



Department of
Education

Shaping the future

Paraburdoo 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

Located within the Pilbara Education Region, approximately 1500 kilometres north of Perth, Paraburdoo Primary School originally opened in 1971 as a district high school and became a primary school in 2001. In 2015 the school gained Independent Public School status.

There are currently 201 students enrolled from Kindergarten to Year 6. Enrolment numbers can fluctuate depending on the strength of the mining industry in Paraburdoo.

The school has an Index of Community and Socio-Education Advantage rating of 886 (decile 9).

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

The first Public School Review of Paraburdoo Primary School was conducted in Term 2, 2021. This 2025 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 work of the previous Principal and staff to submit evidence into the Electronic School Assessment Tool (ESAT) submission assisted new staff to the school in 2025 prepare and complete the school's submission.
- Staff were provided with opportunities for genuine collaboration and reflection in the school assessment process using the supporting templates provided by the previous Principal.
- Validation meetings deepened the review team's understanding of the evidence presented in the school's ESAT submission. Participants communicated clear, consistent messages that reinforced the claims made across all domains, with student contributions standing out as insightful for the reviewers.
- The school community regarded the self-assessment process as a positive and meaningful step toward the school's improvement goals.

The following recommendations are made:

- To reduce workload, consider providing only the evidence that directly supports each domain foci of the Standard.
- Consider processes to synthesise the summaries of each domain and to prioritise the planned actions for improvement.

Relationships and partnerships

Located on Yinhawangka Country, the school has built strong partnerships with industry and fostered cultural awareness within the community through a respectful and consultative approach. There is a deep sense of pride in the school, united by a shared commitment to enhancing opportunities for all children.

Commendations

The review team validate the following:

- Staff relationships between allied professionals, teaching staff and administration are respectful and strong which creates a harmonious and united environment for staff to work.
- Inclusive and supportive practices, including activities that involve the families of staff members, support staff health and wellbeing.
- Strong, sustainable partnerships with the Shire of Ashburton, Yinhawangka Aboriginal Corporation, Rio Tinto, Sodexo, the Polly Farmer Foundation, Follow the Dream, Bugardi, Worley, Monadelphous, Western Range Project, Earbus Foundation, and the local occupational therapist significantly enhance opportunities and outcomes for students.
- The guidance and stability provided by the Board, particularly through changes in school leadership, have ensured a positive trajectory for school outcomes.
- The work of the P&C to focus their work beyond fundraising activities is positively building the connection of families to the school and student learning.

Recommendation

The review team support the following:

- Explore methods to gather longitudinal data on community satisfaction levels through an effective consultation process, which both highlight the school's achievements and identifies areas for improvement.

Learning environment

Paraburdoo Primary School is a proud school within a mining community, dedicated to providing a safe, supportive learning environment that nurtures the whole child, empowering children to reach their full potential and achieve their goals.

Commendations

The review team validate the following:

- Experienced and highly valued allied professionals support teachers in the classroom and lead both individual and group intervention programs, significantly contributing to improved student outcomes.
- The student pathway files and database, stored on the shared drive, foster teacher-to-teacher accountability, support smooth transitions between year levels, and ensure continuity of learning for students.
- Support provided by the manager corporate services (MCS) to allied professionals coupled with the work of the education assistant - lead, enhances retention of staff, assists induction and maintains continuity of programs across the school for students at educational risk (SAER).
- The occupational therapist collaborates effectively to build staff capacity and deliver targeted interventions and programs that support SAER.

Recommendations

The review team support the following:

- Conduct a review of the behaviour management policy to develop comprehensive procedures and support materials to effectively address the impacts of trauma and support student self-regulation.
- Educate parents on the importance of regular attendance and the continuity of learning.
- Identify and optimise the use of available school spaces to better support the effective management and inclusion of all students across the school.
- Investigate and then implement a sustainable social and emotional learning program.

Leadership

New and positive leadership relationships are emerging. The leadership team has quickly established a cohesive, supportive culture, with shared ownership and understanding.

Commendations

The review team validate the following:

- The new Principal has prioritised time to meet with staff individually to foster personal connection, understanding of their roles, and address any concerns. This proactive approach is building trust and a positive working environment.
- The development and ongoing use of a comprehensive tracking document to report on school performance is driving the management of change. This tool is ensuring that staff remain focused on key strategies, allowing for effective monitoring of progress and alignment with the school's goals.
- The work of the MCS to improve administrative processes and manage both human and finance resources in such a complex context is contributing significantly to the continuity of programs.
- Support provided by the administration team and experienced staff to early career teachers is fostering professional growth and ensuring a smooth transition into the school culture.
- The appointment of an education assistant - lead to induct, support, model and mentor allied professionals across the school is assisting in the provision of effective interventions for students at risk.
- Teaching staff are being empowered with opportunities to lead, plan, and implement curriculum improvements as members of a professional learning community (PLC) or in the role of curriculum leader.
- Performance management processes, including regular walkthroughs and feedback sessions, are being implemented effectively, fostering a culture of continuous improvement.

Recommendations

The review team support the following:

- Develop and document a comprehensive overview of the roles and responsibilities of school leaders.
- Strategically synthesise the findings from the school review process to develop a detailed plan for school improvement.

Use of resources

There is sound alignment between the use of resources and management of the school. Careful consideration is given to fiscal decisions to ensure the appropriate deployment of staff to support and maintain existing strategic initiatives.

Commendations

The review team validate the following:

- The appointment of an Aboriginal and Islander education officer to assist with the Polly Farmer Learning Club, attendance issues, hosting events and liaising with the Yinhawangka community.
- The new additional part-time deputy Principal role is assisting to meet diverse and emerging student needs.
- Robust financial management processes, including structured cost centre submissions and thorough oversight in regular finance meetings, ensure the responsible and transparent use of school resources.
- The School Board are well informed of the school's financial management processes and impact on strategic planning and student learning.
- A comprehensive teacher induction checklist and handbook ensure that new staff are well-supported, informed, and equipped with the knowledge and resources needed to thrive in their roles from day one.
- Workforce planning and human resource management processes are strategically aligned and clearly defined, ensuring the recruitment, development, and retention of high-quality staff.

Recommendations

The review team support the following:

- Make clear links through the planning and monitoring of programs, funded through student characteristics funding, to ensure they are positively impacting the education of specific groups.
- Strategically plan for and integrate implementation of Project Kaartdijin with broader school improvement initiatives and existing programs to ensure alignment, coherence, and sustainable impact of priority areas.

Teaching quality

Teachers and allied professionals work closely with families and the wider community to nurture and inspire lifelong learning. A collaborative and cooperative culture ensures staff work in an environment of continual learning and development so they can deliver quality programs for students.

Commendations

The review team validate the following:

- The on-Country learning experience completed by staff at Karijini National Park, in collaboration with the Yinhawangka Aboriginal Corporation, demonstrates a commitment to cultural responsiveness.
- The development and implementation of the Aboriginal perspective's curriculum planning document with links to the science curriculum, exemplifies the staff's genuine dedication to incorporating Indigenous knowledge and perspectives into classroom learning.
- The implementation of the Paraburdoo Primary School Instructional Coaching Agreement, along with ongoing coaching support for staff, establishes a strong foundation for the continued growth and success of this professional learning strategy.
- The successful adoption of the Top Ten Maths program and UFLI¹ Foundations Phonics enables effective differentiation, supporting students at varying levels of mastery to access and engage with learning
- The implementation of the Spelling Mastery program has lifted the Year 5 NAPLAN² spelling results.
- The strategic use of allied health professionals enhances teachers' capacity to meet diverse student needs through the targeted implementation of intervention programs such as MiniLit and MacqLit.

Recommendations

The review team support the following:

- Review and revitalise the existing *Paraburdoo Way* to incorporate the agreed instructional model, supporting staff induction, establishing clear instructional expectations, and strengthening the consistency and fidelity of teaching practices across the school. Develop a sustainable coaching plan to support this.
- Collaboratively agree on an instructional model for the Early Childhood Education setting that effectively balances intentional teaching with purposeful play-based learning.

Student achievement and progress

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

Commendations

The review team validate the following:

- Student data is routinely analysed during staff meetings, PLC sessions, and school development days using an embedded and disciplined dialogue framework. This process ensures that data-driven discussions lead to targeted improvements in teaching practice.
- The administration team plays a vital role in supporting staff with the management of the assessment schedule, maintaining individual student assessment files (both digital and hardcopy), and overseeing end-of-year transition processes to ensure smooth and efficient handovers.
- Data from Progressive Achievement Tests and its detailed analysis are used to track student progress, identify trends, and inform instructional planning across the school.
- The use of Abilities Based Learning and Education Support data effectively supports planning and teaching for students with special educational needs and contributes valuable insights for reporting to parents.

Recommendations

The review team support the following:

- Explore the use of targeted assessments for SAER to streamline data collection processes, thereby reducing the assessment burden on both staff and students while maintaining meaningful insights for intervention.
- Consider the systematic collection and analysis of instructional coaching data to evaluate the implementation and mastery of the agreed instructional model across classrooms. Consider using this data to inform the design of targeted professional learning aligned with staff needs.

Reviewers	
Matt Osborne Director, Public School Review	Jemima Tomlinson Principal, Swan View 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.

The next review process focusing on the learning environment domain only, is scheduled for Term 1, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 University of Florida Literacy Institute
- 2 National Assessment Program – Literacy and Numeracy