Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Learning changes lives

Bluff Point Primary School

Public School Review

D26/0821186

CC BY

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Bluff Point Primary School is located in Geraldton, approximately 418 kilometres north of Perth in the Midwest Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 797 (decile 10) and enrols 204 students from Kindergarten to Year 6.

Established in 1913, the school 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 last Public School Review of Bluff Point Primary School was conducted in Term 1, 2023. This 2026 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted an informative school self-assessment.

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

- Each domain included a narrative of the school's improvement journey.
- The Principal led the self-assessment process seeking input from the leadership team and staff.
- Domain-level planned actions were considered and prioritised to reflect the actions the Principal believed would best support school improvement.
- A montage of evidence snapshots for each domain was provided to support the school's self-assessment.
- Teachers engaged candidly with the validation process, demonstrating a strong sense of pride and commitment to the school's students through their genuine reflections, insights and candour.
- School Board and P&C members contributed openly, passionately and constructively to the validation visit, providing reflections that added value to the process.
- Allied professionals engaged confidently in the validation process, highlighting their integral contribution to teaching, learning, student engagement and wellbeing, and the school's recognition of the expertise of all staff.

The following recommendations are made:

- Consider ways to leverage the distributed leadership within the school to involve staff actively in the entire school self-assessment process.
- Ensure the evidence provided is accessible to the review team so that its link to the school's judgements can be more readily validated.

Relationships and partnerships

Staff across the school demonstrate a commitment to developing positive relationships with their students, families and colleagues, creating a sense of connection and belonging for all stakeholders.

Commendations

The review team validate the following:

- The genuine commitment demonstrated by parents, community members and staff in working together to support the school in providing a quality education to students.
- Teacher collaboration is enabled through fortnightly scheduled constructive and productive professional learning team meetings.
- Information is shared in a transparent manner with the School Board. They are appreciative of the respectful and responsive avenues of communication provided by the school. The Principal draws on the skills and expertise of Board members to create opportunities for students that align with the school's beliefs.
- Purposeful partnerships with local Aboriginal organisations, such as the Bundiyarra Aboriginal Community Aboriginal Corporation and the YSRC[1] Yamatji Rangers, provides both physical and cultural resources that strengthen and authenticates the inclusion of Aboriginal perspectives in the operation of the school.
- The recently reinvigorated P&C is passionate about providing support to the school through reopening a canteen service, providing catering for special events and running student discos.

Recommendations

The review team support the following:

- Use student, parent and community feedback systematically to inform improvement.
- Evaluate the impact of key partnerships on student learning, engagement and wellbeing.

Learning environment

The school's strength is its commitment to fostering a safe, inclusive and purposeful learning environment in which every student is known, valued and supported, and is encouraged to engage, achieve and flourish.

Commendations

The review team validate the following:

- Adopting a multi-tiered system of support approach and monitoring students' literacy, behaviour and attendance, enables those requiring additional support to access appropriate interventions based on their needs.
- The integration of restorative practices and the use of affective language strengthen the school's explicit, well-understood and embedded Positive Behaviour Support approach.
- The students at educational risk (SAER) committee applies a rigorous process to identify support pathways, monitor and communicate student progress and engage relevant stakeholders in meeting students' needs**.**
- School leaders, teachers, Aboriginal and Islander education officers (AIEO), the school attendance officer, chaplain and regional office staff work together to follow a systematic, well understood and culturally respectful process for encouraging student attendance.

Recommendations

The review team support the following:

- Embed the integration of restorative practices into the school's approach to support positive student engagement.
- Strengthen the evaluation of supports and interventions to demonstrate their impact on students beyond Year 3.
- Strengthen opportunities for student voice to be considered in teacher planning and school-wide decision making.

Leadership

Through 'The WAVE' document, the Principal has brought the school's multiple improvement priorities together within a coherent framework designed to strengthen staff understanding of how processes, practices and policies align with the school's beliefs and collectively support student success.

Commendations

The review team validate the following:

- Distributing leadership is considered a priority in empowering staff. A layered model provides operational level leadership across the school and staff are encouraged and supported to take on leadership roles.
- The business plan reflects the expectations of schools contained within the Department of Education's 'Aspirations for all' statement and 'Our plan for public education in Western Australia'.
- The conscious approach to brokering access to external instructional expertise adds value to school leaders' work in providing instructional support to staff.
- The attendance strategic plan and learning area plans drive the operational work of the school.

Recommendations

The review team support the following:

- Include measurable student achievement or progress targets in strategic planning to enable the school to evaluate the impact of its improvement agenda.
- Support greater understanding and ownership of the business plan by providing opportunities for staff to contribute to the strategic direction and development of school improvement planning beyond consultation on operational implementation.

Use of resources

The Principal and manager corporate services (MCS) together lead the strategic management of the school's physical, financial and human resources.

Commendations

The review team validate the following:

- The MCS demonstrates financial acumen and leads processes that align budget planning, resource allocation, monitoring and reporting with school planning.
- Student data informs the responsibilities and deployment of education assistants and AIEOs, ensuring targeted support for students.
- The delegation of leadership responsibilities to the lead education assistant recognises the value of their expertise in monitoring student progress, contributing to the SAER committee and delivering an intervention program with fidelity.
- Robust reserves planning positions the school to renew and replace resources in a timely and sustainable manner.

Recommendations

The review team support the following:

- Evaluate the impact of student characteristics funding and targeted initiatives on the engagement and academic achievement of the students for whom the funding is provided.
- Continuously monitor enrolment trends and their impact on resourcing to inform forward planning, ensure the ongoing sustainability of school programs and initiatives and address this risk factor in the workforce plan.

Teaching quality

School leaders demonstrate a strong commitment to building teacher capacity and delivering high-impact teaching through supporting active staff participation in pilot projects and collaboration with external agencies and professional learning providers.

Commendations

The review team validate the following:

- Staff demonstrate a strong sense of collective responsibility, underpinned by a shared belief that all students can learn.
- Engagement with the Centre for Excellence in the Explicit Teaching of Literacy, through an internship with Balga Primary School, is building and developing the capacity of staff to teach in an impactful manner.
- Engagement with Steplab is supporting the development of an evidence-informed instructional coaching approach, with staff valuing the use of classroom walk-ins, feedback and shout-outs to recognise and strengthen teaching practice.
- Heggerty Phonemic Awareness and University of Florida Literacy Institute Foundations provide a consistent Kindergarten to Year 3 approach. Staff receive professional learning to support effective implementation.
- Engagement with local Aboriginal communities is supporting the introduction of Ngaparrtji Ngaparrtji Two-way Science, enriching the curriculum for all students through the integration of Aboriginal knowledge and perspectives.

Recommendations

The review team support the following:

- Progress the intent to embed school-based coaching as an ongoing professional development strategy that provides teachers with feedback and support to implement whole-school expectations skilfully and consistently.
- Implement the agreed teaching strategies, identified through engagement with the Centre of Excellence in the Explicit Teaching of Literacy consistently and with fidelity across the school.

Student achievement and progress

Staff understand the importance of rigorous and cyclical data analysis to inform classroom practice and identify appropriate and proactive interventions.

Commendations

The review team validate the following:

- In 2026, Year 3 students performed significantly above like schools across all NAPLAN[2] assessments.
- The reintroduction of Brightpath provides a moderation tool that promotes consistency and rigour in the assessment of writing across year levels and informs responsive classroom planning based on student need.
- Collaboration with staff from the West Coast Language Development Centre has informed the school's selection of programs and use of tools to monitor students' literacy development and progress.
- An assessment schedule, supported by a deliverables agenda and overseen by the deputy principal, enables the systematic collection of student achievement and progress data.

Recommendations

The review team support the following:

- Use the English as an additional language or dialect (EALD) Progress Map to inform planning for and track progress of EALD learners.
- Enhance the tracking of student achievement and progress to inform decision making by strengthening processes for students beyond Year 3.

Reviewers	
Gary Crocetta **Director, Public School Review**	Juanita McDermott **Principal, Maidens Park 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 2029.



Steve Watson
Deputy Director General, Schools

References

1 Yamatji Southern Regional Corporation
2 National Assessment Program – Literacy and Numeracy