



Department of  
Education

**Shaping the future**

# Beaumaris 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 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 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 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.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Beaumaris Primary School is located in the coastal suburb of Ocean Reef, approximately 30 kilometres from the Perth central business district, within the North Metropolitan Education Region.

Opened in 1991, the school became an Independent Public School in 2010. Facilities are modern and grounds are well presented. Currently, there are 775 students enrolled from Kindergarten to Year 6. Beaumaris Primary School has an Index of Community Socio-Educational Advantage of 1079 (decile 2).

As a Teacher Development School (TDS), the school is identified as a school-based system resource that promotes the sharing of high-level curriculum expertise across professional learning communities, networks and schools.

School Board members have a thorough understanding of their governance roles and responsibilities, and are well informed, providing input and support to the school's strategic direction.

The community is actively involved in the school, which benefits from the efforts of parents and local businesses. Support is further demonstrated through the work of the 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 Standard and Electronic School Assessment Tool (ESAT) domain references were used to guide reflective and collaborative processes in preparation for the Public School Review.
- Through annotated evidence, judgements about performance and actions for ongoing school improvement were identified.
- A range of inter-related evidence was selected for the ESAT submission, with clear alignment between performance evidence and planned actions.
- A broad range of staff, student and parent representatives engaged enthusiastically during the validation phase, contributing honest and genuine reflections in support of the school.

The following recommendations are made:

- Continue to utilise the ESAT to engage in and embed ongoing cycles of whole-school self-assessment across all domains of the Standard.
- Embed the language of self-assessment across all aspects of the school's ongoing self-assessment processes.
- Continue the school's improvement journey momentum, consolidating and embedding the range of programs and practices in place, with a focus on a continued and ongoing review of impact.

## Public School Review

### Relationships and partnerships

Collaborative and engaged, high levels of staff personal commitment and professional responsibility are evident across the school. There is an unwavering commitment to building strong relationships with students and families, ensuring students are provided with quality teaching and learning opportunities.

### Commendations

The review team validate the following:

- Staff collaboration is viewed as fundamental to building connected and productive teams. Prioritised through collaborative phase meetings and Positive Behaviour Support (PBS), staff and curriculum meetings, staff actively engage in discussion of pedagogy and school priorities.
- There is a clear intent to effectively communicate with the school community using a range of platforms. Communication processes and guidelines are comprehensive and provide clarity.
- Dedicated and active, the P&C drive fundraising opportunities that enhance parent engagement and the provision of resources linked to school priorities.
- Informed and engaged, the School Board is guided by a monitoring schedule that ensures oversight of business plan priorities, targets and milestones. Members have undertaken relevant training, regularly review the impact of their work and are supportive of the school's strategic direction.
- National School Opinion Survey data indicates high levels of satisfaction with the school. Relationships are respectful, with feedback acknowledged and used to inform school improvements.

### Recommendation

The review team support the following:

- Continue to review communication guidelines and platforms and their impact.

### Learning environment

The school prides itself on providing a safe, inclusive and supportive learning environment that is welcoming and responsive. There is a clear emphasis on success for each child underpinned by the provision of supports and structures to ensure all students thrive academically, emotionally and socially.

### Commendations

The review team validate the following:

- The PBS philosophy is embedded, with whole-school consistency in processes and approaches to behaviour management evident. Analysis of survey data informs the ongoing effectiveness and impact of the Magic 1-2-3 and PBS approach.
- Visible across the school, engagement norms have significantly improved student accountability in the classroom learning process.
- Underpinned by shared, collaborative and comprehensive procedures and processes, the students at educational risk (SAER) team provide for the identification, monitoring and supports for staff and students.
- The school chaplain has implemented several initiatives to support students identified as requiring social and emotional support.
- Opportunities, including a Cultural Immersion Day, are pursued to deepen staff, student and family understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.

### Recommendations

The review team support the following:

- Continue to align the PBS language and expectations with the student engagement initiatives.
- Continue to develop genuine community relationships to further progress the implementation of the Aboriginal Cultural Standards Framework.

## Leadership

Leaders are focused on classroom instruction, with layers of distributed structures in place to guide changes and progress school priority areas. Leadership roles are supported through mentoring and professional learning to build capabilities of emerging leaders and maintain high quality leadership.

### Commendations

The review team validate the following:

- Staff are provided with opportunities to lead in multiple ways, including the delivery of professional learning, planning development, coaching and mentoring.
- Leaders drive school priorities and are provided with time to collaborate on teaching, learning and assessments.
- Sprint leaders participate in mentoring opportunities and collaborative meetings each semester to refine leadership skills and improve facilitation of conversations with teams.
- Directly linked to operational and strategic plans, system priority areas and the AITSL<sup>1</sup> Australian Professional Standards for Teachers, performance management structures provide teachers with the opportunity to reflect on classroom practice and personal growth goals.
- Staff have regular opportunities to reflect on strategic and operational planning each year. They provide input on additional ways to support student improvement through committee meetings, school development days, team meetings and staff meetings.

### Recommendation

The review team support the following:

- Continue to develop and implement school planning that is reflective of the language and pillars in the Department's Strategic directions for Schools 2020-2024.

## Use of resources

The Principal and manager corporate services work in partnership to ensure resource allocation is aligned to school plans. Diligent planning and careful monitoring of expenditure ensures school priorities are funded, facilities are maintained and reserves account funding is adequate to meet long-term resourcing requirements.

### Commendations

The review team validate the following:

- There is a clear link between school budgeting and planning for student improvement. Cost centre budgets are aligned to operational planning, the current business plan and informed by student need.
- Resources are deployed strategically to fund key programs. There is an unwavering focus on, and investment in, staff professional learning that supports implementation of whole-school practice.
- School Chaplaincy funding received and delivered via Youthcare, links the business plan priority of student wellbeing with program delivery expectations.
- The allocation of funds to reserve accounts and leasing arrangements is reflective of the priority placed on information and communications technology. Students have access to current technologies and interactive screens across the school.
- Targeted initiatives and student characteristics funding is deployed strategically to support a range of enrichment and tangible support strategies for identified students.
- Workforce planning and management practices align with the strategic needs of the school.

### Recommendation

The review team support the following:

- Continue to identify current and future workforce needs to ensure strategies are in place to manage and meet the changing needs and demography of the local community.

## Teaching quality

A culture of collaboration is fostered through a school-wide focus on intentional conversations and opportunities to collaboratively develop and review guidelines and operational plans. There are shared beliefs about teaching and a collective desire to consolidate and embed whole-school practices.

### Commendations

The review team validate the following:

- A teacher handbook outlines school-wide practices and expectations with regard to pedagogy, lesson structure and specific approaches to teaching literacy and numeracy.
- Teachwell HITS<sup>2</sup> whole-school professional learning is building capacity for teachers to differentiate in daily reviews and during explicit lessons. Support is provided to teachers as required.
- The Curriculum Expectations documents the journey for building teacher expertise and excellence in explicit teaching. It outlines the pace of change, maintains clarity for all staff and provides transparency for teachers on the spaced learning approach to school practice improvement.
- Linked to Curriculum Expectations and Teaching Sprints, teams are increasingly engaged in peer observations with feedback provided on specific elements of practice.
- As a TDS and through involvement in the LILEY<sup>3</sup> project, teachers in the Kindergarten-Year 2 team share their expertise, collaborate, build shared pedagogy and ensure planned, purposeful play opportunities for students.

### Recommendations

The review team support the following:

- Consolidate and provide continued clarity of Curriculum Expectations aligned to whole-school programs.
- Refine the staff handbook to reflect the adjusted pedagogical shift and expectations on lesson structure.
- Align Teaching Sprints with professional learning and explicit high impact instruction.

## Student achievement and progress

School improvement plans are focused on meeting the needs of individual students through fine-grained analysis and tracking at the classroom level. There is a commitment and understanding of the need to build capacity in data literacy into the review of whole-school performance targets.

### Commendations

The review team validate the following:

- A range of systemic and school-based data are collected and accessed through the Reporting to Parents (RTP) platform.
- The development of teachers' ability to analyse, interpret and use data to plan and make judgements continues to be a professional learning focus.
- OEAP<sup>4</sup> data is analysed with students at educational risk identified in Term 1 and monitored through differentiated planning and assessment. Targeted intervention processes are in place for identified students.
- Moderation through Brightpath and common assessment tasks are a current focus to strengthen teacher judgements and alignment to School Curriculum Standards Authority Judging Standards.

### Recommendations

The review team support the following:

- Revise the assessment and moderation guidelines to ensure alignment to the RTP platform with explicit benchmarks aligned to school targets.
- Strengthen the use of standardised assessments to inform levels of progress and achievement across all year levels.
- Consolidate processes that triangulate classroom, school and system data sets to inform levels of student performance across the school.

## Reviewers

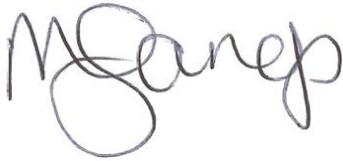
Rebecca Bope  
**Director, Public School Review**

Stephen Doherty  
**Principal, Atwell 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 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Australian Institute for Teaching and School Leadership
- 2 High Impact Teaching Strategies
- 3 Leading Inspired Learning in the Early Years
- 4 On-entry Assessment Program