



Department of  
Education

**Shaping the future**

# Pegs Creek 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 1978, Pegs Creek Primary School is situated in the Pilbara Education Region within the city of Karratha. The school was recognised as an Independent Public School in 2013.

The school has an Index of Community and Socio-Educational Advantage rating of 928 (decile 8).

Currently there are 249 students enrolled from Kindergarten to Year 6.

Community support is provided through the School Board and an active Parents and Citizens' Association (P&C). The school also enjoys several productive partnerships with external agencies and community organisations.

The first Public School Review of Pegs Creek Primary School was conducted in Term 2, 2019. This 2024 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:

- School leaders reported that the Public School Review preparation process led to deep reflections on the performance of the school, resulting in a clear understanding of their current position and future direction.
- Staff were strategically grouped and provided with the Standard, School Improvement and Accountability Framework and Domain Reference documents to support them during school performance reflections.
- Leaders represented staff voice when submitting evidence and judgements into the Electronic School Assessment Tool (ESAT).
- A diverse group of staff, parents and carers engaged enthusiastically with the review team during the validation visit.
- Staff confidence in the school leadership, and comments of validation, acknowledge that leaders are evoking change across the school.
- The input of students in the form of a guided tour and subsequent discussions, served to support the school's self-assessment.

The following recommendations are made:

- Build the Public School Review into the school's regular, ongoing, self-assessment to assist in improving time management for entering information into the ESAT.
- In preparation for future reviews, to ensure the reliability, efficiency and transparency of evidence selection and analysis, consider the questions: why do you think this evidence supports your judgement, and why do you think this evidence meets the Standard?

## Relationships and partnerships

Staff and parents acknowledge that the Principal is the significant driver for school improvement and appreciate and value the transparent and consultative approach.

### Commendations

The review team validate the following:

- Community support for the Principal and the school is palpable. Parents on the School Board stated that the school is transformative in nature and responsive to student needs.
- Communication from the school to the community is informative, inclusive and responsive to feedback.
- School Board members are data-informed and receive regular module updates to ensure they maintain awareness of their governance role.
- There are significant and sustainable external partnerships in place to support students. These include YouthCARE, a local bakery, external therapists and Kingfisher Lodge.
- An active and engaged P&C supports the school to meet the needs of students through fundraising and organising events that encourage family engagement and connection to the school.
- The Aboriginal and Islander education officer verbally engages students throughout the week pertaining to topics she has taught. Aboriginal students are further supported through engagement with the Clontarf and Stars Foundation programs.
- Data drives the collaboration amongst staff which is underpinned by high levels of trust, transparent communication, mutual respect and resource sharing.

### Recommendations

The review team support the following:

- Embed a communication strategy that clearly defines the expectations of teachers to ensure consistent and timely sharing of classroom updates to parents.
- Continue to embed a culture of valuing feedback to increase parent participation rates in surveys.

## Learning environment

The school embraces its responsibility in developing and supporting a culturally responsive ethos and they receive significant support from parents, carers and the wider community.

### Commendations

The review team validate the following:

- Attendance is monitored and supported, with visible and differentiated strategies such as an attendance tracking board, inclusive of all students. Additional support for Aboriginal students is offered through Clontarf and Stars Foundation programs.
- An educative and restorative approach to behaviour management is reinforced by strong student teacher relationships and whole-school strategies such as Positive Behaviour Support and Zones of Regulation.
- Comprehensive processes for students at educational risk (SAER) are understood by staff, parents and carers. Data, collected upon enrolment through interviews and conversations with all parents, helps inform this.
- Positive Behaviour Support is heavily embedded, well led and includes timely reviews and refinements maintaining student engagement across the school.
- There is a dedicated approach to developing the school's cultural responsiveness through strengthening partnerships with Aboriginal students, families and community Elders and embracing truth telling and Aboriginal perspectives into the curriculum.

### Recommendation

The review team support the following:

- Formalise the strategies already in place towards building cultural competency by identifying a clear intent, targets and measures against the Aboriginal Cultural Standards Framework.

## Leadership

With student success placed at the heart of all decision making and underpinned by respectful relationships and high levels of trust, the leadership team is focused and committed to leading authentic, whole-school improvement.

### Commendations

The review team validate the following:

- The instructional support model is outlined for staff and includes professional learning, co-creation of content and an individualised approach to meet staff needs.
- Instructional leaders are resourced to ensure timely delivery and to assist in managing potential staff burnout.
- Operational plans clearly align with the business plan and involve all staff in their creation and review. These plans are in place for the 8 learning areas, SAER, health and wellbeing, attendance, Positive Behaviour Support, Early Childhood Education and the National Quality Standard.
- Clear targets across key identified areas are included in the 2023 – 2027 Business Plan and guide teacher planning.
- Leaders are supported through targeted professional learning via Teach for Australia and involvement in the Karratha Network initiatives of Shaping Minds and Berry Street Educational framework.

### Recommendations

The review team support the following:

- Identify a model and method to measure the impact of coaches on teachers' support and practice.
- Include in the operational plans how the school will measure its targets and conduct regular milestone check-ins.
- Document the change model used by the school to ensure all staff are familiar with the process.

## Use of resources

Decision making is transparent, evidence-based and regularly monitored by the Principal, manager corporate services (MCS) and Finance Committee. This thorough oversight ensures accuracy and shared understanding regarding the school's financial position at any given time.

### Commendations

The review team validate the following:

- Budgeting and resource allocation decision making is evidence-based and aligned with business plan priorities.
- The Finance Committee has a strong understanding of its role in budgeting processes and aligns decision making with the school's targets and needs.
- The use of targeted initiatives and student characteristics funding is directed towards identified target areas, such as Aboriginal and Islander education officers, education assistants to support intervention programs and the purchase of student textbooks to ensure equity for all.
- Workforce planning initiatives are proactive, with strategies in place to support and secure long term staff for the school.

### Recommendations

The review team support the following:

- Schedule and maintain dedicated time for the MCS and Principal to meet weekly.
- Continue to provide professional learning opportunities to the MCS as relevant opportunities arise to support their ongoing success.

## Teaching quality

There is a shared understanding that quality teaching is the significant factor impacting student learning, with staff committed to creating a culture of collective efficacy and accountability for every student's learning journey.

### Commendations

The review team validate the following:

- Collaboration occurs through newly implemented Phase of Development meetings including the regular analysis of student data sets using Elastik.
- Identified professional learning supports connected practice and ensures low variance teaching across the school.
- Staff inductions are thorough, embedded, and reviewed regularly. Relief teachers also receive an induction, further supporting consistent instruction across the school.
- Early intervention processes are strong, with identified student groups formed through triangulated data analysis and shared planning of learning experiences.
- Brightpath is used to differentiate writing lessons by assisting to identify learning intentions, guiding planning and developing independent work.

### Recommendations

The review team support the following:

- Embed clear processes related to intervention and Multi-Tiered System of Support.
- Continue the school improvement journey through ongoing, whole-school targeted professional learning such as that planned with Shaping Minds.

## Student achievement and progress

There is a commitment by staff toward using data to ensure every student is supported to reach their potential. Both system and school-based assessment is used to support teachers to determine levels of achievement and targets for ongoing improvement

### Commendations

The review team validate the following:

- Assessment schedules are communicated clearly and provide a comprehensive collection of data.
- Professional learning opportunities are sourced to support the development of staff data literacy.
- The administration team engages with the data, using it to inform decision making and facilitate discussions with staff.
- Collaborative meeting times enable staff to engage with key data sets in a more meaningful way, improving consistency in teacher judgments.
- In-school moderation processes are in place, utilising the School Curriculum and Standards Authority Judging Standards, to support the accuracy of grade allocation and reporting.

### Recommendations

The review team support the following:

- Track stable cohorts closely and frequently as a measure for evaluating and celebrating school successes.
- Create a schedule where staff identify gaps in learning and use provided resources and programs to deliver appropriate daily reviews.

## Reviewers

Darren Greaves  
**Director, Public School Review**

Matthew Pinkard  
**Principal, Warriapendi 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 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**