



Department of
Education

Shaping the future

Bertram 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

Opened in 2007, Bertram Primary School is located approximately 40 kilometres south of Perth, within the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 987 (decile 5).

Currently it enrolls 718 students from Kindergarten to Year 6 and became an Independent Public School in 2011.

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

The first Public School Review of Bertram Primary School was conducted in Term 4, 2020. This 2025 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:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school's context that linked directly to each domain of the Standard.
- Staff engaged collaboratively in the self-assessment process contributing to a transparent account of the school's current successes and planned actions for improvement.
- Annotations submitted on some sources of evidence enhanced the clarity of the school's self-assessment analysis.
- Staff, students and school community representatives were enthusiastically and positively engaged in the validation visit and added further authenticity to the evidence submitted across each of the domains.

The following recommendations are made:

- Consider adding annotations to all submitted evidence to clarify the connections between evidence found in different domains.
- Consider simplifying the approach to the ESAT submission by selecting evidence that best demonstrates performance against the domain foci.
- Emphasise the growth mindset of staff by describing the intended changes that will drive the planned actions listed in each domain.

Relationships and partnerships

Bertram Primary School fosters positive relationships with its school community, characterised by a high level of care for students and a genuine collegiate connection amongst staff, led by a responsive leadership team.

Commendations

The review team validate the following:

- The school emphasises clear communication with its parent community, ensuring accessibility for everyone through translation of important documents into multiple languages.
- Positive community relationships are supported by an active P&C with a focus on community building and resource provision, and a School Board that provides effective governance and confirmation of the school's direction.
- The staff value and are committed to the planned collaborative opportunities that support their work. These are delivered through common duties other than teaching (DOTT) and after school meetings.
- The redevelopment of the staffroom has transformed it into 'The Meeting Place'. This has revitalised a feeling of staff collegial support and has reinforced a sense of staff connection.
- A proactive relationship between the school's leaders, the Aboriginal and Islander education officer (AIEO), chaplain and The Smith Family ensure support and positive engagement for families.
- Participation in the Australia-Indonesia BRIDGE¹ School Partnerships program has fostered a strong connection to cultural learning and has enhanced the school's languages program.

Recommendations

The review team support the following:

- Implement strategies to ensure the high level of collegial collaboration evident among staff is appropriately resourced and these opportunities are sustainably supported.
- Consider effective ways to communicate the positive impact of the school's socio-emotional programs on student progress to the wider school community.

Learning environment

The school is revitalising its learning environment by participating in the Real Schools program. A focus on restorative practice is empowering staff, students and parents to engage in positive conversations around expected school behaviours.

Commendations

The review team validate the following:

- The Real Schools partnership is consistent with current student engagement processes. It aligns with the school's Respectful Relationships Teaching Support Program and complements the expected behaviours outlined in the Positive Behavioural Support matrix.
- Regular reflection using the ACSF² ensures the recognition of the school's journey toward cultural responsiveness, informs curriculum development and supports a developing environment of cultural safety.
- Strong engagement opportunities are being built for Aboriginal students through work with the Polly Farmer Foundation's Follow the Dream program at Gilmore College and the Institute of Indigenous Wellbeing and Sport of Western Australia. The AIEO support these with purpose and dedication.
- A dedicated English as an Additional Language or Dialect (EAL/D) team assist staff to deliver effective strategies to support students and engage families from non-English speaking backgrounds.
- Opportunities developed through status as an Apple Distinguished School have established strong, effective practice that integrates ICT³ to enhance learning across the school.

Recommendations

The review team support the following:

- Implement the long term plans to which the school has already committed to embed restorative approaches to student engagement through the partnership with Real Schools.
- Review the breadth of the socio-emotional programs the school implements to streamline whole-school approaches and ensure their impact on student learning is measured.
- Develop a formal, pro-active approach to staff wellbeing built on the existing strong sense of peer support.

Leadership

Staff report high levels of professional trust in the school's leadership team. Clear direction and attention to transparent change management practices contributes to a sense of strategic ownership amongst teachers and allied professional staff.

Commendations

The review team validate the following:

- A distributed leadership model exists, spearheaded by the school's management group, consisting of middle leaders who manage curriculum teams.
- Teaching staff provide leadership through internal coaching positions and lead the Apple Distinguished School program. This directly supports staff to effectively incorporate technology into classroom-based teaching and learning programs.
- The performance management process has been recently reviewed and is focused on aligning practice with school's 2024-2026 Business Plan priorities.
- Induction for new staff has been strengthened. In-school mentoring of graduate teachers has complimented the targeted, systemic professional learning program.

Recommendations

The review team support the following:

- Support the development of curriculum leaders by providing professional learning opportunities that enhance their capacity to lead teaching and learning practice and impact on the school's strategic direction.
- Identify staff to provide instructional leadership through internal coaching positions and build their capacity to develop an agreed, school-wide pedagogical approach.
- Continue to build the capacity of aspirant leaders through engagement with the Future Leaders Framework.

Use of resources

Significant funding commitments to targeted and school-based programs are sustainably managed with fidelity and compliance to policy and process. The manager corporate services supports key decision making practice with reliable finance reporting and asset replacement processes.

Commendations

The review team validate the following:

- Clear links between the 2024-2026 Business Plan, operational plans and the budget are evident and support the delivery of key school programs.
- The School Board is represented on the Finance Committee This enhances the Board's understanding of the school's resourcing and fortifies its governance oversight.
- Sustained reserve account planning has enabled an upgrade to the ICT network after a recent school-based audit. This has provided reliable access for students to a cost-effective network to support the Apple Distinguished School program.
- The library has been strategically resourced to modernise its purpose and has become a central learning hub within the school.
- The Principal engages in strategic recruitment practice to attract, prepare and retain graduate teachers to the school.

Recommendations

The review team support the following:

- Use the Workforce Plan 2025-2027 to strategically address the contextual complexities of succession planning in leadership positions across the staff.
- Continue to work closely with identified universities to identify recruitment opportunities through pre-service teacher placement and mentoring programs.

Teaching quality

The Bertram Curriculum Guide provides expectations about program delivery in English and mathematics across the school. Collaborative meeting time for teachers across year levels provides opportunity to discuss and support the common elements of the programs.

Commendations

The review team validate the following:

- Peer observations are organised between teachers and are linked to individual performance management processes, with the option to focus on priority programs within the school.
- Collaborative conversations focused on program delivery are encouraged through the allocation of common DOTT for year level phase groups, comprised of teachers with the same or similar year levels.
- Curriculum teams are comprised of representatives from the year level phase groups. Curriculum teams meet regularly to evaluate the effectiveness of teaching programs.
- Targeted intervention and extension programs are implemented through the support of a recently reviewed students at educational risk policy.

Recommendations

The review team support the following:

- Develop an agreed school-wide pedagogical approach that emphasises high-impact, low variance teaching strategies and to provide support for its consistent implementation.
- Develop documentation that states the non-negotiables of the agreed pedagogical approach.
- Identify leaders to ensure the consistent application of the agreed pedagogical approach across classrooms through developing instructional coaching opportunities for teaching staff.
- Formalise the peer observation practice to provide targeted feedback on key aspects of the agreed pedagogical approach.

Student achievement and progress

A focus on student achievement data, closely linked to common teaching programs, has informed the development of the Bertram Curriculum Guide and the common expectations it describes.

Commendations

The review team validate the following:

- Moderation tasks are supported by curriculum teams and are implemented each term by teachers in year level phase groups. School Curriculum and Standards Authority Judging Standards are used to focus on consistent assessment practice and contribute to comparability of teacher judgements.
- Teachers work with the dedicated EAL/D teacher and deputy principals to monitor the academic development of identified students using the EAL/D Progress Map to communicate the progress of individual students with parents.
- On-entry Assessment Program data informs teacher discussions in early childhood year level phase groups. Selected students are retested to inform decision making about progress.
- Analysis of achievement data in mathematics and English leads to the selection of common teaching and learning programs. This is exemplified through the implementation of Top Ten Maths across the school.

Recommendations

The review team support the following:

- Understand the impact of the school's programs on individuals and cohorts through the systematic collection and analysis of longitudinal progress data sets.
- Develop a whole-school focus on improving data literacy with a particular emphasis on norm referenced data sets.
- Establish a data repository that is easily accessible to staff and further supports collaborative planning.

Reviewers

Craig Stanners
Director, Public School Review

Lisa Ledger
Principal, Baynton West 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.

The next review process focusing on the teaching quality and student achievement and progress domains, is scheduled for Term 1, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 Building Relationships through Intercultural Dialogue and Growing Engagement
- 2 Aboriginal Cultural Standards Framework
- 3 Information and communications technology