



Department of  
Education

**Shaping the future**

# Bluff Point 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 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 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 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

Bluff Point Primary School is located in the City of Greater Geraldton approximately 420 kilometres north of Perth, in the Midwest Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 806 (decile 10).

It currently enrolls 243 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Bluff Point Primary School has the support of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Bluff Point Primary School was conducted in July 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

## School self-assessment validation

The Principal submitted a school self-assessment outlining evidence and judgements on school performance.

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

- Strategic planning documents and self-assessment processes employed by the school have been informed by the Fogarty EDvance School Improvement Framework and engagement with Good to Great Schools Australia.
- The school's Electronic School Assessment Tool (ESAT) submission was enhanced by conversations held with members of the school community, staff, leaders and students, who engaged actively and contributed their reflections during the validation visit.
- Representatives from the P&C and the School Board, including the Chair, contributed enthusiastically during validation meetings providing insights into the school context and the school's performance against the Standard.

The following recommendations are made:

- In future ESAT submissions select a broad range of evidence that sufficiently demonstrates the school's progress against the foci of each domain of the Standard.
- Ensure a clear alignment between the judgements made, the analysis of evidence provided, and the planned actions.
- Build staff understanding of the Standard and continue to embed systematic and robust school self-assessment processes in collaboration with staff, with a focus on evidence.

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### Relationships and partnerships

The school is active in its commitment to developing community connections and partnerships for the benefit of all. Staff demonstrate a strong moral purpose and build positive relationships with students and families to support ongoing student success.

### Commendations

The review team validate the following:

- Community partners including WA Centre for Rural Health and GSAC<sup>1</sup>, advocate strongly for the school, leading to increased support, including a daily bus collection of students focused on supporting regular levels of attendance and connections to external services.
- Parents value the school highly, including the support for students with special educational needs, with commitment to explicit teaching and trauma informed practice and high expectations for student success.
- Connections with Aboriginal families and community members are enhanced through the work of the Aboriginal Islander education officers and community partners.
- A dynamic School Board is invested in the school's ongoing improvement and capacity to meet the distinct needs of students and families. The informed Chair works in collaboration with Board members and the Principal to fulfil their governance role.
- Staff have opportunities for collaboration through committees and professional learning teams (PLTs).

### Recommendations

The review team support the following:

- Continue to build staff communication, consensus decision making and solution focused problem solving.
- Prioritise the collection of feedback through the National School Opinion Survey and Organisational Health Index survey to inform planning and decision making.
- Continue to build connections and engage all families in their child's/children's learning and development.

### Learning environment

The school's collaborative, multicultural, inclusive and welcoming environment is focused on supporting students to strive and reach their full potential.

### Commendations

The review team validate the following:

- Improving the rate of regular student attendance is a central school priority supported by a highly committed attendance team and invested staff who monitor and promote positive attendance with families and students.
- The implementation of Positive Behaviour Support (PBS), including universal and targeted interventions, is led by the PBS team who support staff in the explicit teaching of expected behaviour and review behaviour data to track progress and inform decision making.
- A commitment to developing cultural responsiveness is evident in reflections carried out by staff on the school's development against the Aboriginal Cultural Standards Framework and the range of cultural initiatives across the school.
- The school-wide implementation of trauma informed practice is developing through the school's engagement with the Berry Street Education Model.
- The school chaplain provides support for student leadership, cultural projects and wellbeing.
- Led by the deputy principal, processes for identifying, supporting, and monitoring students at educational risk are embedded across the school.

### Recommendation

The review team support the following:

- Continue to develop the school's culturally responsive physical environment in collaboration with Aboriginal families and community members.

## Leadership

Led by a committed leadership team, the school has clearly defined its vision, values and school direction. Strategic alignment drives an improvement agenda focused on maximising the academic, social and emotional outcomes of students.

### Commendations

The review team validate the following:

- Supported by Fogarty EDvance, the school's improvement journey has enabled the identification of research-based practices and interventions focused on quality teaching and improved student outcomes.
- Recent engagement with Good to Great Schools Australia is guiding the school's implementation of explicit teaching programs with an emphasis on consistency and accountability.
- Change processes are supported by communication, professional learning, clear expectations and support for staff.
- A range of leadership opportunities are evident across the school through committees, coaching and PLTs.
- A committed lead education assistant has accessed professional learning and support to develop skills enhancing their contribution to the school.
- Instructional leadership is prioritised through clearly defined and documented expectations for teaching pedagogy and practice, staff collaboration, curriculum committees and the school's coaching model.

### Recommendations

The review team support the following:

- Engage staff in ongoing reflection and review on the efficacy of school programs and practices.
- Continue to develop distributed leadership across the school through further development of leadership roles.
- Continue to build staff collaboration and engagement in coaching and feedback.

## Use of resources

The Principal is working with the newly appointed manager corporate services (MCS) and the Finance Committee to provide oversight of financial decision making. The school is working to ensure resources are deployed to optimise the conditions that will support the needs of all students.

### Commendations

The review team validate the following:

- Resourcing for professional learning is intentional and aligned to strategic planning.
- School funds have been allocated to support school improvement through Fogarty EDvance. Funds have also been allocated for education assistants to ensure ongoing support for students, additional chaplain time and a lead education assistant role.
- Asset replacement processes are evident to ensure the sustainability of ICT<sup>2</sup> and other key school resources.
- School resourcing information is shared with the School Board and Finance Committee for discussion and input.

### Recommendations

The review team support the following:

- Continue to monitor student enrolments and ensure workforce planning supports sustainable staffing in line with student needs.
- Continue to support the role of the MCS to ensure robust financial management processes. Provide opportunities to engage in school self-assessment and build understanding of the Standard with a particular focus on the domain foci for Use of Resources.

## Teaching quality

Driven by a strong moral purpose, the implementation of school-wide teaching practices, professional learning and clear expectations for instruction is a school priority. A hardworking staff are committed to improving student success and engaging in professional learning and ongoing collaboration to best deliver pedagogy that meets their needs.

### Commendations

The review team validate the following:

- Guided by Good to Great Schools Australia, and with a focus on consistent practices, the school has implemented explicit direct instruction programs. High levels of feedback for staff on student progress are evident.
- Connected Mathematics Concepts has been implemented across the school with plans to monitor program efficacy and the impact on student achievement and progress.
- Expectations for teaching and learning are clearly defined in the school's comprehensive instructional handbook.
- Staff have accessed professional learning in Science of Learning and High Impact Instruction through the Teach Well Masterclass with evidence of implementation of strategies in classrooms.
- In addition to professional learning, teaching staff engage in collaboration through PLTs to support ongoing development of their practice and expertise.

### Recommendations

The review team support the following:

- Continue to induct and support new staff in school-wide practices and progress plans to collaboratively revisit shared core beliefs.
- Continue to monitor the effectiveness of direct instruction programs, as well as identifying opportunities to develop students' problem solving and high order thinking across the curriculum.
- Continue the development of mathematics across the school, aligned to the Western Australian Curriculum.

## Student achievement and progress

The school has clear processes for data collection and analysis as part of its plan, teach, assess cycle. Teachers use data and evidence to plan learning and evaluate the impact of their teaching.

### Commendations

The review team validate the following:

- The school has developed a comprehensive assessment, data collection and monitoring schedule to support data and evidenced based decision-making. Rigorous target setting is well embedded and documented on strategic plans.
- Fogarty EDvance and Good to Great Schools Australia mentors, guide the school's collaborative approach to improving student achievement and progress. Data sets provide detailed feedback on individual student mastery, informing planning for next steps.
- Staff have opportunities to engage in disciplined dialogue focused on a range of data through PLT meetings supported by a clear process and documentation.
- Teachers' engagement in Brightpath Writing assessment and moderation is evident and is guided by the school's literacy specialist.

### Recommendations

The review team support the following:

- Progress intentions to continue the school-wide implementation of the attendance flowchart steps to support overall student progress and achievement.
- Continue to support staff to engage in disciplined dialogue and build data literacy.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Louise Hughes  
**Principal, Waikiki 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Milanna Heberle  
**A/Deputy Director General, Schools**

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## References

- 1 Geraldton Sporting Aboriginal Corporation
- 2 Information and communications technology