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Department of
Education

Shaping the future

Pannawonica 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

Situated in the western Pilbara, Pannawonica Primary School opened in 1972 and is located approximately 1420 kilometres north of Perth. The town of Pannawonica is an iron-ore mining town within the Pilbara Education Region.

In 2017, the school was granted Independent Public School status.

Pannawonica Primary School currently has 169 students enrolled from Kindergarten to Year 12. The school has an Index of Community Socio-Educational Advantage of 932 (decile 8).

There is strong community support for the school, demonstrated through the work of the engaged School Board and the active Parents and Citizens' Association (P&C).

The first Public School Review of Pannawonica School was conducted in Term 3, 2021. 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:

- A working party of staff, led and coordinated by the Principal, developed a detailed, inclusive and accurate self-assessment of the school's performance against the Standard. All staff were given multiple opportunities over an extended period to contribute meaningfully to the school review process.
- Comprehensive templates, incorporating detailed commentary, evidence, summary statements and accurate judgements across each focus of the Standard, provided a clear and transparent overview of performance for review team to validate.
- A well-established culture of growth and reflective self-assessment, modelled by leadership, underpins effective planning and continuous improvement across the school.
- Validation meetings with parents, staff, community and students enhanced the review team's understanding of the evidence presented in the school's Electronic School Assessment Tool submission. Participants delivered clear, consistent messages that supported the claims made across all domains during these meetings.
- The Principal successfully applied the Collaborative Complex Problem Solving (CCPS) model to respond to issues identified in the whole-school self-assessment process.
- The school community regarded the review process as a positive and meaningful step towards sustaining the school's improvement goals.

The following recommendation is made:

- To reduce workload for future reviews, consider preparing less commentary against each foci within the Standard.

Relationships and partnerships

Strong, purposeful relationships and partnerships enhance educational opportunities and community support. There is a strong sense of pride in the school and a united focus on improving opportunities for children.

Commendations

The review team validate the following:

- The school's Ohana vision is enacted through collaborative structures and inclusive decision making, creating a family-like culture that promotes belonging, connection and collective care across the community.
- Mutual respect is clearly embedded across the school community, with staff and parents working together to support student wellbeing and inclusion.
- Parent and community voice is actively sought through a variety of forums, with feedback acted upon, shared with the School Board and used to shape school activities and priorities.
- The school maintains strong partnerships with the Rio Tinto Group, Sodexo, One Tree Community Services, Robe River Kuruma Aboriginal Corporation (RRKAC), School of Isolated and Distance Education and the Ashburton Shire, enhancing support for students and the broader community.
- The School Board, alongside a small but highly effective P&C, actively supports the school, strengthening governance and contributing to improved resources for all students.

Recommendation

The review team support the following:

- Investigate innovative ways to engage parents more meaningfully in their child's education, improving transparency, communication and understanding of change processes.

Learning environment

The school, situated on Kuruma traditional lands, provides a welcoming and inclusive environment for Rio Tinto families, ensuring safe and responsive practices that cater to the diverse needs of all students.

Commendations

The review team validate the following:

- Informed by the Berry Street Education Model and trauma-informed practices, the consistent use of morning circles and ready-to-learn scales across all classrooms promotes stability, emotional regulation, readiness to learn and overall wellbeing for students.
- A review and refresh of the Positive Behaviour policy and procedures, alongside updated visual representations of values and improved signage, positions staff to provide greater consistency across classrooms, creating a more predictable and safe learning environment for all students.
- By reviewing and aligning the new social and emotional learning program with Aussie Optimism, the school has established impactful strategies that strengthen students' emotional and social wellbeing.
- Supported by Rio Tinto, an Allied Health professional and the Earbus program provides high impact interventions that strengthen oral language skills and contribute to overall improved literacy outcomes.
- Strengthened student voice through the Student Council, supported by an engaging and well-regarded teacher, empowers student leaders to actively participate in the school community and take responsibility for coordinating and leading school activities.

Recommendations

The review team support the following:

- Develop more consistent application of the Positive Behaviour policy and procedures to be more inclusive of students are educational risk.
- Conduct a self-assessment using the Aboriginal Cultural Standards Framework to enhance cultural awareness and responsiveness, supporting more informed and effective future planning.

Leadership

School leadership is defined by a shared vision of inclusion and a strong focus on empowering staff with clear directions and expectations, fostering a culture of trust, respect and collaboration.

Commendations

The review team validate the following:

- School leadership is highly visible, fully engaged and collectively accountable, demonstrating strong commitment to supporting staff in providing learning opportunities for students. Their responsiveness to the needs of students, families and the community is highly valued.
- A culture of empowerment within the school's leadership team encourages staff to take responsibility for problem solving, which leads to a meaningful, purposeful, collaborative and positive work environment.
- Using the CCPS model, leaders effectively assessed readiness for involvement in the Leading Cultures of Teaching Excellence initiative and determined that a tailored approach was required to support school improvement.
- Strategic planning processes, coupled with the use of an implementation tracker of milestones, enable effective change management and support a balanced workload for staff.
- Piloting the performance development online platform, the school is supporting staff development, streamlining processes and reducing administrative workload, ensuring a more effective and accessible system.
- The Principal's strategic alignment of the Public School Review provides a foundation for enhanced understanding, engagement and fidelity in implementing the 2026–2028 Business Plan.

Recommendations

The review team support the following:

- Establish a whole-school instructional model, aligned to the Quality Teaching Strategy, to ensure consistent, high quality teaching and learning practices across all classrooms.
- Introduce the WA Future Leaders Framework across the school to develop and support emerging and team leaders.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- The manager of corporate services collaborates effectively with the Principal to provide regular, strategic support to staff, ensuring that resource management, financial obligations and staff financial literacy align with the school community's needs and the vision outlined in the School's Improvement Plan.
- The Finance Committee actively provides financial oversight, using a collaborative budgeting process that aligns with curriculum priorities and the School Improvement Plan, supporting the school in meeting the evolving needs of the community.
- The school has created an internal relief position within its workforce management strategy to ensure continuity of programs and support consistent student learning.
- Adjusting the budget model from year groups to learning areas has created greater alignment with the School Improvement Plan, resulting in more strategic expenditure and supporting the adoption of whole-school approaches by staff.

Recommendations

The review team support the following:

- Embed both cash and salary budgets into the newly developed operational planning templates to enable timely and well-distributed expenditure of resources throughout the year.
- Explore resourcing an instructional coach to support staff in the future implementation of the agreed instructional model and to ensure greater consistency and fidelity of instruction across all classrooms.

Teaching quality

Pannawonica School staff demonstrate a strong commitment to high quality teaching through the use of contemporary practices, effective collaboration and the emerging adoption of evidence-based whole-school approaches that reduce variability across classrooms.

Commendations

The review team validate the following:

- Through the trial of Maths Hero resources, the school is strengthening consistency of mathematics instruction and improving conceptual understanding, with allied professionals effectively using Bond Blocks to support students requiring additional support in Years 4 to 6.
- Additional time and resourcing has been planned to support secondary school instruction, including the supervision of students completing learning through the School of Isolated and Distance Education.
- Engagement in the Shaping Minds project provides a strong platform to enhance teaching practice through the use of high impact, evidence-based strategies.
- Through the targeted use of the MultiLit suite of programs, the school delivers effective, evidence-based literacy interventions that are responsive to the needs of students at educational risk.
- Through effective analysis of spelling progress, the school addressed learning gaps and addressed these by introducing Spelling Mastery for Years 3 to 6, complementing Cracking the Code in the early years.

Recommendations

The review team support the following:

- Renew and strengthen staff engagement with the Teaching for Impact resources to inform the development of a whole-school instructional model, supported through the appointment of an instructional coach.
- Plan for the development of scope and sequence documents in key curriculum areas to support staff induction and transitions and to maintain consistency of curriculum delivery.
- Explore the introduction of a whole-school writing approach to strengthen consistency and quality of writing instruction.

Student achievement and progress

A commitment to improving the academic achievement and progress of all students drives a focused approach on teaching, assessment and reporting.

Commendations

The review team validate the following:

- The school employs a diverse range of assessments, combining teacher judgement, classroom observations and standardised testing to effectively evaluate student progress. Tools such as MultiLit, Spelling Mastery, On-entry Assessment Program, Progressive Achievement Tests (PAT), and NAPLAN¹ provide comprehensive data to inform teaching practices and support targeted interventions.
- Leadership and staff conducted a comprehensive analysis of student achievement data, which informed the development of the School Improvement Plan and strengthened the targeting of school interventions.
- By administering WARN², WARL³, and WARP⁴ assessments, the school effectively identifies students requiring additional support and ensures targeted intervention through MultiLit programs.
- Additional supports and guidelines have been created by staff to ensure students are appropriately assisted during PAT testing, enabling results that accurately reflect their knowledge and skills.
- In response to high transiency and small cohorts, the school has transitioned to PAT testing for whole-school data and target setting, using NAPLAN results to track individual student progress and growth.
- The school has refined its assessment schedule to ensure assessments are purposeful and effectively inform teaching adjustments and program planning.

Recommendations

The review team support the following:

- Develop a whole-school database to systematically track student achievement and progress, supporting continuity of learning and smooth transition between teachers and year levels.
- Establish disciplined dialogue processes focused on student achievement data to inform planning, differentiation and school-wide improvement initiatives.

Reviewers	
Matthew Osborne Director, Public School Review	Hamish Etheridge Principal, Looma Remote Community 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 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy
- 2 Wheldall Assessment of Reading Nonwords
- 3 Wheldall Assessment of Reading Lists
- 4 Wheldall Assessment of Reading Passages