



Department of
Education

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Beeliar Primary School

Public School Review

May 2021



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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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.



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Context

Beeliar Primary School is located approximately 27 kilometres from the Perth central business district in the South Metropolitan Education Region. The school opened in 1999 and became an Independent Public School in 2013.

The Fremantle Language Development Centre is located onsite. Modern facilities include a visual arts centre and well-resourced library and information centre. The school has partnered with the OSHClub (Outside School Hours Care) to provide before and after school care for students onsite.

Currently, there are 420 students enrolled from Kindergarten to Year 6, with numbers declining over recent years. Beeliar Primary School has an Index of Community Socio-Educational Advantage of 1005 (decile 5).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

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:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, strategic and operational foundations and planned directions.
- Staff reviewed the school's evidence and contributed to the submission. Equally large numbers of teaching and support staff engaged actively during the validation visit.
- During the validation visit, members of the School Board, P&C representatives and Year 6 student leaders provided insights that added considerable value to the review process.
- An extensive tour of the school provided the review team the opportunity to view the school in operation, further adding to the evidence provided in the ESAT and enriching the validation process.

The following recommendation is made:

- Consider using the ESAT to record performance evidence as part of ongoing school self-assessment processes.

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Relationships and partnerships

School leaders have built a strong culture that exhibits a cohesive sense of team, underpinned by trust and a commitment to deliver positive outcomes for children and their families.

Commendations

The review team validate the following:

- All members of the school community, including parents, staff, P&C and School Board members, demonstrate a commitment to working in partnership to achieve the best outcomes for students.
- A variety of communication platforms are utilised to keep the school community well informed. The introduction of regular video messages and P&C parent class representatives has personalised the delivery of information.
- A comprehensive Reconciliation Action Plan and Aboriginal Parent Committee have been established. In partnership with the Aboriginal Parent Committee, the school now operates the Moorditj Koolunga Wardie (homework club).
- Relationships between staff are highly supportive and clearly focused on advancing the quality of teaching and the academic achievement and wellbeing of students.
- The school's cohesive culture extends to the onsite Language Development Centre, with all staff working together to foster partnerships in the best interest of students.

Recommendations

The review team support the following:

- Continue to review communication with parents and build on the P&C parent class representative initiative.
- Maintain the focus on increasing the agency of Aboriginal students and families, and the offering of both formal and informal leadership opportunities to Aboriginal people within the school community.

Learning environment

The school has created a safe, inclusive and supportive learning environment that is welcoming and responsive. There is a clear emphasis on building a sense of belonging and mutual respect.

Commendations

The review team validate the following:

- School grounds include areas and displays that connect and enrich the learning program, with an emphasis on sustainability and cultural responsiveness.
- Classrooms are student focused, with flexible arrangements to suit a range of learning styles. The learning environment also includes displays, such as word walls, providing consistency across learning spaces.
- Student wellbeing and student voice are valued, with all students from Year 3 to Year 6 providing feedback to staff through Pivot surveys.
- Education assistants are trusted colleagues, and in partnership with classroom teachers, provide targeted support to students with learning needs in a 'no gaps' approach to learning.
- The school's Stand Tall philosophy outlines and reinforces the values and expectations for staff, students, parents and the wider community.

Recommendation

The review team support the following:

- Further strengthen behaviour expectations by providing a clearer alignment between the Stand Tall philosophy and the student behaviour agreement and expectations.

Leadership

The leadership team, inclusive of the School Board, are united in their purpose. They have created a supportive work environment where staff are provided clarity about the purpose for all actions.

Commendations

The review team validate the following:

- Leaders are highly motivated, and make a significant contribution to the development of the school's business plan.
- In collaboration with staff, the leadership team has clearly articulated an improvement agenda in which priority is given to evidence-based strategies that research has shown to be effective.
- Leadership opportunities within the school are authentic and provide opportunities for staff to take on leadership roles beyond the classroom. The Western Australian Future Leaders Framework is being used to guide development.
- Performance management is valued by staff, with peer observation for both teachers and education assistants focused on learning from others.
- Instructional leadership is distributed at all levels, promoting a culture of continuous improvement. All staff are provided the opportunity to coach, model and support each other in strengthening classroom practice.
- The fidelity of the school leadership's engagement in the Fogarty EDvance Transformation Framework over the past few years has resulted in the achievement of an extremely positive measure of the school's organisational health.
- The work of the school is recognised beyond the school community. School leaders and staff actively provide leadership support and teacher professional learning within the Cockburn Central Education Network.
- Students take their leadership responsibilities seriously and believe they have a genuine role to play within the school, building a strong sense of belonging and ownership.

Use of resources

The school's approach to the management of its budget has been measured, thoughtful and innovative, with a clear commitment to building staff capacity to improve student learning.

Commendations

The review team validate the following:

- Targeted initiatives and student characteristics funding are directed to achieve the outcomes and meet the obligations of the Funding Agreement for Schools.
- There are established, formalised procedures for the Principal, manager corporate services and Finance Committee. These procedures provide oversight of appropriate resource allocation.
- Resourcing is linked to school operational plans, with a clear commitment to the ongoing provision of staff collaboration, professional learning opportunities, and the delivery of quality educational programs.
- A long-term asset replacement schedule has been established and links directly to the business plan and ongoing management of the school's infrastructure and assets.

Recommendation

The review team support the following:

- The Principal and manager corporate services to continue to engage in ongoing professional learning.

Teaching quality

Leaders are providing the conditions for quality teaching to occur in every classroom. Staff demonstrate a commitment to their core business of teaching and learning and a collective responsibility for promoting continuous professional improvement.

Commendations

The review team validate the following:

- There are embedded, school-wide approaches to teaching and learning based on shared beliefs and expectations among staff to continually improve practice.
- The strong collegial connections between staff have built a collective efficacy and a willingness, in partnership with peers, to reflect on and adjust practice to better meet the needs of their students.
- The school places a high value on teaching quality, supporting staff development through its well-established coaching culture and the provision of opportunities for peer observation.
- Leadership has placed a priority on building staff capacity in the delivery of Explicit Direct Instruction (EDI). However, there is an understanding of the need to provide a balance between EDI and inquiry-based learning.
- There are regular opportunities provided for moderation, with teachers drawing on a variety of data to validate judgements.
- All staff are provided with an additional hour of collaborative time, referred to as 'Power Hour', which is dedicated to unpacking the curriculum, discussing instructional strategy and reviewing student performance for classroom planning purposes.

Recommendation

The review team support the following:

- Continue to explore and clarify the school's Early Childhood philosophy for teaching and learning.

Student achievement and progress

The school is on a journey to become more data informed and to build the capacity of all staff to understand and use data to plan for student learning needs.

Commendations

The review team validate the following:

- Year 3 NAPLAN¹ writing performance in 2018 and 2019 was above expectations, with spelling and grammar and punctuation demonstrating high progress.
- Staff utilise disciplined dialogue and demonstrate a shared ownership for the achievement and success of all students.
- The school has a focus on developing staff data literacy to enable analysis of system and school data and to assess the effectiveness of teaching and learning programs, at the whole-school and class level.
- Classroom student performance data is used to validate programs and for teachers to reflect on their effectiveness.
- Student performance data guides teaching practice, with teachers setting aspirational targets for all students.
- Children are viewed as partners in their education. Teachers stated, "We have let them into the secret of learning through the provision of rubrics and success criteria".

Recommendation

The review team support the following:

- Continue the practice of tracking student progress and intervening or extending as appropriate.

Reviewers

Lou Zeid
Director, Public School Review

Elizabeth Ford
Principal, Hillcrest 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.

Your next school review is scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy