



Department of  
Education

D20/0552855

Public education  
**A world of opportunities**

# Bullsbrook College

## Public School Review

October 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.



<https://creativecommons.org/licenses/by/4.0/>

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

---

Bullsbrook College is located in Bullsbrook, approximately 46 kilometres north-east from the Perth central business district, within the North Metropolitan Education Region. It has the benefit of a unique combination of country and city life.

Established in 1952 and becoming an Independent Public School in 2013, Bullsbrook College offers a modern, well-maintained campus in landscaped grounds. A multimillion dollar building program in 2013 provided contemporary additions to the college, including science laboratories, a large sports hall, cafeteria and workshops.

Bullsbrook College has an Index of Community Socio-Educational Advantage of 979 (decile 6). Current enrolments are 961 students from Kindergarten to Year 12.

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

---

The Principal submitted a comprehensive school self-assessment.

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

- The process of preparing for the Public School Review was in keeping with the ongoing procedures for school self-assessment and improvement at the college.
- Leadership engagement in the school self-assessment submission was evident.
- The Electronic School Assessment Tool (ESAT) submission provided an account of the current school context, performance and the planning priorities.
- A broad range of evidence was selected for analysis.
- There is alignment between performance evidence, judgements about priorities and planning for improvement.
- Actions for improvement described in the ESAT submission were elaborated on during the validation phase.
- An embedding culture of reflection and continuous improvement was evident.

The following recommendation is made:

- Continue to communicate the positive impact of the whole-school instructional model to enhance community appreciation of its capacity to transform student achievement.

## Public School Review

Relationships and partnerships	
Mutually beneficial partnerships have been established and fostered with a range of local businesses and external organisations to increase student community engagement.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Leaders are developing and sustaining a school-wide focus on cultural responsiveness through reference to the Aboriginal Cultural Standards Framework.</li> <li>• Engaging relationships across primary and secondary campuses underpin staff commitment. Analysis of the Organisational Health Index informs the foci for effective change management.</li> <li>• The School Board engages in consultation regarding school direction and marketing. Members have an understanding of, and confidence in, their role.</li> <li>• A committed and loyal core group of parents support the P&amp;C through the canteen and uniform shop. Key fundraising events are well supported by volunteers.</li> <li>• Effective use of a range of communication platforms has resulted in operations being articulated clearly to the college community.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue to engage deeply with the Aboriginal Cultural Standards Framework towards cultural responsiveness.</li> </ul>

Learning environment	
The college has established a safe, orderly and supportive learning environment focused on student needs. Processes for the management of attendance, behaviour, engagement and students at educational risk are effective.	
Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Students at educational risk are monitored collaboratively by the Student Learning Support Team. Case management is diligent and communicated routinely.</li> <li>• The Student Learning Support Team works extensively with a number of agencies to optimise specialised support for students.</li> <li>• Improvements in academic progress, attendance and behaviour have resulted from targeted intervention strategies.</li> <li>• Restorative practice underpins conflict resolution between students or in addressing inappropriate behaviour. Aligned with the PBS<sup>1</sup> framework, expectations are communicated and managed effectively.</li> <li>• The college has made a concerted commitment to addressing staff care through the work of the Coalition of Care and Wellbeing.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Extend opportunities to other cohorts, for research-based intervention strategies to target engagement through alternative student pathways.</li> </ul>

## Leadership

The strategic intent of the college is founded on the mission 'Better Teaching; Better Learning; Better Achievement for All'. Actions are purposefully intended to enhance the quality of classroom practice, consistency of teacher expectations and success of students.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Leaders are assisting staff to develop an understanding of, and unified commitment to, aligning their practice to the school vision.</li> <li>• Inclusion in the 'Talent Management Framework' raised the profile of leadership development and supported staff leadership aspirations.</li> <li>• A range of college-based opportunities, including staff professional learning, the Explicit Direct Instruction (EDI) Café and special events committees, enhance leadership development.</li> <li>• An emphasis on reflective practice is being embedded at the whole-school, program area and individual staff levels.</li> <li>• Staff appreciate the culture of support that has been nurtured, leading to their valued contribution to, and ownership of, school change.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Continue to raise the profile of leadership development through professional learning aligned to the Western Australian Future Leaders Framework.</li> </ul>

## Use of resources

The use of resources is aligned clearly to school management and operations. This, in turn, has a direct impact on creating the conditions for student success. There is a clear link between the use of resources to support current needs and enhance student achievement.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Formalised management processes have been established to ensure short-term and long-term resource planning is fiscally efficient and effective.</li> <li>• The Finance Committee contributes in a meaningful way to raising the accountability, compliance and transparency of financial management.</li> <li>• Resource allocation decisions about funding of specific school programs and interventions, are student centred.</li> <li>• Student Learning Support team oversight ensures a clear association between targeted expenditure and impact for students who attract additional funding.</li> <li>• Decisions about resourcing school programs are evidence based.</li> <li>• Workforce planning is managed effectively with attention given to the need to consider both succession pressures and opportunities.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Explore opportunities to provide ongoing and sustainable support for mental health and wellbeing.</li> </ul>

## Teaching quality

There is a school-wide commitment to embedding a performance culture around explicit teaching as the whole-school instructional model. A strong foundation for this commitment is provided through the progress evident in the comparative practice observed at mentor schools.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Involvement in the Centre for Excellence program has ensured high priority is given to quality teaching pedagogy, which is maintained and supported across the school.</li> <li>Data analysis processes are used to determine areas of strength and weakness and to identify issues requiring improvement.</li> <li>A developing connection to data from sources such as NAPLAN<sup>2</sup>, Progressive Achievement Tests (PAT) and ATAR<sup>3</sup> underpins a process of analysis to identify modifications that will support student achievement.</li> <li>Processes for staff collaboration are provided to support improvement planning, implementation and review.</li> <li>Assessment and reporting are enhanced by consensus grading and moderation practices.</li> </ul>
Recommendations	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>Continue the ongoing commitment to tracking and analysing student performance data, including the visual representations in 'data walls'.</li> <li>Continue the sustained focus on essential content and teaching (EDI) to ensure all students have access to high quality instruction.</li> </ul>

## Student achievement and progress

The school gathers and analyses school-based and systemic data to determine the efficacy of teaching and learning programs. This process is modelled effectively by learning/program area leaders to become a shared obligation for all staff.

Commendations	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>The median ATAR in 2019 was similar to the expected like school performance.</li> <li>The Western Australian Certificate of Education (WACE) achievement rate in 2019 was similar to that of like schools.</li> <li>VET<sup>4</sup> achievement is sound, leading to an attainment rate above like schools and Western Australian public schools.</li> <li>NAPLAN performance (2019), across all year groups, was within the expected range of like school performance in the majority of assessments except numeracy, reading and spelling in Year 9.</li> <li>PAT data provided sound evidence of student achievement and progress across most cohorts in 2019 and 2020.</li> </ul>
Recommendation	<p>The review team support the following:</p> <ul style="list-style-type: none"> <li>Provide professional learning for staff in the use of data and target setting to further enhance planning and differentiation of curriculum.</li> </ul>



## Reviewers

---

Brett Hunt  
Director, Public School Review

Jen Graffin  
Director, Public School Review

## 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 Positive Behaviour Support
- 2 National Assessment Program – Literacy and Numeracy
- 3 Australian Tertiary Admission Rank
- 4 Vocational Education and Training