



Department of  
Education

**Shaping the future**

# Golden 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

Golden Bay Primary School is located 63 kilometres south of the Perth central business district in the South Metropolitan Education Region. The school opened in 2015 as an Independent Public School.

It has an Index of Community and Socio-Educational Advantage rating of 963 (decile 7).

The school currently enrolls 501 students from Kindergarten to Year 6.

Golden Bay Primary School has an active Parents and Citizens' Association (P&C) which supports the school through fundraising activities that help provide an array of school resources. The school also has the support of a dedicated School Board.

The first Public School Review of Golden Bay Primary School was conducted in Term 2, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

## 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:

- In preparation for the Public School Review, staff have been collaboratively involved in data collection and analysis which led to a sound self-assessment of the school's performance.
- This process resulted in targeted strategic and operational planning being owned and valued by staff and delivered an unequivocal focus on teaching for impact.
- A range of credible evidence, complemented by professional discussion, provided a demonstration that the school was dedicated to a thoughtfully implemented improvement agenda.
- Supportive members of staff, external providers, students and community groups unequivocally endorsed the work of the school during validation meetings conducted by the review team.
- The school's leadership reported that the Public School Review process has extended their understanding of the school's performance, which enabled a celebration of success and affirmed the intent of planned actions.

The following recommendation is made:

- Consider the addition of more detailed annotations to evidence sources to enhance the clarity of the school's analysis of performance against the domains of the Standard.

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### Relationships and partnerships

Authentic, positive relationships focused on family support, have been maintained between staff, parents and the wider community. Staff demonstrate high levels of trust and positivity in working collaboratively to concentrate their efforts on the success of all students.

### Commendations

The review team validate the following:

- The School Board is effective and professional, with strong processes in place to develop the capabilities of its members to advocate for the school. The Board supports the school's strategic direction, contributes to school plans and helps to guide decision making and policy.
- Sustainable partnerships have been established with a variety of agencies and organisations that support the learning program and wellbeing of students. These include the EdConnect School Volunteer Program, local supermarkets, Foodbank, the valued Department School Psychology service, chaplain and the Peron South and Comet Bay networks of schools.
- An active P&C work with commitment to enhance the school's development through a range of initiatives, including fundraising for additional play opportunities for students and community building events.
- Community connection is enhanced through established arts programs and events including Arts by the Bay. The arts are used as a vehicle to provide social connection and student wellbeing support.

### Recommendations

The review team support the following:

- Strengthen the focus on encouraging parents back into classrooms to participate as active partners in the education of their children.
- Maintain the succession plan so that the diversity and skillset of School Board members aligns with the future needs of the school's direction.

### Learning environment

The school places a strong focus on wellbeing to ensure an inclusive, culturally safe workplace and learning environment. An overarching philosophy of acceptance and compassion guides the implementation of supportive policy and processes that recognise and meet the needs of all students.

### Commendations

The review team validate the following:

- Guided by the school psychologist, the development of considerable knowledge across the staff supports students at educational risk with quality case management. Students are provided with data driven, targeted intervention embracing high-care principles.
- Inclusivity and cooperative learning have been well-established through the implementation of valued Kagan strategies. Regular review and reflection ensure continuous improvement and consistency.
- The school has reflected and acted effectively over time, to develop deep cultural understanding and curriculum perspectives that ensure students feel welcome and culturally safe. Adoption of the Australians Together program has ensured high levels of engagement from staff and students.
- The Positive Behaviour Support program provides a common language and processes to guide behaviour within a highly relational and restorative whole-school approach. A breakfast club, the work of the chaplain, flexible furniture and Zones of Regulation all contribute to this effective learning environment.

### Recommendation

The review team support the following:

- Maintain the response to the identified needs of Aboriginal students through continuous improvement to ensure culturally competent practices and family engagement.

## Leadership

The instructional leadership of the Principal and assistant principals is highly valued by staff. They describe a credible team who listen, support and have created a realistic vision for the school's improvement. This vision aligns with the Department's strategic direction and is well understood and acted upon by stakeholders.

### Commendations

The review team validate the following:

- Consultation and analysis of data are key to creating an informed team, unified in action towards even better student outcomes. Staff are willing to extend their efforts and dedication because they are well supported by the leadership team.
- Identified expert teachers have broadened leadership across the school resulting in enhanced use of data, shared decision making and professional learning. Aspiring leaders are supported to build their leadership strength.
- Staff performance management and development processes are well-established and linked to professional learning and whole-school planning.
- Effective operational plans and scope and sequence documents have been developed by staff to guide the Plan, Act, Review, Respond model that underpins the way the school incrementally improves.
- Student leaders have opportunities to contribute to the creation of a productive, safe, inclusive environment and lend their voice to decisions affecting their education and community.

### Recommendations

The review team support the following:

- Re-establish an agreed coaching model to further enhance the development of best practice instruction.
- Engage with the Western Australian Future Leader's Framework to provide a structured pathway for aspirant leaders. This may be in conjunction with the local network of schools.

## Use of resources

The priorities of the budget align well with the imperatives of the business plan and are considered alongside the specific needs of individuals and groups of students. Human and financial resources are expended prudently and flexibly.

### Commendations

The review team validate the following:

- A professional relationship between the Finance Committee, manager corporate services (MCS), Principal and the School Board ensures that financial and human resources are strategically managed to optimise student success through staff development.
- The school provides additional time and training for education assistants to provide services that efficiently deliver early and impactful intervention for students with identified needs. Wellbeing and academic support are provided through funded additional chaplain and school psychologist time.
- Roles and responsibilities within the school have been carefully structured to ensure that the skills and knowledge of staff are optimised, and recruitment meets the needs of succession planning. An example is the development of the level 2 school officer to cover elements of the MCS role.
- The challenges of establishing the infrastructure and staff development required to cater for a rapidly changing technology environment have been met through collaboration between the staff and the school network support officer. Alignment with the wider network of schools enhances this role.

### Recommendation

The review team support the following:

- Annually monitor the impact of planning and application of funding, particularly that from Student Characteristics and Targeted Initiatives, to maximise the improvement of student outcomes.

## Teaching quality

High quality professional learning forms the basis of the incremental improvements in the instructional capability of staff. Decisions about planning for learning and the selection of whole-school approaches, are based on research and the competent analysis of comprehensive data sets.

### Commendations

The review team validate the following:

- Phase of learning teams provide structured opportunities for staff to work together to plan, analyse data, share resources, engage in professional learning and build the common language and collective efficacy that impacts student learning.
- Genuine collaboration, both formal and informal, provides staff with opportunities to learn from each other, plan for effective learning tasks and celebrate the successes the school has achieved.
- A three-tiered, Response to Intervention model supports staff to identify the specific needs of students and provide intensive, individualised support. Individual Support Plans document this with consideration given to trauma-informed practices.
- New and graduate staff are provided with comprehensive induction and mentoring to build their capacity to align with agreed, whole-school pedagogical practice.

### Recommendations

The review team support the following:

- Investigate an evidence-based mathematics intervention approach to ensure that all students are catered for with differentiated programs.
- Build the capacity of staff to implement Talk for Writing with fidelity, to positively influence the development of a broad range of English skills.

## Student achievement and progress

Regular phase of learning meetings and school development days provide a forum for focused attention on using data and evidence-based approaches to drive improvement in student achievement and progress.

### Commendations

The review team validate the following:

- The school has identified a need to bring student achievement and progress results closer to or better than schools with a similar context and has developed appropriate plans to achieve that.
- Staff skills and knowledge to be able to better align grade allocation with levels of student achievement and progress indicated by standardised testing are developing. Tools to support this include Brightpath and Progressive Achievement Tests for reading and mathematics.
- Brightpath data shows a clear increase in A and B grades and decrease in D and E grades. Teachers and students utilise the teaching points and feedback from this formative assessment to enhance the writing process.
- Early childhood teachers have used research and data sets to problem solve the need to provide more support for students to develop better oral language skills. The Heggerty Phonemic Awareness program has been selected to be implemented based on its success in similar contexts.
- Identified students are provided with literacy support through MiniLit, MacLit and Bridging the Gap. Data shows that all students accessing this support and attending regularly are on a strong improvement trajectory.

### Recommendation

The review team support the following:

- Investigate and implement a school data repository to enable staff to easily access the information needed to plan for, monitor, adjust and share student learning.

## Reviewers

Jennifer Graffin  
**Director, Public School Review**

Kathryn Meyer  
**Principal, Quinns Beach 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands  
**Deputy Director General, Schools**