



Department of
Education

Shaping the future

Beachlands 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

Beachlands Primary School is located in the city of Geraldton, within the Midwest Education Region, situated approximately 415 kilometres from the Perth central business district.

The school was established in 1956 and attained Independent Public School status in 2012.

Beachlands Primary School has an Index of Community Socio-Educational Advantage rating of 750 (decile 10).

The school currently enrolls 117 students from Kindergarten to Year 6 and has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Beachlands Primary School was conducted in Term 3, 2019. This 2023 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 submitted a structured and rigorous school self-assessment.

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

- The Principal utilised the process of self-assessment to harness the strengths and knowledge of staff in school processes, summarising the previous improvement cycle and determining the vision for the next cycle.
- A range of leadership, allied professionals and teaching staff contributed to the Electronic School Assessment Tool (ESAT) submission through a collaborative self-assessment process.
- A feature of the submission and evidence presented was clarity of the school's efforts in aligning to the Standard through its focus priorities. This provided a discernible narrative for the processes that have led to the recent improvements in students' achievements and focused plans for further consolidation and development.
- Students spoke proudly about their school and the positive impact of staff on their educational journey and they demonstrated a clear knowledge of processes that had been referenced in the ESAT submission.
- Allied professionals and teaching staff contributed with enthusiasm during validation meetings, conveying their commitment to the school community and appreciation for the work of members of the broader team.
- The input of the School Board and the recently reformed P&C significantly supported the work of staff in leading the recent improvement agenda during the validation phase.

The following recommendation is made:

- For future validation visits consider the structure of meeting groups that strike the best balance of leadership, teaching and allied professionals, ensuring the ability for the equal contribution of all stakeholders.

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Relationships and partnerships

Relational approaches that add value to students' lives and support the work of staff in meeting their needs have seen the school community thrive over many years. All are welcomed and all are considered precious.

Commendations

The review team validate the following:

- Students enjoy the tuition in Wajarri language delivered by expert teachers. They participate energetically in school and interschool sports and demonstrate a sound knowledge of school processes and programs.
- Partnerships, such as with the Beachlands Progress Association, Ngala and the Clontarf Foundation, extend the learning and support students and families in their wellbeing. Through the Northern Agricultural Catchments Council, students have contributed to sustainability initiatives in the Greenough River catchment.
- The School Board, with a large and diverse membership, is developing its capacity to support the school's strategic agenda while contributing to transparent financial management through reporting by the school.
- The P&C has fundraised to support students in activities, including providing a generous camp subsidy. Social connection for families and students is provided through events, such as the school disco.
- Families have appreciated the improved communication about school events through staff use of Seesaw, the 'Yarning with the Principal' event and social media updates entitled 'What's on this week'.
- Staff are deeply committed to the academic, wellbeing and social and emotional success of their students. Their collaborations are focused on delivering outcomes for all students, based on knowledge of their needs.

Recommendations

The review team support the following:

- Undertake training for all Board members using the Department's online or face-to-face professional learning modules.
- Explore inclusive methods that facilitate maximum parent participation in providing feedback to the school.

Learning environment

The 'family style' environment, where senior students care for younger peers and flourish through weekly Positive Behaviour Support assemblies and the provision of accessible rewards, provides the preconditions for students to succeed.

Commendations

The review team validate the following:

- The Cultural Reference Group (CRG), consisting of Elders and staff, is leading the provision of an award-winning culturally responsive environment guided by a scope and sequence for cultural learning.
- The chaplain runs programs that contribute to the personal growth of students, including Rock and Water and Deadly Big Brother, incorporating concepts like the wheels of influence and self-control barrier.
- Hosting Geraldton's only KindiLink program, a large number of families with children aged 0-4 are supported as they transition into the school environment.
- Connections and local area agreements with the consulting teachers at SSSEN: D¹, West Coast Language Development Centre (WCLDC) and SSSEN: BE² have provided support to teachers to meet the needs of students.
- The pre-SAER³ checklist completed by staff and progressed through the learning support team delivers planning that supports students, families and staff in equal measure.
- Student attendance is supported by engagement measures such as the provision of breakfast, lunch and clothing and resource wellbeing packages.

Recommendations

The review team support the following:

- Consider expanding the opportunities for student leadership and input in decision making.
- Consult with the CRG on strategies to improve student attendance and provide guidance on curriculum and strategic planning.

Leadership

Staff herald the psychologically safe environment encouraged by the Principal, as paramount to their connection with one another. There is a sense of alignment, with staff sharing a common purpose and vision.

Commendations

The review team validate the following:

- Opportunities are provided for staff to accept roles as leaders in numeracy, literacy, curriculum, planning and support for pedagogy. The Principal is invested in supporting the development of aspirant staff.
- Cultural responsiveness has been built into processes to recruit new staff. Three Aboriginal staff members have undertaken LAT⁴ registration and deliver vital programs to students and develop cultural capacity in staff.
- Three instructional coaches provide instructional leadership, supporting staff to achieve their performance development pedagogical goals and building teaching capacity.
- The leadership team empowers staff through their inclusion in whole-school reviews of the business plan, one of which led to the addition of an explicit focus area centred on student achievement.
- The manager corporate services (MCS) has a focus on the provision of leadership roles for the committed team of allied professionals. The introduction of roles, such as a lead education assistant is under consideration.
- The pace of change under the current leadership team has been rapid but accepted by staff as necessary to deliver upon the shared vision. Leaders have consulted with staff and partnered with them in all change.

Recommendations

The review team support the following:

- Consider engagement with the Western Australian Future Leaders Framework with network schools to support aspirants.
- Continue to refine recruitment and induction processes in the interests of retaining quality staff.

Use of resources

Working closely with the community and promoting the benefits of an increase to the annual voluntary contribution has effectively doubled the collection rate, adding greatly to the school's ability to provide students with classroom resources.

Commendations

The review team validate the following:

- Professional learning for allied professionals, focused on building their capacity and skills, is formally timetabled within rostered work hours allowing for inclusive participation.
- Improvements in stocktake processes and the frequency of these has led to greater levels of accountability for resources. The MCS manages an asset replacement and reserve system safeguarding the school's programs and financial future against unforeseen equipment replacement.
- Staff use purchase cards in line with Departmental instructions, while a broadly representative Finance Committee and the School Board provide transparent management of finances and resources.
- The use of the ICT⁵ dashboard assists the MCS to plan for the replacement of ICT infrastructure, whilst technically skilled staff give support to others and ensure laptop computers are provided for testing events such as NAPLAN⁶. Students are provided access to tablets in classrooms, which are stored at the school.
- Student characteristics Disability Resourcing System funding provides valuable support for the significant proportion of students with either funded or imputed disabilities.
- The focus of workforce planning is on the retention of high quality staff and the building of capacity in allied professionals through higher education qualifications in teaching via LAT registration.

Recommendation

The review team support the following:

- Continue to align the budget with the strategic areas reflected in operational plans.

Teaching quality

In line with regional priorities, all permanent teaching staff have been trained through the Teach Well Masterclass series as a necessity to the provision of low variance instructional practice.

Commendations

The review team validate the following:

- A 'learning campus' of staff is evident through their participation in regular 'book club' style professional reading events including the Writing Revolution and Science of Reading, and the establishment of 3 Phase of Learning Teams who meet and collaborate during common DOTT⁷.
- Through the exploration and trialling of 3 mathematics programs the school has made an informed choice to adopt the iMaths program, guiding staff classroom planning and daily reviews.
- The InitialLit program is implemented in classrooms from Kindergarten to Year 2. The school's literacy leader teaches Year 1 and leads the codesign of the English scope and sequence as a live document in conjunction with staff.
- Staff are able to access professional learning online, including Spelling Mastery and engagement with staff at the WCLDC. WCLDC staff meet with all new staff individually as part of their induction.
- Peer coaching and observation of classroom teaching centres around the delivery of daily reviews. Teachers set goals for their delivery and the analysis of data supports their construction of the content.
- Through the CRG, staff are empowered to learn on-Country with students and embed cultural perspectives.

Recommendations

The review team support the following:

- Extend the development of the Beachlands Explicit Approach to Teaching (BEAT) to incorporate all core curriculum areas and shared approaches.
- Guide staff on the continued provision of quality differentiated practice to meet the needs of individual students, including those in need of extension.

Student achievement and progress

Fine grained data analysis supports classroom planning and the deployment of expert teaching staff throughout the cohorts of the school, ensuring that groups requiring specific teaching skill sets can access them.

Commendations

The review team validate the following:

- Three-way conferences, led by students in conjunction with their parents and teachers, convey student achievement information in a culturally and linguistically appropriate way.
- Recent NAPLAN results have shown outstanding performance with achievement considerably better than expected performance in 2023. This is celebrated with students, staff and families. Staff rightfully feel validated for their investment in student success and hold further aspirational goals.
- Data walls throughout the school measure students' progress and achievements in systemic assessments and engagement measures, such as attendance, assisting staff and leaders to track and plan for students.
- Staff responded to previous data that did not meet expectations by trialling and introducing a new spelling program with almost immediate impact seen on student results.
- Staff measure performance against like, and Western Australian public schools in system-wide assessments. Grade alignment is tracked, showing comparability between teachers' judgements and students' performance.
- An assessment schedule guides staff in their collection of data and analysis at phase of learning and whole staff and leader level. Specific meetings each term are designated for the purpose of rigorous data review.

Recommendation

The review team support the following:

- Proceed with the intention to streamline and support, with targets, the number of school strategic focus areas to ensure the maximum and focused buy-in of all staff and stakeholders.

Reviewers

Rohan Smith
Director, Public School Review

Anika Blackmore
Principal, Brabham 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 scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 School of Special Educational Needs: Disability
- 2 School of Special Educational Needs: Behaviour and Engagement
- 3 Students at educational risk
- 4 Limited Authority to Teach
- 5 Information and communications technology
- 6 National Assessment Program – Literacy and Numeracy
- 7 Duties other than Teaching