



Balga Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Balga Primary School is located approximately 13 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 937 (decile 8) and currently enrolls 220 students from Kindergarten to Year 6.

Opening in 1965, Balga Primary School became an Independent Public School in 2015.

Balga Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Balga Primary School was conducted in Term 4, 2022. This 2026 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:

- A collaborative self-assessment process engaged staff in meaningful reflection and evidence gathering, fostering collective ownership and enhancing the quality and authenticity of the Electronic School Assessment Tool (ESAT) submission.
- The school's ESAT submission, together with supporting documentation and validation discussions, provided a clear and coherent account of the school's improvement journey, demonstrating how strategic priorities have been translated into consistent whole-school practice.
- Staff engaged openly and authentically with the review team throughout the validation visit, willingly sharing their experiences and perspectives, contributing to the quality of the review process.
- School Board members, parents and community partners participated actively in validation discussions, sharing valuable perspectives that enriched the review process.

The following recommendations are made:

- Embed ongoing self-assessment processes that build regular evidence collection, analysis, reflection and continuous improvement throughout the business planning cycle.
- Present commentary and supporting artefacts that reinforces the school's performance against the breadth of the domains of the Public School Review Standard.
- Strengthen the evaluative nature of future self-assessment by demonstrating the implementation, effectiveness and impact of whole-school initiatives on teaching practice, school performance and student outcomes.

Relationships and partnerships

Relationships and partnerships are characterised by a collaborative and inclusive culture that values engagement, shared responsibility and purposeful connections to meet community needs.

Commendations

The review team validate the following:

- Strategic partnerships with external agencies, including MercyCare, the Koondoola Child Development Service and Balga Senior High School, deepen early identification, coordinated service delivery and successful transitions, enhancing outcomes for students and their families.
- A deliberate and multi-faceted communication strategy, including the Balga Breeze, Compass and social media, promotes staff collaboration, keeps families well informed and promotes meaningful engagement with the school community.
- Positive relationships with families are strengthened through approachable staff, timely communication and regular opportunities for parents to provide feedback, fostering trust and genuine partnerships with the school community.
- Partnerships with Aboriginal community members, exemplified by the significant contribution of a valued long-standing volunteer, enhance community connections through authentic cultural engagement, community-led initiatives and shared learning experiences.

Recommendations

The review team support the following:

- Expand opportunities to gather and act on the perspectives of the school's diverse parent and community groups to inform decision making, school improvement and future planning.
- Build the effectiveness and sustainability of the P&C by identifying and addressing barriers to participation, building parent leadership and broadening representation.

Learning environment

An inclusive and culturally responsive learning environment is underpinned by strong wellbeing practices, targeted intervention and a commitment to ensuring every student feels safe, connected and ready to learn.

Commendations

The review team validate the following:

- Culturally responsive practices, including identity learning, the Together We Belong community mural project, interpreter services and the Wadjak Noongar language program, celebrate the school's diversity and foster an inclusive environment where students and families feel welcomed, respected and connected.
- A dedicated staff wellbeing committee uses Organisational Health Index survey data and staff feedback to shape targeted wellbeing initiatives, including staff breakfasts, walking groups and social events, that foster a positive workplace culture where staff feel valued, connected and engaged.
- Robust systems for the identification, tracking and monitoring of students at educational risk, led by the learning support coordinator through the Reporting to Parents platform, collaborative case management and strong partnerships with families, ensure timely intervention for students.
- Positive Behaviour Support, reinforced through 'Woola' tokens, Breakfast Club and targeted engagement strategies, creates a learning environment that enhances students' sense of belonging and engagement, promoting regular attendance and readiness to learn.

Recommendations

The review team support the following:

- Finalise and embed the Behaviour and Engagement Policy, integrating Positive Behaviour Support and the Berry Street Education Model, to implement consistent behaviour, wellbeing and engagement practices.
- Foster authentic student voice by embedding meaningful opportunities for students to inform decision making and empowering student leaders to influence whole-school initiatives.

Leadership

Leadership fosters a collaborative culture of continuous improvement through strategic direction, deliberate capacity building and evidence-informed decision making, enhancing teaching and student outcomes.

Commendations

The review team validate the following:

- A distributed leadership model extends leadership beyond the executive through senior teachers and aspirant leaders, providing meaningful opportunities to lead business plan priorities while building leadership capability through targeted professional learning and ongoing guidance from the Principal.
- Classroom observation, feedback, 'Coaching Corner' communications and targeted professional learning underpin a clearly defined instructional coaching model that builds pedagogical capability and promotes the consistent implementation of agreed teaching practices.
- Collaborative change management, characterised by staff consultation, phased implementation, ongoing refinement and purposeful use of staff feedback, secures strong staff ownership and the successful delivery of school improvement priorities.
- Performance and development processes enable teaching and support staff to reflect on their practice, receive feedback and identify areas for growth, while informing whole-school professional learning priorities.

Recommendations

The review team support the following:

- Strengthen operational plans by aligning them with the business plan with embedded annual targets, measurable success criteria, monitoring and evaluation processes, and clear indicators of impact on teacher practice and student outcomes.
- Continue to expand instructional leadership capacity beyond key personnel to enable implementation fidelity, consistency and the long-term sustainability of whole-school teaching practices.

Use of resources

Resource allocation is characterised by considered decision making and targeted investment, with staffing and financial resources directed towards identified school priorities and student learning needs.

Commendations

The review team validate the following:

- Effective enrolment management, strategic recruitment and deliberate staffing allocation ensure staff expertise aligns with student needs and school priorities.
- Targeted resource allocation, informed by historical analysis and identified school priorities, enables additional investment in education assistants, curriculum leadership and student wellbeing initiatives, facilitating teaching practice and intervention for students.
- Comprehensive disability funding and Nationally Consistent Collection of Data on School Students with Disability processes have significantly increased access to targeted resources, improving coordinated provision for students with additional needs.
- Strategic partnerships and successful grant initiatives have secured additional resources and enhanced learning environments and student opportunities, including the Together We Belong artist-in-residence project, classroom resource donations and planned outdoor learning upgrades.

Recommendations

The review team support the following:

- Establish a clear line of sight between the business plan, operational plans and budget allocation, ensuring resource investment is aligned with, monitored and evaluated against strategic and operational priorities.
- Formalise a strategic workforce plan, aligned with long-term financial planning, to ensure the knowledge, experience and skills required to achieve the school's strategic objectives are sustainably resourced.

Teaching quality

Teaching quality is characterised by a culture of continuous improvement where evidence-informed decision making, responsive and professional growth enhance teaching effectiveness and student learning.

Commendations

The review team validate the following:

- The review and refinement of whole-school scope and sequences, aligned teaching programs and low variance instructional approaches establish consistent expectations, common language and shared engagement norms, enhancing curriculum delivery and the quality of teaching practice.
- A shared pedagogical approach, underpinned by TAPPLE¹ and a lesson design structure, promotes high expectations, consistent instructional practice and active student engagement.
- Differentiated teaching practices are embedded through adaptive classroom instruction, targeted intervention and enrichment opportunities, ensuring students are appropriately supported and challenged to achieve their potential.
- Recognition as a Centre for Excellence school acknowledges the strength of Balga Primary School's teaching practices, enabling staff to share expertise, build capability and contribute to improvement across the broader education system.

Recommendation

The review team support the following:

- Consolidate the implementation and evaluation of Maths Hero to ensure consistent classroom practice and measurable impact on teacher practice and student outcomes.

Student achievement and progress

Student achievement and progress are strengthened through purposeful assessment, evidence-informed decision making and coordinated teaching that enables students to achieve their learning potential.

Commendations

The review team validate the following:

- A collaboratively reviewed whole-school assessment schedule has streamlined assessment practices, ensuring meaningful evidence is collected at key points to support consistent teacher judgement and adaptive teaching.
- Comprehensive assessment processes draw on Progressive Achievement Tests, Pre-primary to Year 10 student data, diagnostic assessments and intervention data to monitor student progress, identify emerging needs and inform evidence-based decision making.
- Evidence-informed intervention processes use comprehensive screening data to identify students requiring additional support and deliver targeted programs, including MiniLit, MacqLit and mathematics support, to enhance student progress.
- Longitudinal analysis of On-entry data and the ongoing refinement of the oral language curriculum strengthen early childhood education by ensuring curriculum and instructional practices remain responsive to the diverse learning needs of students.

Recommendations

The review team support the following:

- Advance the analysis of systemic and school-based student achievement and progress data to identify trends, inform strategic target setting, and refine instructional design.
- Embed consistent internal and external moderation processes, including collaboration with partner and network schools, to improve the reliability of teacher judgement and ensure grade allocation accurately reflects student achievement and progress.

Reviewers

Christiaan Moir
Director, Public School Review

Luke Bradley
Principal, Mundijong 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 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 Teach first, Ask a question, Pair-share, Pick a non-volunteer, Listen, Effective feedback