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Department of
Education

Shaping the future

Freshwater Bay 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

Freshwater Bay Primary School is located approximately 10 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1163 (decile 1).

Currently Freshwater Bay Primary School enrolls 398 students from Kindergarten to Year 6

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

Freshwater Bay Primary School opened in 1893 and became an Independent Public School in 2015.

The first Public School Review of Freshwater Bay 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 a comprehensive and rigorous school self-assessment.

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

- The self-assessment process was enhanced by a stabilised leadership team with an increasingly deep knowledge of the school context and the strategic intentionality of the school's improvement agenda.
- The planned actions were judiciously formulated and provided clear, accurate insights into the school's emerging priorities and ongoing improvement requirements.
- The approach to the self-assessment was a collaborative effort and reflected on the previous business plan and school review recommendations.
- The inclusion of a broad representation of staff, students, and parents in the validation sessions contributed significantly to the rigour of the review process.
- The honesty, openness and authenticity demonstrated by participants significantly enhanced the overall quality of the validation process.

The following recommendation is made:

- To maximise the opportunity for community voice in the validation process, consider broadening the cross-section of participants involved in the interview phase of the process to include external partners.

Relationships and partnerships

School staff and key stakeholders, including parents and students, express a deep appreciation of what the school provides and stands for. They are proud of their school and its recent achievements, and actively uphold the strategic directions of the school improvement agenda.

Commendations

The review team validate the following:

- The school demonstrates a strong, collaborative culture grounded in professional respect and collective responsibility. Staff have built trusted relationships that foster engagement, support and empowerment, which enable meaningful engagement in school improvement initiatives.
- A collegial staff culture is characterised by open and respectful communication. Collaboration is valued and time is intentionally provided for this to occur.
- The School Board supports the strategic direction of the school, fostering strong partnerships between families and staff, and exemplifying a model of good governance, collaboration and strategic leadership.
- The school has a very active P&C whose impact is clearly visible. Through effective organisation and strong partnerships, the P&C enhances resources for students' educational experiences and strengthens the school's culture.
- Communication with families is transparent and consistent, supporting a shared understanding of student progress and school priorities.

Recommendations

The review team support the following:

- Further enhance communication with the school community by sharing key decisions, strategic priorities and annual achievements through newsletters and the school website.
- Review the school's progress against the current Business Plan, in collaboration with the School Board and staff. Utilise this reflection and associated data in creating the new Business Plan 2027-2029, outlining targets and strategies for the next 3 year cycle.

Learning environment

The school has created a safe, caring and inclusive environment in which students and staff can grow and thrive. The community appreciates and values the school's culture of care for every student and the physical environment that has been curated for the enjoyment of children.

Commendations

The review team validate the following:

- The school maintains a strong, values-driven approach to student engagement and behaviour underpinned by restorative practices and a clear commitment to student voice and wellbeing. There is a continued commitment to strengthening consistent whole-school approaches and fostering positive partnerships with families.
- Students at educational risk are supported through early identification and the development and review of documented plans, with a range of intervention strategies and supports. Increased achievement at both the lower and upper end of achievement levels is evident as a result.
- The school is committed to supporting students by adopting the Positive Behaviour Support in Schools program to provide a clear, consistent, and explicit approach to behaviour expectations across the school.

Recommendations

The review team support the following:

- Staff and the community collaboratively develop and implement a Reconciliation Action Plan.
- With anticipated increasing numbers of English as an additional language or dialect (EALD) students, enhance the EALD Progress Maps and ensure documentation regarding reporting is compliant and student progress is being made.

Leadership

Leadership stability has enabled consistent messaging and approaches to the school improvement agenda while fostering a distributive leadership paradigm which is building leadership capacity across the school. This supports the consistent and collaborative application of agreed improvement strategies.

Commendations

The review team validate the following:

- The school has strengthened the leadership across the school by embedding a strong middle leadership structure with a distribution of roles and responsibilities. The Western Australian Future Leaders Framework supports succession planning, innovation and leadership growth and development.
- The collaboratively developed Freshwater Bay Way instructional playbook articulates the school's vision and approach to teaching and learning. It ensures staff and parents have a shared understanding of the school's core beliefs, priorities, and the steps taken to ensure every student experiences a high quality education.
- Centre for Excellence interns lead and support colleagues to improve students' reading and writing outcomes through clear, structured teaching with ongoing timetabled instructional coaching sustaining this work.
- A strengthened consistency in the performance management and development processes has ensured stronger alignment between staff goals, professional learning and school priorities, characterised by clear goal setting aligned to the school business plan and explicit links between professional learning and the school improvement agenda.

Recommendations

The review team support the following:

- Review the newly established model of distributed leadership to strengthen accountability and improve outcomes for students.
- Strengthen instructional coaching and peer observation, providing structured opportunities for teachers to observe effective practice, share strategies and reflect on their teaching.

Use of resources

Resource allocation aligns with the school's business plan and is directed toward improving student outcomes. Processes and procedures are in place to ensure accountability and compliance.

Commendations

The review team validate the following:

- A well-constituted Finance Committee provides effective financial oversight and maintains compliance, working closely with the School Board.
- Reserve accounts are established with clear rationale and funding allocated where appropriate.
- Operational plans directly inform budget development, with a clear line of sight between strategic priorities, workforce planning, and financial allocation.
- The school utilised funding to support a level 3 classroom teacher position, which allows release time for leaders to support the implementation of key teaching and learning priorities and provide instructional leadership.
- A comprehensive workforce plan is reviewed annually to identify staffing trends, projected vacancies, capability requirements, and succession needs.

Recommendations

The review team support the following:

- Ensure staff are trained in and consistently use Program Kaartdijin/TechnologyOne financial system modules.
- Clarify financial process expectations with staff who have purchasing responsibilities to support timely and accurate requests, approvals, and reporting.

Teaching quality

Conditions that support quality teaching are established and agreed evidence-based instructional strategies are embedded with increasing consistency and fidelity. Teaching for Impact has been an instrumental resource in creating the school's pedagogical approach.

Commendations

The review team validate the following:

- Data analysis is a central part of the teaching and learning cycle, enabling staff to make informed decisions that positively impact student outcomes. Examining achievement, attendance, behaviour, and progress data over time helps staff identify trends, celebrate strengths and respond to students requiring additional support or extension.
- Dedicated time during staff meetings allows teams to engage in purposeful, collaborative discussions that align their work with whole-school priorities and ensures consistent expectations across year levels. The shared approach is building collective responsibility for every student's progress and strengthening professional dialogue around effective practice.
- The introduction of student assessment folders provides a clear snapshot of student progress each term through selected work samples in both literacy and numeracy. This approach has been well received by the parent community, supporting greater transparency and understanding of student learning.
- Whole-school programs demonstrate consistency, clarity, and collective responsibility to improve student outcomes. These approaches reflect the Science of Learning through explicit instruction, structured lesson design, cumulative review, deliberate practice and ongoing data-informed refinement.
- Staff implement high quality teaching practices that address the diverse needs of students by strengthening data-informed instruction, ensuring consistent moderation, coordinating interventions and gifted and talented education strategies. Differentiation is intentionally designed to extend high potential learners and prevent them from becoming educationally at risk due to insufficient challenge.

Recommendations

The review team support the following:

- Consolidate and refine the Literacy and Numeracy frameworks to further strengthen whole-school consistency.
- Embed differentiation strategies into classroom practice, supported by high potential learner leaders.

Student achievement and progress

The analysis of student performance data is informing teaching adjustments to better meet improved student outcomes.

Commendations

The review team validate the following:

- A school-wide assessment schedule ensures data collection and analysis is systematic and purposeful at a whole-school, cohort and classroom level and expected standards and levels for student achievement have been clearly articulated with staff.
- The school has introduced student assessment folders. The successful implementation has been well received by the parent community, supporting greater transparency and understanding of student learning.
- Strengthening and embedding of moderation processes, grade consistency and comparative data analysis has ensured increased reliability of teacher judgements and elevated structured data discussions supporting early identification of students requiring intervention or extension.

Recommendations

The review team support the following:

- Strengthen staff capacity in data literacy through continued professional learning focused on analysis, interpretation and responsive planning, particularly focused on provision of support for Tier 2 students.
- Strengthen feedback processes for parents via increased consistency in provision of assessment folders and for students by increasing opportunities for goal setting conversations linked directly to achievement data.

Reviewers

Keith Svendsen
Director, Public School Review

Philip Parkes
Principal, East Fremantle 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steve Watson
Deputy Director General, Schools