



Bunbury Primary 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

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 became an Independent Public School in 2011.

Currently, there are 423 students enrolled from Kindergarten to Year 6. Bunbury Primary School has an Index of Community Socio-Educational Advantage of 1075 (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).

The first Public School Review of Bunbury Primary 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 reflective, transparent and rigorous school self-assessment.

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

- The school's self-assessment process informed the Electronic School Assessment Tool (ESAT) submission and served as a foundation for engaging staff and the School Board in the drafting of the new Business Plan.
- During whole-school meetings, the executive leadership team implemented a structured process to collaboratively unpack the Standard with staff, promoting shared understandings and clear expectations.
- Key staff led collaborative processes to curate evidence for the ESAT submission, balancing the identification of improvement strategies with celebrations of progress through the school's improvement journey.
- The advocacy of knowledgeable, passionate and committed representatives from the School Board, P&C and parent community significantly enriched the validation visit discussions.
- Staff, students and school leadership participated openly and honestly throughout the validation visit, making valuable contributions toward establishing a clear improvement agenda.

The following recommendations are made:

- Consider the use of domain overviews to build the narrative and align evidence within the ESAT submission.
- Continue to develop a culture of school self-assessment, engaging staff in evidence-based decision making, collaborative data analysis and reflection on the school's performance set against the Standard.

Relationships and partnerships

Collaborative structures, strong governance, active community engagement and strategic partnerships collectively support a culture of shared responsibility and a drive toward continuous improvement.

Commendations

The review team validate the following:

- Consistent collaborative practices have been re-established through timetabled common meeting times, with moderation identified as a key focus. These structures support regular opportunities for professional dialogue and position staff voice as a significant factor in decision making.
- The School Board operates as an effective governance body, providing oversight, guiding infrastructure projects and fostering community engagement.
- The P&C is acknowledged for its effective communication, high levels of community engagement and strong fundraising capacity, with contributions directly supporting initiatives that complement curriculum delivery and promote student wellbeing.
- Effective communication processes ensure families remain well-informed. A key highlight is the Celebration of Learning event, which provides families with a dedicated opportunity to experience their child's learning environment, strengthening family-school engagement and showcasing student achievement.
- Strategic partnerships with Edith Cowan and Curtin Universities, Hands Up 4 Kids, Solar Buddies, Waterwise/Waste Wise, Tree Street Art Safari, and the City of Bunbury provide targeted support for programs designed to enhance student learning and wellbeing outcomes.

Recommendations

The review team support the following:

- Establish a clear team structure, such as phase-of-learning teams, to support teachers in collaborative planning, teaching and data analysis.
- Use the Aboriginal Cultural Standards Framework to guide staff reflection on cultural responsiveness and strengthen connections with local Aboriginal groups to support the advancement of the RAP¹.

Learning environment

Inclusive practices, targeted interventions and wellbeing initiatives are embedded through structured supports that foster a safe and responsive environment, promoting engagement and success for every learner.

Commendations

The review team validate the following:

- The Positive Behaviour Support (PBS) program has been re-established with a dedicated team, including SEN: BE² and trained leaders, ensuring informed implementation. Strong staff and student engagement reflects a collaborative approach to improving behaviour support.
- Students with EALD³ receive targeted support from TESOL⁴ qualified staff through weekly small-group or individual sessions. Parent engagement is strengthened via interpreters and translation resources, and partnerships with the Multicultural Services Centre Western Australia provide further family support.
- The development of a multi-tiered system of support outlines interventions to address student learning, medical and social-emotional needs. A multidisciplinary student services team coordinates these supports with case management processes established for students with complex needs.
- Focused on partnerships, inclusive environments and curriculum adjustments, a whole-school approach to supporting neurodiverse students is outlined in a comprehensive playbook. Regular professional dialogue strengthens staff capability in evidence-based strategies and sensory regulation.
- The chaplaincy promotes student engagement and staff wellbeing through activities, excursions and protective behaviours programs. Collaboration with agencies and parent sessions enhances service delivery, with positive feedback highlighting strong integration with wellbeing and PBS initiatives.

Recommendations

The review team support the following:

- Progress plans to ensure consistent practice within the PBS program and collect data to measure impact.
- Refine processes for identifying students at educational risk using consistent data sets and establish shared expectations for the referral process to the student services team.

Leadership

A commitment to developing distributed leadership and targeted development pathways is strengthening staff capability and fostering a culture of collaboration and continuous improvement.

Commendations

The review team validate the following:

- The development of a distributed leadership structure has been embraced by staff, providing opportunities for individuals to be identified as middle leaders and actively influence school direction.
- Middle leaders engage in a school-based Leadership Development Pathway aligned with system-level structures, developing staff from team leadership to school leadership. Evidence of growth includes committee roles, curriculum leadership and mentoring responsibilities.
- The Principal has implemented change management processes with clarity and in a consultative manner, ensuring consideration of the appropriate pace of change and an optimal workload for staff.
- The school served as a Teacher Development School for Digital Technologies (Digi Tech) between 2018 – 2024, fostering teacher leadership and sharing curriculum expertise. The Digi Tech team provide coaching and support, contributing to system-wide capacity building through collaboration with other schools.

Recommendations

The review team support the following:

- Develop clearly aligned role statements within the distributed leadership model, outlining governance and decision making structures.
- Re-establish and embed a contemporary performance review and development process across the school.
- Build on the success of recent change initiatives by establishing an agreed change process that supports middle leaders to lead, align and sustain change effectively across their areas of responsibility.

Use of resources

Robust financial governance, supported by clear protocols and collaborative oversight, ensures resources are strategically allocated to initiatives that directly enhance student learning and wellbeing.

Commendations

The review team validate the following:

- The manager corporate services works in partnership with the Principal to ensure that financial management practices align with the requirements outlined in the Funding Agreement for Schools.
- A comprehensive Financial Management Handbook has been developed to provide staff with clear guidance on cost centre accountability, purchasing protocols, reimbursement processes and asset management procedures.
- The Finance Committee and School Board demonstrate active engagement in financial oversight, contributing to governance processes through a clear understanding of how budgetary decisions align with strategic priorities and influence student learning outcomes.
- Resource allocation is evidence-based and aligned with identified student learning needs. Targeted initiatives include the Early Childhood Speech and Language Program for systematic identification and intervention, and strategic investment in MacqLit that has expanded intensive literacy support.

Recommendation

The review team support the following:

- Develop a standalone workforce plan that aligns staffing strategies with projected demographics to sustain key teaching approaches and programs.

Teaching quality

Staff are focused on developing connected practice to deliver evidence-based curriculum programs with fidelity.

Commendations

The review team validate the following:

- An Early Childhood Education philosophy guides program development, supported by annual review against the NQS⁵. Data from assessments such as the Kindergarten Assessment Tool (KAT) and On-entry Assessment Program inform planning, with a focus on phonological awareness and comprehension.
- A numeracy block approach emphasises explicit teaching, vocabulary development and daily review, with strong alignment to the Western Australian Curriculum and proficiency strands. Described lesson structures and comprehensive resource planning support data-driven targeted interventions and extension opportunities.
- Moderation practices have strengthened consistency in assessment and reporting for writing and mathematics, with shared resources and strategies supporting aligned judgments and improved student achievement.
- The Early Childhood Speech and Language Program applies systematic identification, intervention processes and data analysis to enhance student outcomes. The KAT data complements screening by speech therapists, with referrals and small-group interventions guided by individual reports.

Recommendations

The review team support the following:

- Develop and articulate whole-school shared pedagogical beliefs to guide consistent teaching practice.
- Develop a whole-school instructional model aligned to the Teaching for Impact framework, outlining agreed high impact, low variance teaching strategies to be implemented across the school.
- Develop a coaching environment that incorporates structured peer observation and feedback to support consistent implementation of a whole-school instructional framework.

Student achievement and progress

Strategic use of systemic and school-based data, combined with moderation practices, drives evidence-based decision making and targeted curriculum adjustments.

Commendations

The review team validate the following:

- The whole-school assessment schedule has been reviewed and streamlined to ensure clarity, consistency and alignment with teaching and learning priorities.
- Systemic data sets, including On-entry Assessment program and data analysed for the NQS review, complement school-based assessments such as DIBELS⁶ to inform curriculum adjustments. In response to data trends, whole-school programs such as Seven Steps to Writing Success, Letters and Sounds and Bond Blocks have been strategically implemented.
- Whole-school processes using the Student Achievement Information System dashboard drive data-informed discussions. Staff use 'like school' NAPLAN⁷ comparisons to make informed judgments about expected rates of student progress, supporting decision making and targeted planning processes.
- Cross-school and in-school moderation enables consistent assessment and reporting, supported by Brightpath tasks and rubrics aligned with Judging Standards. Moderation across network schools validates grading decisions.

Recommendations

The review team support the following:

- Utilise the developing collaborative team structure to establish systematic, school-wide processes for data analysis, incorporating a disciplined dialogue approach.
- Investigate a common data platform to serve as a central repository, enabling staff access and supporting improved data literacy across the school.

Reviewers	
Craig Stanners Director, Public School Review	Alex Di Felice Principal, Hillman 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 teaching quality domain only, is scheduled for Term 4, 2026. 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 this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 Reconciliation Action Plan
- 2 School of Special Educational Needs: Behaviour and Engagement
- 3 English as an additional language or dialect
- 4 Teaching English to Speakers of Other Languages
- 5 National Quality Standard
- 6 Dynamic Indicators of Basic Early Literacy Skills
- 7 National Assessment Program – Literacy and Numeracy