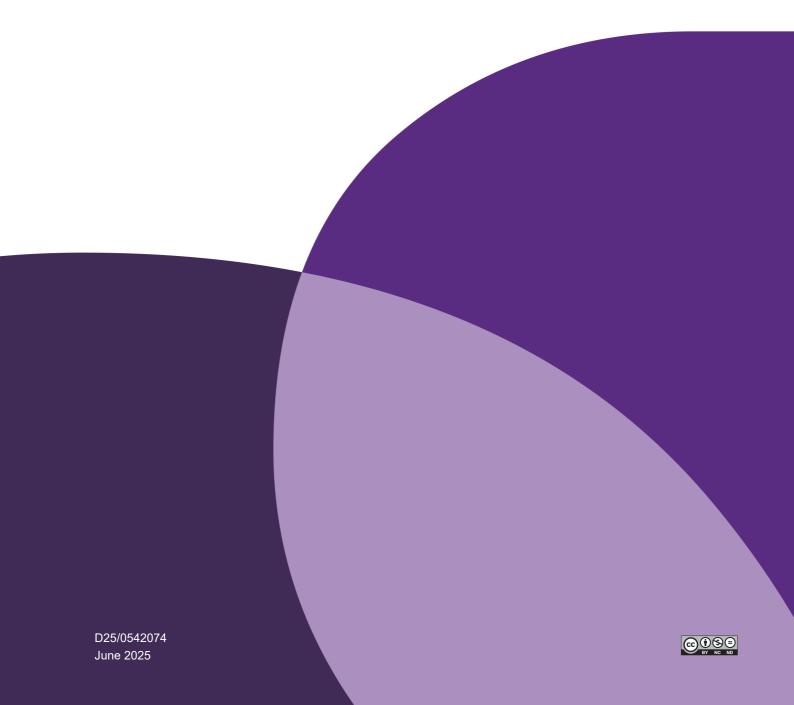**Shaping the future**

# Bambara 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

Bambara Primary School is located in Padbury, approximately 22 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school was established in 1978 and became an Independent Public School in 2015.

Currently, there are 264 students enrolled from Kindergarten to Year 6.

Bambara Primary School has an Index of Community Socio-Educational Advantage of 1068 (decile 2).

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

The first Public School Review of Bambara Primary School was conducted in Term 4, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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 school reported that the Public School Review served as a meaningful and structured opportunity to reflect on progress, practices, and priorities.

- All staff actively contributed to the self-assessment process through multiple opportunities to share evidence and insights, ensuring the PowerPoint slides for each domain reflected a comprehensive, authentic, and representative view of classroom and school experiences.

- The organised Electronic School Assessment Tool (ESAT) submission succinctly captured the school's improvement narrative, unpacking information about the priorities of the school and how these relate to the values and aims of the local community.

- Validation meeting discussions strengthened the review team's understanding of the evidence provided in the ESAT submission. Participants delivered strong and consistent messages throughout discussions that built on claims made in all domains.

- A comprehensive representation of parents, Board and P&C members added value to the validation phase of the review with their authentic observations on the school's performance.

- Student representatives engaged enthusiastically with the review team, speaking confidently, showcasing the school's focus on student agency and demonstrating strong community leadership potential.

The following recommendation is made:

- Ensure all evidence is clearly presented to support the school's narrative. Consider uploading annotated snapshots of individual evidence pieces to highlight their impact and demonstrate alignment with the Standard, reinforcing the school's judgements.

## Relationships and partnerships

Strong, trusting and purposeful relationships and partnerships support staff, students and families. There is a strong sense of pride in the collaborative, inclusive and responsive school community.

### Commendations

The review team validate the following:

- Hillarys Out of School Care is a valued partner of the school, actively contributing to wrap around support through inclusion in IEP[1] and CPFS[2] meetings. Shared professional learning (PL), and joint participation in school events reflect a connected collaborative commitment to student wellbeing and success.

- An inclusive and multi-faceted communication strategy keeps families well-informed and engaged. Connect, ClassDojo, Microsoft Forms and Sway, the updated school website, and regular updates via newsletters, Facebook and SMS alerts, ensure communication is timely, accessible, and responsive.

- Responsiveness to parent surveys is strong and confirms the school as having an inclusive culture with high levels of student safety, positive staff relationships, and confidence in school leadership. Community events and P&C involvement are valued and reinforce the school's strong family and community focus.

### Recommendations

The review team support the following:

- Engage parents in ongoing communication to improve their understanding and appreciation of school-wide processes and programs, enhancing the partnership centred on students' learning.

- Build the School Board's community profile, promoting its governance and advocacy responsibilities.

## Learning environment

The school has an established reputation for having a strong sense of community and actively cultivating a friendly and student-focused learning environment that is safe, engaging and inclusive.

### Commendations

The review team validate the following:

- Cultural responsiveness is part of daily practice, with student-led Acknowledgements of Country, culturally relevant resources, and Aboriginal-themed literacy programs. Whole-school initiatives such as Aboriginal art projects, student council-led 'Word of the Fortnight' focus, foster cultural pride and awareness.

- Strong progress in the implementation of a whole-school Positive Behaviour Support (PBS) framework, centred on the values Be Respectful, Be Safe, Be Your Best, is evident. Behavioural expectations are explicitly taught and consistently reinforced by proactive strategies and data-informed interventions.

- An emphasis on early identification, targeted planning, and collaborative intervention to support students at educational risk is embedded. Tools such as the diamond tool, Elastik, and NCCD[3] guidelines enable accurate identification and inform tailored support through IEPs, risk management plans, and tiered intervention strategies.

- Student councillor and faction captain leadership roles for senior students and regular meetings with school leadership illustrate a commitment to growing authentic student agency and voice in school decision making.

### Recommendations

The review team support the following:

- Use the Aboriginal Cultural Standards Framework to map and embed culturally responsive practice across the school and to further inform the school's Cultural Awareness Operational Plan.

- Enhance processes for supporting students at educational risk by including Tier 3 support frameworks that connect Special Educational Needs planning to data and classroom practices. Document these processes to ensure visibility and shared understanding for staff and the community.

- Develop a health and wellbeing plan to further support staff and student wellbeing.

## Leadership

The school's leadership is fostering a positive school culture built on shared accountability, consistent practice, and celebrating the agency and voice of students, staff, parents and the community.

### Commendations

The review team validate the following:

- A culture of distributed leadership empowers staff to lead in key areas such as literacy, mathematics, Positive Behaviour Support, and Professional Learning Team (PLTs). The Duncraig Network program for aspiring leaders, supported by time allocations, PL and recognition, encourages initiative and is growing confident, capable leaders.

- Effective change through detailed implementation plans that outline clear steps, timelines, and responsibilities provides a transparent, structured approach to the strategic rollout of agreed initiatives.

- Instructional leadership is enhanced through dedicated leadership time for lead teachers, enabling them to support staff via explicit teaching, coaching, and collaborative PLTs. Leaders model high-impact, evidence-based teaching aligned with school priorities and clear whole-school expectations.

- Strategic and collaborative planning, guided by a shared school vision, drives sustained improvement. The Business Plan 2025–27 outlines long-term goals supported by annual operational plans which guide classroom planning and practice.

### Recommendations

The review team support the following:

- Define leadership roles, responsibilities and mentorship processes to ensure clarity for all stakeholders.

- Engage staff in developing expectations around coaching, observation and feedback processes to ensure a consistent and targeted approach for the literacy, mathematics and classroom management strategies coaches.

- Develop and document a comprehensive induction process for new staff.

## Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

### Commendations

The review team validate the following:

- Strong financial governance to ensure accountability, compliance, and alignment with Department of Education expectations is evident. Financial management is collaborative, transparent, and data-informed, supporting the delivery of high-quality education and efficient school operations.

- Budget planning is overseen by the Finance Committee, comprising the Principal, manager corporate services (MCS), and staff representatives. The committee meets regularly to review financial reports, approve and monitor spending, and ensure alignment with strategic priorities.

- The school strategically utilises targeted and student characteristics funding to enhance academic achievement and student wellbeing, ensuring alignment with business plan goals and a strong focus on equity and inclusion.

- Workforce planning aligns with long-term goals while remaining responsive to enrolment changes, student needs, and funding opportunities, ensuring effective program delivery and future readiness. The MCS provides leadership in resource management and succession planning.

### Recommendation

The review team support the following:

- Strengthen the capacity of the Finance Committee through the development of a formal constitution to further inform transparent communication of resourcing decisions across the school.

## Teaching quality

A culture of high achievement through shared beliefs and consistent, evidence-based instructional practices is driven by a united belief that all students can succeed and a staff committed to professional growth through continual refinement of high-impact teaching strategies.

### Commendations

The review team validate the following:

- The school-wide adoption of explicit instruction reflects a commitment to evidence-based teaching practices. Consistent implementation is supported through classroom use of TAPPLE[4] and engagement norms, promoting student focus and participation.

- Evidence-based practice within a strong culture of professional collaboration is supported by targeted PL through the Centre for Excellence, consistent implementation of the Big 6 of Reading, and data-informed approaches to teaching and assessment.

- Assessment data from a variety of sources including Promoting Literacy Development (PLD), Oxford Maths, Progressive Achievement Tests, NAPLAN[5] and student work samples, inform differentiated instruction and flexible groupings. The PLTs engage in regular moderation and data analysis and the diamond tool groups students and informs planning of targeted learning sprints to close learning gaps.

- Staff feedback, student data and school priorities align with PL. School Development Days and PLT agendas focus on key areas such as literacy, supporting the shift to PLD and explicit instruction, behaviour through PBS and assessment practices that enhance data-informed planning.

### Recommendations

The review team support the following:

- Moderate school based National Quality Standard judgements through engagement with an external audit.

- Progress the development of whole-school scope and sequence documents for literacy and maths with clear alignment to explicit instruction and Teaching for Impact.

- Embed instructional coaching cycles for explicit instruction using the peer observation tools and shared reflection frameworks aligned to Quality Teaching Strategy.


## Student achievement and progress

Whole-school approaches to curriculum delivery and teaching instruction are effective and supported by the focused collection and use of data to inform student achievement and progress.

### Commendations

The review team validate the following:

- A comprehensive assessment framework, inclusive of Elastik, Progressive Achievement Tests, NAPLAN, On-entry assessment, DIBELS[6], and PLD, supports early identification of student needs and strengths, guides evidence-based teaching, and drives a whole-school culture of continuous improvement and high achievement.

- Strong literacy instruction and whole-school improvement are indicated by NAPLAN performance. Year 3 students are performing above like schools in all domains and Year 5 students above like schools in reading, writing, and grammar and punctuation.

- All students identified as requiring additional support have SMART[7] goals reviewed and monitored enabling precise instruction and tailored support.

### Recommendations

The review team support the following:

- Enhance the data literacy and moderation of all staff through additional PL and training in the disciplined dialogue approach to data analysis and consider identifying a data coach to work with staff.

| Reviewers | |
|---|---|
| Steve Dickson<br>**Director, Public School Review** | Sarah Quantock<br>**Principal, Scarborough Primary School**<br>**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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.

Steven Watson
**Deputy Director General, Schools**

**References**

1   Individual education plan
2   Department of Communities – Child Protection and Family Support
3   Nationally Consistent Collection of Data on School Students with Disability
4   Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective feedback
5   National Assessment Program – Literacy and Numeracy
6   Dynamic Indicators of Basic Early Literacy Skills
7   Specific, Measurable, Achievable, Relevant and Time-bound