



Department of
Education

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Safety Bay Primary School

Public School Review

December 2020



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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

Expectations of schools

For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

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.



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Context

Safety Bay Primary School is located in the city of Rockingham, approximately 45 kilometres from Perth, in the South Metropolitan Education Region.

Established in 1942, the school first opened at the Safety Bay Yacht Club and enjoys a strong partnership with the local community, with successive generations of family members attending. It has since been rebuilt and today offers modern facilities that are well planned and well resourced. The school gained Independent Public School status in 2017.

Safety Bay Primary School maintains an inclusive and welcoming learning environment, supported by a range of wellbeing programs and an engaged and collaborative school community.

Currently there are 699 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1005 (decile 5).

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:

- Members of the leadership team used an ongoing and embedded focus on self-assessment, planning and reflection to prepare for the Public School Review.
- Opportunities for staff contribution were provided at cohort, phase and committee levels in conjunction with ongoing self-assessment processes.
- The quality and presentation of the school's self-assessment submission was excellent. A succinct summary for each of the domains of the Standard was submitted, highlighting the interrelation of evidence sources selected, strengths and opportunities.
- There was a strong and clear alignment between performance evidence, honest judgements about priorities and planning for improvement.
- Identification and interrogation of information was conducted to determine evidence sets, and contributed to the observations, analyses and impact statements in the submission.
- Staff and members of the school community engaged positively and actively in discussions throughout the school validation visit, elaborating on the evidence and validating planning intentions described in the submission.

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Relationships and partnerships	
<p>Positive relationships are viewed as a key factor of every success at the school. An unrelenting focus on the needs and best interests of all children is underpinned by a culture of support, care and collaboration.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Conditions and protocols for effective staff collaboration are established. Staff value the varied opportunities to work together in order to plan for, act on and assess learning. • Multiple sources of formal and informal feedback are used to gauge levels of satisfaction and inform strategic plans. • Future directions and priorities are determined in collaboration with the strategically aligned School Board, who understand and effectively fulfil their governance role. • In line with priorities and student needs, the school embraces opportunities to engage in beneficial partnerships and programs.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Refine training and induction processes for all new Board members. • Develop a communications policy to ensure more consistent, timely and shared approaches.

Learning environment	
<p>Underpinned by the 5R values of Respect, Responsibility, Relationships, Resilience and Reflection, the school is committed to the provision of an engaging, respectful and inclusive learning environment designed to cater for, and support, all students.</p>	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Behaviour expectations are high across the school. They are underpinned by positive behaviour approaches, restorative processes and sustained by a suite of documents, supports and policy. • A focus on student wellbeing and self-management has been supported by the whole school Aussie Optimism SEL¹ program and Zones of Regulation as an intervention. • Evidenced through initiatives and informed by the Positive Psychology 5-Pillar PERMA² model, wellbeing pillars of relationships and engagement for staff are visible priorities. • Processes and procedures to support students at educational risk are established, comprehensive and monitored effectively. Handover processes support transition and SEN³ planning. • A Kindergarten Transition program and pre-kindy playgroup ensures early identification, intervention and formation of key partnerships to support learning needs.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Refine data measures for the selection of students entering wellbeing and engagement intervention programs.

Leadership

Distributed leadership practice and constructs are informed by evidence, with an unwavering focus on driving the school improvement agenda. Trusted, respected and visible, school leaders ensure strategic plans, priorities and shared beliefs translate into actions.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A focus on leadership roles, expectations and the attributes needed to develop collective teacher efficacy and the agility to effectively implement change, is a key feature of the distributed leadership strategy. • Strategic, collaborative, action team, specialist and education assistant leaders drive connected practice through facilitating meetings, professional learning, sharing good practice and analysing data. • Inclusive of a toolkit, staff induction processes are comprehensive and valued to ensure that new staff are supported and understand the 'Safety Bay Way'. • Comprehensive performance management processes are embedded and valued by staff. Elevated levels of professional dialogue regarding effective pedagogy, school priorities and reflection aligned to planning, are evident. • The student leadership team, which includes representation on the School Board, is engaged in leadership development initiatives. Student voice is authentically captured to inform future directions and plans for improvement.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Align strategic leadership portfolios with instructional coaching improvement agendas.

Use of resources

Strategic and self-driven, the manager corporate services leads the strategic management of the school's physical, fiscal and human resources, with a strong focus on alignment between school planning, priorities and student needs.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The Finance Committee meets regularly and provides sound financial oversight. They are well informed and ensure educational decisions are evidenced based and linked with operational and strategic objectives. • Evidence-based decision making is shared and understood by staff. There is a strong commitment to engaging committee members and strategic leaders by developing their understanding of financial management processes. • Targeted initiative and student characteristics funding is deployed strategically to support a range of interventions that meet the academic, wellbeing and social-emotional learning needs of students. • Strategic financial management ensures that opportunities to engage with technologies, underpinned by contemporary pedagogy, are prioritised.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Develop an explicit workforce plan to ensure improved alignment between resourcing and essential personnel development programs.

Teaching quality

Staff demonstrate professional and personal accountability through their commitment to collaboratively improving outcomes for all students. There are shared beliefs and clear expectations and understandings about effective pedagogy and learning.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staff commit to the implementation of visible learning strategies and apply student feedback to enhance teaching and learning processes. • Teaching staff engage in professional learning to support visible learning strategies that embed the school-wide shared language about the teaching and learning process. • Recently employed as a sustainable PLC⁴ strategy, teachers value learning sprints as an effective strategy to drive pedagogical discussions. • In line with developed protocols and an observation model, teaching staff embrace the opportunity to give and provide feedback. They have committed to embedding agreed whole-school practices that reduce teaching variance. • Supported through strategic leadership, a strong focus on increasing the data literacy of all staff is prioritised through the implementation of consistent data analysis protocols, and planning.
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Embed moderation processes and expectations in the school's Assessment Policy and utilise instructional coaches to support leadership of moderation. • Amplify whole-school data analysis protocols to include literacy.

Student achievement and progress

A range of school-based and systemic data are used to monitor and track student progress. Ensuring accurate, consistent interpretations of whole-school data and insightful, evidence-based teacher judgements is priority of the school's improvement agenda.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers examine comprehensive PAT⁵, Westwood, Letters and Sounds, and NAPLAN⁶ data sets, in addition to school-based assessments, to monitor student achievement and progress. • A whole-school assessment schedule informs data collection and analysis cycles. Additional testing is identified and implemented based on the need of cohort level data. • Emerging collaborative data driven conversations demonstrate sophisticated levels of disciplined dialogue and interrogation of data. • Data from the reading intervention MultiLit is analysed and indicates positive achievement results over time. • Online data collection and analysis of behaviour data are comprehensive, responsive to need and aligned to school processes. Tracking and analysis supports the allocation of positive reward, review of referrals, and informs behaviour planning.
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to refine and embed the processes for interrogation of achievement and progress data to inform planning across all levels.

Reviewers

Rebecca Bope
Director, Public School Review

Jen Graffin
Director, Public School Review
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, 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 Social and Emotional Learning
- 2 Positive emotion, engagement, relationships, meaning and accomplishment
- 3 Special Educational Need
- 4 Professional Learning Community
- 5 Progressive Achievement Tests
- 6 National Assessment Program – Literacy and Numeracy