



Department of
Education

Shaping the future

Bibra Lake 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 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, 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

Bibra Lake Primary School is located in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1009 (decile 4).

It currently enrolls 378 students from Kindergarten to Year 6. The school became an Independent Public School in 2015.

Bibra Lake Primary School has the support of a School Board and the Parent and Citizens' Association (P&C).

The first Public School Review (PSR) of Bibra Lake Primary School was conducted in April 2019. This 2022 PSR report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a concise school self-assessment.

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

- The Principal involved all staff in the school self-review process through the creation of School Improvement Teams (SITs). These teams meet once a term to develop, oversee and evaluate the effectiveness and impact of the school business plan.
- Each entry submitted in the Electronic School Assessment Tool (ESAT) was supported with an executive summary developed through the SITs. These summaries included 'next steps' to consider.
- It was evident the school's approach to school self-assessment has developed staff understanding of, and commitment to, school improvement.
- The School Board had a role in creating a School Review Executive Summary, in which future improvement actions were summarised and prioritised.
- A significant proportion of the staff participated in the validation discussions held during the review. Staff contributions to meetings on domains were genuine and consistent with the evidence provided in the Principal's ESAT.

The following recommendations are made:

- Consider developing a process that ensures the quality of submissions are consistent and that attention is paid to providing an analysis of the impact of the evidence provided.
- Consider including students in the validation process so they have an opportunity to provide their perspectives and insights about the impact of the school on their learning.

Public School Review

Relationships and partnerships

The relatively new school leadership team has invested a significant amount of time and energy into developing positive and respectful relationships between all stakeholders. This has created a foundation of trust and respect. The school actively seeks external partnerships to add value to the work they do.

Commendations

The review team validate the following:

- The school seeks parent and community feedback regarding their satisfaction with the school. Recent feedback has resulted in the school implementing strategies to strengthen its relationship with the community.
- The school has partnerships with several external organisations. These include the Fremantle Language Development Centre, Curtin University, South East Regional Centre for Urban Landcare and the Canning River Environmental Education Centre. These partnerships impact on improving teaching quality and provide real world learning opportunities for students.
- The School Board has a clear understanding of its role in supporting the school's strategic direction. They have a voice that is valued in progressing the school's improvement agenda.
- The school's leadership has implemented strategies that publicly acknowledge Aboriginal Culture. This includes the use of Noongar language and the incorporation of artwork across the school.

Recommendations

The review team support the following:

- Continue to provide opportunities for staff to collaborate, with a focus on improving teaching practice through sharing their combined skills and experiences in order to maximise the impact of their collective efficacy.
- Continue to develop staff understanding of, and ability to implement, culturally responsive practices that support Aboriginal families engaging with the school.

Learning environment

A proactive response to supporting the health and wellbeing of staff has impacted positively on morale and by extension has created an environment that promotes staff engagement. The staff prides itself on creating a school environment that is welcoming, caring and effective.

Commendations

The review team validate the following:

- The employment of a full-time deputy principal responsible for the leadership and management of the students at education risk (SAER) portfolio is having a profound and positive impact on building staff capacity and the development of a cohesive and contemporary SAER policy.
- A more consistent approach to documented planning is being strengthened through the use of Special Educational Needs planning.
- Staff have participated in Trauma Awareness Training and use this knowledge to inform practice.

Recommendations

The review team support the following:

- The development of an attendance and engagement plan to address the significant increase in the number of Aboriginal students identified as at severe attendance risk.
- Finalise and implement a renewed SAER policy in which processes, roles, responsibilities and expectations are clearly articulated.
- Implement a student social and emotional learning program.

Leadership

The whole-school community acknowledge and value the commitment and strengths of each member of the school leadership team. School leaders are visible and approachable. Change is managed in a respectful and inclusive manner, through which everyone has an opportunity to be heard.

Commendations

The review team validate the following:

- The school Principal is held in high regard by members of the School Board, P&C and staff.
- A review of the school's vision, values and beliefs has brought stakeholders together, refocused the school's direction and reinvigorated stakeholders' enthusiasm and commitment.
- The business plan, informed by staff and School Board members, delivers a strong strategic direction.
- Leadership is distributed and developed. Six teachers are currently participating in the Cockburn Central Education Network (CCEN) Future Leaders Program. Each teacher leads a project aligned to progressing the school's business plan.
- Pathways to Success documents have replaced operational plans and outline the milestones, strategies, timelines and resources required to implement the school's business plan. These documents are aligned to the school's improvement drivers – People, Place and Pedagogy and inform the work of the SITs.

Recommendations

The review team support the following:

- Continue to deepen the understanding of Aboriginal histories, peoples, cultures, and languages through the establishment of a Cultural Awareness and Responsiveness Team, as identified in the school's business plan.
- Continue to clarify the school's instructional model to reduce variability in curriculum delivery. Ensure the approaches adopted are informed by contemporary research on effective teaching and consistent with the Department's expectations.
- Reinvigorate performance and development processes by including meaningful opportunities for observation of classroom teaching and supported by the provision of consistently delivered feedback.

Use of resources

The priorities of the budget align with the Business Plan and Pathways to Success documents and are considered alongside the specific needs of individuals and groups of students. Resources are expended prudently and flexibly.

Commendations

The review team validate the following:

- The positive uptake of a Bring Your Own Device (BYOD) program from years 4 to 6 has enhanced the school's ability to engage students in 21st century learning.
- Financial resources received through targeted initiatives and student characteristics funding are directly allocated to programs to support identified SAER and are regularly reviewed to measure impact on student learning. The SAER deputy principal manages this area.
- A well-informed and balanced budget is set each year and includes short and long term planning for workforce and reserves to ensure expenditure does not exceed the budget.
- The effective self-management of faults has allowed the school to undertake a number of self-funded building and ground improvements.
- The School Board receives training to improve understanding of the timely and detailed information about the budget they receive.

Recommendation

The review team support the following:

- Continue to develop staff understanding of school budgeting and financial management processes.

Teaching quality

Collegiate, passionate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of whole-school pedagogical practices. Staff demonstrate a commitment to the strategic plan and continually strive to improve their teaching practice.

Commendations

The review team validate the following:

- Pedagogy is one of three improvement drivers articulated in the school's business plan with a focus on ensuring practice is connected across the school by 2024.
- Staff are supported in differentiating teaching to address student needs.
- The school implements a suite of programs to support student learning in literacy and mathematics. These include Oxford Maths, Talk for Writing, Promoting Literacy Development, Heggarty, Toe by Toe, MiniLit, MacqLit and MultiLit.
- A strong willingness to participate in the Leading Cultures of Teaching Excellence professional learning.
- Early Childhood teachers are actively involved in moderation activities with other schools within the CCEN.

Recommendations

The review team support the following:

- The introduction of a school-wide instructional model informed by what is working well within the school already and consistent with the Department's Quality Teaching Strategy.
- Continue introducing culturally responsive approaches to embed Aboriginal perspectives into classroom practice.

Student achievement and progress

Specific Measurable Achievable Realistic and Timed (SMART) goals have been incorporated into the business plan to enable the school to measure the success of chosen strategies. 2022 school NAPLAN¹ average scores are above those of like schools across all assessments in years 3 and 5.

Commendations

The review team validate the following:

- The school has an embedded process to teach and monitor the progress of students at educational risk in literacy from year one onwards.
- The staff are active in analysing data and use this to inform decision making.
- The school is reviewing its assessment schedule to ensure the data collected is relevant and provides meaningful information to support teachers with their planning.

Recommendations

The review team support the following:

- Implement Brightpath Writing and Mathematics to support the moderation of teacher judgements.
- Clarify what early intervention looks like in Kindy and Pre-Primary to best meet the formative literacy needs of early childhood students.
- Clarify how the school provides extension opportunities for students.

Reviewers

Gary Crocetta
Director, Public School Review

Nicole West
Principal, Inglewood 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 4, 2025.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy