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Department of
Education

Shaping the future

Beeliar Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Beeliar Primary School is located approximately 27 kilometres from the Perth central business district in the South Metropolitan Education Region. Co-located onsite, Fremantle Language Development Centre has 3 classes from Pre-primary to Year 3.

Opened in 1999, Beeliar Primary School became an Independent Public School in 2013.

Currently, there are 515 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 1024 (decile 4).

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

The first Public School Review of Beeliar Primary School was conducted in Term 2, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal ensured a comprehensive and rigorous submission, indicative of a school developing a strong self-assessment methodology.

The following aspects of the school's self-assessment process are confirmed:

- The Principal, executive leadership team and staff demonstrated a comprehensive understanding of the school's context and direction. A professional culture of self-reflection and a collective, solutions-focused mindset complements their drive for student success.
- The school reported that the process provided staff with a valuable opportunity to reflect, celebrate achievements and plan, resulting in an open, honest and transparent account of its performance.
- The Electronic School Assessment Tool (ESAT) submission clearly articulated the value placed on the previous Public School Review process, evidenced significant progress, and identified a well-informed improvement agenda for the school.
- During the validation visit, school leaders, teachers, and allied professionals made substantial contributions in adding value to the reliable and transparently examined evidence presented in the ESAT.
- School Board members, P&C representatives, and community members engaged enthusiastically in validation visit discussions. Their contributions demonstrated a strong sense of investment in the school's strategic directions.

Relationships and partnerships

Beeliar Primary School values strong connections with parents and the wider community, contributing to its positive reputation. Continuing to nurture these relationships remains a key focus.

Commendations

The review team validate the following:

- The School Board maintains a strong partnership with the executive team, providing valued feedback and endorsing strategic planning and policy development. Board members actively participate in key decision making processes, as reflected in discussions around the Business Plan and the school's moral purpose.
- The P&C is a positive and collaborative presence within the school. Community events are planned to support volunteer coordination and effective family communication. The P&C advocates for the school community and operates the on-site uniform shop to support families.
- The school adopts a strategic approach to collaboration, applying Tuckman's model of team development to guide the formation and growth of teams and committees. Through the professional learning community (PLC) model, this approach continually fosters a positive and collaborative school culture.
- A strong partnership with the school's Aboriginal community has been established, guided by the Aboriginal Advisory Committee. Comprising of staff and parents, the committee promotes reconciliation, ensures culturally responsive practices, and strengthens connections with families and Elders.
- Strong network connections are maintained, including the partnership with Fremantle Language Development Centre, collaboration with the Cockburn Central Education Network, and relationship with Statewide Services, particularly SSEN: D¹ and SSEN: BE², to support student learning.

Recommendation

The review team support the following:

- Finalise the school's communication strategy in alignment with community feedback, ensuring each platform has a clearly defined purpose and use.

Learning environment

The Stand Tall pillars of excellence, spirit, empowerment, and citizenship guide expectations across the school, reflecting pride, character and respect, and support the school's approach to maintaining a positive culture.

Commendations

The review team validate the following:

- A multi-tiered system of support (MTSS) is being developed to address the diverse and complex needs of students by establishing an inclusive, data-informed, and preventative school-wide framework. This approach aims to support every student across a continuum of interventions and strategies.
- Literacy intervention remains a key priority, with a strong emphasis on identifying and supporting students who require additional assistance to develop foundational skills. This targeted approach supports consistent program delivery and focuses on maximising instructional time.
- Grounded in principles of safety, inclusion, and cultural responsiveness, the school's behaviour and engagement policies focus on strengths-based strategies and the importance of positive relationships, supported by trauma-informed practice and a restorative approach.
- Cultural responsiveness is a significant priority that ensures authentic cultural learning. The transformation of 'Noongar Club' into a culturally focused space, alongside a formal language program delivered across the school, strengthens cultural identity, visibility, and continuity.

Recommendations

The review team support the following:

- Further develop the school's restorative approach to strengthen the connection between the Stand Tall ethos and the established behaviour policy.
- Continue implementing the five-year MTSS action plan, ensuring an alignment of the students at educational risk policy as it continues to develop.

Leadership

Inclusive leadership is recognised as a key driver of school improvement and student success. A consultative approach engages stakeholders in decision making and fosters a shared growth mindset.

Commendations

The review team validate the following:

- The executive team worked with stakeholders to develop the new Business Plan. Guided by Zbar and Macklin's school improvement framework, the plan sets a clear strategic direction, prioritising student, staff, and community needs while aligning with the Department's priorities.
- The implementation of the PLC model, led by team leaders, builds teacher efficacy through shared responsibility for meetings and student outcomes. This evolving approach drives an improvement focus on teaching practice and student achievement.
- Curriculum committees, comprised of a cross-section of staff, monitor system and school-level data to identify opportunities for whole-school alignment, guide professional learning (PL) and trial new strategies, ensuring evidence-based improvements before whole-school implementation.
- Strong school self-assessment processes helped staff identify the need to renew focus on the instructional coaching model, recognising its success in supporting current practices and implementation with fidelity.
- Reinvigorated through tailored PL, coaching remains a key strategy for driving continuous improvement.
- A highly valued lead allied professional role has been developed to be a conduit between the executive team, team leaders, teachers and support staff, enhancing communication and promoting a cohesive and responsive approach to supporting student needs and staff effectiveness.

Recommendations

The review team support the following:

- Develop a formalised description of the school's leadership structure that clearly defines middle leadership roles, outlines the alignment of school teams, and articulates the whole-school decision making process.
- Identify opportunities for middle leaders to engage in targeted PL that builds leadership capacity and supports their continued impact across the school.

Use of resources

The school adopts a strategic, targeted, and transparent approach to financial and resource planning, ensuring informed decision making and maximising learning outcomes for all students.

Commendations

The review team validate the following:

- The Finance Committee meets regularly to oversee financial planning. Materials are shared in advance, enabling focused, efficient meetings with informed discussion and effective decision making.
- The finance workbook, a live document maintained by the MCS and school officer, tracks income, expenditure, and budgets to support monthly planning and review. Updates are discussed in Finance Committee meetings, with summaries shared with the School Board to ensure transparency.
- To support staff understanding of financial processes, the staff Microsoft OneNote provides clear guidelines, links to system resources, and references to school obligations. Training during SDD³ and inductions ensures staff are equipped for compliance, informed decision making, and effective planning.
- A shared-site agreement is developed annually with the Fremantle Language Development Centre, using the Department's calculator tool to ensure accurate, equitable costing of shared staff, facilities and services.
- A strategic, integrated approach to workforce planning ensures alignment with identified enrolment trends, as well as student needs, enabling the staffing decisions to remain responsive and future focused.
- The BYOD⁵ program for Years 4–6 was strategically developed and is supported by digital learning programs for Kindergarten to Year 3 using leased devices. This approach builds early digital skills, supports a smooth transition to BYOD, and promotes sustainability, equity, and financial efficiency.

Recommendation

The review team support the following:

- Finalise the Asset and Resourcing Replacement Plan by enhancing lease monitoring and asset tracking, incorporating handover recommendations from the previous MCS.

Teaching quality

School staff are committed to collaborative practice and cultivating a growth mindset, continually striving to improve student outcomes.

Commendations

The review team validate the following:

- An established instructional model clearly outlines the school's agreed pedagogical approach, including non-negotiable strategies and feedback to support student learning. New staff are inducted to garner an understanding of the school's explicit direct instruction (EDI) model and are supported by the coaching team to ensure consistency.
- The Early Childhood Education philosophy was collaboratively developed to reflect shared values and strengthen team cohesion. Planning now balances EDI with play-based learning aligned to the Early Years Learning Framework, Kindergarten Curriculum Guidelines, and whole-school approaches.
- The PLCs meet regularly to collaboratively plan, moderate student assessments, and share resources. Curriculum Committees ensure that learning areas have a clearly defined operational plan, including measurable targets and evidence-based strategies guide consistency in practice.
- Whole-school assessment data is maintained in a shared spreadsheet to support analysis at class, year, and school levels for targeted teaching and intervention. To identify strengths and areas for consolidation, PLC teams develop common assessment tasks for moderation.
- Formal reporting follows SCSA⁶ guidelines, with Special Educational Needs students assessed against individual goals informed by data, teacher judgement, and external advice. Parent-teacher interviews in Term 1 and Term 3 are complemented by a learning journey to showcase student achievement progress throughout the year.

Recommendations

The review team support the following:

- Expand differentiated teaching practice to include the provision of adaptive strategies to support student learning.
- Formalise feedback loops between instructional leaders, curriculum teams, and PLCs to further inform the consistent implementation of the instructional model and curriculum programs.

Student achievement and progress

Supporting student achievement and progress lies at the heart of the school's newly developed motto: 'Nurturing Students who Belong, Persevere and Succeed'.

Commendations

The review team validate the following:

- System-level data is triangulated and analysed through staff meetings and PLCs, then shared with the school community via the Board, the newsletter, and the Annual Report. On-entry assessments and NAPLAN⁷ are examined to track progress, inform achievement and guide target setting.
- With MTSS data to align student support across the school, NCCD⁸ data is recorded and reported biannually and cross-referenced. Students learning with English as an additional language or dialect are tracked using Progress Maps, with staff judgements supported through targeted PL and coaching.
- The PLCs ensure consistency and accuracy in grade allocation through termly moderation processes. The strategic use of BrightPath and the Judging Standards framework further supports reliable and valid reporting to parents processes.
- MultiLit data informs a Response to Intervention model, with MiniLit Sage supporting Years 1–2 students and MacqLit used for Years 3–6. Students are identified through initial screening and closely monitored for progress, attendance, and areas requiring further development.

Recommendation

The review team support the following:

- Establish longitudinal data sets to monitor the impact of cultural initiatives on student attendance, behaviour and academic achievement.
- Enhance levels of staff data literacy to strengthen collaborative analysis within PLCs.

Reviewers

Craig Stanners
Director, Public School Review

Joanne Smith
Principal, Beldon 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 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 School of Special Educational Needs: Disability
- 2 School of Special Educational Needs: Behaviour and Engagement
- 3 School Development Days
- 4 Manager corporate services
- 5 Bring your own device
- 6 School Curriculum and Standards Authority
- 7 National Assessment Program – Literacy and Numeracy
- 8 Nationally Consistent Collection of Data on School Students with Disability