



Department of
Education

Shaping the future

Beechboro Primary 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

Context

Beechboro Primary School opened in 1988 and is approximately 14 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 796 (decile 10) and currently enrolls 305 students from Kindergarten to Year 6.

Parent participation through the Parents and Citizens' Association (P&C) and the School Council is strongly encouraged by the school.

The first Public School Review of Beechboro Primary School was conducted in Term 4, 2018. This 2023 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:

- In preparation for the Public School Review, staff engaged in reflective discussions based on the recommendations from the 2018 review. They reflected against the domains of the Standard and identified that significant progress in the school improvement agenda had been made.
- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context and included a selection of evidence, analysis and planned actions.
- School Council members, P&C representatives, parents and a community volunteer actively engaged during the validation visit. They enthusiastically contributed to discussions, adding value to the ESAT submissions.
- Student leaders provided valuable insights about the school and opportunities made available to them since they enrolled.

The following recommendation is made:

- Continue to review each of the ESAT domains, guided by the Standard and domain foci, as part of regular school review processes.

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Relationships and partnerships

The motto 'caring and sharing' encompasses the culture of trust and respectful relationships that have been established at Beechboro Primary School between students, staff, families and the wider community.

Commendations

The review team validate the following:

- Collaboration between staff is evident and underpinned by mutual respect and a collective commitment of high expectations, with academic success and positive wellbeing a priority for every child.
- A range of communication platforms, including the use of interpreters to cater for the culturally diverse community, provide timely, accessible information for staff and families.
- Extensive partnerships have been established with a variety of agencies and organisations to support student learning, as well as provide intervention.
- The co-located Language Development Centre is providing opportunities for staff and students to engage collaboratively and to share school resources.
- A committed and hard-working P&C provide additional resources through fundraising events, operate the canteen and represent parent voice.

Recommendations

The review team support the following:

- Explore strategies to strengthen partnerships and engagement of families from culturally diverse backgrounds, in an effort to increase parent participation in the school.
- Continue to build capacity of School Council members through the Department's formal training, enabling a deeper understanding of their governance role.
- Proceed with the intent to support the P&C to increase membership and develop a succession plan.

Learning environment

A welcoming and safe environment is providing students with a strong sense of belonging and pride in their school. Well established play areas and interactive activities engage students beyond the classroom.

Commendations

The review team validate the following:

- Students at educational risk (SAER) are well catered for through the implementation of comprehensive case management processes for those requiring intervention and extension.
- A collective responsibility for the academic and wellbeing needs of students is evident. The recently formed breakfast club, initiated and supported by committed staff, is catering for students and families at risk while positively impacting on wellbeing and attendance.
- Opportunities are provided for students to have access to engaging and enriching activities, including guitar and clarinet lessons from the Instrumental Music School Services, Scitech, STEM¹ club and choir.

Recommendations

The review team support the following:

- Engage with the Department's Statewide Services Centre and relevant agencies to provide cultural awareness training for staff to better understand cultural backgrounds and practices of students and their families.
- Progress with the intent to embed the Aboriginal Cultural Standards Framework, giving consideration to input from staff, students, families and the wider community.
- Develop a plan for the implementation of a restorative approach to behaviour management and to conflict resolution incorporating understandings of trauma-informed practice.

Leadership

The Principal and leadership team demonstrate a strong commitment to the school's improvement journey while being visible, supportive and relational.

Commendations

The review team validate the following:

- Collaboratively developed strategic and operational plans, as well as the development of High Impact Teaching Strategies, guide the school improvement agenda.
- School leaders provide opportunities for teachers to collaborate in Phase of Learning Teams and on committees to ensure consistent practices are embedded across the school.
- Performance management processes incorporate opportunities for staff to self-reflect and enhance their practice, with professional learning linked to whole-school programs and priorities.
- Competent and engaged student leaders share responsibilities each term, while supporting staff and peers.

Recommendations

The review team support the following:

- Formalise opportunities for staff to apply for leadership positions through the implementation of expression of interest processes.
- Proceed with the intent to re-engage with Principals in the Swan Valley Network and enable staff to collaborate with local schools.
- Further refine the student leadership structure providing opportunities for student voice to drive direction and lead initiatives.

Use of resources

The Principal and acting manager corporate services (MCS) work together to effectively deploy financial, human and physical resources to best meet student needs.

Commendations

The review team validate the following:

- The Principal, MCS and Finance Committee ensure prudent financial planning and budget management processes are in place.
- Reserve plans are regularly reviewed to align with school priorities.
- Staff are provided with input into decisions relating to budget allocations and manage cost centres based on student and curriculum needs.
- Effective workforce planning, that meets school needs, has provided opportunities for staff with relevant skillsets to be employed.

Recommendations

The review team support the following:

- Proceed with the intent to advertise and appoint a substantive MCS and an Aboriginal and Islander education officer.
- Consider the needs of students from humanitarian and migrant backgrounds and those with English as an Additional Language or Dialect when formalising plans to utilise targeted initiatives and student characteristics funding.
- Engage the School Council in their governance role to better understand the financial management and allocation of school resources.

Teaching quality

Experienced and graduate staff demonstrate high levels of professional responsibility and personal accountability to excellence in teaching and learning. Shared beliefs support a commitment to regular analysis of data, collaboration, reflection and professional learning that enables connected practice to thrive.

Commendations

The review team validate the following:

- A shared understanding of developing positive relationships with all students enables staff to consider the 'whole child' while planning for their academic and wellbeing needs.
- Teaching practices align to the Western Australian Curriculum with the development of strategic and operational plans guiding the whole-school improvement agenda.
- Evidence-based programs including MultiLit and MacqLit, delivered by highly skilled education assistants, are developing student confidence as well as improving literacy for SAER.
- Collective decision making processes ensure evidence-based programs are sourced and trialed to ensure effectiveness.

Recommendations

The review team support the following:

- Formalise a coaching process, incorporating classroom observations and feedback to provide opportunities for staff to reflect on their practice in line with the schools' instructional model.
- Review performance management processes to incorporate the Department's new template and align with the school's improvement agenda.

Student achievement and progress

A focus on high expectations and catering to the needs of the diverse student cohort, guided by the interrogation of data, is ensuring high academic progress and achievement across the school.

Commendations

The review team validate the following:

- Australian Early Development Census data is used to guide the delivery of early childhood programs, identifying trends in the 5 developmental domains for the school and cohort.
- To support students from linguistically diverse backgrounds, staff have been provided with professional learning to assess progress against the English as an Additional Language or Dialect (Progress Map) and engage in teaching strategies to increase curriculum access and English language development.
- Staff engage in robust conversations with parents using individual and cohort data to report on student achievement and progress.
- Year 3 and Year 5 2023 NAPLAN² data reflects achievements in literacy and numeracy above expected levels.

Recommendation

The review team support the following:

- Continue to develop data literacy through professional learning communities and teacher engagement in the Swan Valley Network. Proceed with the intent to explore the implementation of a whole-school data platform.

Reviewers

Natalie Tarr
Director, Public School Review

Ryan Pettit
Principal, East Kenwick 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 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Science, technology, engineering, mathematics
- 2 National Assessment Program – Literacy and Numeracy