



Department of  
Education

**Shaping the future**

# Tambrey 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

Opened in 1989, Tambrey Primary School is located in Karratha, within the Pilbara Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 955 (decile 7).

It currently enrolls 673 students from Kindergarten to Year 6.

Tambrey Primary School has the support of a School Board and a Parent & Citizens' Association (P&C) and became an Independent Public School in 2017.

The first Public School Review of Tambrey Primary School was conducted in Term 1, 2019. This 2023 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:

- In preparation for the review, the Principal engaged staff and leaders in a comprehensive process of self-assessment, providing multiple opportunities for engagement with the Standard and collaborative reflection on the school's performance against each of the domains.
- Staff valued the collaborative preparation process, attributing it to the collective understanding of the school's strengths and ongoing areas for development.
- The school submitted a wide range of contextually relevant and interlinked evidence together with succinct analysis and aligned actions for improvement.
- Underpinned by a growth mindset, the school has embedded robust school self-assessment processes that privilege high levels of staff consultation to effectively drive the school's improvement agenda.
- Validation visit discussion was enhanced by the authentic contribution of a broad cross-section of staff, students, parents and community members, who provided insights and elaborated on evidence submitted, demonstrating unanimous support for the school.
- A tour of the school enabled the review team to gain a further understanding of the school context including the shaping of the physical environment in response to the changing needs of the school community.

The following recommendation is made:

- Continue to select rich evidence sources to demonstrate the school's performance against the Standard, with a particular focus on demonstrating the impact on student outcomes.

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### Relationships and partnerships

A highly developed culture of respect, collaboration and trust is providing the foundation for flourishing relationships between staff, students, families and the community, optimising the conditions for student success.

### Commendations

The review team validate the following:

- Families value the school and the caring approach of staff and the Principal. Staff know their students well and provide individualised support to meet their differing needs. The Principal is visible and connects with families through daily interactions and the provision of a welcome meeting for new families, fostering a sense of connection and belonging.
- Building connections with Aboriginal students and families is prioritised by the school through regular communication and family contact by the Aboriginal and Islander education officer (AIEO) and support for student learning and engagement in the classroom.
- Partnerships with the Clontarf Academy and Stars Foundation champion student engagement and relationship building. This includes the establishment of community contacts and a student network viewed as an enduring resource to support students' transition through school and into the community.
- Led by the AIEO, 'Tambrey on Track' is an innovative physical fitness initiative promoting engagement for Years 4 to 6 Aboriginal girls, building relationships, confidence, attendance and a sense of belonging.
- A highly skilled School Board enjoy a membership clearly invested in the school's improvement agenda and student success. Members engage in the review of budgets, provide input into strategic directions, and participate in self-assessment, ensuring the ongoing development of their governance role.
- The P&C supports community connections and contributes to the school through fundraising events and initiatives including the management of the school canteen.

### Learning environment

A warm, student-centred learning environment is characterised by high levels of care, inclusion and wraparound support. Staff are attuned to the academic and wellbeing needs of their students and work collaboratively to tailor curriculum, intervention and learning to ensure optimal educational outcomes.

### Commendations

The review team validate the following:

- Led by a senior teacher and deputy principal, the National Quality Standard (NQS) has been effectively implemented across the whole school as evidenced in the school meeting all 7 quality areas in the NQS verification process.
- Positive student behaviour is fostered through the school-wide implementation of PBS<sup>1</sup>, including a matrix of expected behaviours together with teaching and rewarding expected behaviours.
- Informed by the Berry Street Education Model professional learning, the school has implemented THRIVE, (Trauma Informed, High Quality, Respectful, Inclusive, Visible Education) encompassing whole-school programs, practices and strategies to support student wellbeing, with improved student behaviour outcomes evident.
- The learning support coordinator provides oversight of students with special educational needs and supports staff to set goals, implement documented plans and monitor student progress. The addition of a Key Support Teacher: Autism is focused on providing support for students with Autism.

### Recommendation

The review team support the following:

- Continue to engage in reflective processes aligned to the Aboriginal Cultural Standards Framework to plan for and embed culturally responsive practices.

## Leadership

In leading the school's transformative journey, the Principal and cohesive leadership team have cultivated a collaborative culture, empowering staff through consultation and shared decision making. This, together with robust operations and strategic structures, has led to staff ownership of a rigorous improvement agenda, sharply focused on creating the conditions for quality teaching and student success.

### Commendations

The review team validate the following:

- The development of the business plan and shared school vision are reflective of an authentic consultation process across the school community. Strategic foci are known and understood by all and there is clear operational alignment contributing to a cultural shift towards unity and collective thinking, evidenced in the school's very high Organisational Health Index rating.
- Coaching and mentoring is focused on instructional strategies, whole-school programs and structured lesson design. Staff report that engagement with Shaping Minds professional learning and subsequent coaching support has positively impacted teacher efficacy.
- A commitment to embedding whole-school programs, and agreed practices is evident. This is supported by invested staff working within committees to evaluate program impact and inform implementation.
- Collaborative teams enable staff to share practice, engage in planning and analyse student achievement data to inform classroom planning and practice.

### Recommendations

The review team support the following:

- Progress plans to further embed instructional coaching across the school by continuing to train and build the expertise of coaches.
- Continue to lead staff in the collaborative analysis of student achievement data as part of school self-assessment.

## Use of resources

Through prudent and collaborative decision making, the school is ensuring that planning and management for the use of resources is aligned clearly to the conditions for student success.

### Commendations

The review team validate the following:

- Data and evidence are clear drivers for use of resources decision making and there is a clear link between the allocation of resources and improved student outcomes.
- Strategic foci and operational plans inform the development of the school budget, ensuing priority initiatives are effectively resourced.
- Working in collaboration with the P&C, the school exploits all opportunities to access grants, using funds to support large scale projects, such as the school's revitalisation project, which focuses on creating a positive and functioning environment reflective of community expectations.
- School funds have been deployed effectively to support early intervention, led by education assistants, which has resulted to improved student outcomes.
- Workforce planning is evident in the development of leadership and coaching roles and well-developed plans to attract and retain staff.

### Recommendation

The review team support the following:

- Progress plans to support the induction and training for the new manager corporate services, at the conclusion of the current recruitment process.

## Teaching quality

There is a school-wide commitment to embed a performance culture around explicit instruction. This is supported by a skilled and motivated staff and leaders who understand the importance of collaboration, consistent practices and evidence-based decision making.

### Commendations

The review team validate the following:

- The school is highly committed to low variance and connected teaching practice. Staff can clearly define what quality teaching looks like and work collaboratively to build their instructional knowledge and expertise to positively impact student achievement and progress.
- Information and resources that ensure quality support for students learning English as an additional language, are provided by the EAL/D<sup>2</sup> Committee. Staff professional learning on EAL/D Progress Maps is evident, including externally sourced professional learning and targeted support.
- The school is implementing whole-school programs and practices including daily reviews, Talk for Writing, Spelling Mastery, MultiLit and Top 10 Mathematics. There is also an intent to implement PR1ME Mathematics across classrooms following a trial period.
- The executive team are engaging with the Quality Teaching Strategy and Teaching for Impact and are committed to ensuring information continues to inform the school's development of consistent practices and quality teaching.
- Teachers are provided with opportunities to participate in rich professional learning aligned to whole-school programs and agreed instructional practices.

### Recommendation

The review team support the following:

- Continue to embed consistent practices for mathematics and writing and further develop an evidence-based approach to support the teaching of reading.

## Student achievement and progress

Underpinned by high expectations, the school is collecting a range of student achievement and progress data and is committed to further developing data analysis to inform school and classroom decision making.

### Commendations

The review team validate the following:

- The P-10 analysis tool, in Reporting to Parents, is used by staff and the student services team to monitor and track student progress.
- An assessment schedule has been developed and implemented to ensure a consistent, structured and systematic process for student assessment and collection of data.
- Students are identified for academic intervention and extension through the analysis of whole-school data including NAPLAN<sup>3</sup>, InitialLit and Spelling Mastery.
- MiniLit and MacqLit interventions have been implemented, with the school reporting significant progress for students engaged in the programs.
- Opportunities are provided for moderation within cohorts through whole-school writing tasks. School-based rubrics, reflecting the Western Australian Curriculum, allow teachers to assign grades and set student targets.

### Recommendations

The review team support the following:

- Continue to support staff to build data literacy through professional learning and opportunities to analyse Progressive Achievement Tests, NAPLAN and On-entry Assessment data using a disciplined dialogue approach.
- Progress plans to triangulate school-based and systemic student achievement data to track progress and inform target setting and decision making on program efficacy and intervention needs.
- Continue with planned intentions to implement Essential Assessment: Mathematics to support student achievement and progress monitoring in mathematics.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Andrea White  
**Principal, Westminster 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 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Positive Behaviour Support
- 2 English as an Additional Language or Dialect
- 3 National Assessment Program – Literacy and Numeracy