



Department of  
Education

**Shaping the future**

# Safety Bay 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Safety Bay Primary School is located approximately 52 kilometres from Perth, in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1001 (decile 5).

Currently there are 618 students enrolled from Kindergarten to Year 6

Safety Bay Primary School was established in 1942 and gained Independent Public School status in 2017.

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

The first Public School Review of Safety Bay Primary School was conducted in Term 4, 2020. 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 an informative school self-assessment.

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

- The school leadership reported that the review process was beneficial in galvanising staff and highlighting areas of school performance to be celebrated and areas for ongoing development.
- Planning intentions described in the Electronic School Assessment Tool (ESAT) submission were elaborated on during the school validation visit.
- Staff fulfilling a range of roles within the school and community representatives from the P&C and School Board engaged enthusiastically in the process and were cognisant of the school's assessment of achievement and focus areas for improvement.
- The self-assessment acknowledged the challenges the school and the Principal have faced in the last 12 months.
- There was clear evidence that whole-school unity exists in self-assessment processes and school improvement planning. During the validation process a staff culture of collaboration and reflection was palpable.
- A well-structured domain overview provided the review team with a clear narrative of the schools' performance.

The following recommendations are made:

- In future ESAT submissions clearly link the evidence and analysis of impact on student outcomes with the accompanying appropriately titled attachment.
- Guided by the Standard, consider submitting a broad suite of data into the ESAT which most effectively represents the school's current performance and subsequent plans for improvement.



## Relationships and partnerships

The Principal recognises the need for a cohesive school culture created through robust and purposeful connections. Staff commitment to genuine engagement has built high levels of trust and confidence with school partners. Founded on positive relationships there is strong support for the school from the local community.

### Commendations

The review team validate the following:

- Recently developed staff leadership roles have contributed to providing staff voice in whole-school planning. Internal networks have been strengthened through the Staff Moort wellbeing sessions.
- Highly productive and embedded partnerships with the Department of Defence, Curtin University Speech Pathology program and Safety Bay Senior High School provide avenues of engagement and support for students.
- The Aboriginal and Islander education officer is emerging as a key staff member building positive partnerships with local Aboriginal families.
- The School Board and P&C work with the school as true partners to identify and support future directions.
- The Safety Bay Primary School Staff Charter and Parent and Community Member Code of Conduct, developed collaboratively, have provided a basis for shared agreements, defining conduct and expectations which have supported ongoing respectful workplace relationships.
- Parents appreciate the frequency and quality of communications, including the Safety Bay Scoop.

### Recommendation

The review team support the following:

- Continue to develop and expand the use of Compass across the school.

## Learning environment

The tone of the school reflects a collective sense of pride in creating the conditions for students to feel safe and supported, to embrace their individuality and to grow emotionally and academically. The school's attractive physical environment is mirrored by the warm and compassionate care that staff provide to students.

### Commendations

The review team validate the following:

- The social and emotional needs of students are identified and addressed through a range of proactive strategies including the appointment of a learning support coordinator and engagement education assistant (EA), Zones of Regulation, a student wellbeing action team and breakfast club.
- A genuine sense of care, a shared commitment to the success and wellbeing of every child and the celebration of diversity, demonstrates the school's strong inclusive ethos.
- Students at educational risk are identified, tracked and monitored through a case management approach, which will be further strengthened by the continued use of data and embedding of the multi-tiered system of support (MTSS).
- Behaviour expectations founded on the Positive Behaviour Support (PBS) framework will continue to be articulated clearly and managed consistently. Restorative practices will be strengthened through the work of the newly appointed student services team and further development of the student centre.
- Students have an active voice, and their leadership is valued, genuinely upholding the school's 5 R values of respect, responsibility, resilience, relationships and reflection.

### Recommendations

The review team support the following:

- Continue to develop a clear understanding of the whole-school behaviour management processes and protocols including MTSS to ensure consistent implementation of behaviour management strategies.
- Continue to refine processes to monitor and track student attendance that will support future planning and strategies for improvement.



## Leadership

A highly capable and committed leadership team is rebuilding the school's culture and guiding it towards collaboratively set goals fostering a school-wide ethos of continuous improvement and success for all students. High levels of trust exist between the school's leaders and staff.

### Commendations

The review team validate the following:

- The Principal has established shared ownership through a distributed leadership model with specific areas of responsibility identified, supporting leaders working towards implementing strategies for improvement.
- Leadership prioritises time and resources to allow staff to collaboratively plan, act and assess, develop specialised skills and actively contribute to whole-school strategic planning, underpinned by an unrelenting focus on improving student outcomes.
- A detailed school assessment schedule will continue to be reviewed and shared with all staff to ensure alignment to the future strategic directions of the school.
- Effective management of change is acknowledged. New initiatives are introduced with due attention to building staff agreement and commitment, as well as support through targeted professional development.

### Recommendations

The review team support the following:

- Ensure the alignment of the 2025-2027 Business Plan, operational plans and whole-school approaches, such as PBS, Teach Well, and Teaching for Impact, are reinforced by the school's united vision and informed through robust evidence-based planning, with clearly defined targets at each level of planning.
- Uphold the intention to establish shared beliefs about teaching and learning through continuing to build and broaden the instructional leadership model to support succession planning and sustainability.
- Focus on developing, reviewing and embedding existing strategic processes and practices across all domains.
- Increase cultural responsiveness and alignment with the Aboriginal Cultural Standards Framework through re-establishing the Culturally Responsive Aboriginal Education Committee.

## Use of resources

The effective deployment of staff into key roles that utilise their specialised skills and interests has provided leadership and operational benefits for the school. Financial resources are well managed, closely aligned to the school's context and the needs of students and are strategically monitored and administered.

### Commendations

The review team validate the following:

- The capable manager corporate services works closely with the Principal overseeing all strategic resource management and together with the school officer are highly valued, creating a friendly and professional atmosphere.
- School Board members actively engage in and understand the school's financial planning processes.
- Student characteristics funding is deployed to support teaching and learning adjustments, including the appointment of additional EAs and the Curtin University Speech Pathology partnership, and is focused on improved student outcomes.
- The school's Finance Committee meets regularly to approve purchase requests, review budget expenditure and redistribute unspent funds. Close scrutiny of asset replacement procedures and plans is also a feature of their operation.
- Clear processes are in place for financial management. Procedures have been developed and are readily available and shared in the staff handbook. Cost centre managers are well versed in their responsibilities.

### Recommendation

The review team support the following:

- Develop a workforce management plan that is responsive to the new school business plan.



## Teaching quality

A period of reflection and renewal defines the school's improvement journey. A commitment to improving teacher practice is supported through quality instructional leadership and the establishment of a coaching culture where teachers grow through the shared expertise of their colleagues. It was notable that both experienced teachers and recent graduates share a passion for providing excellence in teaching and learning.

### Commendations

The review team validate the following:

- The school improvement agenda for literacy and numeracy is clear, student focused across the curriculum and vigorously supported through the work of highly skilled level 3 teacher leaders. Programs and approaches such as DIBELS<sup>1</sup>, the Science of Reading, engagement norms and spaced retrieval schedules, are delivered with fidelity.
- The introduction and implementation of Teach Well is leading to a shared understanding of the importance of consistent practices and approaches for high quality teaching.
- A comprehensive induction process is evident. The graduate teacher coach champions, nurtures and provides instructional support to graduate and pre-service teachers.
- The implementation of the explicit UFLI<sup>2</sup> Foundations systematic synthetic phonics program will complement the parallel mathematics lessons and Westwood Number Facts assessment (Westwood) in Years 2 and 5.
- Teachers are developing their skills in the use of data to inform planning and differentiated learning.

### Recommendations

The review team support the following:

- Define and embed the school's agreed pedagogical framework ensuring it is informed by evidence-based research and makes explicit the teaching beliefs and expectations of staff.
- Review existing performance management and development processes, aligned to the strategic introduction of peer observations, to provide collegiate feedback and support of whole-school teaching approaches.

## Student achievement and progress

Raising academic performance is viewed as everyone's responsibility. Areas for improvement have been identified and evidence-based approaches are being researched and implemented. There is confidence that the school-wide literacy and numeracy strategies will improve student performance.

### Commendations

The review team validate the following:

- The learning support coordinator and highly valued EAs support teachers and provide targeted intervention, delivering MiniLit, MacqLit, and Spelling Mastery for students at educational risk.
- The school recognises student achievement data in Year 5 indicates a downward trend in performance in reading, writing and spelling.
- Whole-staff coaching sessions, phase of learning meetings and collaborative DOTT<sup>3</sup> time complement the use of Student Achievement Information System data to drive planning and program development.
- A range of systemic and school-based assessments including PAT<sup>4</sup>, On-entry Assessment Program, Westwood, and the use of the data analysis tool Elastik are continuing to evolve, supporting staff to make judgements on student progress and inform the impact of teaching and learning programs.

### Recommendations

The review team support the following:

- Develop moderation expectations to ensure low variability in teacher judgements and comparability of student achievement across all learning areas.
- Strengthen the use of the National Quality Standard in the early years through an external audit process.
- Continue to use NAPLAN<sup>5</sup> data to inform future business plan targets with the intent to validate and confirm these targets through triangulation with other school collected data sources.
- Increase the collection of diagnostic data in mathematics to identify needs and inform planning. Continue to develop and refine Years 3 to 6 formalised numeracy scope and sequence documents.

## Reviewers

Joanne Harris  
**Director, Public School Review**

David Hall  
**Principal, Shorehaven 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 leadership and student achievement and progress domains only, is scheduled for Term 4, 2025. 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 these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson  
**Deputy Director General, Schools**

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## References

- 1 Dynamic Indicators of Basic Early Literacy Skills
- 2 Duties other than teaching
- 3 Progressive Achievement Tests
- 4 National Assessment Program – Literacy and Numeracy

