



Department of
Education

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Bridgetown Primary School

Public School Review

June 2019

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Bridgetown Primary School is situated 260 kilometres south of Perth in the town of Bridgetown, within the Southwest Education Region. Bridgetown supports a number of local industries including tourism, farming, forestry and mining. Opening in 1870, the Bridgetown Primary School relocated to its current site in 1914.

The school became an Independent Public School in 2015 and has the support of a committed Parents and Citizens' Association (P&C) and School Board. It has an Index of Community Socio-Educational Advantage rating of 996 (decile 5) and currently enrolls 256 students from Kindergarten to Year 6.

Staff turnover is minimal and student numbers have remained relatively stable in recent years. Approximately 43 per cent of students at the school have a language background other than English.

Bridgetown Primary School is participating in the Fogarty EDvance program for 2018–2020. The use of iPads, interactive whiteboards and facilities, including a fully-equipped computer laboratory, create an innovative learning environment.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- Staff engagement in the school self-assessment process was highly collaborative.
- A wide scope and multiple sources of evidence were selected for analysis.
- Appropriate actions for improvement were described in the school's self-assessment documentation.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- Analysis was enhanced during the validation visit.
- Student and community presentations during the validation visit confirmed the school's self-assessment.

The following recommendations are made:

- Strengthen alignment between strategic, operational, financial and classroom planning.
- Further develop staff capacity to analyse data on student performance to pinpoint effective teaching practices that have impact on student success. Understanding the 'why' behind student performance will help the school to replicate success.

Public School Review

Relationships and partnerships	
<p>Harmonious relationships exist between staff and the community. The high level of adult commitment to students' needs contributes to a high care environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A significant body of work has revolved around surveying students, staff and parents and analysing effective school practices to identify improvement areas. • The Kids' Shed has been highly effective in helping to build resilience in students and engage them in non-academic interests. • As an example of the close working relationship that exists between Bridgetown Primary School and Bridgetown High School, a well-coordinated transition program ensures smooth and successful entry into high school for students. • The school has a positive and productive working relationship with the School Board and P&C.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Proactively develop partnerships with external agencies, including the Child and Adolescent Mental Health Service, Accord West and Relationships Australia.

Learning environment	
<p>Students indicate that they feel welcome and safe in the orderly and calm learning environment at Bridgetown Primary School. Staff and volunteers give their time to support out-of-hours activities to engage and benefit the students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Student attendance is closely monitored and plans employing appropriate strategies are developed for students in the moderate and severe attendance categories. • The Mental Health Team, which includes the chaplain, school psychologist, deputy principal and two teachers, meets fortnightly to discuss the case management of students at educational risk. • In this inclusive learning environment, students are recognised and celebrated for their areas of interest and talent, in addition to academic achievement. • A range of educational activities offered, including a running club, craft club, Kids' Shed, African drumming and coding club, serves to motivate and engage students.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to strengthen the student voice to inform student-related school operations and to provide feedback on teaching practices.

Leadership

The leaders are united in a shared vision for school improvement. Working together to develop staff capacity, the leadership team use professional learning, coaching and modelling as strategies to guide change.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leadership has engaged the moral purpose of staff as a driver for significant school evaluation and planned improvements. • Successful change management strategies are used by the leadership team to support staff to adopt effective teaching practices and ensure consistency between classrooms. • Through the Fogarty EDvance school improvement program, the leadership team is leading the school through an intensive period of transformation. • The leadership team is cohesive and work together to support the implementation of school planning.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to implement the <i>Aboriginal Cultural Standards Framework</i>. • Investigate ways of building greater distributed leadership and supporting aspirant leaders. • Plan a sustainable implementation schedule for school improvements to minimise staff workload issues.

Use of resources

The Principal and manager corporate services work collaboratively to set the annual budget and monitor it effectively during the year.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • When forming the annual budget and allocating funds, the administration and finance committee consider school priorities and reserve account plans. • Student characteristics and targeted initiative funding is allocated to support students and the school as intended. • The school is the beneficiary of donations from Rotary, the Lions Club, Foodbank and others.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Strengthen the working relationships between the Principal, manager corporate services, finance committee and School Board to ensure accountability, transparency and rigor of governance processes. • Emerging links between strategic and financial planning need to be made more visible.

Teaching quality

Teachers are committed to supporting and providing for the needs of students and are enthusiastic about their profession, irrespective of their years of experience.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Classroom observations and feedback by administration and peers have been implemented. • A whole-school approach to teaching Explicit Direct Instruction has been implemented, with teachers reporting improved student engagement through more consistent lesson design across classrooms. • Teachers are committed to school self-assessment and the analysis of data to determine future directions for school improvement. • Guided reading is an embedded teaching strategy, which has proven to be effective in consistent achievement levels in National Assessment Program – Literacy and Numeracy (NAPLAN) reading assessments.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Investigate additional methods of communicating to parents in response to survey data indicating decreased parent communication with teachers over the past two years. • Regularly reassess the impact of whole-school programs to ensure they are effective and deliver positive results for student success. • Continue to build staff capacity in the use of digital technologies and their integration into all curriculum areas.

Student achievement and progress

A range of data is collected at a school level. This includes PM Benchmarks, Probe and Soundwaves, which complement system testing data and assist in tracking student progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • To address the downward trend in progress from Year 3 to Year 5 in NAPLAN writing, evident in 2016–2018, the school is implementing two programs: Talk for Writing from Kindergarten to Year 2 and Seven Steps for Writing in Years 3 to 6. • The school is aware of its over-representation in 'C' grade allocations and has taken steps to analyse and address this issue through teacher moderation.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Investigate suitable options to refine and enhance data collection tools for English and mathematics. • Build staff capacity to analyse data and use it effectively to inform planning. • Continue to look for opportunities to provide extension opportunities for high achieving students, such as Maths Olympiad and Spellademic, to demonstrate, acknowledge and develop their skills.

Reviewers

Laura O'Hara
Director, Public School Review

Gavin Power
**Principal, Woodlands Primary School
Peer Reviewer**

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools