

SAMPLE REPORT · Cormorant Bay Primary School is fictional · every score and comment is invented

MAP THE GAP · WHOLE-STAFF PRACTICE REVIEW

Cormorant Bay Primary School

Whole-School Wellbeing Practice Review

What your staff said about the way Cormorant Bay works to build positive relationships and reduce bullying behaviour, across 100 everyday practices and 16 areas of school life.

Prepared for the wellbeing team and the school leadership team

Responses collected 3 August 2026 to 9 August 2026 · report generated 12 August 2026

4.30
of 6.0

WHOLE-SCHOOL AVERAGE

18

STAFF RESPONSES

100

PRACTICES RATED
BY EVERY RESPONDENT

1,800

INDIVIDUAL RATINGS
BEHIND THIS REPORT

9

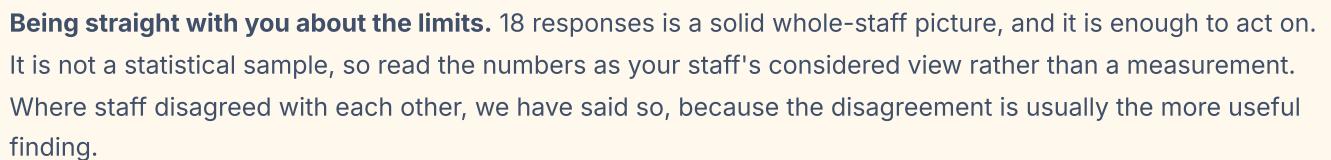
WRITTEN COMMENTS
FROM YOUR STAFF

The headline. Cormorant Bay scored **4.30 out of 6** across the whole review, which sits above “partially in place” and heading towards “fully in place”. Every one of the 16 areas scored above the midpoint.

THE SIX REVIEW AREAS, STRONGEST FIRST

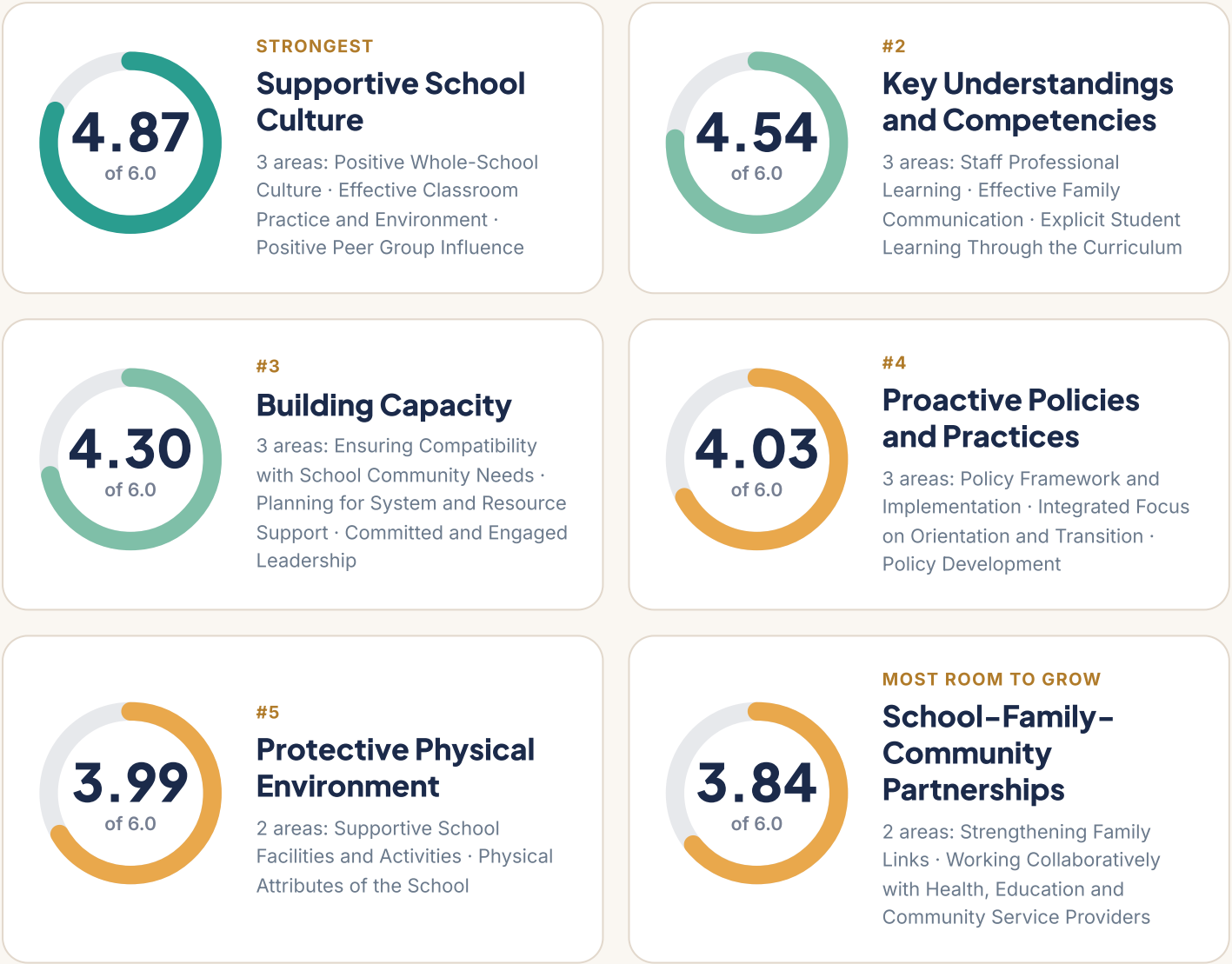
Supportive School Culture		4.87
Key Understandings and Competencies		4.54
Building Capacity		4.30
Proactive Policies and Practices		4.03
Protective Physical Environment		3.99
School-Family-Community Partnerships		3.84

Every question asked your staff the same thing: how established is this practice at Cormorant Bay? Nothing here is a pass or a fail. A lower score is not a failing school, it is a practice that has not been made routine *yet*, and that is exactly what the review exists to find.



THE WHOLE SCHOOL AT A GLANCE

The review groups school life into six areas. Here is how Cormorant Bay scored in each, strongest first. All six sit above the midpoint of the scale.



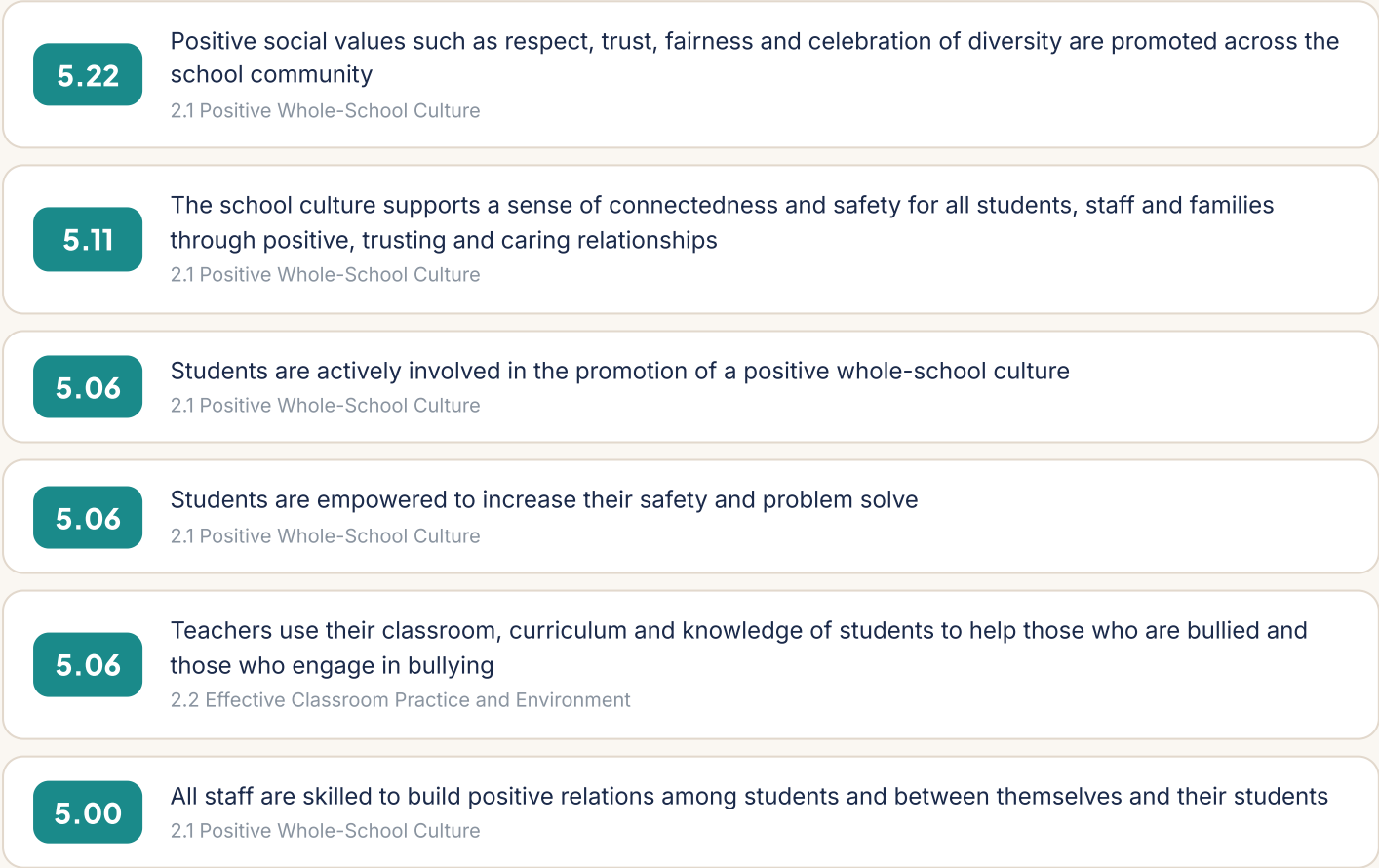
Read this as a narrow spread, not a ranking. Your strongest area (4.87) and your lowest (3.84) are only 1.03 apart. Cormorant Bay is not strong in one place and weak in another. It is broadly consistent, which means improvement work can be targeted rather than wholesale.

YOUR FOUR STRONGEST AREAS



THE SIX INDIVIDUAL PRACTICES YOUR STAFF RATED HIGHEST

These are the specific things staff say Cormorant Bay does consistently. They are worth naming out loud in a staff meeting, because they are the foundation everything else is built on.



What this pattern says. Cormorant Bay's strengths cluster in **day-to-day culture and classrooms**. That is the hardest part of this work to fake and the hardest to build. The areas with more room to grow are mostly **structures and links outside the classroom**, which are far easier to put in place once the culture is there.

ALL 16 AREAS, GROUPED BY REVIEW AREA

Supportive School Culture		4.87
2.1 Positive Whole-School Culture		4.98
2.2 Effective Classroom Practice and Environment		4.81
2.3 Positive Peer Group Influence		4.78
Key Understandings and Competencies		4.54
4.1 Staff Professional Learning		4.60
4.3 Effective Family Communication		4.58
4.2 Explicit Student Learning Through the Curriculum		4.36
Building Capacity		4.30
1.3 Ensuring Compatibility with School Community Needs		4.34
1.2 Planning for System and Resource Support		4.34
1.1 Committed and Engaged Leadership		4.22
Proactive Policies and Practices		4.03
3.2 Policy Framework and Implementation		4.06
3.3 Integrated Focus on Orientation and Transition		4.06
3.1 Policy Development		3.99
Protective Physical Environment		3.99
5.2 Supportive School Facilities and Activities		3.99
5.1 Physical Attributes of the School		3.99
School-Family-Community Partnerships		3.84
6.1 Strengthening Family Links		3.86
6.2 Working Collaboratively with Health, Education and Community Service Providers		3.83

How to use this page. The bars are deliberately close together, because they are. Nothing here is in trouble. Read the bottom four as “the next things to make routine”, not as problems.

FOUR AREAS WITH THE MOST ROOM TO GROW

Each of these areas still averaged above the midpoint, though individual practices inside them sit lower. They are the places where a small, deliberate piece of work would move Cormorant Bay furthest, and the individual practices underneath each one tell you exactly where to start.

3.83_{/6}**6.2 Working Collaboratively with Health, Education and Community Service Providers**

School-Family-Community Partnerships

LOWEST-RATED PRACTICES INSIDE THIS AREA:

3.78 The school identifies opportunities for students and families to link with other professionals when further support is required

3.83 The school invites, encourages and values the participation of the community to reduce bullying behaviour

3.86_{/6}**6.1 Strengthening Family Links**

School-Family-Community Partnerships

LOWEST-RATED PRACTICES INSIDE THIS AREA:

3.50 Families and the community are encouraged to consistently demonstrate an intolerance of bullying behaviour

3.83 School provides regular, positive communication to engage families and encourage their involvement

3.99_{/6}**3.1 Policy Development**

Proactive Policies and Practices

LOWEST-RATED PRACTICES INSIDE THIS AREA:

3.67 Professional learning is provided for all staff to implement and enforce the policies

3.67 Plans for student behaviour management during out-of-school and out-of-hours activities including management of bullying (including cyber-bullying) incidents are developed

3.99_{/6}**5.1 Physical Attributes of the School**

Protective Physical Environment

LOWEST-RATED PRACTICES INSIDE THIS AREA:

3.72 Modifications are made to the school's physical environment to facilitate positive social interactions amongst students and staff

3.83 Students are involved in the development and improvement of the school grounds

The thread running through all four. These are the areas with the most room to grow. Take on two or three, not all of them, and start with the one your team can see moving this term.

THE FINDING THAT IS EASY TO MISS

An average hides disagreement. Two areas can both score 4.5, with one where everybody said 4 or 5, and another where half the staff said 6 and half said 2. The second one is the more interesting conversation, because it usually means the practice exists but not everyone sees it.

LEAST CONSISTENT VIEWS ACROSS YOUR STAFF

±0.83	3.3 Integrated Focus on Orientation and Transition average 4.06 · staff answers varied a little more here
±0.83	4.3 Effective Family Communication average 4.58 · staff answers varied a little more here
±0.82	4.2 Explicit Student Learning Through the Curriculum average 4.36 · staff answers varied a little more here
±0.82	1.1 Committed and Engaged Leadership average 4.22 · staff answers varied a little more here

MOST CONSISTENT VIEWS ACROSS YOUR STAFF

±0.73	2.2 Effective Classroom Practice and Environment average 4.81 · staff broadly saw this the same way
±0.73	3.2 Policy Framework and Implementation average 4.06 · staff broadly saw this the same way
±0.73	6.2 Working Collaboratively with Health, Education and Community Service Providers average 3.83 · staff broadly saw this the same way
±0.75	5.2 Supportive School Facilities and Activities average 3.99 · staff broadly saw this the same way

What to do with the top list. Where views are spread, the fix is often communication rather than new work. If a structure exists but some of your staff do not know about it, it is not yet a whole-school practice. That is a cheap thing to correct.

9 WRITTEN COMMENTS

Staff were not required to write anything. 9 comments came in anyway, which is itself a signal. They are reproduced here unedited, with the practice each one was written against. This is the part of the review that a score cannot give you.

3 5.2 SUPPORTIVE SCHOOL FACILITIES AND ACTIVITIES

Outdoor areas, out-of-bounds areas and 'safer' areas are clearly identified to students and students are encouraged to spend time in areas where adequate supervision is provided

"The oval is well covered at lunch. The area behind the library is not, and that is where things happen."

4 4.2 EXPLICIT STUDENT LEARNING THROUGH THE CURRICULUM

A developmentally appropriate, comprehensive and engaging social and emotional learning curriculum is taught across all year levels

"Our students can tell you exactly what they should do. Getting them to do it at 11am on a Tuesday is the harder part."

3 3.2 POLICY FRAMEWORK AND IMPLEMENTATION

Policies outline specific strategies for students, families and staff to respond and report incidents of bullying, aggression and violence

"I am confident reporting something. I am less confident about what happens next, or whether I will hear back."

5 1.1 COMMITTED AND ENGAGED LEADERSHIP

Principal and Leadership Team communicate to the whole school community, a clear commitment to improving student social and emotional wellbeing and reducing bullying behaviours

"The tone from the front office genuinely sets the tone for the school. That is not nothing."

4 3.3 INTEGRATED FOCUS ON ORIENTATION AND TRANSITION

Principal and Leadership Team present and discuss relevant policies, procedures and information about bullying with new staff and relief staff

"New staff pick up the way we do things quickly, because it is consistent across the classrooms."

4 3.1 POLICY DEVELOPMENT

Policies are collaboratively developed with staff, students and families

"We talk about this at staff meetings. I could not point you to where it is written down."

COMMENTS CONTINUED

3 3.1 POLICY DEVELOPMENT

School policies determine and are consistent with staff roles in supervision

"Duty rosters are clear. What is less clear is what a teacher on duty should actually do when they see something."

4 3.3 INTEGRATED FOCUS ON ORIENTATION AND TRANSITION

Orientation Days include information about the relevant policies to students and their families

"Our transition into Year 7 is the weakest handover we have, and it is the point students need us most."

5 1.2 PLANNING FOR SYSTEM AND RESOURCE SUPPORT

Sufficient resources such as staff, time, funding and other resources are allocated to implement strategies effectively

"We have the resources. Finding the time in an already full week is the real constraint."

The theme your staff raised most. Read these next to the scores above. Where a comment and a score point the same way, you have found something worth acting on rather than something worth debating.

TURNING THIS INTO A PLAN

- 1 Share the strengths first.** Take page 4 to a staff meeting. Staff who see their own practice recognised engage far better with the areas that need work.
- 2 Pick one area, not four.** Friendly Schools works over three to five years, in small steps, one priority at a time.
- 3 Check the disagreements on page 7.** Some of these will be communication rather than practice, and those are the quickest wins available to you.
- 4 Run the review again.** The number on the cover only becomes useful when there is a second one to compare it against. Schools get the most from this by re-running it each year, because the shift between two reviews is the measure that matters.

A NOTE ON WHAT THIS REVIEW IS

Map the Gap is built on the Friendly Schools whole-school framework, developed through more than 25 years of research. It is deliberately a practice review rather than a student survey: it measures what the school does, because that is the part the school controls. Improvement in this work is described by its authors as a process, not an event, and typically runs over three to four years of small, steady steps.

Cormorant Bay's starting point is a good one. An average of 4.30 with every area above the midpoint, 18 complete staff responses and 9 written comments describes a staff group that is engaged and largely aligned. The work from here is narrow and specific rather than broad.

Friendly Schools™ content originally developed by Professor Dr Donna Cross, Erin Erceg, Dr Natasha Pearce, Shane Thompson, Stacey Waters, Melanie Epstein and Yolanda Pintabona, and informed by research conducted at Curtin University of Technology (1999 - 2002), Edith Cowan University (2003 - 2012) and The Kids Research Institute Australia, formerly known as Telethon Kids Institute (2014 - 2024).

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