trends driven by new housing estates and the opening of new schools, while maintaining continuity of programs and staffing stability.</li> </ul>
<b>Recommendation</b>
<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Explore additional revenue streams to support whole-school priorities, including opportunities for community use of school facilities and the hydrotherapy pool.</li> </ul>

### Teaching quality

Dynamic and motivated staff are committed to providing quality whole-school teaching and learning programs to meet the holistic needs of diverse students.

#### Commendations

The review team validate the following:

- Exceptional specialist programs in science, physical education, visual arts and performing arts provide diverse learning experiences that enhance student engagement and extend opportunities to support the development of the whole-child.
- The school's instructional framework provides a whole-school approach to lesson design and delivery, grounded in explicit direct instruction. Daily reviews, engagement norms and established routines feature across all classrooms to create cohesive and predictable learning environments.
- Contemporary professional learning for staff, such as Dr Paul Swan mathematics, and support from the North East Metropolitan Language Development Centre with literature-based units, provide staff with effective strategies to differentiate and extend their instruction.
- Effective governance of curriculum delivery through the distributed leadership model supports effective implementation and monitoring of the quality of curriculum being delivered by staff.
- The reflective processes of staff to review the current delivery and resources in mathematics, and commitment to investigate more impactful approaches exemplifies the commitment to data-informed ongoing improvement.

#### Recommendations

The review team support the following:

- To support the induction of new staff, revisit the Quality Teaching Strategy and Teaching for Impact framework to embed whole-school beliefs of effective differentiation, teaching and learning.
- Adapt and strengthen the current instructional coaching model to be flexible and differentiated to recognise the diverse experience levels and professional knowledge of staff.

### Student achievement and progress

Student achievement and progress are closely monitored through robust data-management systems that integrate standardised assessments with classroom-based evidence, enabling teachers to make accurate, consistent and well-informed judgements.

#### Commendations

The review team validate the following:

- The school consistently performs above 'like schools' in most NAPLAN<sup>4</sup> areas, demonstrating strong student achievement and significant progress between Years 3 and 5.
- Whole-school, evidence-based assessments including Progressive Achievement Tests, UFLI<sup>5</sup> Foundations, DIBELS<sup>6</sup>, Talk for Reading, Heggerty and tailored common assessment tasks, enable staff to track individual and cohort progress and this information is used to inform and refine teaching practice.
- The leadership team carefully manage the scheduling of whole-school assessments to balance staff workload whilst ensuring all data is meaningfully analysed and preventing students from completing unnecessary assessments.
- Assessing student achievement and progress is an efficient and streamlined ongoing process, with data analysed through the effective use of the Elastik database which informs teaching practices and guides future improvement planning.
- Skilled allied professionals assess all students using the WARL (Wheldall Assessment of Reading Lists) and WARP (Wheldall Assessment of Reading Passages) screening tools to identify those at risk in reading. This important process informs the selection of students for targeted interventions such as MacqLit and MiniLit.

#### Recommendation

The review team support the following:

- Build consistent and sustainable moderation processes across all year levels to address student grade alignment between system assessments and teacher judgements.

Reviewers	
Matthew Osborne <b>Director, Public School Review</b>	Tamara Doig <b>Principal, Rostrata Primary School</b> <b>Peer Reviewer</b>

## 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.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Aboriginal and Islander education officer
- 2 Classroom management strategies
- 3 Australian Institute for Teaching and School Leadership
- 4 National Assessment Program – Literacy and Numeracy
- 5 University of Florida Literacy Institute
- 6 Dynamic Indicators of Basic Early Literacy Skills