



Department of
Education

Shaping the future

Wickham 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

Wickham Primary School is approximately 50 kilometres east of Karratha, within the Pilbara Education Region. It has an Index of Community Socio-Educational Advantage of 921 (decile 9).

The school currently has 360 students enrolled from Kindergarten to Year 6 and it became an Independent Public School in 2019.

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

The first Public School Review of Wickham Primary School was conducted in Term 4, 2018. This 2023 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 school used the Standard domain foci and elaborations to guide the evidence selected for the Electronic School Assessment Tool (ESAT) submission.
- The active engagement of staff in the school's ongoing self-assessment processes enabled collaborative preparation for the ESAT submission and supported staff to participate in the validation day meetings.
- A broad range of staff participated in the review process demonstrating high levels of ownership and accountability for the school's performance.
- A tour of the school enabled the review team to appreciate elements of the learning environment.

The following recommendation is made:

- Review and refine the evidence submitted in ESAT to avoid repetition of entries and evidence sources.

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Relationships and partnerships

Agreed values and ways of working have been established with a commitment to embed a school-wide culture of collaboration and open decision making where staff are valued for their contributions.

Commendations

The review team validate the following:

- The School Board support the direction of the school and advocate positively in their role. Through an established reporting structure, they are informed of planned annual school self-assessment.
- Promoting cohesion, productivity and informed decision making, staff value the use of the whole-school collaborative framework. Staff demonstrate high levels of professional accountability through regular engagement in year level and phase meetings.
- The school seeks and is responsive to feedback. There is a collective commitment to strengthen and embed effective communication processes through the development of clear guidelines.
- Early years engagement, stakeholder collaboration, transition to schooling and school community connections are supported by an established KindiLink initiative.
- Engagement with Rio Tinto is supporting the school to progress priorities collaboratively and provide services and opportunities for students.

Recommendations

The review team support the following:

- Engage all School Board members in Department training and induction processes. Review the terms of reference to ensure representation across school staff, community and parents is evident.
- Prioritise opportunities for engagement with the school, by building and maintaining strong connections with all community members and local school networks.

Learning environment

A range of behaviour, attendance and engagement strategies are strengthening the commitment to ensure students are equipped with supports required to thrive academically, socially and emotionally. The indoor and outdoor learning spaces are engaging, orderly and designed to maximise learning opportunities for students.

Commendations

The review team validate the following:

- Whole-school processes and procedures guide the identification, provision of supports and monitoring of students at educational risk (SAER). Classroom teachers undertake case management processes and are supported by allied professionals and Learning Support Coordinators (LSCs) to implement strategies and review planning.
- Underpinned by policy, the school follows Positive Behaviour Support (PBS) guidelines with explicit teaching of the whole-school expectations, including safety, respect and high expectations.
- A range of staff are deployed across the school to provide targeted support for students, inclusive of the school psychologist, chaplain, LSCs, allied professionals, an Aboriginal and Islander education officer and a speech and language support role.
- Strategies to support student engagement include the implementation of clubs including STEM¹, breakfast club and a life skills program.

Recommendations

The review team support the following:

- Use Progressive Achievement Test wellbeing survey data to inform and develop a consistent student wellbeing approach and embed this school-wide.
- Strengthen the student services approach by developing a whole-school document to track identified SAER, outlining planning and interventions in place to address engagement and social, emotional and academic needs.

Leadership

Underpinned by the domains of the School Improvement and Accountability Framework, the strategic direction aligns with the priorities of the Department and supports planning for ongoing school improvement in academic excellence, teamwork and evidence-based decision making.

Commendations

The review team validate the following:

- Staff engagement and ownership for school improvement is high. Immersion in change management processes enables staff open and transparent discussions and use of evidence to guide decision making.
- Induction processes for new staff focus on whole-school operations, teaching and learning approaches and the provision of local cultural induction.
- Performance management and development processes support staff development and growth. Staff development is fostered through reflective practices, professional learning, mentoring and coaching opportunities.
- Leadership roles are distributed and opportunities to lead in areas of interest or expertise are promoted. Strengths and interests of staff are capitalised on, with supports and professional learning provided.
- Student leadership roles are valued, providing opportunities that enhance the learning environment and experiences for all.

Recommendations

The review team support the following:

- Clarify and document all leadership roles and responsibilities with explicit information regarding responsibilities aligned to priorities.
- Build school-wide culturally responsive practices through prioritising actions, resourcing and embedding implementation of the Aboriginal Cultural Standards Framework.

Use of resources

Sound financial management is founded on evidence and underpinned by open and transparent decision making. A focus on needs and the best interests of students guides the allocation of financial, human and physical resourcing.

Commendations

The review team validate the following:

- Workforce planning considerations are in place, with innovative approaches to address student learning gaps and provide supports in core curriculum areas.
- The composition of the Finance Committee includes representation from across the school. They provide sound oversight for financial management, school budget and resourcing decisions.
- Responsive to student needs, a range of supports and interventions including the deployment of LSCs, support roles, a chaplain and school psychologist are prioritised for resourcing.
- Allied professionals are highly valued and deployed across year levels to further implement and guide intervention and enrichment learning programs.
- Evident through professional learning, external coaching and mentoring opportunities, there is a strong focus on building staff capacity and embedding structures and interventions.

Recommendations

The review team support the following:

- Strengthen current budget planning procedures by explicitly aligning resourcing to operational plans and curriculum priority areas.
- Continue to embed processes that privilege the use of data in the review of programs.

Teaching quality

Whole-school approaches to teaching and learning are driven by plans outlining shared beliefs, the school pedagogical framework, English and maths teaching, curriculum and assessment expectations.

Commendations

The review team validate the following:

- Opportunities to develop and enhance teacher capacity are provided through multiple professional development experiences, school-based support roles and external coaching.
- Allied professionals are highly valued for the support they provide in the classroom in the delivery of key programs and initiatives, with intervention and extension a focus of their work with students.
- The implementation of a range of programs including InitialLit, Sound Waves, Oxford Maths, Talk for Reading and Talk for Writing is evident. Processes to review impact and staff professional learning needs are considered.
- Explicit teaching is supported through school-wide implementation of the iSTAR² pedagogical framework and gradual release model principles.
- Collaborative DOTT³ time, phase meetings and comprehensive support structures are in place, enabling teaching staff to collectively review assessments and plan for improvements.

Recommendations

The review team support the following:

- Continue to support and embed low variance teaching across K-12. Review, update and embed the whole-school teaching and learning document to reflect current practices.
- Make curriculum operational planning explicit with clear links to updated scope and sequence documents across all learning areas.

Student achievement and progress

An assessment schedule supports the school-wide collection of systemic, standardised and school-based data. Staff are involved in regular collection and analysis of data and processes that enhance teaching and learning programs.

Commendations

The review team validate the following:

- The use of Elastik is supporting staff use and application of data in their teaching and learning approaches, including case management planning.
- The use of the collaboration framework supports the ongoing and open dialogue for teachers regarding data, with moderation a point of discussion in all meetings.
- Underpinned by the school assessment and reporting policy, staff engage in school level moderation processes using Brightpath and the School Curriculum and Standards Authority Judging Standards.
- In response to data, the school has implemented targeted intervention approaches including MiniLit and MacqLit to address the learning gaps and needs of students.
- The oral language support teacher uses data to determine gaps in learning and provides targeted intervention using the Cracking the Code and the Words, Grammar and Fun programs.

Recommendations

The review team support the following:

- Continue to build levels of staff data literacy and embed disciplined dialogue approaches in phase, collaborative and whole-staff meetings.
- In alignment with current data collection, update expected levels of achievement to inform development of whole-school targets that will outline levels of achievement and progress.

Reviewers

Rebecca Bope
Director, Public School Review

Gemma Larham
Principal, Yakamia 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 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering and mathematics
- 2 Inform/Inspire, Show/Share, Try/Transfer, Apply/Action, Review/Revise
- 3 Duties other than Teaching