



Department of
Education

Shaping the future

Frankland River 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

Context

Frankland River Primary School is located in a small rural town approximately 330 kilometres southwest of Perth and 115 kilometres north-west of Albany, the school is situated within the Southwest Education Region.

Established in 1899, the school gained Independent Public School status in 2015.

The school has an Index of Community Socio-Educational Advantage of 965 (decile 7).

Currently, there are 56 students enrolled from Kindergarten to Year 6.

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

The first Public School Review of Frankland River Primary School was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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:

- Staff engaged in the school self-assessment process through School Development Days, scheduled staff meetings, and early close meeting opportunities.
- The school drew on recommendations from its previous Public School Review to shape strategic priorities, engaging staff in the process. This collaborative approach fostered a shared commitment to the school's improvement agenda.
- The Electronic School Assessment Tool (ESAT) submission demonstrated a strong understanding of the school's context, offering a structured overview of current performance and presenting a clear, logical plan for improvement.
- The School Board, P&C, and community groups such as the Country Women's Association (CWA) played a key role in the validation visit, demonstrating a strong investment in and engagement with the school's strategic direction, and serving as passionate advocates for the important role the school plays within the community.
- Staff viewed the Public School Review as a valuable opportunity to reflect, celebrate success, and plan for future improvement. Their genuine engagement during the validation visit deepened the review team's understanding of the evidence presented in the ESAT submission.

The following recommendations are made:

- Adding notations to all submitted evidence would help establish clear and consistent links between evidence sources across the different domains.
- Continue to embed reflection and analysis of data as a cyclical part of school self-assessment across the domains. Consider using the ESAT tool to capture this analysis.

Relationships and partnerships

The school is deeply embedded within its local community, maintaining strong partnerships with community groups and actively engaging families through well-established communication channels.

Commendations

The review team validate the following:

- The school actively participates in community events and fosters meaningful connections with various groups. Stakeholder feedback consistently affirms that the school is a highly valued and respected part of the community.
- The School Board ensures effective governance by reviewing policies, budgets, school data, and monitoring progress against the business plan. It actively supports the school's strategic direction through regular oversight and constructive feedback.
- The school is supported by an enthusiastic and committed P&C, which, along with a partnership with the CWA, contributes significantly to community building and engagement.
- Whole-school communication processes are well established for staff and the school community. An appropriate range of digital communication platforms keeps families well-informed about the school's activities.
- A partnership with the Shire of Cranbrook, therapy providers, and local network schools through the Zero2Four committee engages families in oral language development, delivers targeted therapy support, and fosters social skills in children aged 0–4.

Recommendations

The review team support the following:

- Enrich student learning by co-designing curriculum projects with identified local community cultural, sustainability, local history, and agricultural groups.
- Maintain efforts to consolidate systemic training for all members of the School Board.

Learning environment

Through strong partnerships within the local school network and empowered allied professionals, the school maintains a focus on early childhood education and effective intervention models. A multi-tiered system of support has been established to tailor targeted support for students with complex needs.

Commendations

The review team validate the following:

- A safe and inclusive learning environment has been established. It is actively supported through a clear focus on school routines and behavioural expectations, guided by the school's co-designed Behaviour Expectation Matrix.
- The establishment of a Reconciliation Action Plan through a consultative committee has led to the consistent inclusion of Aboriginal perspectives within learning programs and a steady increase in both staff and student knowledge of Country.
- The school partners with a speech pathologist to provide expert support in screening and assessing students' speech and language skills, with a strong focus on early intervention and the development of the oral language program, Play, Talk, Learn.
- Allied professionals provide targeted instruction for students who require additional support, based on system, school, and classroom data sets. This is documented in individual and group education plans.

Recommendations

The review team support the following:

- Progress plans to review and develop the current behaviour management policy to include a focus on digital conduct and e-safety.
- Review the school's attendance strategy with a focus on enhancing collaboration with families and support services to address identified attendance trends.

Leadership

School leadership is driven by a collaborative, evidence-based approach that aligns system priorities with community aspirations. Active participation in systemic leadership development programs empowers staff to grow professionally and contribute across school networks.

Commendations

The review team validate the following:

- The collaborative, evidence-based approach used to develop the school's new Business Plan has ensured alignment with systemic expectations while reflecting the needs and aspirations of the school community.
- The school demonstrates its commitment to distributive leadership by creating structured roles for staff and supporting leadership growth through tailored professional development, including the Western Australian Future Leaders Framework.
- The collaborative development of the Early Childhood Education (ECE) Statement fostered collective ownership and a shared vision among staff.
- The ECE leader has actively participated in the Leading Inspired Learning in the Early Years project, a key initiative within the Great Southern Western Network, resulting in facilitating professional learning and sharing of expertise across the network.

Recommendations

The review team support the following:

- Prioritise succession planning within the school's workforce plan and offer targeted opportunities such as mentoring, shadowing, and project-based initiatives for emerging leaders.
- Establish a consistent change management process that middle leaders can consistently apply across their leadership contexts.

Use of resources

The school upholds robust financial and resource management practices, ensuring the effectiveness of governance procedures.

Commendations

The review team validate the following:

- The manager corporate services (MCS) works in collaboration with the Principal to ensure that financial management practices align with the requirements outlined in the Funding Agreement for Schools.
- The School Board receives timely and comprehensive financial reports and is regularly informed about key elements of the Student-Centred Funding Model as it applies to the school, through well-established governance procedures.
- The Finance Committee is responsive to the school's resourcing needs, with representation from staff and the School Board Chairperson serving in an ex-officio capacity.
- Resource allocation is guided by the analysis of relevant data sets and informed by input from key curriculum leaders, ensuring that provisions are responsive to identified learning needs and aligned with strategic priorities.
- The principal and MCS have developed a workforce plan that strategically addresses the school's evolving demographic and population trends, aligning with the priorities of the next Business Plan cycle.

Recommendations

The review team support the following:

- Prioritise grant applications, local business engagement, and community partnerships to establish additional funding options to sustainably support key priorities, such as the speech pathology program.
- Ensure explicit links are made to align the Infrastructure Plan with reserve budget planning.

Teaching quality

Shared understandings and beliefs about teaching and learning, supported through collaborative professional practices, cultivate a commitment to consistent instruction and curriculum alignment.

Commendations

The review team validate the following:

- The collaboratively developed 'Teaching Excellence' document outlines a consistent pedagogical approach and clearly defines instructional expectations for teachers.
- Professional Learning Community meetings engage staff in collaborative professional learning, data analysis, and sharing of insights. Supported by targeted modules and action learning cycles, they promote consistent curriculum implementation.
- Differentiated teaching approaches are supported by targeted data analysis to monitor students at educational risk. A tiered intervention model includes small group and individual plans, with specialised supports including speech therapy programs and Bond Blocks in mathematics.
- Joint Action Routines, developed collaboratively by the ECE leader and speech pathologist, strengthen the 0–4 focus within the Play, Talk, Learn framework and scaffold early learning across the school.

Recommendations

The review team support the following:

- Design and implement a cohesive strategy that embeds differentiation in planning and ensures accessible, meaningful enrichment opportunities for students requiring extension.
- Promote the consistent application of the described instructional strategies by continuing to develop targeted checklists that support tailored feedback from structured teaching observations.

Student achievement and progress

Previous Public School Review recommendations shaped an improvement agenda that strengthened data practices, establishing comprehensive longitudinal data collection and analysis for individual students.

Commendations

The review team validate the following:

- Systemic data sets such as NAPLAN¹ are triangulated with school-based assessments, including Progressive Achievement Tests, through the Elastik platform. This approach enables the measurement of longitudinal progress and facilitates gap analysis for individual students.
- On-entry assessment data is collected in Pre-primary and Year 1 cohorts to support the school's Early Years focus. This data provides essential baseline information for longitudinal analysis of the school's small year-level cohorts.
- The school has improved its ability to monitor student progress by developing individual student tracking systems that enhance data analysis, supporting differentiated teaching practice through individual education plans and targeted small group interventions.
- Teaching staff participate in moderation processes through the Stirling Schools and Great Southern Western networks, focusing on writing and mathematics, which supports consistent grade alignment with expected achievement levels.

Recommendations

The review team support the following:

- Using the established professional learning community structure, build levels of staff data literacy through the Elastik platform to inform collaborative planning practices.
- Develop targeted strategies to enhance staff understanding of NAPLAN proficiency bands to strengthen the focus on measuring expected student progress.

Reviewers

Craig Stanners
Director, Public School Review

Kate Carthy
Principal, Jarrahdale 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 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Lisa Criddle
A/Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy