



John Butler Primary College

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

John Butler Primary College is located approximately 42 kilometres from the Perth central business district, within the North Metropolitan Education Region.

John Butler Primary College opened in 2014 as an Independent Public School.

The college has an Index of Community Socio-Educational of 986 (decile 5) and currently enrolls 469 students from Kindergarten to Year 6.

Underpinning practice across the college, the One School model provides a cohesive framework that unites general education and the Education Support Program, fostering shared responsibility, inclusive practice and consistent approaches to teaching, learning and student wellbeing.

The college's endorsed Education Support Program supports the unique educational and personal needs of students with a disability to maximise opportunities for academic engagement and achievement.

John Butler Primary College has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of John Butler Primary College was conducted in Term 3, 2022. This 2026 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 thorough school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- A systematic and collaborative approach was adopted, with school leaders guiding staff through each domain and collating evidence using an agreed template. This supported a cohesive, aligned and evidence-informed school self-assessment.
- Staff and members of the School Board reviewed the school's draft submission, which was further finetuned in response to feedback.
- The final submission was shared with staff through an engaging quiz, strengthening their understanding of the school's judgements, evidence and planned improvement actions.
- Staff viewed the process positively, valuing the opportunity to contribute their perspectives and demonstrating commitment to the identified improvement actions.
- Proud and confident student leaders provided a comprehensive tour of the school, sharing their positive perceptions of the learning environment and school culture, which deepened the review team's understanding of both whole-school context and the Education Support Program.
- Parents expressed their confidence in the school's current direction and their appreciation of the stability and leadership provided by the recently appointed substantive Principal.

The following recommendation is made:

- In future Electronic School Assessment Tool submissions, strengthen the analysis and evaluation of current practice to more explicitly demonstrate how the evidence presented informs the planned improvement actions.

Relationships and partnerships

Parents are valued partners in their child's education. Through effective communication and purposeful engagement, the school actively seeks, values and responds to family perspectives while fostering collaborative partnerships within and beyond the school to strengthen teaching, learning and student outcomes.

Commendations

The review team validate the following:

- A range of community events, including the annual ANZAC¹ Day service, athletics carnival, Harmony Day, Book Week parade, parent information sessions, and regular assemblies, provide purposeful opportunities for families to connect with and engage in school life.
- Collaborative duties other than teaching time provides teachers with structured opportunities to share expertise, discuss evidence-informed practice and strengthen teaching and learning.
- The collective knowledge and expertise of staff across the school are leveraged to implement effective and inclusive practices within both the general setting and the Education Support Program.
- The school prioritises establishing and maintaining professional networks with colleagues across other schools to strengthen program delivery for students. Initiatives such as the ABLEWA² project have contributed to the development of clear curriculum progress indicators that support teaching, learning and student progress across the disability sector.

Recommendations

The review team support the following:

- Embed clear governance processes, including meeting agendas and self-assessment practices, to support the sustainable operation of the recently re-established School Board.
- Further strengthen culturally responsive practices by systematically seeking and incorporating the perspectives of Aboriginal families and community members into school planning and decision making.

Learning environment

A safe, welcoming and inclusive learning environment promotes wellbeing and ensures students, staff and community members feel respected, supported and connected.

Commendations

The review team validate the following:

- The review and reimplementation of the whole-school Positive Behaviour Support (PBS) framework, led by the complex behaviour support coordinator and PBS team, have strengthened a shared understanding of behavioural expectations across the school. A PBS handbook and shared resource bank further support consistent implementation.
- Trauma-informed practices, aligned with the Berry Street Education Model, foster belonging and connection while providing predictable and consistent routines that enable students to thrive.
- Targeted social and emotional learning interventions support identified students to develop self-regulation, demonstrate productive behaviours and strengthen positive social connections.
- The physical learning environment is purposefully designed and utilised to support student learning and wellbeing. Dedicated therapy pods accommodate approximately 240 therapists onsite each fortnight, facilitating coordinated service delivery to meet the complex needs of students, while thoughtfully designed early years classrooms promote intentional play-based learning.

Recommendations

The review team support the following:

- Further embed whole-school PBS processes, including Tier 2 behaviour strategies, and provide professional learning to strengthen staff capability in collecting, analysing and using behaviour data to inform decision making.
- Refine processes for the systematic identification, coordination and monitoring of interventions and supports for students at educational risk, ensuring longitudinal evidence is collected to guide referrals, monitor progress and evaluate the effectiveness of supports.

Leadership

The substantive Principal provides clear strategic direction, fostering confidence among staff and the community. A shared commitment to achieving the school's strategic priorities is evident across staff.

Commendations

The review team validate the following:

- School leaders effectively applied Kotter's Change Management Model to guide the implementation of the whole-school mathematics approach. Staff consultation, school partnership visits and collaborative evaluation processes informed decision making, strengthened staff engagement and built collective ownership of the change process.
- A distributed leadership approach builds leadership capability by recognising and leveraging the expertise of teachers and allied professionals to lead school improvement initiatives. Informal mentoring provides a foundation for leadership succession and capacity development.
- Curriculum leaders provide instructional leadership through classroom observations, collaborative planning and feedback that strengthens teaching practice.

Recommendations

The review team support the following:

- Clarify the roles and responsibilities of the executive leadership team to strengthen aligned strategic oversight and coordination of student services, students at educational risk, curriculum implementation and instructional leadership.
- Implement transparent processes to identify, develop and support aspirant leaders, strengthening leadership capability and succession planning.
- Through consultative processes, develop an aligned business plan that reflects the school's context, operational priorities and strategic direction, incorporating clear success measures and monitoring processes to evaluate implementation, measure impact and drive continuous improvement.

Use of resources

Human, financial and physical resources are strategically allocated to maximise organisational effectiveness and enhance student outcomes.

Commendations

The review team validate the following:

- Operational plans clearly identify resource requirements and inform the development of the annual budget, ensuring resources are aligned with school priorities.
- A representative Finance Committee provides strategic financial oversight through the approval of budget allocations and regular monitoring of the one-line budget to inform decision making.
- Significant investment in teachers and allied professionals strengthens the delivery of the Education Support Program. Professional learning is prioritised to build the capability of all staff.
- Small Group Tuition targeted initiative funding is strategically allocated to deliver numeracy intervention, contributing to an increased proportion of students achieving in the higher NAPLAN³ proficiency bands.

Recommendations

The review team support the following:

- Establish a structured cycle of regular Principal and manager corporate services meetings to review financial performance, monitor budget implementation, evaluate resourcing priorities and strengthen strategic financial oversight.
- Develop a strategic workforce plan to identify current and future workforce needs and support long-term workforce sustainability within available resources.
- Strengthen the strategic allocation and monitoring of student characteristics funding, including Aboriginality funding, to ensure a clear line of sight between investment and improved student outcomes.

Teaching quality

A shared commitment to evidence-informed practice underpins high quality teaching across the school. Agreed instructional approaches, professional learning and consistent curriculum practices support student outcomes.

Commendations

The review team validate the following:

- An agreed instructional model, informed by Teaching for Impact, guides high quality practice across learning areas, reducing cognitive load for students and promoting a consistent approach to teaching.
- Evidence-based literacy and numeracy practices have been embedded through programs such as PR1ME Mathematics, Bond Blocks and Spelling Mastery, strengthening teacher capability and supporting a cohesive whole-school approach to teaching and learning.
- A school-based speech pathologist enhances teaching quality by building staff capability in evidence-informed communication strategies, supporting curriculum planning, conducting Kindergarten language screening and providing professional learning in augmentative and alternative communication.
- Common assessment tasks and moderation processes strengthen curriculum alignment and support consistent teacher judgement.

Recommendations

The review team support the following:

- Strengthen accountability and consistency by establishing shared expectations and agreed protocols for collaborative curriculum meetings.
- Audit and refine whole-school differentiation, intervention and extension practices, aligned with evidence-based approaches, by building staff capability through targeted professional learning and strengthening the use of student data to inform timely and consistent responses to individual needs of students at risk.

Student achievement and progress

The school is committed to improving student achievement and progress through the systematic use of evidence to maximise learning outcomes and continue lifting performance relative to like schools.

Commendations

The review team validate the following:

- Teachers use the Elastik platform to analyse student achievement data, identify learning gaps and inform daily review, classroom planning and differentiated instruction. Spaced professional learning and the sharing of internal expertise builds staff capability to use data effectively to inform teaching.
- Annual disciplined dialogue processes support staff to analyse NAPLAN data, evaluate the effectiveness of whole-school approaches and identify priorities for improvement.
- The 2025 NAPLAN results reflect expected performance relative to previous achievement and like schools, with positive progress trends in Year 5 spelling, writing, and grammar and punctuation.
- Students in the Education Support Program demonstrate measurable progress against individual learning goals, supported by targeted assessment, monitoring and intervention processes. Contextually relevant assessment tools have been sourced and developed to provide fair, reliable and meaningful measures of student growth.

Recommendations

The review team support the following:

- Continue to build staff data literacy to effectively access, analyse and use school-based, systemic and Elastik data to inform classroom practice and student planning.
- Strengthen processes to monitor and evaluate the impact of whole-school literacy and numeracy approaches, with regular use of school-based and systemic data to inform strategic planning and continuous improvement.

Reviewers

Melanie Langley
Director, Public School Review

Lisa Clements
Principal, Lesmurdie 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 leadership and use of resources domains only, is scheduled for Term 2, 2027. 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 2029.



Steve Watson
Deputy Director General, Schools

References

- 1 Australia and New Zealand Army Corps
- 2 Abilities Based Learning Education, Western Australia
- 3 National Assessment Program – Literacy and Numeracy