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# Bibra Lake 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](mailto:PublicSchoolReview@education.wa.edu.au)

## Context

Bibra Lake Primary School is 18 kilometres from the Perth central business district and is located in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1031 (decile 3) and currently enrolls 375 students from Kindergarten to Year 6.

Opening in 1987, Bibra Lake Primary School gained Independent Public School Status in 2015.

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

The last Public School Review of Bibra Lake Primary School was conducted in Term 4, 2022. This 2026 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 self-assessment process was conducted over 9 months and was guided by a dedicated Public School Review guiding processes document and a school review team of staff which was established to coordinate timelines, gather evidence and support staff participation across the school.
- The highly collaborative and structured self-assessment process engaged teaching staff, leadership and allied professionals in authentic reflection against The Standard, strengthening collective ownership of school improvement priorities and building a shared understanding of the school's performance and future direction.
- School Board and P&C members spoke positively of the school's inclusive culture and the commitment of staff to supporting the diverse needs of students. Their insights provided the review team with valuable context regarding the strengths, aspirations and challenges of the local community.
- The Electronic School Assessment Tool submission was presented in a highly organised and accessible format, with detailed annotations and commentary accompanying each piece of evidence. This enabled the reviewers to readily understand the school's self-assessment judgements and the alignment of evidence to the expectations of The Standard.
- The Principal provided the review team with an insightful tour of the school and classrooms, offering valuable context that enhanced understanding of the school's culture and learning environment.

The following recommendations are made:

- Strengthen the self-assessment process by undertaking deeper analysis of evidence to identify the factors contributing to success, evaluate the impact of current initiatives on student outcomes, and inform future improvement priorities.
- Provide student agency by engaging students in future school review processes, enabling them to contribute feedback on school performance and assist with shaping priorities for improvement.

## Relationships and partnerships

A culture of trust, collaboration and shared responsibility underpins relationships and strong governance structures. Purposeful partnerships with families and the wider community have created a connected school environment.

### Commendations

The review team validate the following:

- A positive and inclusive school culture is fostered through authentic consultation processes that value staff and parent voice and contribute to strong professional and community relationships.
- A broad range of sustainable partnerships with local government, agencies and community organisations, including Anglicare, YMCA (The Y), the City of Cockburn Returned and Services League ANZAC<sup>1</sup> Parade enrich student learning experiences, strengthen wellbeing supports and enhance connections between the school and wider community.
- Intentional actions to strengthen the effectiveness of the School Board in recent years have enhanced governance practices and ensured meaningful oversight of the school's strategic direction.
- The school's leadership has invested in a culture of collegiality and belonging by providing numerous opportunities and resources for staff to engage positively in school operations, strengthening professional relationships, trust and collaboration across the school community.

### Recommendations

The review team support the following:

- Enhance consultation processes by establishing clear mechanisms to communicate how feedback has informed decisions, initiatives and improvement priorities, strengthening transparency and shared ownership across the school community.
- Build on existing community engagement practices by implementing targeted parent engagement initiatives that strengthen participation and connection for identified groups of families, supporting greater involvement in their children's learning and school life.

## Learning environment

The school has developed a safe, inclusive and supportive learning environment that promotes student wellbeing, engagement and success through integrated whole-school systems and processes.

### Commendations

The review team validate the following:

- A review and refinement of whole-school behaviour support processes, informed by data analysis, staff feedback and targeted professional learning, has strengthened consistency of practice and established a more coherent approach to supporting positive behaviour across the school.
- Authentic approaches to cultural responsiveness, including the integration of Noongar language and partnerships with Aboriginal community members, contribute to a culturally safe and inclusive environment.
- Strategic investment in social-emotional learning programs, behaviour support, and provision for students at educational risk through small group tuition, has established strong conditions for learning and a positive culture of care across the school.
- The school's leadership and staff are taking responsive action to improve attendance outcomes for identified students through strengthened monitoring processes, and the investigation of additional family support strategies to address barriers to regular attendance.

### Recommendations

The review team support the following:

- Establish a clearly defined multi-tiered system of support framework that aligns learning, behaviour, attendance and wellbeing interventions, strengthening identification, intervention, progress monitoring and evaluation of impact.
- Develop staff capability in supporting students with complex behavioural and neurodiverse needs through a coordinated approach to professional learning, coaching, case management and evaluation of Tier 2 and Tier 3 intervention strategies.

## Leadership

Strategic planning, distributed leadership structures and evidence-informed governance processes provide a strong foundation for organisational effectiveness, while an intentional and staged approach to change management has strengthened staff ownership of the school's improvement agenda.

### Commendations

The review team validate the following:

- The People, Pedagogy and Place School Improvement Teams provide a highly effective distributed leadership structure that empowers staff to lead strategic priorities, fosters collective ownership of school improvement and strengthens the monitoring and implementation of initiatives across the school.
- The work of the deputy principal in leading the People, Pedagogy and Place School Improvement Teams is significant and commendable.
- Intentional investment in middle leadership development has strengthened staff capability and expanded leadership capacity across the school, supporting the sustainability of school improvement priorities.
- Leadership has modelled and established a culture of reflection and continuous improvement through authentic self-assessment processes that build staff ownership of school priorities and future directions.

### Recommendations

The review team support the following:

- Extend instructional leadership through a coordinated approach to coaching, classroom observation and feedback that supports the consistent implementation of the school's pedagogical framework and builds staff capability to improve student outcomes.
- Review the balance between wellbeing, intervention and instructional improvement initiatives to ensure leadership capacity and resources are strategically aligned to improve instructional consistency and teaching impact across classrooms.

## Use of resources

Financial, human and physical resources are intentionally aligned to school improvement priorities through transparent governance structures and evidence-informed decision making that supports student learning, wellbeing and engagement.

### Commendations

The review team validate the following:

- Strategic and operational planning and budgeting are highly aligned, ensuring school improvement priorities are supported through transparent resource allocation processes.
- Robust financial governance practices through the Finance Committee and School Board provide strong oversight, accountability and transparency for resource management.
- Student characteristics funding is deployed strategically through targeted intervention programs, extensive education assistant support and responsive adjustments for students with additional learning needs.
- A planned and strategic approach to information and communications technology and asset management supports the sustainability of school operations and future improvement priorities.

### Recommendations

The review team support the following:

- Enhance processes for evaluating the impact of major resource investments, intervention programs and staffing allocations on student achievement, engagement, attendance and wellbeing outcomes.
- Review workforce deployment practices to ensure staffing structures and support allocations maximise both student support and instructional impact across classrooms.
- Elevate the monitoring and evaluation of Aboriginal student funding through the establishment of clearly defined success measures that demonstrate the direct contribution of funded initiatives to improved attendance, engagement and academic outcomes for Aboriginal students.

## Teaching quality

Growing instructional consistency through a shared pedagogical framework, collaborative planning structures and coordinated whole-school programs will need additional resourcing to build sustainability into the future.

### Commendations

The review team validate the following:

- The Pedagogy School Improvement Team provides a highly effective governance and leadership structure for teaching and learning, ensuring curriculum initiatives are strategically planned, collaboratively implemented and regularly evaluated.
- Structured opportunities for collaboration through phase of learning teams, curriculum committees and professional learning initiatives foster collective responsibility for student achievement and continuous improvement in teaching practice.
- Coordinated whole-school literacy and numeracy programs provide consistency of curriculum delivery and support staff to monitor and respond to student learning needs.
- Collaborative development of termly overview documents has strengthened curriculum consistency across the school, supporting the induction of new staff and ensuring all students have equitable access to a balanced, sequential and comprehensive curriculum.

### Recommendations

The review team support the following:

- Accelerate the process of further enhancing and embedding the school's pedagogical framework through structured observation, coaching and feedback processes that strengthen implementation fidelity and consistency of instructional practice across classrooms.
- Expand opportunities for extension and challenge by developing a systematic approach to identifying and supporting students requiring enrichment, particularly in mathematics and writing.

## Student achievement and progress

There is a developing culture of data literacy where assessment, intervention and planning processes are increasingly connected to student achievement and school improvement.

### Commendations

The review team validate the following:

- Clear and consistent whole-school assessment processes provide a reliable framework for monitoring student achievement, supporting moderation and informing teaching decisions.
- The strategic use of literacy screening, progress monitoring and targeted intervention programs, including Initialit, MiniLit, MacqLit and Toe by Toe demonstrates a systematic approach to identifying students requiring additional support and monitoring the impact of interventions.
- Clear and consistent whole-school assessment and reporting processes provide families with comprehensive information about their child's achievement and progress, strengthening home-school partnerships and supporting student success across all curriculum areas.
- Staff demonstrate a strong commitment to using systemic and school-based data to inform planning, monitor student growth, evaluate intervention effectiveness and guide whole-school improvement priorities.
- The school's leadership demonstrates a high level of transparency by actively involving the School Board in the analysis of whole-school data trends and the development of strategic responses, strengthening governance, accountability and shared ownership of school improvement.

### Recommendations

The review team support the following:

- Investigate the development of a centralised whole-school student achievement database that supports longitudinal tracking, cohort analysis and efficient access to student performance information.
- Strengthen moderation practices through annotated A–E work samples, increased cross-year level moderation opportunities and collaborative analysis of student work.

Reviewers	
Matthew Osborne <b>Director, Public School Review</b>	Gareth Palmer <b>Principal, Esperance Primary School</b> <b>Peer Reviewer</b>

## 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson  
**Deputy Director General, Schools**

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## References

- 1 Australia and New Zealand Army Corps