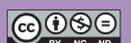Department of
Education

GOVERNMENT OF
WESTERN AUSTRALIA

Shaping the future

Secret Harbour 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

Secret Harbour Primary School is located approximately 60 kilometres south of the Perth central business district, in the South Metropolitan Education region.

The school has an Index of Community Socio-Educational Advantage of 1012 (decile 4) and became an Independent Public School in 2015.

There are 644 students currently enrolled from Kindergarten to Year 6.

Support is provided by the School Board and an enthusiastic Parents and Citizens' Association (P&C).

The last Public School Review of Secret Harbour Primary School was conducted in Term 3, 2021. This 2025 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 transparent school self-assessment.

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

- The Principal and the senior leadership team undertook a collaborative approach in preparing the school's self-assessment, which reflected an open, honest and transparent account of the school's performance.

- Senior leaders engaged all staff in an examination of the domains of the Standard to develop a shared understanding of the school review process.

- Responsibility was distributed through the identification of domain leaders, ensuring the process was intentionally collaborative, with staff actively engaged in the selection of evidence and developing planned actions.

- The structure of the Electronic School Assessment Tool submission was thoughtfully curated with summaries for each domain entry, featuring annotated evidence and reflective commentary organised around the 3 self-assessment questions; 'How are we going?', 'How do we know?', and 'How are we going to improve?'.

- The school's self-assessment appropriately acknowledges the leadership uncertainty preceding the review, including changes to key roles and reflects the professionalism and resilience of staff in sustaining school operations and improvement efforts during this period.

- School staff, committed Board, P&C members and external partners, including a representative from the School of Special Educational Needs: Sensory, contributed to discussions during the validation visit, providing detailed information and honest reflections that supported the school's self-assessment and improvement journey.

The following recommendation is made:

- In future review processes, sharpen the focus of planned actions by clearly identifying and articulating the key priorities that will guide the school's next steps for improvement within each domain.

Relationships and partnerships

A welcoming and caring school community underpins professional relationships and meaningful partnerships, with dedicated staff and a shared commitment to enriching student learning and wellbeing.

Commendations

The review team validate the following:

- Clear and consistent communication, enhanced through professionally presented Sway newsletters, keeps families well-informed with regular key dates, community notices and celebrations of school events strengthening positive connections with the school and wider community.
- The culturally responsive Bindi-Bindi Koolanga group provides Aboriginal students with a valued space to connect, share ideas and celebrate culture, building positive relationships and optimising learning. Initiatives such as the Noongar seasons mural, yarning circle and learning Noongar language further embed cultural identity and pride across the school.
- The actively engaged P&C fosters strong community connection and belonging through inclusive fundraising initiatives, newsletter promotions, transparent decision making and significant contributions, including support for the new playground, elevating the school experience for all students.
- Purposeful community partnerships, highlighted through the sustainability team's work with local environmental groups and the well-supported choir and ukulele performances in community settings, strengthen learning opportunities and promote an increased sense of belonging for students.

Recommendations

The review team support the following:

- Review and streamline communication platforms, using parent feedback to inform improvements and establish clear communication protocols to ensure consistent and timely messaging to families.
- Increase the visibility and profile of the School Board by clearly communicating the functions, membership and key decisions to the community, promoting stronger community engagement and interest in Board membership.

Learning environment

A shared responsibility for student wellbeing, reinforced by responsive and coordinated systems of intervention and support, drives the school's commitment to meeting the diverse needs of all learners.

Commendations

The review team validate the following:

- A well-established Positive Behaviour Support framework, underpinned by a clear common purpose and restorative approach, contributes to a calm, predictable learning environment where students understand expectations and feel safe. Survey and behavioural data indicate high levels of student clarity around values and strong engagement with reward systems such as faction tokens and SPARK (Safe, Persevere, Act Responsibly) awards.
- Robust processes for identifying and supporting students at educational risk are strengthened by the coordinator role, with consistent use of Special Educational Need planning templates, collaborative team meetings, goal banks, professional learning and monitoring systems that ensure students' needs are clearly identified and effectively supported.
- Student wellbeing is enhanced through a broad suite of evidence-informed programs, including Student STREAMS (Support, Therapy, Resilience, Engagement, Mindfulness, Support), Story and Therapy Dogs, the Listening Program, Coping Cats and Defence Services mentor sessions, providing inclusive and supportive opportunities that promote engagement, belonging and emotional regulation.
- A cohesive student services team, operating within a multi-tiered system of support, provides timely and targeted intervention for Tier 2 and Tier 3 students, using a structured referral and triaging process, regular case management and systematic data tracking that ensure timely and responsive support for student needs.

Recommendation

The review team support the following:

- Seek staff feedback on the student service team referral process to identify opportunities for refinement and to ensure the processes are enhancing support for staff to effectively meet student needs.

Leadership

Leadership across the school is shared, resilient and driven by a strong moral purpose, fostering a supportive and caring environment that enables collaborative practice and continuous improvement.

Commendations

The review team validate the following:

- The collaborative development of the Business Plan, informed by analysis of student performance data and consultation with the School Board, reflects strong shared ownership of the school's strategic direction.

- Curriculum leaders effectively drive operational planning, using structured collaborative time to analyse data and engage staff in refining planning and practice. This approach promotes alignment between strategic intent and classroom implementation.

- Change management processes are purposeful and data-driven, with leaders using evidence to identify need, trial new approaches, share successes and collaboratively determine next steps. This transparent and consultative approach builds staff confidence and supports sustainable improvement.

- A well-structured performance development process provides staff with meaningful opportunities for reflection, instructional support and goal setting, with the inclusion of classroom observation promoting continuous improvement and accountability.

Recommendation

The review team support the following:

- Clarify and formalise the distributed leadership model by outlining roles, responsibilities and procedures, supporting a shared understanding and greater organisational coherence.

Use of resources

Considered and responsive resource management, supported by insightful financial and workforce planning, enables the school to direct resources where they have the greatest impact on student learning and wellbeing.

Commendations

The review team validate the following:

- Financial planning is transparent and consultative, with cost centre budget submissions and a stable Finance Committee supporting informed financial decision making.

- The distribution of purchasing responsibilities across support staff has enhanced financial literacy, reduced workload pressures, strengthened succession planning and improved purchasing efficiency.

- Restructured reserve plans, supported by Finance Committee oversight, have enhanced long-term planning for the replacement of equipment and resources.

- A collaborative approach between the manager corporate services and deputy principal ensures student characteristics funding is carefully monitored and allocated, with consideration given to both funded students and those requiring additional support.

- Thoughtful alignment of education assistant support is informed by teacher consultation and student needs, ensuring resourcing is responsive and well-targeted. Additional education assistant support during break times further strengthens the school's capacity to meet the needs of students requiring higher levels of supervision and care.

Recommendation

The review team support the following:

- Embed processes and professional learning to support staff with aligning budget submissions and professional learning requests with identified school priorities.

Teaching quality

A strong culture of collaboration and purposeful professional learning supports targeted teaching that promotes student engagement and responds to identified learning needs.

Commendations

The review team validate the following:

- Phase of learning meetings held twice per term enable teams to moderate common assessment tasks, plan curriculum collaboratively and address behaviour and engagement. Attendance by a school leader reinforces consistent expectations and supports aligned teaching practice.

- Dedicated year-level collaborative time each term enables staff to analyse student performance and school priority operational data, with support from curriculum leaders to identify gaps in learning, monitor progress and plan targeted responses.

- The Challenge classes, informed by both system and school-based data, provide targeted extension and wellbeing support that has strengthened enrolments, retention and participation in external Gifted and Talented programs. The model offers high impact opportunities that address students' academic needs while reducing social vulnerability.

- Whole-school classroom management strategies are consistently embedded, with many staff also completing the Instructional Strategies for Engagement program. Targeted training and coaching from an internal accredited conference coach strengthens reflective practice and classroom implementation.

Recommendation

The review team support the following:

- Strengthen and embed school-wide instructional practices through structured observation, feedback and reflection processes that build a safe, reflective culture focused on improving teaching practice and student outcomes.

Student achievement and progress

Data-informed decision making and aligned assessment practices drive the school's focus on improving student achievement and progress.

Commendations

The review team validate the following:

- Purposeful analysis of system and school-based data, undertaken collaboratively by staff, strengthens collective understanding of student achievement and progress and informs the school's strategic direction and planning for improvement.

- Analysis of longitudinal NAPLAN[1] reading data prompted a thorough review of classroom practice, leading to the adoption of evidence-based approaches such as the Science of Reading, structured phonics instruction, and DIBELS[2] and Promoting Literacy Development assessments to strengthen literacy outcomes.

- Phase of learning teams use common assessment tasks to support moderation, align grades and inform future planning, contributing to shared understandings of student performance and priorities for improvement.

- A strong focus on early identification is evident through the use of On-entry assessments, OxEd language and reading screeners, and teacher-led interventions such as MiniLit, enabling staff to identify and support students at risk from the earliest years.

Recommendation

The review team support the following:

- Review the effectiveness of whole-school literacy and numeracy programs through systematic data analysis and staff feedback to ensure they continue to meet the learning needs of students and support improved achievement and progress.

Reviewers	
Danielle Roache **Director, Public School Review**	Louise Armstrong **Principal, Forest Crescent 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 2028.

Steve Watson
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy
2 Dynamic Indications of Basic Early Literacy Skills