



Camboon 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

Camboon Primary School is located in Noranda, approximately 11 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school was established in 1971 and became an Independent Public School in 2012.

Currently there are 303 students enrolled from Kindergarten to Year 6, with an Index of Community Socio-Educational Advantage of 1019 (decile 4). There is an onsite day care provider that offers before and after school care.

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

The first Public School Review of Camboon Primary School was conducted in Term 3, 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 transparent and authentic school self-assessment.

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

- Led by the Principal, ongoing self-assessment processes are embedded within school operations, supporting staff to actively engage in collaborative data analysis, target setting and planning processes aligned to the business plan. This systematic approach reinforces collective responsibility for school improvement and student success.
- Preparation for the Public School Review commenced with collaborative staff reflection on the findings of the previous review and the school's Electronic School Assessment Tool (ESAT) submission. Staff identified areas of growth, change and sustained improvement, providing an opportunity to celebrate progress, acknowledge achievements and consolidate the school's improvement journey and embedded practices.
- Staff engaged in reflection across all domains of the Standard, identifying strengths and areas for further development. Leadership teams synthesised reflections to develop evidence-informed statements aligned to the domain foci.
- Evidence selected within each domain was representative of whole-school practices and provided an authentic illustration of current operations and improvement processes. Consideration was given to ensuring evidence reflected current practice rather than materials created specifically for the review.
- A cross-section of staff representing a range of roles actively engaged with the review team during the validation visit, providing clarity and depth that strengthened the team's understanding of the school's context and operations.
- Discussions with thoughtful and reflective students provided valuable insights into their learning experiences, strong sense of belonging and inclusion and opportunities for student agency, enriching the validation process.
- The School Board and P&C members offered considered and genuine reflections, reinforcing the school's welcoming and inclusive culture and the strong sense of community and support valued by families.

The following recommendation is made:

- Consider including entire documents in future ESAT submissions, such as whole-school plans, policies and support documents, to provide greater detail and clarity regarding the school's strategic priorities, systems and processes.

Relationships and partnerships

Positive relationships and mutual respect contribute to a supportive culture where students, staff and families feel welcomed, valued and connected.

Commendations

The review team validate the following:

- Leadership practices characterised by visibility, accessibility and responsiveness strengthen trust and partnerships with families through open communication and transparent decision making.
- Purposeful communication practices, including the Camboon Connect staff newsletter, regular assemblies and the strategic use of Compass and Facebook, strengthen connection across the school community through timely information sharing and promotion of school events and learning opportunities.
- The School Board provides effective governance through strategic oversight and informed decision making, guided by a commitment to equity, inclusion and the diverse needs of the school community.
- A proactive P&C contributes positively to the school through fundraising initiatives that support iPad learning programs, enhance the physical environment and provide opportunities that enrich students' sense of belonging and engagement.

Recommendation

The review team support the following:

- Explore innovative and inclusive strategies to provide differentiated support and resources that enable all parents to effectively access and utilise Compass.

Learning environment

Care, inclusion and support underpin a learning environment where students are nurtured, valued and empowered to develop a strong sense of belonging, wellbeing and success.

Commendations

The review team validate the following:

- Positive Behaviour Support (PBS) is embedded through visible and consistent whole-school practices, including explicit behaviour teaching, the GOTCHA reward system, student and staff-led PBS assemblies, and school-developed resources that reinforce behavioural expectations and school values.
- Staff commitment to restorative practices, guided through the Real Schools program and aligned with PBS processes, has strengthened a shared language and consistent approach to behaviour management, promoting fairness, empathy and positive relationships across the school.
- Student voice and agency are fostered through the Year 6 Student Council, faction leadership team and Year 5 to 6 Social Committee, providing authentic opportunities for students to contribute to school initiatives and influence school improvement.
- A cohesive student services team provides timely and targeted support for students through clearly defined referral and triaging processes, regular case management and systematic monitoring practices that enable responsive interventions and communication.
- The Health and Wellbeing Committee plays an active role in promoting a connected and caring working environment through wellbeing and social initiatives. Student-designed 'Kind Words Warm Hearts' messaging reinforces the importance of kindness, belonging and positive relationships.

Recommendations

The review team support the following:

- Continue to embed and sustain whole-school restorative practices and processes through the ongoing implementation of the Real Schools program, collaborative reflection and targeted staff capacity building.
- Develop and implement a whole-school approach to the explicit teaching, monitoring and measurement of student wellbeing to inform targeted and responsive support strategies.

Leadership

Strong and stable leadership has established shared ownership of school priorities through intentional leadership development and opportunities for staff to contribute meaningfully to continuous school improvement.

Commendations

The review team validate the following:

- Operational plans, developed collaboratively by curriculum and learning area leaders with staff, align strategically to business plan priorities and facilitate consistent implementation of school improvement strategies through defined actions, resourcing and monitoring processes.
- Change initiatives are guided by a shared understanding of purpose, informed by evidence and advanced through strategic planning, identified leadership responsibilities and targeted professional learning to enable effective implementation.
- An expansive distributed middle leadership structure, with clearly defined roles and responsibilities, promotes shared ownership of the school's strategic direction and strengthens collaborative practice and continuous improvement across the school.
- Performance development processes are reflective, growth-focused and aligned to the school priorities. Staff leadership aspirations are actively identified and encouraged, supporting ongoing professional growth and leadership development.

Recommendation

The review team support the following:

- Leverage the expertise of middle leaders to strengthen observation, coaching and feedback processes, supporting consistent implementation of Teaching Sprints, Teach for Impact and the GROW¹ coaching model.

Use of resources

Intentional planning and future-focused decision making ensure resources are strategically directed to areas of greatest impact, supporting school improvement priorities and student success.

Commendations

The review team validate the following:

- A collaborative Finance Committee, comprising representatives from across the school, provides financial governance through transparent decision making, shared understanding and accountability for resource allocation.
- Strategic management and monitoring of salary expenditure enable targeted investment in staff development and leadership release time, advancing implementation of key school improvement initiatives.
- Intentional investment in a 1:1 iPad program strengthens equitable access to digital technologies, promotes personalised learning and assistive technology use and enhances staff capability to integrate technology into teaching and learning.
- Purposeful enrolment processes ensure student characteristics are accurately identified and funded, with resources strategically allocated to targeted staffing, intervention and support aligned to student needs.
- Workforce planning processes are informed by enrolment projections and school needs, enabling strategic staffing decisions and sustainable management of class structures and staff deployment.

Recommendation

The review team support the following:

- Refine and document administrative roles, responsibilities and processes to strengthen operational efficiency and support staff transitioning into new roles.

Teaching quality

High-quality teaching practices are characterised by a shared commitment to collaboration, innovation and continuous improvement, supporting student engagement, achievement and success.

Commendations

The review team validate the following:

- Whole-school implementation of literacy and numeracy programs, including Promoting Literacy Development, Word Origins and Oxford Maths, reinforces consistent teaching practices and a sequential approach to skill development, strengthening continuity of learning across year levels.
- Collaborative planning structures, supported by shared duties other than teaching time and weekly year level meetings, promote data-informed teaching, shared accountability and collective responsibility for improving student learning outcomes.
- A whole-school Teaching Sprint process promotes continuous improvement in teaching practice through the implementation, review and evaluation of targeted instructional strategies informed by student data.
- Differentiated teaching and targeted intervention practices support students at point of need through strategic use of education assistants, evidence-informed programs and individualised learning plans.
- An integrated curriculum approach, developed collaboratively across multiple learning areas and informed by student voice, promotes inquiry-based learning that strengthens student engagement, creativity and ownership of learning.

Recommendation

The review team support the following:

- Progress the refinement of the whole-school reading approach, leveraging expertise from the Language Development Centre and existing collaborative leadership and team structures to enhance consistent implementation of evidence-based reading instruction across the school.

Student achievement and progress

Consistent assessment processes and strengthened staff capability in data analysis drives informed decision making, targeted intervention and improved student achievement and progress.

Commendations

The review team validate the following:

- A comprehensive assessment schedule guides consistent assessment and collaborative analysis of student achievement data, informing teaching, intervention and monitoring of student progress across the school.
- Systemic and school-based data, including NAPLAN² and Progressive Achievement Tests, are analysed collaboratively by teachers, curriculum leaders and the data leader to identify gaps, inform Teaching Sprints and guide whole-school planning for improvement.
- Collaborative moderation processes in HASS³ and science promote consistent and reliable teacher judgements using common assessment tasks, shared rubrics and alignment with SCSA⁴ Judging Standards.
- A range of evidence sources, including Brightpath, Progressive Achievement Tests progress reports, work samples and school-based assessments, are utilised by teachers to support informed discussions with parents regarding student strengths, progress and areas for development.

Recommendations

The review team support the following:

- Further strengthen staff capability and confidence in the consistent use of assessment data to identify gaps in student learning and inform explicit, targeted teaching responses through ongoing collaborative planning and data analysis.
- Investigate opportunities to strengthen collaborative assessment and moderation practices across the Morley Schools Network to support consistent teacher judgement and shared understanding of achievement standards.

Reviewers

Danielle Roache
Director, Public School Review

Luke Breman
Principal, Denmark 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Vicki McKeown
A/Deputy Director General, Schools

References

- 1 Goal, Reality, Options, Will
- 2 National Assessment Program – Literacy and Numeracy
- 3 Humanities and social sciences
- 4 School Curriculum and Standards Authority