



Department of
Education

Shaping the future

Bridgetown 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 resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Bridgetown Primary School is situated 260 kilometres south of Perth in the South West Education Region. Established in 1870, the school re-located to its current site in 1914.

The school has an Index of Community Socio-Educational Advantage rating of 1028 (decile 3).

It currently enrolls 216 students from Kindergarten to Year 6.

In 2015 the school gained Independent Public School status.

Bridgetown Primary School is supported by a School Board and a Parents and Citizens' Association (P&C).

The first Public School Review of was conducted in Term 2, 2019. This 2024 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 rigorous school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission, and feedback provided during the validation visit, delivered an in-depth account of the school context and operations in addressing its improvement agenda.
- The Principal and staff demonstrated a genuine, deep understanding of the context of the school and the direction for its future.
- Multiple sources of evidence were used to confirm judgements about school performance. As a result of their involvement in the preparation of the domain overviews, staff and parent representatives were well prepared for the meetings they attended.
- The purpose of evidence-based self-assessment is embraced by the leadership, staff, School Board and P&C, ensuring a positive approach to the validation phase of the review process.
- The opportunity to spend time walking around the school, guided by student councillors, provided valuable insights into the whole-school physical learning environment, classroom arrangements and specialised resources such as the sensory room.

The following recommendations are made:

- Continue to leverage technology for data collection and analysis to streamline processes and reduce administrative workload.
- For future Public School Reviews, consider differentiating the volume of content prepared for each domain in the ESAT submission. While all domains are important, a school can determine that at a point in time a greater focus may be required on some over others.

Relationships and partnerships

Nurturing an environment of relational trust between staff and the community is a key school focus. Highly motivated staff, School Board and P&C representatives visibly add value to the school and what it means to its parents and more broadly, the local community.

Commendations

The review team validate the following:

- Members of the School Board and P&C indicate high levels of confidence and trust in the current direction of the school. Parent and community engagement opportunities provide an avenue for wide-ranging discussions with the school.
- In partnership with other members of the leadership team, the Principal models a highly collegial and supportive style, using the strengths of staff to work collaboratively with the School Board.
- The relational quality of engagement between teachers and students, ensures that students feel they are acknowledged and valued for their individual strengths and personalities.
- Staff demonstrate a strong understanding of the community's disposition towards its local school. In return, a belief in the capacity of staff to deliver high quality education programs, has resulted in significant levels of community optimism for, and confidence in, the future of the school.
- The school's communication strategy sets out a range of agreed communication practices that maximise the widely accepted value of staff engaging proactively with parents.
- Repeated references to being deeply invested in their school came from staff, parents and community representatives alike.

Recommendation

The review team support the following:

- Continue to develop the knowledge base of staff of Aboriginal perspectives and cultural responsiveness.

Learning environment

The school's ethos focuses on developing the whole child. It prides itself on creating a safe and caring environment for students and staff, underpinned by quality learning and positive behaviours.

Commendations

The review team validate the following:

- Staff have an elevated understanding of the importance of creating the conditions for student success by ensuring classrooms are motivating, exciting and engaging environments. This is balanced with investment in The Resilience Project focusing on the principles of Gratitude, Empathy and Mindfulness.
- For students at educational risk, there are both procedures and structures in place to apply intervention strategies. These assist staff and support families to meet student needs in a timely manner.
- Students have embraced the values the school has promoted. This is evident throughout their interactions both in the classroom and in the playground. They are confident, articulate advocates for their school.
- The exceptional partnership between teachers and education assistants has a profound impact on the quality of their professional exchanges when discussing both the academic and mental health and wellbeing of students.
- Student wellbeing weekly meetings are augmented with day-to-day teaching. These meetings involve a range of teachers, education assistants - special needs, the school psychologist and chaplain.
- A dedicated sensory room for students with special needs has been established to complement existing therapy options for these students.

Recommendation

The review team support the following:

- Prioritise cultural inclusion and acceptance concepts and understandings to strengthen engagement relations with the school's widening range of culturally diverse families.

Leadership

Effective leaders do not settle for what is in front of them, focusing instead on a combination of context, relationships and mutual professional dependencies to guide their leadership. There is collective confidence in the school leadership team, which is described as informed, supportive, visible and united.

Commendations

The review team validate the following:

- An ethos of collective leadership underscores significant levels of shared responsibility, transparent decision making, accountability and unanimity of direction. The school's moral purpose statement, 'a Quality Education for All' remains the key driver for all decisions undertaken.
- Work values incorporate two-way trust and respect between the Principal and staff. New initiatives are implemented systematically, with staff taking on leadership roles and providing peer feedback on teaching practice.
- The school actively promotes and communicates to the whole-school community that all students can be successful. They set high expectations for student engagement and achievement.
- Leadership aspirants are encouraged to take on new responsibilities, knowing there is a genuine level of support available to seek advice and guidance as they grow into their role. This means there is a strong developmental culture of leaders, leading leaders and coaching coaches.
- Staff understand and accept that school success is based on the principle of a mutual professional obligation and shared accountability. This is reflected in their positive approach to professional review.

Recommendations

The review team support the following:

- Continue to build School Board capacity to make informed contributions to discussions on the relationship between school planning, budget management and student success.
- Maintain the investment of time and resources into developing the high potential leaders.

Use of resources

A school business plan, underscored by its budget, is a key organisational tool for ensuring the deployment of resources meets the needs of students. Resetting the standard of financial and workforce management practices has been a key priority for the Principal and the manager corporate services (MCS).

Commendations

The review team validate the following:

- Through the work of the Principal and the current MCS, staff appreciate the complexities of managing finances, salary and budget priorities. High levels of transparency, integrity and probity guide the evidence-based decision making at the core of resource allocations.
- Resources are linked to the school's business plan priorities and are deployed using the singular premise that 'students come first'.
- The generosity of local community groups such as the Rotary Club of Bridgetown, P&C fundraising, and local industry grants has enabled the school to proceed with buildings and grounds upgrades and purchasing classroom resources.
- A workforce plan has been carefully prepared to respond to staff exercising leave options and progression to retirement, by maintaining staff demographic balance and a range of skillsets required for the future.
- Planning for the provision of ICT¹ and associated resources is effectively managed. The school is well resourced, with a range of contemporary technologies aimed to support teaching and learning.

Recommendation

The review team support the following:

- Maintain the existing strategic approach to achieving a balance of skill, experience and gender as part of the schools staff future-proofing Workforce Plan.

Teaching quality

Creating and finding ways to measure and assess the impact of effective teaching practice is evident in successful schools. The establishment of high expectations for student achievement, balanced with their social and wellbeing needs, is a feature of the instructional pedagogical intentions at Bridgetown Primary School.

Commendations

The review team validate the following:

- Whole-school approaches to teaching and learning are led by staff and embedded across the school. Its non-negotiable Science of Learning pedagogical framework ensures consistency and sustainability of teaching practices.
- Teacher peer observations are highly valued. These professional learning opportunities have added impetus to the staff's capacity to deliver contemporary curriculum lesson design and delivery. The willingness of staff to safely contest ideas, creates the conditions for rich disciplined dialogue.
- There is a strong, positive and proactive approach to reviewing the use of data to inform teaching practice. This means staff genuinely reflect on the impact of their teaching practices as part of their professional obligation to their students.
- Differentiation of teaching and support strategies is instinctive to this school. Staff, including education assistants and specialist staff, authentically collaborate in the best interests of students.
- Education assistants involvement in professional learning amplifies their exceptional support to teachers. They acknowledge the skill that education assistants bring in delivering high quality student learning strategies when working with small groups.

Recommendation

The review team support the following:

- Continue Tier 2 interventions and investigate Tier 3 interventions in Literacy and Tier 2 in Mathematics.

Student achievement and progress

By taking ownership of data, staff are empowered to set explicit improvement targets, make informed decisions on grade allocations and confidently discuss student progress with parents.

Commendations

The review team validate the following:

- Staff engage in comprehensive data collection and analysis. Data is used throughout the school to inform decision making processes at a whole-school, classroom, cohort and individual level.
- The leadership promotes the view that granular data analysis is the driver of student success. To that end, the school has developed a schedule for the collection of a range of data to monitor and assess student achievement and progress.
- Staff understand and accept the positive impact of using sophisticated data tracking to monitor student success. Introducing a contemporary evidence-based assessment tool, Acadience Learning, has given staff a multi-layered approach to screening and progress monitoring of student assessments.
- Following an extended period of NAPLAN² student success, concerns relating to recent trend change in writing performance have been addressed with the school resetting teaching strategies.
- Each year Kindergarten to Year 2 teachers assess and record whole-class Letters and Sounds spelling data. This is used to track individual student progress and identify students who need Tier 2 support.
- The school applies critical thinking processes to identify the appropriate number and range of reliable assessment tools necessary to be confident about judgements on student performance. A high priority has been given to refreshing staff data literacy for informed and timely identification of students at educational risk.

Recommendation

The review team support the following:

- Reintroduce writing professional learning communities, Years 3-6 focusing on collaboration, planning and consistent curriculum.

Reviewers

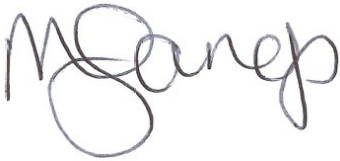
Rod Lowther
Director, Public School Review

Jason Crofts
Principal, Caversham 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 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy