



Department of
Education

D18/0490584

Public education
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Beechboro Primary School

Public School Review

October 2018

PUBLIC SCHOOL REVIEW

Purpose

All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.


Expectations of schools

For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

School performance rating

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Opened in 1988, Beechboro Primary School is located 14 kilometres east of Perth. As one of three public primary schools in the suburb of Beechboro, the school has a diverse student population, with families speaking as many as 35 different languages and dialects other than English. Almost 50 per cent of students are bilingual, and many are trilingual.

With an Index of Community and Socio-Educational Advantage rating of 917, the school enrolment is 336 students from Kindergarten to Year 6.

Specialist programmes are offered in English, music and physical education, with the school regularly invited to enter statewide competitions. Parent participation through the Parents and Citizens' Association and the School Council is actively encouraged.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The observations and analysis statements reflect the evidence presented.
- Planned actions were aligned to the school's assessment of its performance.
- The school used a range of data and evidence sources.
- A balance between the evidence and the professional insight of the leadership was achieved.
- The approach to completing the self-assessment is consistent with the school's long established reflective ethos.

The following recommendation is made:

- Enhance the analysis statements with a complementary impact statement.

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Relationships and partnerships	
<p>The range of cultures and community partnerships add much to the rich and diverse relationships that define the school. The school has an embedded set of values and beliefs which are highly visible through the school's signage strategy and are demonstrated through the passion and commitment of the staff.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school's differentiated communication strategy is acknowledged and appreciated by the community. • Staff are proactive in supporting students and their families from diverse backgrounds. • Regular engagement with Edith Cowan University provides staff with insights into the latest teaching practice research. • Vibrant relational leadership is underpinned by high levels of mutual trust.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Investigate new and innovative methods to further engage the school community. • Using the existing high level of Aboriginal engagement strategies, advance the implementation of the <i>Aboriginal Cultural Standards Framework</i>.

Learning environment	
<p>Whole-school approaches to attendance and behaviour management are focussed on creating a safe and inclusive learning environment. The intimate knowledge of family histories enables the school to anticipate and respond in a timely manner to the needs of all students.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The positive messages and modelled behaviours by staff and senior students ensure a happy and caring playground atmosphere. • A strategy of graduated consequences known, understood and respected by parents and students, ensures student behaviour is managed fairly. • Individual Attendance Plans are prepared for all students who are at educational risk due to their absences. • Despite having above the State average for attendance, plans for continual improvement are in place. • The leadership team support staff in completing IEPs¹ using the SEN² Reporting to Parents' format.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue home visits by the registered deputy (Badged Attendance Officer) to students with ongoing poor attendance. • Continue the liaison with outside support agencies to ensure access to identified therapies to support students. • Continue the review of the most efficient deployment of Education Assistants.

Leadership

The executive leadership team, in partnership with other school leaders, provides the basis for a self-aware, empathetic and optimistic school ethos. The clarity of roles and responsibilities defines both individual and collective accountability to the school vision and purpose.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The driving motivation for the school leadership team is to create the conditions where teachers and support staff can focus on the needs of students.• There is an innate belief by the leadership team that because the school is also an adult workplace, it must ensure staff feel valued and respected.• Staff are encouraged to take on leadership positions to share their skills, knowledge and passion.• A spirit of high expectations is balanced with practical support from the leadership team.• Decision making is collaborative, informed and transparent.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• The school's full engagement with the <i>Western Australian Public School Leadership Strategy 2018-2021</i>.

Use of resources

Effective and efficient resource deployment and budget management are at the core of the school's approach to ensuring there is alignment between school improvement planning and the funds available.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• The Finance Committee meets regularly to monitor expenditure on existing programs and to consider proposals for new initiatives.• The budget management and associated decisions are shared with the School Council.• Staff leadership succession planning is built into the school's workforce plan.• The school's planning for, and deployment of, digital learning options is a feature of the school's resource planning priorities.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Staff need to take full advantage of the literacy and numeracy resources available.

Teaching quality

The school focus on student success is the driving motivation for all staff. Thoughtful consideration is given to using learning strategies that are sufficiently differentiated to meet a diverse range of students.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A high priority is given to ensuring staff engage with their local school network to share practices and to moderate assessment measures. • A close alignment of teaching beliefs and practices are shared within and across phases of learning. • The school has continued to maintain high standards of teaching practice and student management identified during its exemplary review conducted in 2016. • The English Writing Specialist Program, initiated in 2015, has had a noticeable impact on a range of students including those identified for extension. • A combination of three whole-school literacy strategies, implemented with rigorous impact analysis, is having a positive effect on student outcomes.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Emphasise the importance of teachers undertaking self-reflection to continually monitor the effectiveness of their teaching practices.

Student achievement and progress

While there are variations in student achievement from year to year, like school comparisons remain favourable. The school has an impressive record of data analysis and sharing student performance information with parents.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A direct correlation between the positive trends in writing and the Specialist Writing Program is evident. • There is an abundance of English and mathematics resources to support teacher programs. • The use of peer observations through the Swan Valley Network has improved teaching practice. • The importance of staff being accountable to each other in delivering agreed whole-school programs and/or processes. • A detailed analysis of the On-entry Assessment Program data provides the school with rich information used to targeted oral language and writing programs for the high number of EAL/D³ students.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> • Develop the use of IEPs¹ applying the SEN² tool. • Progressively introduce Talk for Writing in Kindergarten, Pre-Primary and Year 1 in 2019; Years 2 and 3 in 2020; and, Years 4 and 5 in 2021.

Reviewers

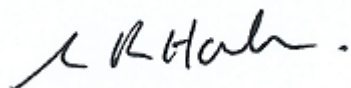
ROD LOWTHER
Director, Public School Review

GILLIAN MURGIA
Principal, Shelley Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

References

- 1 Individual education plan
- 2 Special educational needs
- 3 English as an additional language/dialect