Shaping the future
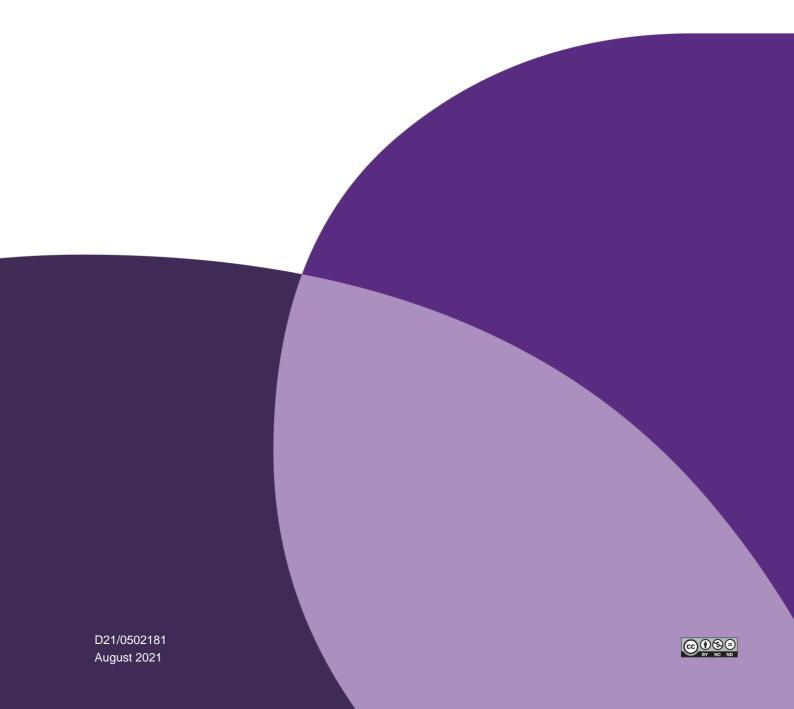
Bunbury Primary School

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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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

Context

Bunbury Primary School is located in a coastal city approximately 175 kilometres south of Perth in the Southwest Education Region.

Established in 1895, Bunbury Primary School has a rich history in the local community. It moved to its current location in 1962, where it is situated in the heart of Bunbury. The original school was located in a place known today as the Paisley Centre, so named after the first 'headmaster', Mr Thomas Paisley. In 2011, the school became an Independent Public School.

Currently, there are 448 students enrolled from Kindergarten to Year 6. Bunbury Primary School has an Index of Community Socio-Educational Advantage of 1076 (decile 2).

Parents and the community are actively involved in supporting the school through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The Principal submitted a school self-assessment with a range of evidence aligned to the Standard.

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

- In preparation for the Public School Review, staff had opportunities to engage in authentic reflection and review of school performance using a framework aligned to the Standard. Collated information captured the school's work and listed examples of evidence of school performance in each domain of the School Improvement and Accountability Framework (SIAF).

- During the validation visit, a range of school leaders, staff and community members provided information and further elaborations on evidence, adding significant value to the school's Electronic School Assessment Tool (ESAT) submission.

- The school review process was viewed by staff as positive in providing the opportunity to reflect on and celebrate school strengths whilst highlighting areas for ongoing improvement.

- Staff demonstrated ownership for student success, with professional and personal responsibilities and expectations understood.

The following recommendations are made:

- In future ESAT submissions, select evidence that best demonstrates school performance in each domain of the SIAF, aligned to the Standard.

- Consider strengthening the alignment of outline documents created through staff consultation and the selected entries for the school's ESAT submission.

- Continue to engage with the Standard and embed school self-assessment processes across the school.

Public School Review

Relationships and partnerships

The cultivation of positive, respectful and trusting relationships is a central school focus. Strong community connections and extensive partnerships add value to student's learning experiences. The community holds the school in high regard and has confidence in the school's ability to provide a high care, high performance environment.

Commendations

The review team validate the following:

- Formal and informal staff collaboration is well embedded, underpinned by strong levels of collegial trust and a collective mindset of shared learning and self-development.
- Building networks and connections with other schools across the State is fundamental to the school's work as a Digital Technologies - Teacher Development School. An Innovation Partnership project has led to the development of an external digital library, embraced by students and the wider community.
- A range of school communication platforms, including Connect, Seesaw and email, in addition to open staff and parent communication, are viewed favourably by the school community.
- School Board members report feeling valued and have direct input into the development of the school's business plan through collaborative engagement with the school leadership team.
- Students take pride in their school and personal achievements, and value the safe, inclusive environment.

Recommendations

The review team support the following:

- Ensure ongoing School Board training is made available to members.
- Ensure the ongoing, timely completion of the National School Opinion Survey.

Learning environment

A caring and inclusive learning environment is underpinned by a shared commitment to optimising students' academic and wellbeing outcomes. This is evident in the skilled and strengths-based approach of staff, and the embedded whole-school behaviour and wellbeing approaches.

Commendations

The review team validate the following:

- The school's long-term commitment to Positive Behaviour Support has resulted in consistent practices in a calm and orderly environment. Clear behaviour expectations, systems and process are understood by all. Data is monitored and acted upon, with evidence of ongoing improvement.
- Extensive student leadership portfolios, which include a buddy system, are providing opportunities for most students to undertake leadership roles. Additionally, teachers report that students have opportunities to provide feedback on the impact of their teaching and learning through post-topic reviews.
- Well-developed processes for identifying, supporting and monitoring students at educational risk are evident. Student behaviour trackers provide a strength-based intervention, with evidence of significant impact on student behaviour.
- The school demonstrates an unwavering commitment to providing every child with the support they need to optimise outcomes. Provision for students with special educational needs reflects a deep knowledge of processes and strategies.
- A whole-school approach to student wellbeing is evident in the implementation of Bounce Back, Zones of Regulation, and SDERA[1] CHAT[2], which is focused on road safety, healthy living and drug awareness.
- Valued by staff, students and community members, the school's PALS[3] initiatives are enhancing the development of Aboriginal cultural responsiveness.

Recommendations

The review team support the following:

- Continue to develop a whole-school approach to support staff wellbeing.
- Continue to provide opportunity for students to have an authentic voice in their learning.

Leadership

Strong instructional leadership focused on supporting staff to implement whole-school approaches and consistent practices is well embedded. This is evident in the provision of staff support, formal collaboration, coaching and mentoring.

Commendations

The review team validate the following:

- The school has leveraged opportunities as a Digital Technologies - Teacher Development School, to build leadership and staff expertise. A committee focused on developing curriculum expectations and plans has contributed to the development of staff skills and knowledge, internally as well as externally with staff from other schools.

- Meaningful opportunities are available for teachers and education assistants to lead and build their leadership capacity.

- Distributed leadership is evident through a range of team and leadership roles, including Phase of Learning, Mathematics and English Teams, who collaborate to progress the school's strategic agenda.

- Operational plans are developed in line with the business plan and are 'distilled' into an overview document, providing staff with clear directions for the year.

- Staff actively engage in performance management and access opportunities for professional learning and peer observation aligned to both their own needs and school priorities.

Recommendations

The review team support the following:

- Include explicit and measurable targets in operational plans and future business plans.

- Continue to build a culture of performance and development and expand classroom observation to ensure that staff have access to optimal feedback opportunities focused on professional practice.

Use of resources

The Principal, manager corporate services and Finance Committee collaboratively provide oversight of the school's financial management, ensuring resources are allocated to maximise student learning and wellbeing outcomes.

Commendations

The review team validate the following:

- The school budget and resource allocation are aligned to business plan priorities, with projected resource costings identified in school operational plans.

- Human resources are strategically aligned to students' needs, including additional education assistant support for speech, English as an Additional Language or Dialect and literacy interventions. Digital technical support has been enabled through the employment of two part-time ICT[4] technicians.

- The school dedicates resources for a speech pathologist to screen Kindergarten students at the beginning of each year.

- Professional learning is prioritised through resource allocation to ensure ongoing capacity building of staff aligned to strategic goals, and school, staff and student needs.

- Sound management of ICT resources is supported through a three-year ICT plan.

- Robotics STEM[5] resources have been developed through the application of school and grant funds.

Recommendations

The review team support the following:

- Develop a workforce plan that aligns to the school's strategic goals and identifies gaps, strategies and predicted costings.

- Develop a cyclical professional learning plan and allocate resources to further build the expertise of coaches and trainers.

Teaching quality

A skilled and committed staff demonstrate high expectations and professional responsibility for ensuring excellence in teaching. School-wide understanding of the impact of teaching on improving student achievement is evident in the school's reflection and analysis of teaching effect size data.

Commendations

The review team validate the following:

- Teachers engage in collaborative feedback through Teaching Sprints. Disciplined dialogue informs the identification of professional skills for improvement with teams working together to prepare, plan and review each teaching sprint.

- Moderation for Kindergarten to Year 6 using the Brightpath assessment tool is evident. Digital Technologies moderation tasks have been developed, implemented and shared with other schools and the School Curriculum and Standards Authority, improving teacher confidence, knowledge and judgements.

- Whole-school approaches in spelling and writing were revisited through professional learning and support to ensure the fidelity of program implementation.

- Visible Learning is well embedded across the school. Explicit guidelines, clear expectations and the provision of professional learning support consistency in the use of learning intentions, success criteria and feedback for both students and teachers.

- Learning dispositions have been developed in collaboration with staff, students and parents with reinforcement of practice supported by classroom walkthroughs and reflection.

- Staff engage with a range of data to inform classroom decision making. Literacy and numeracy overviews provide teachers with clear direction on school expectations for assessment.

Recommendations

The review team support the following:

- Further develop the role of mentor teachers and opportunities for staff to receive feedback.
- Continue the use of classroom walkthroughs to support consistent practice.

Student achievement and progress

Staff demonstrate shared ownership of and responsibility for optimising student achievement and progress. Leaders and staff engage with data and evidence, working collectively to improve outcomes for all students.

Commendations

The review team validate the following:

- NAPLAN[6] 2019 performance for Year 3 and Year 5 was at or above the expected levels in all areas.

- Progressive Achievement Tests 2020 data demonstrates that the school was above the All Australian Average for each year level in mathematics and science.

- On-entry Assessment Program comparative data for Pre-primary to Year 1 in numeracy and reading showed high progress.

- Brightpath assessment data is used to provide students with feedback for goal setting and information to parents.

- A Kindergarten screening process, conducted by a speech pathologist, is used to identify early referrals to Child Health Services and inform targeted support for groups and individual students.

Recommendations

The review team support the following:

- Continue to develop cross-school moderation.
- Progress planned intentions to investigate effect size data and identify next steps for improvement.
- Further develop staff data literacy, particularity for new staff, through professional learning and engagement in the collaborative analysis of data.

Reviewers	
Kim McCollum **Director, Public School Review**	Julie Roberts **Principal, Wattle Grove 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 scheduled for Term 3, 2024.

Melesha Sands
Deputy Director General, Schools

References
1   School Drug Education and Road Aware
2   Changing Health Acting Together
3   Partnership Acceptance Learning Sharing
4   Information and communications technology
5   Science, technology, engineering and mathematics
6   National Assessment Program – Literacy and Numeracy