



Department of  
Education

Your ref:  
Our ref: D23/1434312  
Enquiries

Julie Campbell  
Principal  
Champion Bay Senior High School  
PMB 102  
GERALDTON WA 6530

Dear Julie

I am pleased to advise that the Public School Review of Champion Bay Senior High School has been completed.

I endorse the report and am satisfied it will provide a basis for sustained school improvement.

The timeframe for the next Public School Review of your school has been determined through your self-assessment submission and validated by the review team as 3 years. You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.

I acknowledge the efforts of you and your staff in creating the conditions for successful students. The areas your school and the review team validated for commendation and those for which there are recommendations for ongoing improvement are noted.

It has been pleasing to read of the significant efforts your school has made to provide the conditions for learning that will support your students on a successful pathway to further education or employment. Your efforts to modify the school environment to meet the needs of all students is to be commended.

As stated in the initial correspondence, please make the report available to your staff and school community and upload it to your school website and/or Schools Online for a minimum period of 12 months.

I know you, your staff and school community will take the opportunity to use this report to continually improve outcomes for your students.

Yours sincerely

Melesha Sands  
Deputy Director General, Schools  
22 AUG 2023

cc Raechelle Lee, Executive Director, Strategy and Policy  
Rosaiba Butterworth, Director of Education, Midwest Education Region  
Chair, School Board, Champion Bay Senior High School



Department of  
Education

**Shaping the future**

# Champion Bay Senior High 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 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 [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Champion Bay Senior High School is located in the city of Geraldton, approximately 410 kilometres from Perth, in the Midwest Education Region.

Opened in 2004, the school became an Independent Public School in 2015.

Currently, there are 820 students enrolled at the school from Year 7 to Year 12.

Champion Bay Senior High School has an Index of Community Socio-Educational Advantage of 917 (decile 9).

The school is supported by a Parent and Citizens' Association (P&C) and the School Board.

## 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:

- Staff were collaboratively involved in self-assessment through data collection, analysis and improvement planning.
- The Principal has built an environment where feedback about performance, through engagement with the Fogarty EDvance school improvement program, connects to a powerful improvement culture.
- A structured summary of the school's performance was provided based on judgements related to the Standard. The interconnectedness of the domains was recognised.
- A broad representation of enthusiastic staff, students, and community members engaged in discussions with the review team, contributing positive reflections in support of the school.
- Articulate students guided a tour and authentically presented information, particularly that relating to the learning environment.
- The school's leadership reported that the Public School Review process has extended their understanding of the school's performance and enhanced the improvement agenda. The effect of significant system change over the last 3 years is clearly understood by staff.
- The leadership team leads staff to use planned actions identified in regular self-reflection to focus strategic and operational plans.

The following recommendation is made:

- Consider a more succinct Electronic School Assessment Tool submission that distils the selection of analysed evidence, judgement of achievement and identification of future improvement action, to have the most impact on student achievement and progress. An effort versus impact analysis may benefit this process.

## Public School Review

### Relationships and partnerships

The focus of the school has been on building a positive reputation and authentic relationships based on respect and trust between students, staff and families. The cultivation of effective partnerships with agencies, community groups and businesses has enhanced student learning experiences and promoted wellbeing.

### Commendations

The review team validate the following:

- Collaboration, fostered between local businesses and agencies, including the City of Greater Geraldton and Geraldton Universities Centre, affords students opportunities to engage in a diverse range of educational pathways.
- A positive impact on student wellbeing has been facilitated through strong partnerships between the student services team and agencies such as Headspace and a range of valued therapists.
- Effective partnerships with Aboriginal and Islander education officers (AIEO), Clontarf Foundation and Deadly Sista Girlz results in an environment that recognises the cultural identity of Aboriginal students and simultaneously builds the confidence and cultural competence of staff.
- The School Board strongly advocates for the school and provides effective governance and support for the student centric, positive direction of the school.
- The contribution of the P&C towards projects is significant. The building of positive community and a team approach to promoting positive messages about the school is evident.

### Recommendations

The review team support the following:

- Strengthen the representation of Aboriginal families on the School Board by accessing the collective knowledge of the school developed Miga Manmanha Barndi group.
- Develop a plan for review of the impact of 'Careers Central'. Further plan for the succession of 'Careers Central' to ensure that students continue to receive quality career guidance.

### Learning environment

The school shares a vision to strengthen the mental health and wellbeing of all staff and students with a view to supporting better learning outcomes. Innovative, modified spaces and strong support processes have been established to build resilience and engagement with success evident in measurably improved connection and behaviour.

### Commendations

The review team validate the following:

- Developing a consistency of practice in Positive Behaviour Support, incorporating trauma informed action and engagement strategies, has been a priority. A clearly articulated, relational response has made behaviour expectations clear to staff, parents and students.
- A well-coordinated team and a culture of high care provides triage, identification, support and monitoring for students at educational risk.
- Teaching and learning adjustments are outlined in personalised plans, and shared between staff, ensuring greater success for students with learning challenges.
- A case management process to address attendance is regularly reviewed to further improve consistency and efficacy of follow up with students and families.

### Recommendation

The review team support the following:

- Continue to foster a local cultural perspective and modified 8 Ways of Aboriginal Learning through consultation with Statewide Services and the Bundiyarra-Irra Wangga Language Centre.



## Leadership

The avid focus of the leadership team is centred on facilitating transformation through consultation and collaboration that builds staff empowerment. The Principal is prepared to be innovative, strategic and persistent in exploring options to address challenges tied to significant system change and student outcomes.

### Commendations

The review team validate the following:

- Balancing accountability and support, leadership development is seen by the school as a key to identifying and planning positive planned action in priority areas.
- Student leaders are developed, supported and provided with opportunities to be valued role models.
- A layered distribution of leaders operates under clearly defined role and responsibility statements, which are regularly reviewed and refined. A consensus model for decision making unites teams and ensures buy in from staff.
- The literacy program coordinator works in partnership with the education assistant special needs - lead (EASN-Lead) to provide education assistants with coaching, mentoring and modelling best practice in order to better cater for students with additional needs.
- The role of the lead high impact teaching coach supports other coaches to create a safe environment for trialling innovations and instructional growth. Support is provided through giving and receiving feedback related to High Impact Teaching Strategies and the school instructional framework.

### Recommendations

The review team support the following:

- Maintain a leadership focus on embedding a consistent disciplined dialogue process to support self-reflection through the analysis of data across the learning areas and domains of the Standard.
- Strengthen the efforts to better align student performance, outlined in the schools' and system data, to improve comparisons to schools of a similar context.

## Use of resources

Maximising impact on student learning outcomes is the consistent focus of the school as it analyses data sets to identify areas of need and apply resources accordingly. Consultative, collaborative planning underpins this process of analysis, problem solving and budget allocation.

### Commendations

The review team validate the following:

- School priorities are targeted within the annual budget. Salaries expended, additional to classroom teaching time, support areas such as the release of classroom based instructional coaches working with staff to build teaching capacity.
- Growth in student numbers has been accommodated through an expansion of school facilities, with infrastructure improvements to support the needs of the growing student population and successfully improve the aesthetics of the school.
- Classroom and information technology centres on the provision of a device for each student and professional learning support for staff.
- Targeting the wellbeing, engagement and achievement needs of students has been accomplished through the delivery of support from additional education assistants and AIEOs sourced through merit select pools.

### Recommendation

The review team support the following:

- Maintain the focus on innovative strategies to broaden the scope of the school to employ staff in priority areas, for example, mathematics leadership.

## Teaching quality

Knowing that supporting student achievement is directly dependant on the quality of teaching, the school is firm in its intent to build the skills and knowledge of its staff. Induction, instructional support and development processes are in place to align new staff to strategic and operational planning.

### Commendations

The review team validate the following:

- The Champion Bay Senior High School Teaching and Learning Framework aligns with School Curriculum and Standards Authority (SCSA) principles of teaching, learning and assessment and drives the mission to develop consistent high impact practice in classrooms.
- The collaborative development of data analysis skills is the starting point for staff to plan, teach and assess in ways that improve student learning. Teachers report a feeling of safety and support to try new approaches.
- A Western Australian Certificate of Education and Online Literacy and Numeracy Assessment tracking process for students ensures that a clear outline of expectations and progress is available to staff, students and parent/carers.
- High expectations, with targeted support for identified students and quality career counselling, ensure that students are provided with tailored pathways to employment or further education.
- The school's professional development planning is designed to build the capacity of all teachers to meet the academic needs of all students.

### Recommendations

The review team support the following:

- Further reduce teacher variance across the school by embedding guidelines for consistent instruction outlined in a toolkit for teachers. Complement this with a student toolkit to promote successful learning.
- Reinvigorate peer observations as a tool to facilitate the adoption of, and skills in, utilising High Impact Teaching Strategies.

## Student achievement and progress

The approach of staff and leaders towards systematically analysing the impact of their work through student performance data has become more sophisticated and focused on improving student achievement and progress.

### Commendations

The review team validate the following:

- Literacy improvement continues to be a priority at a whole-school level, irrespective of baseline ability. Students who are performing significantly below expected standards are allocated to a class that provides 8 hours of targeted English/literacy teaching per week.
- VET<sup>1</sup> pathways stand alongside ATAR<sup>2</sup> and General pathways under consideration by senior school students and their parents. Goals, with high expectations for the outcomes for all students, have been set.
- The Future Pathways Program supports disengaged students to reconnect with their education in a highly differentiated way. This has resulted in measurable improvements in behaviour, attendance and attainment.

### Recommendations

The review team support the following:

- Strengthen the expectation that staff are accountable for the academic success of students and plan for year-on-year progress.
- Consistently provide students with information, such as marking keys for writing and rubrics, to afford them the opportunity to achieve higher grades.
- Improve the alignment of grade allocation with levels of student achievement through regular moderation activities based on the information provided in SCSA exemplars.

## Reviewers

Jennifer Graffin  
**Director, Public School Review**

Kristy Watson  
**Principal, Clarkson Community High 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 scheduled review. This notification will be provided in 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Vocational Education and Training
- 2 Australian Tertiary Admission Rank



