



Department of
Education

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East Beechboro Primary School

Public School Review

June 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

East Beechboro Primary School opened in 1979 and is located approximately 15 kilometres north-east of the Perth central business district, within the North Metropolitan Education Region.

Facilities include an open plan design, with four clusters of classrooms that are all fitted with interactive technology. In 2011, the school gained Independent Public School status.

The school community reflects a rich cultural diversity, with many families and students having English as an additional language or dialect. East Beechboro Primary School has an Index of Community Socio-Educational Advantage of 982 (decile 6).

There are currently 434 students enrolled from Kindergarten to Year 6. The current housing growth in surrounding locations is being monitored to ensure a ready response to potential increases in student numbers.

Parents are involved in supporting the school in a variety of ways, including as School Board representatives, Parents and Citizens' Association (P&C) members or as volunteers. The school is a beneficiary of the fundraising efforts of the P&C, which contribute to improving facilities.

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:

- A wide scope and multiple sources of credible evidence were selected for analysis.
- Staff worked in 'domain teams' to build a comprehensive response to the questions; How are we going? How do we know? What are the actions for improvement? Their ownership of the documents presented during the validation day was palpable.
- Many staff members expressed a sense of empowerment at having been asked to be part of the process. This sentiment was particularly expressed by education assistants, who regarded being involved as the ultimate professional compliment in being respected for the work they do.
- The wide selection of evidence provided an open and transparent account of the current school context and performance. Of note, was the range of improvements identified by each team to be incorporated into the next school planning phase.
- Alignment between evidence of school performance, observations and judgements about performance was evident.
- The positive support from the School Board throughout the process was acknowledged by the school leadership team.

The following recommendations are made:

- Explore the potential for the ongoing use of the Electronic School Assessment Tool as a warehouse for regular uploading of school performance information.
- Continue to use the Standard to inform judgements about school performance.

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Relationships and partnerships

Effective schools invariably scan the local community and beyond to secure strong partnerships with allied agencies and community support groups. This is a strength of East Beechboro Primary School.

Commendations

The review team validate the following:

- Staff communicate through multiple avenues and platforms. Parents acknowledge the timely communication in matters relating to their children.
- The school is acknowledged and appreciated by the local community for its strong emphasis on embracing the spirit of inclusion and diversity.
- Professional obligation and accountability shared between staff members across the phases of learning is evident in the way they share their belief in the power of connected teaching practice.
- The School Board and P&C respectively, understand their roles in being advocates for the school, its families and the needs of the students.

Recommendations

The review team support the following:

- Revisit the behaviours that underpin the longstanding culture of staff professionalism, reflected through sustainable levels of two-way, mutual trust and respect.
- Review the composition of the School Board as part of developing a succession plan for member turnover.

Learning environment

The staff, working with the leadership team, understand that creating a positive learning environment is a shared responsibility. This includes making classrooms and play areas exciting places to learn and explore.

Commendations

The review team validate the following:

- The school is heavily invested in strategically resourcing the development and maintenance of the school's physical environment, to add value to the learning experience.
- The deployment of education assistants to specific learning areas has enabled continuity for students while allowing staff to become more familiar with content, enhancing support and assistance for students.
- Individual Education Plans are collaboratively prepared for students who require intervention. They are reviewed regularly, with whole-school oversight, led by the student services co-ordinator – deputy principal. Students requiring literacy intervention are assisted through the MultiLit program.
- In conjunction with the whole-school behaviour management program, there is a reward program (Andrew Stewart Awards), which is based on students demonstrating the eight school virtues. Students, parents and staff acknowledge the significantly positive impact it has had on students over many years.

Recommendation

The review team support the following:

- Continue to support staff to meet the needs of students with English as an Additional Language or Dialect.

Leadership

When leadership is shared and cultivated, staff are more engaged, energised and invested in school goals. The fostering of authentic distributed leadership is at the core of this school's leadership agenda.

Commendations

The review team validate the following:

- Leadership stability has been a feature over many years. This has created a deep sense of confidence with staff and the community about the investment the current leadership has in the school's future.
- Leadership opportunities are provided to support business plan intentions and link to the classroom.
- Teacher development is supported through the performance management process that focuses on self-reflection, planning, classroom observation and mentoring.
- Staff commitment to high expectations is enhanced through clarity of purpose and the alignment of essential elements of school direction and operations.
- Change is characterised by evidence-based research, managed timelines and professional learning support.

Recommendations

The review team support the following:

- Consider options for committee leaders to be released from classrooms to ensure leadership opportunities are perceived as both authentic and accountable.
- Ensure learning area committees have an active role in setting goals and targets during the development of school focus documents.
- Examine ways of streamlining and embedding the structures and processes for peer observations.

Use of resources

Rigorous and well-established processes for the planning, budgeting, management and deployment of human, financial and physical resources, ensure a focus on improving outcomes for students.

Commendations

The review team validate the following:

- Cost centre managers (known as Treasurers) and members of the Finance Committee are well informed regarding their responsibilities, through training conducted by the manager corporate services.
- Regular budget reviews and oversight of resources by the manager corporate services, Principal and Treasurers, inform the School Board.
- Sharing with staff and the School Board the inherent complexities of budget and human resource management, ensures all are aligned in the belief that the interests of students must be the priority.
- The fluid school demographic, in combination with volatile movements in student numbers, has required strategically agile responses to budget and workforce management.
- Diligent planning and careful management of reserve accounts have enabled the school to embark on school asset improvements without impacting on the daily operational budget demands.

Recommendation

The review team support the following:

- Continue to recognise individual talent through targeted professional learning opportunities.

Teaching quality

The school is committed to providing teaching staff with the necessary tools, shared understandings and aligned processes (the RED File) to ensure that there is consistency of practice and reliable capacity for ongoing improvement of student outcomes.

Commendations

The review team validate the following:

- There is a determined focus to minimise teaching variability between classes. Explicit teaching strategies and daily warm-ups are used across all classrooms.
- Teaching and learning is delivered by a team of dedicated professionals, teachers and education assistants, who willingly their share knowledge, skills and expertise for the benefit of the students.
- A variety of assessments and data are used to inform conversations (disciplined dialogue) about student achievement and progress. Data literacy is regarded as an essential skill.
- Professional growth is the strongest motivation for the school-wide implementation of peer observation, with new staff offered mentors to facilitate early engagement and consistency.
- Class handover processes are strengthened through the inclusion of benchmark (tracking) documents, English as an Additional Language or Dialect Progress Maps and student profiles prepared by teachers with the support of education assistants.

Recommendation

The review team support the following:

- Support the staff development of Rich Assessment Tasks to lift the consistency of grade allocations.

Student achievement and progress

The core elements of a balanced approach to making judgements about students' success are a combination of data and professional judgement. Teachers at this school make professional, well-informed judgements based on a range assessment tools and classroom observations.

Commendations

The review team validate the following:

- A system based on common Duties other than Teaching Time, enables staff to collaborate, with planned assessment tasks as outlined in the comprehensive MIS Assessment Schedule.
- Rubrics, used to analyse data at the completion of units of work, are based on summative assessments.
- One Minute Basic Number Facts are completed each semester, allowing teachers to identify students who would benefit from targeted intervention strategies. A tracking document has been developed to follow the longitudinal progress of students.
- There are staff with a passion for analysing data and a willingness to share their knowledge and skill.

Recommendations

The review team support the following:

- Consider allocating time to creating Common Assessment Tasks to support phases of learning moderation.
- Investigate Dr Paul Swan's Mental Computation Test for middle and upper primary classes.
- Continue to build staff knowledge and skill in understanding and supporting English as an Additional Language or Dialect learner progress and achievement.

Reviewers

Rod Lowther
Director, Public School Review

Edward Nastasi
Principal, Caladenia 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