



Department of  
Education

**Shaping the future**

# North Parmelia 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

North Parmelia Primary School opened in 1971 and is located 37 kilometres from Perth, within the South Metropolitan Education Region.

There are currently 294 students enrolled from Kindergarten to Year 6.

The school's Index of Community Socio-Educational Advantage is 929 (decile 8).

Community support is provided by an active Parents and Citizens' Association (P&C) and School Council.

The first Public School Review of North Parmelia Primary School was conducted in Term 4, 2020. 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 reflective and celebratory school self-assessment.

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

- The leadership team have a strong understanding of self-assessment processes and are united in their commitment to school improvement.
- School self-assessment processes conducted in preparation for the Public School Review supported the collective commitment to improving outcomes for students and provided an opportunity for reflection.
- Staff and community engaged in brainstorming and examined the domains of the Standard, mapping achievements against them. The development of lines of inquiry followed and subsequently evidence was collected to demonstrate effectiveness.
- The Electronic School Assessment Tool (ESAT) submission entries aligned to 2024 – 2026 Business Plan priorities and evidence provided demonstrated the impact of work in meeting these priorities.
- Celebration of successes and identification of areas for improvement was a feature of the school's ESAT submission.
- A welcome discussion, led by proud student leaders, followed by a selection of effervescent students provided valuable insights into their relationships with staff. Sharing their experiences at the school, and opportunities they have been given, added much to the positive tone of the validation process.
- Committed School Council and P&C members and parents provided genuine reflections in support of the school's self-assessment and added value to the validation process describing their individual and collective dedication to the school.

The following recommendation is made:

- To further develop an evidence-based decision making ethos, introduce robust data analysis techniques that enhance data interpretation, such as looking for patterns and trends in student and school performance.

## Relationships and partnerships

Proudly founded on generational connections, there is heartfelt investment in the success of the school from parents and the wider community. Students radiate pride in their school and value the care and support provided by staff.

### Commendations

The review team validate the following:

- Evidence of the confidence parents have in the school was apparent during the validation stage of the review process. Their investment in the school is resounding.
- A united and collaborative culture is providing the foundations for thriving relationships between staff, optimising the conditions for school improvement and, in turn, student success.
- Sound communication protocols are in place. Informative, timely and transparent communication to all members of the community is evolving through staff use of Seesaw, text messaging, email communication and family conferences.
- Investment in partnerships that reflect the needs of the school community are prioritised. Partnerships with The Smith Family, KEYS<sup>1</sup> and WASO<sup>2</sup> through the Crescendo program are highly regarded and foster social, emotional and academic progress for students. They also add value to operational and strategic improvement initiatives.
- The School Council are invested in supporting ongoing school improvement and trust the capacity of staff to meet the distinct needs of students and families. The Council chair works in collaboration with the Principal to ensure the governance role is fulfilled.

### Recommendations

The review team support the following:

- Consider the development of communication guidelines to further enhance communication and connection with families and the wider community.
- Maintain a focus on growing the membership of the school council to support governance and advocacy for the school.

## Learning environment

Students are supported to develop their social and emotional regulation, and a common language is purposefully promoted to support students to recognise, understand, name and regulate emotions.

### Commendations

The review team validate the following:

- The school has developed a learning environment that is proactive in prevention and support, aided by the introduction of an engagement centre and founded on the school's embedded FRED<sup>3</sup> values.
- Processes that support the identification and monitoring of students at educational risk are established. Documented plans are developed and proactive collaboration between the Special Educational Needs team ensures a tiered response to intervention is efficiently implemented.
- A commitment to inclusivity, diversity and cultural responsiveness is evident in the school's commitment to the teaching of culture, history and language in every classroom, led by an Aboriginal and Islander education officer. The cultural committee and cultural club add further opportunities for staff and students to engage in culturally responsive learning experiences.
- Health and wellbeing is targeted and supported through a multi-faceted approach. The introduction of a Positive Behaviour Support approach and Zones of Regulation support socio-emotional teaching and learning and are the foundation of the school's behaviour management and wellbeing approach.
- Education assistants are highly effective in the provision of individual student support and contribute to regular progress monitoring and cumulative assessment reviews. Teachers and education assistants have forged effective partnerships demonstrating mutual respect for each other's knowledge and skills.

### Recommendations

The review team support the following:

- Review staff health and wellbeing practices to frame a health and wellbeing strategy.

## Leadership

The Principal's leadership of a culture of collaboration, progression and high care is acknowledged. A rigorous improvement agenda is being driven through staff engagement in self-assessment and consultation and contributing to a sense of unity of purpose.

### Commendations

The review team validate the following:

- The Principal, in collaboration with staff, has fostered a proactive approach to managing both strategic and operational responses to identified areas for school improvement.
- The overarching staff ethos is founded on a strong belief that authentic collaboration and consultation will result in school improvement that is achieved with integrity and fidelity.
- The prominent level of professional regard staff have for the Principal and one another strengthens the collective desire to continually improve school performance.
- A distributed leadership model exists and provides staff with a voice and opportunities to lead cohort, curriculum and leadership teams.
- Confident and competent level 3 classroom teachers, senior teachers and aspirant leaders relish opportunities to lead and contribute to the implementation of consistency of planning and practice.

### Recommendations

The review team support the following:

- Review and refine induction and handover processes to support student transitions through the school.
- Provide professional learning to support the development of instructional leadership to build the capacity and capability of middle leaders, to support the implementation of school-wide evidence-based best practice. Consider the use of the Future Leaders Framework to support this process.
- Develop a plan to support the implementation of classroom observation and feedback processes.

## Use of resources

Anticipating and responding to identified needs and evaluating the impact of programs strengthens the school's capacity to identify workforce requirements and allocate financial resources consistent with planning priorities.

### Commendations

The review team validate the following:

- The leadership team have taken steps to optimally maximise and strategically align the allocation of resources with the important focus being on student needs.
- Evidence-based decision making is the cornerstone of resource allocation for both academic and non-academic student outcomes and is supported by operational planning.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and intervention strategies. The appointment of additional education assistants is prioritised to ensure students with identified needs are provided with the opportunity to achieve their personal best.
- Financial and workforce priorities are skilfully managed by the manager corporate services and Principal, ensuring school resourcing and facility management is executed with agility to adapt and adjust to enrolment fluctuations and additional needs.
- A dynamic and proactive P&C engage in a range of fundraising initiatives making valuable contributions to student learning. A recent contribution of \$11,000 towards the introduction of the explicit maths program is a particular highlight for enhancing students learning and supporting school priorities.

### Recommendations

The review team support the following:

- Ensure financial management sustains workforce structures to maintain current levels of classroom support.

## Teaching quality

The school acknowledges the critical importance of whole-school approaches, with a focus on low variance teaching practices to support student achievement. The development of a culture of self-reflection and growth and the efficacy of instruction is emerging, with the instructional leadership of the Principal playing a lead role.

### Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning, maintaining the foundation for connected practice to thrive.
- Staff participation in professional learning to extend their knowledge and reinforce alignment and delivery of whole-school practices is attributed to the adopted explicit direct instruction approach.
- The analysis of school-based and systemic data has been instrumental in driving school-wide pedagogical decision making. The literacy intervention team has laid the foundations for achieving consistent and connected practice and the school's performance in NAPLAN<sup>4</sup> is testament to the rigorous attention to the development of staff capacity.
- The implementation of monitored response to intervention practices and programs, such as the Reading Academy, Spelling Mastery and Explicit Mathematics program, are demonstrating positive impacts on student achievement and progress.

### Recommendations

The review team support the following:

- Articulate shared, school-wide beliefs and whole-school approaches and expectations into a common agreed framework, to further enhance the school improvement agenda and ensure consistency of teacher practice and lesson design, aligned to the Quality Teaching Strategy.
- Formalise collaboration, considering the introduction of professional learning teams to support this process.
- Formalise peer observation and feedback processes.

## Student achievement and progress

The approach to consolidating the school's student assessment data has involved identifying the need for longitudinal, individual and cohort tracking processes. Being fully accountable for the educational progress of students, the school is committed to keeping parents informed of their child's progress.

### Commendations

The review team validate the following:

- Student academic performance is recognised as a collective responsibility. The school is committed to developing routine data collection and embedding evidence-based decision making.
- Staff recognise the need to be responsive to longitudinal student achievement and progress data and implement data-informed explicit teaching to address gaps in the learning.
- There is an unapologetic targeted focus on early intervention in the early years, established through lines of enquiry, to proactively support student achievement and progress.
- Staff recognise the need to strengthen moderation processes to reduce variances and provide greater alignment in teacher judgement about student achievement and grade allocations.

### Recommendations

The review team support the following:


- Progress plans to develop a database for school-wide monitoring of student achievement and identification of student improvement targets.
- Develop the data literacy of all staff to increase understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.
- Develop moderation expectations to ensure consistent practice and low variance in teacher judgements and comparability of student achievement across all year levels.

Reviewers	
Kate Wilson <b>Director, Public School Review</b>	Sarah Chaloner <b>Principal, Clarkson Primary School</b> <b>Peer Reviewer</b>

## 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**

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## References

- 1 Kwinana Early Years Service
- 2 West Australian Symphony Orchestra
- 3 Friendliness, Respect, Excellence and Determination
- 4 National Assessment Program – Literacy and Numeracy