



Department of
Education

D19/0544210

Public education
A world of opportunities

Bremer Bay Primary School

Public School Review

November 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

✓	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Bremer Bay Primary School is located approximately 498 kilometres south of Perth in the Southwest Education Region. Bremer Bay is renowned for its unspoilt coastal location with white sand beaches and an abundance of marine life including whales and orcas. Most housing is used for holiday rentals with the 300 permanent resident numbers increasing to approximately 10 000 in the summer months due to tourists visiting the area.

The school has an Index of Community Socio-Educational Advantage rating of 1002 (decile 5).

First opened in 1953 to provide educational programs for the local children, the school currently enrolls 26 students from Kindergarten to Year 6.

The core curriculum areas of English, mathematics, science and humanities and social sciences, are supplemented by Indonesian, art, digital technologies and sport learning opportunities, engaging students with a range of interests.

Support in decision making processes is provided to the school through the work of the School Council and an active Parents and Citizens' Association (P&C).

School self-assessment validation

The principal submitted an informative school self-assessment.

The following aspects are confirmed:

- The principal submitted an honest and open school self-assessment.
- The principal involved staff in discussions about the self-reflection process and encouraged staff contributions of comments and evidence for submission.
- The assessment summary section of the Electronic School Assessment Tool submission provided reviewers with a good contextual overview that aided in understanding the school's self-assessment.
- Discussions with staff, students and parents elaborated on school analyses and performance judgements.
- The principal, in her first administrative appointment, has a clear understanding of the school's current situation and has successfully identified the next steps for school improvement.

The following recommendations are made:

- Present appropriate and sufficient evidence that supports school judgements.
- Expand the school's self-assessment to include a wider range of topics in each domain.

Public School Review

Relationships and partnerships	
Parents are supportive of the school's direction and believe that the school is 'in a good position' but that it still 'has a way to go' to reach its optimum performance.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Overall, the National School Opinion Survey data are very sound, indicating high levels of satisfaction with the school from parents. • Innovative P&C fundraising ideas, including the Market Day Easter event, sale of KeepCups, beanies and repurposed power poles, have successfully raised funds essential to supporting the school's needs. • Targeted support of the Year 3 to Year 6 camp ensures that this initiative remains affordable for all families. • Productive community partnerships, including with Naturaliste Charters, Bremer Bay Resort, Pelican Opportunity Shop and the Shire of Jerramungup, result in financial or 'in kind' support of the school.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Increase parent representation on the School Council in 2020. • Ensure Council members access and complete School Council training modules.

Learning environment	
The safe, welcoming learning environment fosters student and parent engagement and commitment to the school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student engagement is augmented through teaching digital technologies using a variety of information and communications technology (ICT) platforms including interactive whiteboards, iPads and desktop computers. • The Positive Behaviour Support program has been implemented, resulting in a shared staff, student and parent understanding of the 'Bremer Bay Way', a shared language at the school and an ongoing development of students' social skills. • Playgroup WA (Inc) engages with the school and holds up to three playgroup sessions per term on the school site. This has resulted in a smoother transition to school for participating Kindergarten students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to seek innovative strategies to improve and monitor student attendance. • Continue student councillor meetings in 2020 and beyond to engage with 'student voice'. • Clarify and document processes for students at educational risk beyond the development of individual education plans.

Leadership

With an unwavering focus on school improvement, the principal has articulated a number of areas that she has identified for future development and enhancement.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A simplified performance management and development process has been implemented. It includes teacher reflection against the AITSL¹ Australian Professional Standards for Teachers and goal setting. • The principal attended the Leadership Institute's Leading School Improvement professional development program to build knowledge of effective change processes.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Review the school's vision and ensure alignment with school planning. • Develop whole-school practices for longitudinal student data collection and retention. • Collaboratively develop the school's strategic and operational plans. • Continue to implement performance management and development processes, including peer observations and feedback in the next iteration.

Use of resources

School finances are sound as a result of careful planning by the new principal and the highly experienced, knowledgeable and motivated manager corporate services (MCS).

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS has provided excellent support to first time principals through her development of a handover folder containing key documents and timelines. • A detailed ICT replacement schedule underpins the reserve account plan. • The Stay and Play initiative has resulted in parent volunteers enjoying gardening after school with their children, culminating in a whole-school barbeque. • Finance Committee members understand their roles and responsibilities, and meet once per term. • As an active member of the Fitzgerald Cluster and the Albany Schools Network, the school accesses targeted, relevant and affordable professional learning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Develop a workforce plan. • Develop links between strategic and operational planning. • Strengthen links between operational and financial planning. • Ensure school budgeting is overtly linked to school priorities.

Teaching quality

Teachers are open to change and are developing a range of teaching strategies.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The Words, Grammar and Fun language program, accessed through the Peel Language Development School, has provided a framework for the early years oral language development.• The school has implemented Diana Rigg's Promoting Literacy Development program as a whole-school approach.• Teachers ascribe to the explicit teaching strategy, which supports student learning through clear lesson intentions.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Develop continuity in agreed pedagogy and programs for teaching the English curriculum from Kindergarten to Year 6.• Continue to implement the Words, Grammar and Fun oral language program.

Student achievement and progress

Student achievement and progress is measured using a range of tools including NAPLAN², Progressive Achievement Tests (PAT), On-entry Assessment Program and PM Benchmarks.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• PAT data is used to inform conversations with parents about students' achievement and progress.• The school has participated in a two-day Talk for Writing professional development program as part of the Albany Schools Network.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Trial the use of Talk for Writing to determine if it is an effective teaching strategy.• As a staff, interrogate the value of current programs and assessments with the intention of refining the suite of information collected.• Ensure there are shared high expectations for student achievement.• Implement a case management approach to recording and retaining longitudinal student achievement data to measure teaching impact.• Aggregate the student achievement data to determine whole-school progress.

Reviewers

Laura O'Hara
Director, Public School Review

Ashlyn Siviour
Principal, Wickepin Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Needs Improvement'.
Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Australian Institute for Teaching and School Leadership
- 2 National Assessment Program – Literacy and Numeracy