



Department of
Education

Shaping the future

Esperance 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

Esperance Primary School is located 740 kilometres south-east of Perth and situated within the Goldfields Education Region.

Opening in 1894, Esperance Primary School gained Independent Public School status in 2010.

Currently there are 460 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1010 (decile 4).

Esperance Primary School is supported by members of the community through the School Board and Parents and Citizens' Association (P&C).

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

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

- School leaders and staff have a strong understanding of self-assessment processes and demonstrate a commitment to school improvement. School self-assessment processes and operational plans align with initiatives that support the meeting of business plan targets.
- The process of preparing for the Public School Review was in accord with comprehensive and embedded actions at both the school and individual levels.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context, performance and the progress against priorities in the current and former business plans.
- A broad range of interrelated and credible evidence was selected for analysis.
- There was distinct alignment in the ESAT between performance evidence, judgements about priorities and planning for future improvement.
- During the validation visit, a cross-section of school leaders, teachers, allied professionals and parent representatives elaborated on the evidence and planning intentions described in the ESAT submission.
- Staff shared a high level of understanding of the value of their involvement with the self-assessment process and affirmed judgements about the effectiveness of school operations.

Relationships and partnerships

High levels of trust between the Principal and staff are evident, which is based on authentic, transparent and collaborative relationships. The impact of these relationships manifests in the exceptionally positive school culture and reputation within the community it serves.

Commendations

The review team validate the following:

- A strong, collaborative culture is evident, with staff engagement in reflective practices sharply focused on the continual development of teaching practice and enhanced student outcomes, founded on the school's embedded Tribes Learning Community agreements.
- The school has an established reputation as a system leader of excellence as a Quality Teaching Strategy lead school. The school's collaborative culture is further exemplified by its strong partnership with the Esperance Regional Network.
- Sustainable partnerships exist within and beyond the school. Highly valued and communally beneficial educational partnerships have been established and reinforce the school's mantra 'students first'. The school's genuine commitment to cultural responsiveness is recognised locally and is to be commended.
- Strong endorsement for the school from parents, students and staff is clear. A shared sense of commitment and belonging to the school is evident amongst each group. Educational and behavioural processes and practices are held in high regard due to their focus on the needs of individual students.
- The School Board is invested in supporting ongoing school improvement and places trust in the capacity of staff to meet the distinct needs of students and families. Members are fully conversant with their governance responsibilities and rigorous in their examination of school planning, budgeting and student achievement.

Recommendation

The review team support the following:

- Proceed with the intention to establish an Aboriginal Parent Advisory Group to support the provision of meaningful opportunities for families to collaborate with the school and create a valuable platform to support the education of Aboriginal students.

Learning environment

The school's moral purpose is at the heart of all operations. An inspiring atmosphere has been built where students are confident to take risks, are provided with a voice and agency to flourish both collectively and individually through clearly articulated processes of support.

Commendations

The review team validate the following:

- Under the guidance of a cohesive leadership team, the school has meticulously crafted a learning environment that is proactive in prevention and support and prioritises inclusivity and its values.
- Staff demonstrate a high level of care and professional commitment towards students at educational risk, including a number requiring academic extension. A well-developed identification process, founded on Response to Intervention research and MTSS¹, is embedded and highly effective in the provision of individual student support.
- An extensive range of educational and extra-curricular activities including ArtSparks, energisers and Wellness Warriors, together with the creative and critical extension program and highly acclaimed Tournament of Minds success, challenge and extend students beyond the classroom.
- Students are encouraged to play an active role in maintaining the safe and inclusive learning environment that exists. Opportunities provided enhance the student leadership development approach to building connections with peers and community groups.

Recommendations

The review team support the following:

- Advance student agency by providing opportunities for feedback on learning, considering the use of a tool to support this process.

Leadership

The Principal strategically and expertly leads a professional, contemporary and high performing team culture. School leaders' expectations profoundly influence team dynamics and individual development. High standards of communication, initiative, problem solving and integrity foster a culture of excellence and accountability.

Commendations

The review team validate the following:

- High expectations and standards are the woven into the tapestry of the school's culture. Expectations are embedded into staff practice with professionalism and passion. Collective adherence to these expectations drives team success.
- A clearly defined, multi-layered, distributed leadership model exists. Development of leaders is considered a priority and the school invests effectually in staff development, leading to a deep understanding of, and buy-in to, the school's improvement agenda.
- Learning team leaders are pivotal in actualising the school's vision. They ensure teaching practices are contemporary, student-centred and effective, through aligned and coherent strategic planning and collaborative efforts. The articulation of school direction targets continual and aspirational improvement.
- Using a consultative approach based on the 'why', the methodology of change processes is purposeful. Change is meticulously guided by data analysis, ensuring that implemented changes yield the desired improvements.
- Leaders provide clarity about the purpose of all actions. This is complemented by explicit expectations and support for implementation and accountability, largely, but not exclusively, through coaching processes.
- Education assistants (EAs) are valued highly for their impact on student achievement. Opportunities for professional development are sought proactively to enhance their leadership skills.

Recommendation

The review team support the following:

- Consider introducing alignment with the Western Australian Future Leaders Framework to further enhance development of aspirant leaders.

Use of resources

Resource deployment and workforce management processes consider optimal student achievement while also fostering innovation of contemporary learning strategies. The alignment of resources to both short-term and long-term planning is reflective of the identified evidence-based need of students.

Commendations

The review team validate the following:

- The astute financial acumen of the manager corporate services ensures responsive deployment of resources, providing all students with the best possible learning opportunities.
- Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between budgeting and school priorities.
- Finance Committee members are well informed and plan proactively through their collective decision making to optimise the impact of resourcing on the outcomes of students.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and enrichment strategies. The appointment of additional EAs is prioritised to ensure students with identified needs are provided with the opportunity to achieve their personal best.
- Workforce planning is monitored and regularly reviewed, with consideration given to the continuity of the teaching and learning program delivery and succession planning.
- The P&C strategically provide funds, value adding to the school's ability to provide a creative and critical thinking learning environment for students aligned to business plan priority areas.

Teaching quality

Underpinned by excellence, driven by high expectations and continually assessing impact, instructional frameworks are focused on high quality pedagogical practices. This optimises student opportunities and promotes and sustains teaching excellence.

Commendations

The review team validate the following:

- Staff demonstrate professional enthusiasm for their core business of teaching. This is underpinned by shared beliefs, common language and clear expectations about how staff collaborate to engage students and optimise social, emotional and academic growth and development.
- As respected allied professionals, EAs work skilfully alongside teachers to support student learning. Intervention is aided by the provision of targeted programs such as InitialLit and MiniLit.
- Propelled by a strong sense of collective responsibility and a focus on competence and impact in relation to instructional strategies, school-wide approaches and shared pedagogical foci are embedded.
- Evidence based approaches such as engagement norms, daily reviews and TAPPLE² are delivered with fidelity by committed staff, who are compelling advocates for the school's teaching and learning beliefs.
- There is a palpable sense of staff holding knowledge of the power of data and its ability to inform classroom practice. The self-assessment schedule delineates all data gathered annually for individual learning areas.
- Collaborative practices between staff are highly valued with a range of formal and informal opportunities to engage. Learning teams focus on the analysis of data using a disciplined dialogue approach, grade moderation, and consistent implementation of whole-school teaching and learning practices.

Recommendation

The review team support the following:

- Proceed with the intention to develop an instructional handbook that clearly documents agreed instructional practices and frameworks, serving as a central reference point to support low-variance practices and support induction processes.

Student achievement and progress

The school focuses on rigorous data analysis to inform classroom practice. Staff identify appropriate and timely interventions. Feedback for students, in combination with a culture of high aspirations, contributes to sustained high quality student achievement and progress.

Commendations

The review team validate the following:

- An embedded culture of continuous improvement is evident. School performance is owned by all staff, who share responsibility for comprehensive data tracking and analysis to ensure targeted performance improvements.
- The school has paid rigorous attention to the development of staff capacity to use data informed practices to identify patterns and trends, leading to sustained 'above like school' performance in NAPLAN³.
- Achievement data reinforces whole-school approaches in literacy and numeracy, such as Spelling Mastery and ORIGO Mathematics, are effective in meeting the diverse needs of students.
- Student profiles provide a comprehensive overview of student achievement. Specific student milestones are regularly reviewed and routinely tracked by staff.
- Robust assessment practices enable confident judgement, identification and monitoring of student achievement at the individual and cohort level. Staff use tools such as Brightpath assessments and analysis of Progressive Achievement Tests results to support grade moderation and alignment.

Recommendation

The review team support the following:

- As a high performing school, consider utilising the school's system leadership influence to support the refinement of moderation practices across the network.

Reviewers

Kate Wilson
Director, Public School Review

Jacquie Abbiss
Principal, Falcon 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.

Your next school review is to be scheduled for 2030. 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 Multi-Tiered System of Support
- 2 Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective Feedback
- 3 National Assessment Program – Literacy and Numeracy