



Department of  
Education

**Shaping the future**

# Bremer Bay 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Opened in 1953, Bremer Bay Primary School is located approximately 498 kilometres south of Perth in the Southwest Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1008 (decile 5) and currently enrolls 30 students from Kindergarten to Year 6.

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).

The first Public School Review of Bremer Bay Primary School was conducted in Term 4, 2019. This 2023 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 school self-assessment.

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

- The Principal conducted a school self-assessment that incorporated responses to the recommendations of the previous school review.
- The selection of evidence that was submitted via the Electronic School Assessment Tool (ESAT) demonstrated alignment with the Standard.
- The perspectives of staff, leaders and students, throughout the validation visit, evidenced a collective commitment to school priorities.
- Community members, including parents, shire staff, P&C representatives and members of the School Council verified the school's self-assessment and confirmed sharing the same vision as the school for future growth opportunities.

The following recommendations are made:

- Consider the use of the ESAT as a shared school self-assessment record keeping tool in between reviews, to assist in tracking progress toward school targets and priorities.
- With consideration given to the workload of staff, ensure that all have the ability to contribute evidence and observations for the next Public School Review.
- Consider the use of the Principal's summary to detail and document the school's improvement journey in the years preceding the review to help demonstrate growth and progress.

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### Relationships and partnerships

The community, in partnership with the school, have sought to promote and foster positive and mutually respectful relationships in the interest of maximising educational opportunities provided to students.

#### Commendations

The review team validate the following:

- In addition to exposure to student leadership roles, sporting and community events, students value the vertical aged peer groups that their small school affords, contributing to a sense of family.
- Regular and informal collaboration between staff ensures the timely sharing of information and communication lines that are consistently open and based on trust.
- Shared school and community activities, such as ANZAC<sup>1</sup> ceremonies, surf days, stay and play events and Mothers'/Fathers' Day, contribute to the building of the local community.
- The recent, expanded interest in parents seeking School Council membership complements the solution focus of the P&C in their work to support school programs and infrastructure initiatives.
- The local Bremer Bulletin newsletter promotes school activities throughout the shire, while use of the Seesaw platform has improved school communication with families.
- The partnership with the Fitzgerald Network of schools ensures collegial sharing. Involvement with local businesses, community and shire facilities, such as the Community Resource Centre, broaden students' learning opportunities.

#### Recommendations

The review team support the following:

- Continue to provide the opportunity for the experienced staff to engage with their network colleagues.
- Maintain the use of Seesaw for clear and direct lines of communication between families and the school.
- Engage with training for School Council members, provided by the Department's Leadership Institute, to ensure currency and a consistent understanding of their governance role.

### Learning environment

Participation in interschool social, academic and sports events enhances students' wellbeing and social development. These connections to students outside of Bremer Bay are ensuring a broad range of rich learning opportunities for all.

#### Commendations

The review team validate the following:

- An embedded approach to the positive management of student behaviour, aligned to 'The Bremer Bay Way', is evident with consistent Positive Behaviour Support (PBS) language applied by staff and students.
- Support for the learning of students at educational risk is provided through the school psychologist in conjunction with staff, therapists, families and assisted by consultant teachers from the School of Special Educational Needs (SSEN): Behaviour and Engagement and SSEN: Disability.
- Engagement with local families and Menang Noongar elders ensures the provision of on-Country learning experiences in the spectacular local biosphere of Bremer Bay, promoting reconciliation.
- Priority has been placed on de-cluttering classrooms, providing low stimulus environments that support the establishment of learning routines and predictable learning environments.
- The expansive school library space, with a considered and comprehensive catalogue of reading material, acts as a hub for student learning and staff professional development.

#### Recommendations

The review team support the following:

- Embed in-class culturally responsive learning activities to extend the current on-Country opportunities.
- Continue to build the explicit values lesson bank, ensuring implementation of PBS is maintained.

## Leadership

The Principal has brought consistency of leadership and decision making over the past 3 years and is appreciated for being visible and available to the community and students throughout the school.

### Commendations

The review team validate the following:

- Performance development conversations between line managers and staff occur every 6 months. These conversations yield plans and staff goals that align to school priorities.
- Staff consultation in the construction, development and review of the school's strategic plan is evidenced by their knowledge of current priorities and agreed work streams to enhance those areas.
- Staff have the opportunity to undertake leadership in the network through the delivery of professional learning to their colleagues at shared school development and planning events. The connection between staff in the Junior and Senior Fitzgerald Networks exemplifies this.
- Access to professional learning in high impact instruction and building leadership capability has been provided by both, internal staff, and external providers.
- Leadership behaviours are expected to be displayed by all senior students. Their responsibility in providing peer pastoral care to younger students establishes productive skills for use in their future careers and lives.

### Recommendations

The review team support the following:

- Draw together the elements of explicit instruction, daily review, student wellbeing and community relationships into a shared pedagogical framework that includes observation and feedback on teaching.
- Ensure alignment of school budgets and the agreed academic and strategic goals.

## Use of resources

The school is in a sound financial position due to careful management of the annual budget by the manager corporate services (MCS). This is exemplified by the asset replacement plan that ensures resourcing for key programs.

### Commendations

The review team validate the following:

- Support for students in classrooms through the provision of additional education assistant time, that is above the school's allocated formula, demonstrates a commitment to expenditure aimed at improving outcomes.
- The P&C led community-wide Cash for Cans program has raised a significant amount of money, which is donated to the school as contribution to the improvement of school grounds and for classroom resources.
- Staff are introduced to their responsibilities in managing resources through a financial handbook, provided during the induction process. Responsibilities are reinforced through regular updates given by the MCS at staff meetings.
- School Council members assist in ensuring transparency on the use of school resources through provision of financial reports at Council meetings.
- The current comparative budget statement is displayed in the staff room and the Finance Committee assists the Principal and MCS in decision making.
- Provision of contemporary technology, such as tablets, desktop and laptop computers, supplied from school budgets, supports the goal of delivering device access on a one to one basis to students.

### Recommendations

The review team support the following:

- Engage in forward workforce planning to fill vacancies that arise due to staff long service leave.
- Maintain the ongoing upskilling of staff in their responsibilities when managing school resources.

## Teaching quality

Access to training for staff in high impact instruction has markedly improved levels of positive student engagement in classrooms. Students value the consistency of routine applied by their teachers.

### Commendations

The review team validate the following:

- The implementation of programs such as Maths Plus, Let's Decode and Letters and Sounds is supported by explicit instruction. Relief staff are adept at delivering to students in common instructional routines.
- Programs and teaching plans throughout the school, aligned with the Western Australian Curriculum and the School Curriculum and Standards Authority Judging Standards and exemplars, support the administering of system consistent judgements.
- Staff construct their own daily reviews to serve as diagnostic and formative assessment mechanisms, informing their approach to teaching their students on a cyclical basis.
- Staff across the Senior Fitzgerald Network meet regularly, in person or online, to undertake the moderation of common task writing samples. Both Junior and Senior Networks regularly collaborate on teaching plans.
- The use of South Australian Dyslexia-SPELD Foundation resources supports the differentiation of learning for students requiring quality differentiated practice in classrooms.

### Recommendations

The review team support the following:

- Develop a longitudinal data repository that enables staff to track student progress and outcomes.
- Provide access to multi-aged group teaching professional learning to support staff in planning quality teaching strategies that meet students' needs.

## Student achievement and progress

Families appreciate that children are encouraged by staff and leaders to achieve their potential and set high goals for their outcomes. Students hold a belief that they can achieve anything fostered by this partnership.

### Commendations

The review team validate the following:

- In conjunction with their teachers, students use classroom charts displaying their assessment data to plot and track their own progress in literacy and numeracy.
- Staff knowledge of students' learning needs, based on long-term relationships provided by multi-aged groups, informs planning and practice in classrooms.
- The broad cohort data, supplied by Progressive Achievement Tests and Westwood Mathematics assessments, informs student progress and achievement against contextually similar students in nearby schools.
- A partnership and shared dialogue between staff, the Principal and parents on student achievement supports initiatives that promote learning in the home. The provision of timely student assessment data, direct to parents' phones via Seesaw, further contributes to this dialogue.
- There are numerous formal and informal opportunities for families to engage with staff to review and update Individual Education Plans (IEPs) and discuss student achievement data outside of formal reporting timelines.

### Recommendations

The review team support the following:

- Undertake a school-wide initiative to progress students achieving C grades to B grades, and B grades to A grades, to the same depth as students on IEPs and Behaviour Management Plans.
- Develop de-identified targets that clearly articulate school expectations for students' achievements and progress levels. Incorporate these targets into the school's business plan and review progress regularly.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Chantal Gurney-Pringle  
**Principal, Bakers Hill 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 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Australian and New Zealand Army Corps