



Geographe Primary School

Public School Review

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

Geographe Primary School is located approximately 220 kilometres from Perth in the Southwest Education Region.

The school opened in 2002 and became an Independent Public School in 2011.

Currently there are 395 students enrolled from Kindergarten to Year 6. Geographe Primary School has an Index of Community Socio-Educational Advantage of 976 (decile 6).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Geographe Primary School was conducted in Term 1, 2022. 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 a comprehensive yet understated school self-assessment.

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

- Preparation for the Public School Review was intentionally structured and highly collaborative. Preparation commenced with staff identifying whole-school practice against the Standard, followed by the selection of evidence using a line of enquiry approach.
- The Electronic School Assessment Tool submission provided a holistic reflection of the school's strengths and areas of growth against the Standard and the domain foci and elaborations respectively, complemented by precise planned actions to support the continued school improvement agenda.
- The Public School Review was viewed positively as an opportunity to reflect on the impact of the school's dedication to the recommendations from the previous Public School Review, giving cause to celebrate the fidelity with which whole-school practices are embedded and propelling the school forward as a high performing school.
- Privileging self-assessment to drive continuous improvement is embedded practice. The engagement of staff and School Board members in cyclical and collaborative reflection has led to a strong sense of unity of purpose, a deep understanding of the improvement agenda and subsequently, a tangible collective responsibility for student success.
- Staff shared a high-level understanding of the value of their involvement in self-assessment processes and avowed judgements about the effectiveness of the school's operations, seeking affirmation and challenge from the process to support continued improvement.
- A tour of the learning environments by the Principal provided valuable insights into the relationships between staff and students, and the shared site arrangements with the co-located education support centre. Engagement with students added much to the positive tone of the validation process as they proudly shared their experiences at the school, and the personal benefits of the opportunities they have been given.
- Committed School Board and P&C members and the Principal of the Geographe Education Support Centre, provided genuine reflections in support of the school's self-assessment and added value to the validation process. They described their individual and collective appreciation of and dedication to the school, its student-centred operation and its compassionate and highly skilled staff and leadership.

Relationships and partnerships

High quality relationships underpin the effectiveness of school improvement processes. This fortifies the foundation for ensuring consistent actions are embedded with an authentic and unrelenting commitment to the core business of teaching and student learning.

Commendations

The review team validate the following:

- As custodians of the culture, all actions are intentional at Geographe Primary School. A strong, collaborative culture is embedded, with staff engagement in reflective practices sharply focused on the continual development of teaching practice for enhanced student outcomes.
- Professional learning communities (PLCs) are the foundation for intentional collaboration and are pivotal in creating and sustaining the progressive school culture built on trust and respect that exists. Teacher-driven PLCs focus on solving challenges collaboratively and building collective teacher efficacy.
- Intentionally nurtured relationships foster inclusion, respect and trust to ensure students and staff thrive in a supportive environment. The school is known and appreciated as a hub of belonging and achievement and passionately attested as such by parents and the multidisciplinary partners of the school.
- The school invests in partnerships that offer long-term benefits for students and the broader community, by mobilising community strengths and encouraging parent engagement. Staff visibility in school and community forums further builds relational trust and the school's reputation.
- Communication practices and self-reflection processes are thorough and build shared understanding across the community and inform continuous improvement. Multiple communication and feedback modalities ensure internal and external clarity, including those with the co-located education support centre.
- The School Board plays a vital role in school governance and supports the schools clear focus on continuous and aspirational improvement. The Board's governance strengthens the school's strategic direction, reflects community perspectives and maintains community confidence.

Recommendation

The review team support the following:

- With a focus on the Aboriginal Cultural Standards Framework continuum, build the cultural responsiveness and knowledge of staff to support the integration and celebration of the multicultural heritage of all students.

Learning environment

The school has built an inspiring atmosphere where students are provided with a voice and agency to flourish both collectively and individually through clearly articulated processes for support and consistent routines.

Commendations

The review team validate the following:

- An embedded approach to pastoral care and behaviour, with targeted support for students at educational risk, founded on multi-tiered systems of support, underpins a positive school culture. The interconnectedness of strategies reflects a whole-school commitment to continuous improvement and successful outcomes for all students, centred on an acute awareness of the functions of behaviour.
- Student wellbeing is prioritised through data-informed programs and collaborative practices. Initiatives including Mindful Monday, Friendology, Zones of Regulation, the co-regulation room and the Wellbeing and Engagement Census support social and emotional development and promote inclusivity.
- Students are encouraged to play an active role in maintaining the safe and inclusive learning environment that exists. Opportunities provided, such as social, experiential and choice-based incentives enhance the student leadership development approach to building connections with peers and staff.
- A high quality externally validated physical environment supports student engagement, wellbeing and sense of belonging. Flexible and inclusive spaces, combined with access to natural environments, enable students to participate meaningfully on learning and develop independence, curiosity and connection.

Recommendation

The review team support the following:

- Consider consolidating current social and emotional learning programs into a unified approach.

Leadership

School leaders' expectations profoundly influence team dynamics and individual development. High standards of communication, initiative, problem solving and integrity foster an aspirational and high performing culture.

Commendations

The review team validate the following:

- High expectations and standards are the foundation of the Geographe Primary School culture. Expectations are embedded into staff practice with professionalism and passion, and collective adherence to these expectations drives team success.
- A structured, multi-layered, distributed leadership model exists. Developing aspirant leaders is considered a priority and the school invests effectually in staff development. Consequently, there is a deep understanding of, and buy-in to, the school's improvement agenda.
- The school's associate principals, level 3 classroom teacher, curriculum leaders and the future skills team are pivotal in actualising the school's vision. They ensure teaching practices are contemporary, student-centred and effective, through aligned and coherent strategic planning and collaborative efforts.
- The methodology of change processes is intentional and purposeful. Change is meticulously guided by the 'why' and data analysis, ensuring that implemented changes yield the desired improvements. Articulation of the school's future direction targets continual and aspirational improvement.
- Allied professionals are highly skilled and valued for their impact on student achievement, and the respect teachers have for them is palpable. Opportunities for professional development are proactively sought to enhance their leadership skills and ability to lead the implementation of whole-school programs.

Recommendation

The review team support the following:

- Maintain a focus on intentionally building instructional leadership capacity across the school to support succession planning.

Use of resources

Resource deployment and workforce management processes consider optimal student achievement while also fostering innovation of contemporary learning strategies. The alignment of resources to both short-term and long-term planning is reflective of the identified evidence-based needs of students.

Commendations

The review team validate the following:

- The astute financial acumen of the manager corporate services ensures responsive deployment of resources, providing all students with the best possible learning opportunities.
- Evidence-based decision making underpins high quality resource management. Clear and evidenced links exist between budgeting and school priorities.
- Finance Committee members are well informed and plan proactively through their collective decision making to optimise the impact of resourcing on the outcomes of students.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and enrichment strategies. The school invests purposefully in the appointment of education assistants to ensure students with identified needs are provided with opportunities to achieve their personal best.
- Workforce planning is monitored and regularly reviewed, with consideration given to the continuity of the teaching and learning program delivery and succession planning.
- The highly valued P&C proactively raise and provide funds, adding value to the school's ability to enhance learning outcomes for students, aligned with business plan priority areas.

Recommendation

The review team support the following:

- Continue to refine the school's asset replacement schedule in conjunction with the reserve plan to ensure sustainable financial stability.

Teaching quality

Underpinned by excellence, driven by high expectations and continually assessing impact, instructional systems are focused on the application of evidence-based pedagogical practices. This optimises student opportunities and promotes and sustains teaching excellence.

Commendations

The review team validate the following:

- Propelled by a strong sense of collective responsibility and the continual pursuit of improvement and excellence, the expectation of high quality instruction is abetted by comprehensive support. This is underpinned by shared beliefs, common language and clear expectations about how staff collaborate to engage students and optimise social, emotional and academic growth and development.
- Data literacy is expected and the sophistication of staff capacity is evident in their language. There is a profound sense of staff holding knowledge of the power of data informing classroom practice. A refined assessment schedule systematically delineates all data gathered annually for individual learning areas.
- Prioritising collective teacher efficacy and sharing of practice is evident in the resulting impact on student progress seen in the NAPLAN¹ results. Ensuring year-on-year progress for all students is a priority.
- Education assistants work skilfully alongside teachers to support student learning. Intervention is aided by the provision of targeted programs such as MiniLit, MacqLit and Bond Blocks and differentiation for academic extension is embedded in all classrooms and further enhanced by the school's commitment to creative and critical thinking, supported by the Philosophy in Schools program.

Recommendation

The review team support the following:

- To further enhance student agency, consider the introduction of mechanisms to elicit high quality student feedback on teaching practice.

Student achievement and progress

The school focuses on rigorous data analysis to inform classroom practice and identify appropriate and proactive interventions. Feedback for and from students, in combination with a culture of high aspirations, contributes to precisely regulated student achievement tracking and monitoring.

Commendations

The review team validate the following:

- There is an embedded culture of continuous improvement. School performance is owned by all staff, who share responsibility for comprehensive data tracking and analysis to ensure targeted performance improvements.
- The school has paid rigorous attention to the development of staff capacity to use data-informed practices, and insightful professional judgement is a resulting key strength of staff. The establishment of multi-modal data regimes that focus on whole-school, cohort, classroom and individual student achievement are embedded and ensure a holistic view of student achievement and progress.
- Intensive support strategies are applied from enrolment and through thorough identification processes. A key aspect of planning cycles involves the identification of individual and cohort patterns and trends, enabling timely intervention and enrichment, placing equal emphasis on both progress and achievement.
- Consistent judgements based on the Western Australian Curriculum and School Curriculum and Standards Authority Judging Standards are expertly tuned. So too are moderation processes and practices to ensure consistency and accuracy in assessing student achievement.
- Data is viewed as a vital tool for reflection and accountability. Collaboration with families to understand student achievement data is embedded and is supporting individual student achievement and progress.

Recommendation

The review team support the following:

- Proceed as intended to enhance the attendance and subsequently the screening, tracking and monitoring processes for Aboriginal students to support student achievement and progress.

Reviewers

Kate Wilson
Director, Public School Review

Kelvin Shem
Principal, Butler 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 2031. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy