Department of Education
GOVERNMENT OF WESTERN AUSTRALIA

Shaping the future

Secret Harbour Primary School

Public School Review

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August 2021

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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 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 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Secret Harbour Primary School is situated on the coast between the cities of Rockingham and Mandurah, approximately 60 kilometres south of the Perth central business district. The school opened in 1997 as Australia's first school located in a shopping centre and moved to its current site in 2002 when a purpose built school was completed.

The school has an Index of Community Socio-Educational Advantage of 1030 (decile 3). In 2015, the school was granted Independent Public School status.

Currently, there are 647 students enrolled from Kindergarten to Year 6. As part of the Comet Bay Professional Learning Community, Secret Harbour Primary School works closely with neighbouring schools for the benefit of all students.

Support is provided by the School Board which reviews school performance against agreed targets. The school also benefits from financial support provided by the enthusiastic 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 Electronic School Assessment Tool (ESAT) submission provided a transparent account of the school context and operations.
- A culture of reflective school self-assessment is evident as the foundation for effective planning and continuous improvement.
- Ongoing assessments of the school culture through survey tools informs planning and action.
- A limited range of performance evidence was selected for the school self-assessment submission.
- A shared understanding of current levels of achievement and progress is apparent.
- The Public School Review process acted as a vehicle for meaningful staff collaboration and reflection on school self-assessment.
- The school's self-assessment was enhanced significantly by conversations held with members of the school community during the validation visit.

The following recommendations are made:

- Ensure evidence presented in the ESAT submission is clearly aligned to the Standard, and articulates the impact of planned actions to inform future directions.
- Ensure annotations of analyses of evidence are presented in the ESAT to support judgements made regarding the impact of actions undertaken.
- Use the ESAT as a repository for performance evidence aligned to the Standard, as part of the ongoing school self-assessment process.

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Relationships and partnerships

Relationships are viewed as the key to success. The importance of respectful and collaborative connections with students and families defines the school culture. Students, parents and staff are genuinely supported in their care for, and welfare of, others.

Commendations

The review team validate the following:

- Strong, trusting and supportive relationships are evident between staff.
- The collaborative staff commitment to the school and Comet Bay Professional Learning Community, together with collective action to enhance the effectiveness of members as educators so that all students benefit, is demonstrating evidence of success.
- A range of survey tools is utilised to seek parent and carer feedback regarding school operations. Responsive actions are planned in accordance with feedback provided.
- The array, consistency and effectiveness of methods of communication for essential information to parents is appreciated. This was particularly evident in response to the requirement for 'learning at home'.
- National School Opinion Survey data are positive and parents acknowledge the staff and collective school commitment to the academic, social and wellbeing needs of their children.
- The School Board demonstrates dedication to strategic planning and the creation of a culture of shared responsibility, through a range of skills and knowledge to facilitate governance and drive improvement.

Recommendation

The review team support the following:

- Develop a marketing strategy. Incorporate communication protocols for information dissemination, feedback and recognition of achievements to members of the school and broader community.

Learning environment

Staff are committed to addressing the social, emotional, artistic, physical and academic needs of each student; developing the 'whole child'. The creation and sustainability of a safe, stimulating, inclusive and progressive learning environment underpins their work.

Commendations

The review team validate the following:

- A strong sense of social justice among staff, together with their desire for social inclusiveness, underpin the school's proactive response to the Aboriginal Cultural Standards Framework, including the establishment of a Wadjak Noongar language program.
- Student voice is sought, heard and acted upon. The Commissioner for Children and Young People survey, discussion groups and 'Explore, Express, Create' workshop provided avenues for student engagement.
- In response to student, parent and staff feedback, the school-wide implementation of the Positive Behaviour Support framework has facilitated the identification of core values and behavioural expectations.
- There is strong appreciation from staff that student needs are accounted for in school policies. Intervention strategies, including the acknowledged 'The Listening Program', provide contextual support for students at educational risk.
- A comprehensive approach to student wellbeing and positive mental health has been implemented through supports such as the chaplain, STREAMS[1], mindfulness, Act-Belong-Commit and Highway Heroes.
- Staff nurture a culture of wellbeing through a unified commitment to the agreed purpose, values and beliefs of the school. There is a sense of pride in their collective achievements.

Recommendation

The review team support the following:

- Continue to develop and implement the Positive Behaviour Support action plan.

Leadership

Respectful, responsive, caring and supportive leadership at Secret Harbour Primary School is founded on empowering teachers to work collaboratively and reflect on individual and collective effectiveness.

Commendations

The review team validate the following:

- Clarity of vision and a sense of direction at both the school and Comet Bay Professional Learning Community levels, fosters confidence and trust across the community. Planning tools and metrics guide the focus of the improvement journey.
- Assessment and reporting practices ensure a commitment to the expectations of the School Curriculum and Standards Authority. A range of assessment tools and strategies ensures a comprehensive suite of systemic and school-based data inform parents about student achievement and progress.
- Leaders prioritise school improvement as central to strategic direction. Alignment between strategic and operational plans is understood and enacted by staff.
- Reflection and collaboration are viewed as integral in developing staff capability. Planning for improved student outcomes is the product of the authentic focus on student progress.
- Strategic and operational planning guides classroom practice. Staff-generated targets are reflective of student achievement data and direct individual and year level foci.
- Teachers' capacity to adjust learning programs to allow for the specific needs of students in the remote learning context is acknowledged. Ongoing attention has been given to the specific needs of this environment.
- Support for the development of leadership capability is evident in survey feedback. Leaders facilitate common understandings through empowering and supporting staff to improve the learning of students.

Recommendation

The review team support the following:

- Formalise opportunities for staff to develop leadership and coaching capabilities.

Use of resources

Targeted professional learning and recruitment processes have ensured expertise is available to optimise resource budgeting, deployment and management, with links to school planning and student outcomes.

Commendations

The review team validate the following:

- Resource management protocols, endorsed in a recent Compliance Review, demonstrate effectiveness and efficiency for current needs and future directions.
- Budget decisions for specific programs and interventions are evidence-based, and support curriculum and improvement strategies. Governance is well documented and budgetary practices align to Department policy.
- Broad staff involvement in the Finance Committee ensures an understanding and oversight of financial management practices that is respected by all.
- Targeted initiatives and student characteristics funding support a range of programs to optimise the academic, mental health and wellbeing needs of students.
- The manager corporate services and purchasing officer play key roles in strategic resource management. Each is recognised as integral to the resource budgeting, deployment and management processes.

Recommendation

The review team support the following:

- Ensure that plans for reserves and assets and replacements align with existing and future priorities.

Teaching quality

Staff commit to knowing students individually, culturally and developmentally. This is complemented by an obligation to demonstrate a knowledge of the content to teach, and targeted strategies for individual, classroom, phase and school improvement.

Commendations

The review team validate the following:

- Staff commitment to knowing their students, knowing curriculum content, having high expectations for student achievement and collaboration with colleagues has led to the strong belief that students can progress at an appropriate development standard.
- Analysis of a range of data has resulted in the implementation of whole-school approaches to instruction. This has included adopting Talk for Writing to develop student capability in oral language and vocabulary.
- The school ensures research-based practices optimise student development through consistent and low variance instructional strategies.
- A comprehensive school self-evaluation process ensures alignment between plans, actions and assessment in facilitating ongoing student and school improvement. Data are collected and analysed routinely to support judgements regarding student achievement and progress.
- Learning differentiation strategies have impacted positively on student performance.
- Students who demonstrate abilities beyond the standard of the regular curriculum are supported for extension and challenge at the classroom level. A number of supplementary programs and opportunities are also provided at the school and in the wider educational community.

Recommendation

The review team support the following:

- Embed whole-school approaches to instruction in literacy and numeracy, in line with operational plans.

Student achievement and progress

Long-term student performance data in NAPLAN[2] are generally aligned closely to like schools.

Commendations

The review team validate the following:

- Longitudinal performance data for Year 3 have been above the like school mean in all but two NAPLAN assessments, 2016-2019.
- There has been a significant increase in the proportion of students making expected, or better progress, in literacy and numeracy between the On-entry Assessment Program in Pre-primary and Year 3 NAPLAN.
- The proportion of students achieving in the top two proficiency bands in reading and writing in Year 5 NAPLAN increased by 10 per cent in 2019, supporting business plan targets.
- Staff collect and analyse a range of student performance data for early detection of deficits in learning, to inform planning for intervention.
- Staff demonstrate a commitment to student achievement through consistent processes to plan for, act on and assess student performance and progress.
- There is a common understanding among staff about their obligation to provide evidence of progress and achievement for each student.

Recommendation

The review team support the following:

- Continue to evaluate the value of implementation of PAT[3] adaptive tests to support assessment of student achievement and progress.

Reviewers	
Brett Hunt **Director, Public School Review**	Paul Burke **Principal, Parkwood 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.

Your next school review is scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

1 Support through resilience for emotional wellbeing and anxiety with mindfulness strategies
2 National Assessment Program – Literacy and Numeracy
3 Progressive Achievement Tests