



Department of
Education

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Public education
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Brookman Primary School

Public School Review

February 2021



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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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.



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Context

Brookman Primary School is located in the suburb of Langford, approximately 14 kilometres from the Perth central business district, within the South Metropolitan Education Region.

The school opened in 1976 and became an Independent Public School in 2013. In the 2018 WA Education Awards, Brookman Primary School was recognised as the WA Primary School of the Year.

Currently, there are 282 students enrolled from Kindergarten to Year 6, with numbers decreasing in recent years. Brookman Primary School has an Index of Community Socio-Educational Advantage of 930 (decile 9).

Community support is demonstrated through the work of the School Board and Parents and Citizens' Association.

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 leadership team demonstrated a genuine understanding of the context of the school, its development to date, and the direction for future planning.
- Leaders shared exemplary modelling of the values and direction required to build the capacity of staff through a culture of action and reflection.
- There is embedded focus on self-assessment, evidenced in the school self-assessment submission prepared for the Public School Review.
- There was clear alignment between the evidence provided, the judgements made by the leadership team and plans for advancement.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing authentic reflections in support of the school.
- Staff reported that the preparation for the review had drawn people together, built confidence and offered opportunities to deeply reflect and celebrate their achievements to date.
- The school validation visit provided positive, detailed evidence that added value to the self-assessment information and supported the process.

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Relationships and partnerships

Aspirational thinking and nuanced negotiation has created connections to business, agencies and educational experts. Emerging from these connections are unique opportunities for all students to succeed, irrespective of their personal circumstances.

Commendations

The review team validate the following:

- Sustained, quality relationships have resulted in targeted and distinctive learning opportunities, improving academic and social outcomes for all students.
- The School Board provides effective and valued governance, and members have a clear understanding of their roles and responsibilities.
- Strong partnerships with organisations such as The Song Room, Creative Schools and the Langford Aboriginal Association have contributed to high levels of student engagement and participation.
- Communication with families is clear, with particular focus on the value of Instagram as a reliable and accessible communication platform for the diverse range of families attending the school.
- A highly collaborative culture has been developed through respectful, reciprocal partnerships focused on students.

Learning environment

The learning environment has been designed to maximise student engagement with thoughtful consideration given to the conditions that sustain interactive, creative learning and wellbeing. The external and internal presentation of the school is exceptional and owned by all staff.

Commendations

The review team validate the following:

- The school has been purposeful in developing a culturally responsive, engaging learning environment that is welcoming to all.
- The importance of the Be You Committee and its work in developing a safe place for students and families is acknowledged and underpins all decisions for student health and wellbeing.
- The school has a strong and resolute commitment to the wellbeing of every member of the school community, creating a safe space for learning.
- A commitment to provide professional learning for all staff in a range of areas, including mental health, grief and loss and critical incident management, has ensured staff preparedness when responding to the needs of the community.
- The school has a well-researched and considered approach to play-based learning that facilitates a high level of student engagement and child agency in learning.

Leadership

The leadership team genuinely models the school's core values in their relations with staff, students, parents and the wider community. An authentic, collaborative staff ethos exists, ensuring continuous, innovative, future-focused school improvement is acknowledged and given respectful, evidenced-based consideration.

Commendations

The review team validate the following:

- The well-established distributed leadership model focuses on developing emerging leaders to ensure the continuity of school practices.
- The school takes a strategic and measured approach to the introduction of new initiatives by managing change that is timely, informed and inclusive.
- Leadership roles are distributed to capitalise on the strengths and interests of staff who are responsible for implementing and maintaining whole-school initiatives.
- The leadership team provides a sophisticated level of support to staff in curriculum development, assessment and professional learning. Staff report significant levels of personal and professional support.
- As a STEM¹ and Noongar Languages Teacher Development School, and as recipients of the Governor's School STEM Awards on three occasions, their work has been recognised by the broader network of schools providing opportunities for staff to lead and influence at a system level.

Use of resources

The school's approach to the management of its budget has been measured and thoughtful, with the students' needs consistently at the centre. Resource allocation is strategic and focused on 'what matters most', with a clear alignment to school improvement plans.

Commendations

The review team validate the following:

- The school maximises the resources at their disposal through astute allocation.
- A sophisticated understanding of school resourcing, in particular student characteristics funding and targeted initiatives, is employed to maximum effect.
- The school actively and successfully seeks additional funding through various grants, which have significantly enhanced the opportunities available to students and staff.
- There is a whole-school commitment to developing the professional capabilities of all staff through the judicious allocation of resources.
- Staff, and in particular the Finance Committee, are well supported by the manager corporate services in developing their understanding of school resourcing and financial management.
- Strategic workforce planning has been integral to the recruitment and development of a high-performing staff, resulting in quality teaching and learning.

Teaching quality

The school recognises the teaching and learning needs of its students for life beyond school and proactively responds to them through innovative, evidence-based, whole-school approaches. Students are equipped for a productive future, with online platforms embedded in all aspects of the school and operating seamlessly.

Commendations

The review team validate the following:

- There is a culture of sharing and mutual support through extensive and well-considered collaborative structures. Exceptional levels of collegiality enable staff to plan, teach and assess consistently across year levels.
- Staff understand the importance of, and pay attention to, the pre-conditions necessary for effective learning. This is evident through the programs and strategies targeting school readiness and student health and wellbeing.
- The diverse range of school-selected programs aligns with the belief and commitment by staff that 'all students can succeed' and 'all teachers can make a difference'.
- There is relentless attention to teacher quality and the development of staff expertise through mentoring, collaborative structures, leadership opportunities and access to targeted professional learning.

Student achievement and progress

School-wide collection of systemic and school-based data is sophisticated, instructional and embedded. Data-literate staff analyse and reflect on data, and plan for ongoing achievement and progress, within targeted groups of students and cohorts.

Commendations

The review team validate the following:

- The school has established an accessible, centralised student achievement database for the collation and analysis of data, and tracking of student progress.
- The school has paid rigorous attention to the development of staff capacity to use data-informed practices, contributing to the Year 5 stable cohort data (NAPLAN² 2017-2019) indicating high progress and achievement in all areas assessed.
- The targeted case management of students at educational risk has resulted in progress in literacy, improved attendance and reduction in behavioural incidents.
- Interventions have been planned to accommodate developmental vulnerabilities identified in the early years using Australian Early Development Census data.

Reviewers

Maxine Augustson
Director, Public School Review

Carol Selley
Principal, Joondalup Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 1, 2026.



Melesha Sands
A/Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 National Assessment Program – Literacy and Numeracy