



Department of  
Education

**Shaping the future**

# John Butler Primary College

## 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

John Butler Primary College is located approximately 40 kilometres from the Perth central business district in the North Metropolitan Education Region.

The college opened in 2014 as an Independent Public School. John Butler Primary College is an inclusive school that follows the 'One School Model' which includes mainstream, education support and students with special needs within one setting. Facilities include a hydrotherapy pool, therapy facilities and a gym to aid students with physical support needs.

Currently there are 366 students enrolled from Kindergarten to Year 6. The college has an Index of Socio-Educational of 988 (decile 6).

Community support for the school is demonstrated through the work of the Parents and Citizens' Association and College Board.

## 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:

- Self-assessment processes and analysis of data and information are strengths of the college, informing ongoing planning and implementation of college and system initiatives.
- A wide range of staff, student, parent and community representatives engaged in discussion with the review team, contributing authentic reflections in support of the college.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the college's current context, performance and the planning of focus areas in the business plan.
- Strategically aligned and rigorous reflection combined with an elevated ethos of accountability for student achievement and effective college operations, is evidence of a strong culture of collective leadership.
- The summary statement provided a comprehensive overview of the college's recent journey 2020 - 2022.
- A broad range of evidence to support claims about college performance in relation meeting to the Standard were submitted.

The following recommendation is made:

- Continue to promote the reflective question: Why do we think the evidence selected for our Public School Review demonstrates meeting the Standard? To consolidate the parameters for selecting evidence to be included in future ESAT submissions.

## Public School Review

### Relationships and partnerships

High levels of trust and respect are evident as the college and families work in partnership to ensure all students thrive and achieve their potential. Respectful relationships, social and emotional learning, student behaviour and cultural responsiveness have resulted in a significantly enhanced college culture, reputation and positive feedback from the local community

### Commendations

The review team validate the following:

- Collaboration is an expectation and is intentionally facilitated by creating conditions and opportunities within the college for ongoing staff engagement across the phases of learning.
- Viewed as transparent and inclusive, communication platforms are comprehensive to facilitate translation processes. Parent feedback is sought actively with satisfaction ratings trending very positively.
- Feedback from the community and Aboriginal families demonstrates the positive impact of strategies based on intertwining the Aboriginal Cultural Standards Framework through each priority of the Business Plan.
- The welcoming atmosphere supported by friendly reception staff promotes open communication between parents/carers, students and visitors to the college. A strong Student Services Team acts as a conduit between families/carers and the college.
- Induction processes and professional learning are building the capacity of the Board for effective governance. An annual Board Self-Assessment Survey supports ongoing development.

### Recommendation

The review team support the following:

- Continue to strengthen relationships with secondary schools to better prepare the students for secondary education and to enhance transition processes.

### Learning environment

Extensive research into class and school learning environments concludes that attractive engaging class and school settings enhance a sense of belonging and optimal wellbeing for students and staff. A comprehensive and proactive response to the health and wellbeing for staff has had a profound effect on morale and by extension creates a positive environment for students to learn.

### Commendations

The review team validate the following:

- In depth work focused on developing a positive college culture and tiered systems of support for academic, social-emotional learning, leadership and behavioural and wellbeing needs, has resulted in a safer orderly learning environment.
- Explicit teaching of social and emotional learning is a proactive tier 1 universal strategy implemented across the college. Behaviour management data collected and analysed is wide-ranging and instructive.
- Attendance processes and procedures actively promote a culture of high attendance expectation with average rates above those of like schools. Effective case-management and support has reduced severe non-attendance and increased Aboriginal attendance rates.
- Students are encouraged to contribute to influencing outcomes by putting forward their views, concerns, and ideas to influence decision-making and help shape the direction of the college. They shared positive accounts of support and care they received from staff.
- A comprehensive Behaviour Policy and Procedures document highlights a multi-tiered model, underscored by the core values Safety, Tolerance, Achievement, Respect and Resilience (STARR), key principles of student engagement and the four capabilities of; self-awareness, self-management, social-awareness and social-management.

## Leadership

Demonstrating high levels of professional and relational integrity, the leadership team forged a steadfast focus on improvement. The Principal accepted the challenge to achieve a college-wide cultural turnaround centred on the following priorities: the best interest of students, the wellbeing of staff and building community confidence in their local school.

### Commendations

The review team validate the following:

- Leadership is distributed and enhanced through defined structures aligned to clear roles and responsibilities. The established strategic connection between leadership teams has been crucial.
- The Principal's leadership started with building baseline leadership capacity across the college through the sharing of expertise and ideas for college growth.
- Pedagogical leadership is intensive and ongoing. A strong research ethos is at the core of the college pedagogical framework. This is building toward low variance connected teaching, augmented classroom observations and professional learning opportunities.
- The performance and development process provides a 'feedback loop' to inform individual professional learning plans and college-wide initiatives.
- The college leadership and inclusive culture extends to giving students an authentic voice. Building student leadership capabilities through creating student agency opportunities is a priority.

### Recommendation

The review team support the following:

- Continue to build the mentor and coaching capacity of college leaders.

## Use of resources

Transparent budget informed resource allocation processes have evolved through the combined leadership of the Principal and manager corporate services. The college has identified the flexibilities that best meet the needs of students and has deployed physical, human and financial resources strategically to maintain a robust fiscal environment.

### Commendations

The review team validate the following:

- Evidence-based decisions reflecting the importance of alignment of college planning with budget allocation mechanisms means there are clear and defensible links to assist the College Board to engage in informed college priority discussions.
- Workforce planning processes support the identification of trends for college/student needs. Strategies to build a workforce that can capably and effectively meet those needs has been achieved through the re-alignment of education assistant roles and agile considerations required due to declining enrolments.
- Resource allocations aligned to business plan foci are regularly reviewed with data informed processes. Targeted initiatives and student characteristics funding is deployed strategically to support a range of enrichment and support strategies for identified students.
- All operational and improvement plans contain cost analyses and links to the budget for the current year and longer-term, projected costs. A budget submissions process allows leaders to submit projected costs for each school year which then feeds into the budgeting cycle.
- Staff recruitment and selection processes ensure a blend of expertise and experience. Professional learning to build capacity, with consideration to wellbeing, workload and system level requirements, is a priority.

### Recommendation

The review team support the following:

- Establish calculated timelines as part of the intention to redevelop reserve and asset management plans.

## Teaching quality

Collaboratively developed shared staff beliefs guide the work undertaken to ensure that students are engaged and inspired to achieve their potential. All staff are expected to be familiar with, and to align their teaching practice to, the college's pedagogical and instructional frameworks.

### Commendations

The review team validate the following:

- With a clear understanding of the characteristics of a visible learner, students are encouraged to take ownership and responsibility for learning. Skilled teachers and education assistants partner to engage students positively using a suite of strategies that ensure the individual needs of students are met.
- Implementation of the instructional model commenced in 2022 following careful planning and thoughtful consideration being given to the process of pedagogical change initiated in 2021.
- Curriculum teams develop, monitor and review learning area plans. Staff use evidenced-based approaches to review professional impact and achievement of targets.
- Curriculum delivery and design is aligned to the Western Australian Curriculum, with staff embracing opportunities for moderation across year levels and curriculum areas.
- There are comprehensive processes and supports that demonstrate explicit milestones, strategies, resources and schedules for review for students at educational risk.

### Recommendation

The review team support the following:

- Improve the use of augmentative and alternative communication to enhance the ability of students with disabilities to communicate and integrate into the whole-college pedagogical approach to literacy.

## Student achievement and progress

Rigorous analysis of system and school-based data guides tracking, monitoring and planning cycles with a focus on the growth of every child. Targets are informed by a multi-layered robust, collaborative analysis of student performance data in an ongoing assess-plan-act cycle.

### Commendations

The review team validate the following:

- Being never 'at' or 'above' like schools in NAPLAN<sup>1</sup> from 2014 to 2020, by 2021 the college had 'closed the gap' in student performance and in some cases, outperformed similar schools. In 2021, there was an upward trend in most areas.
- From Year 3 to 5 NAPLAN, students demonstrated 'higher progress - higher achievement' in all literacy measures. High progress - low achievement in numeracy triggered a diagnostic assessment of students' fundamental understandings in number and measurement concepts.
- A focus on implementing Letters & Sounds with increased fidelity and benchmark targets for student performance in Years K-3, has been augmented through a new data tracking system. This continues to enable the school to identify and monitor students requiring intervention.
- Progressive Assessment Test data collected is specific and skilfully presented through helpful infographics to inform future planning, teaching and intervention, responsive to student needs. This means reporting to parents on student achievement and progress is strengthened using college-based and system data.
- The Specialist Transition Education Program class supports students with academic and behavioural needs that are not eligible for education support and for whom cycles of intervention have been unsuccessful.

### Recommendation

The review team support the following:

- Continue to refine assessment and moderation processes to better align grades and student achievement against the Western Australian Curriculum.

## Reviewers

Rod Lowther  
**Director, Public School Review**

Heather Fallo  
**Principal, Ashburton Drive 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 scheduled for Term 3, 2025.



for  
Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National Assessment Program – Literacy and Numeracy