



Department of
Education

Learning changes lives

Brookman 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

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.

Currently there are 325 students enrolled from Kindergarten to Year 6 and the school has an Index of Community Socio-Educational Advantage of 963 (decile 7).

Community support is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Brookman Primary School was conducted in Term 1, 2021. This 2026 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 and rigorous school self-assessment.

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

- The executive team led a highly collaborative review process, with staff working within existing phase of learning and learning area teams to synthesise evidence and contribute diverse perspectives.
- The Principal leveraged the Public School Review process as a meaningful opportunity to recognise and develop middle leadership capacity, further strengthening collective responsibility for school improvement and ownership of the school's planned improvement agenda.
- The review process provided a valuable opportunity for staff to acknowledge their resilience in sustaining planned change while ensuring the preconditions for learning continue to meet the diverse needs of students and maintain a strong focus on quality instruction.
- Representatives of the School Board, P&C and valued community partners engaged in the validation visit discussions, demonstrating an authentic understanding of the school's strategic direction and a commitment to its ongoing success.
- All staff engaged purposefully in the validation phase of the review, contributing professional insights and participating in robust discussions. An articulate student group shared perspectives describing a school culture characterised by strong relationships, support and a sense of belonging and connection.

The following recommendation is made:

- Consider including key supporting documents within the Electronic School Assessment Tool submission to support contextual validation of the evidence provided and their contribution to the school's improvement journey.

Relationships and partnerships
A commitment to cultivating strong, respectful and authentic relationships with students, families, staff and the wider community has established a culture of trust, inclusion and collective responsibility.
Commendations
The review team validate the following: • Phase of learning, learning area and priority area teams strengthen professional relationships and collective efficacy. These forums provide purposeful opportunities for shared planning, coaching and moderation, supporting consistent and responsive teaching practices. • Intentional and inclusive approaches to communication utilise multiple platforms and translation services to foster positive relationships with families, enhancing engagement across a diverse community and sustaining the high levels of trust that exist between the school and its community. • The School Board is representative of the cultural diversity of the school community, contributing valuable perspectives to school planning, governance, policy development and decision making. A highly committed P&C further strengthens the school through active volunteering, fundraising and community engagement. • Partnerships with Wanslea and Uplyft provide accessible on-site counselling services for students experiencing trauma, grief and health challenges. The Child and Parent Centre (CPC) – Brookman partnership strengthens support for families through early intervention, parenting services and transition-to-school opportunities. • Purposeful partnerships with organisations such as the Langford Aboriginal Association and KindiLink provide culturally safe opportunities for Aboriginal students and families to engage with the school, strengthen connections with families and support successful transitions to school.
Recommendation
The review team support the following: • Further strengthen student services pathways by developing families' understanding and confidence to independently access and engage with the comprehensive range of supports and interventions available through the school.
Learning environment
Staff are committed to providing a safe, inclusive and engaging learning environment where every student is known, valued and supported to achieve success.
Commendations
The review team validate the following: • Culturally responsive programs and community partnerships, including the Noongar Language Program, development of the RAP¹ and participation in The Song Room experiences, strengthen students' cultural identity and sense of belonging. Collaboration with Lynwood Senior High School supports student transition to secondary education through culturally based initiatives such as Fish and Feed. • A comprehensive review of behaviour management resulted in the implementation of the Building Positive Behaviours and Attendance Guidelines 2026 framework, explicit behaviour expectations and consistent whole-school processes. Tools such as the behaviour matrix, Good Standing policy and behaviour flowchart support a clear and shared understanding of expected behaviours across the school. • The student services team works extensively with teachers and families to identify, monitor and support SAER². • A clearly articulated tiered model of support, including universal, targeted and intensive interventions, is implemented and supported through tailored documented planning. • The Health and Wellbeing Operational Plan provides clear direction through identified priorities and measurable targets. The implementation of social and emotional learning initiatives, including the Social Decision Making program, Build Up Zone and circle time, supports self-regulation and engagement. • The school demonstrates a strong commitment to providing integrated specialist support services, with more than fifty therapists delivering on-site interventions to address a broad range of student needs, including speech pathology, occupational therapy, psychology and behavioural support.
Recommendation
The review team support the following: • Leverage detailed analysis of attendance trends to establish precise, cohort-specific attendance targets that strengthen the provision and evaluation of established innovative interventions.

Leadership
The translation of the school's values of Koordookayin (Respect), Moortditj-Abiny (Resilience), Dandjoo-Warn (Teamwork) and Aliwa (Safety) into Noongar reflects the leadership team's commitment to embedding strategic intent into school practice in a culturally responsive manner.
Commendations
The review team validate the following: • Priority area teams analyse data sets to monitor progress against whole-school targets and develop action plans to improve student outcomes. This informs operational plans that respond to data, staff feedback and system priorities, ensuring the business plan is effectively translated into classroom practice. • Meaningful leadership opportunities are provided through distributed leadership structures, including phase of learning leaders, learning area leaders and curriculum coaches. Professional learning, including the Leadership Institute's Making the Leap program, supports middle leaders to build their leadership capacity. • School-wide change initiatives such as the Building Positive Behaviour and Attendance Guidelines 2026 framework are researched, collaboratively planned and implemented through staged processes that engage staff and foster collective ownership, strengthening consistency and supporting sustained school improvement. • Comprehensive instructional leadership is evident across classrooms and programs through coaching, mentoring, modelling and targeted professional learning. Structured observation and feedback processes support consistency of practice and the effective implementation of school priorities.
Recommendation
The review team support the following: • Formalise leadership development processes to build the capacity of emerging middle leaders and strengthen succession planning across the school.
Use of resources
Collective contributions to decisions regarding the acquisition, maintenance and allocation of school resources foster a strong culture of shared responsibility and sustainable resource use.
Commendations
The review team validate the following: • To ensure consistent and compliant financial practices, the manager corporate services has developed a clear procedural framework that outlines purchasing and payment processes to support middle leaders and Finance Committee members to undertake their roles confidently and transparently. • The Finance Committee and School Board provide robust oversight of the school's financial management through structured reporting and review processes, ensuring informed decision making and responsive resource allocation. • Reserve funds are managed through a disciplined asset replacement and long-term budgeting process that aligns financial resources with the school's strategic priorities. This proactive approach ensures future infrastructure improvements and redevelopment projects while maintaining financial sustainability. • Student characteristics funding is purposefully allocated to address the diverse needs of students. Defined data sets are analysed to monitor the impact of initiatives for Aboriginal and EALD³ cohorts and students with identified needs, informing ongoing planning and a focus on continuous improvement. • A proactive approach to workforce planning has been established through strategic enrolment forecasting data. Partnerships with KindiLink and the CPC further enhance planning processes, providing insights into transition cohorts and future enrolment trends.
Recommendation
The review team support the following: • Progress the school's ICT⁴ infrastructure and playground redevelopment initiatives to further enhance contemporary learning environments.

Teaching quality
Committed collaboration, data-informed decision making and targeted professional learning refine pedagogical practice, embed shared instructional beliefs and support consistently implemented curriculum approaches.
Commendations
The review team validate the following: - Established cohesive whole-school frameworks promote consistency and high-impact teaching practices. Evidence-based programs, shared pedagogical language and agreed instructional approaches support a common understanding of effective teaching and learning across the school. - Structured processes support effective collaborative planning, moderation and assessment practices. A comprehensive range of systemic and school-based assessment data is regularly analysed to inform teaching, monitor student progress and evaluate the effectiveness of programs and interventions. - A responsive approach to differentiation effectively addresses the diverse learning needs of students. Tailored instruction, targeted intervention programs, individual education plans, specialist support and rigorous data analysis ensure appropriate support to maximise learning outcomes. - Assessment and reporting procedures are articulated through the Brookman Primary School's Teaching and Reporting Overview and Assessment Schedule. This framework articulates expectations for consistent assessment practices and informs reporting processes that meet the community's diverse communication needs.
Recommendation
The review team support the following: Consolidate and embed the recently developed whole-school approach to mathematics that further supports continued growth in student progress.

Student achievement and progress
Embedded, systematic processes for the collection, analysis and use of progress, wellbeing and engagement data support informed decision making and underpin a culture of continuous improvement.
Commendations
The review team validate the following: - The Assessment Schedule underpins a rigorous, evidence-informed approach to collecting, analysing and using a broad range of systemic and school-based data sets to support targeted decision making, responsive teaching practices and the ongoing effective measurement of student progress. - A commitment to assessment integrity is evident through collaborative moderation processes, common assessment tasks and the use of platforms such as Brightpath. These practices support consistent teacher judgement, strengthen assessment reliability and provide confidence in the accuracy of progress data. - The effectiveness of targeted early intervention strategies and engagement programs, including KindiLink, is demonstrated through positive outcomes in systemic data sets such as On-entry assessment and Year 1 Phonics Check. - Longitudinal student data demonstrates sustained high levels of progress across student cohorts, reflecting the collective impact of consistent instructional practice, targeted interventions and comprehensive community support programs.
Recommendation
The review team support the following: Embed the implementation of structured student progress meetings to further strengthen the triangulation of data sets that measure expected progress for students across the curriculum.

Reviewers	
Craig Stanners Director, Public School Review	David Roberts Principal, North Kalgoorlie 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2031.



Steve Watson
Deputy Director General, Schools

References

- 1 Reconciliation Action Plan
- 2 Students at educational risk
- 3 English as an additional language dialect
- 4 Information and communications technology