



Department of
Education

Shaping the future

East Beechboro 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

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

Opened in 1979, the school gained Independent Public School status in 2011.

East Beechboro Primary School has an Index of Community Socio-Educational Advantage of 965 (decile 7).

There are currently 364 students enrolled from Kindergarten to Year 6.

The school benefits from the efforts of the Parents and Citizens' Association (P&C) and School Board.

The first Public School Review of East Beechboro 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 submitted a comprehensive and rigorous school self-assessment.

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

- The Principal led an authentic self-assessment process, guiding staff and community members through collaborative evaluation of the school's performance against the Standard.
- The school's Electronic School Assessment Tool (ESAT) submission was logically sequenced and thoughtfully presented.
- Clarity was provided on the key drivers of school priorities, including detailed acknowledgement of the impactful contributions of external partners to school success.
- The enthusiastic and knowledgeable contributions of students throughout the validation phase of the review process was valued by the review team.
- A broad range of staff and community members provided input to the validation discussion contributing succinct and impactful accounts of their experiences and passions within the school community in validating the ESAT.

The following recommendation is made:

- Ensure that staff selected to participate in validation interviews are familiar with the elements of the school's ESAT submission for future review processes.

Relationships and partnerships

Students exhibit pride that East Beechboro students are known for 'being good people'. They credit this to their learning in virtues, active participation in the school community and intent to serve others to improve their lives.

Commendations

The review team validate the following:

- Collaboration in year group teams and the early childhood phase team ensures alignment in the work of staff. Tuesday whole-staff catch up meetings with published minutes ensure that all staff are informed.
- The Morley Schools Network provides teachers and allied professionals with avenues to share with colleagues in nearby schools through a number of sub-network committees, encouraged by the Principals.
- Strong collaboration between the Principal and Board Chair is evident, formalising and adding value to the work of the knowledgeable and engaged Board. A community board member from Edith Cowan University advises staff and the Principal on meeting the needs of students learning with EALD¹.
- Mutually effective communication is a feature of the relationship between the school and the out of school care provider, Camp Australia, who provide funds to enable the staging of school community events.
- The established P&C guides inclusive outreach with the Beechboro community, ensuring a range of accessible events for all, such as the recently established sundowner. Tailored events and observances of NAIDOC² and Harmony Day demonstrate the school's commitment to celebrating culture.
- Communication with families seeks to balance the need for timely electronic information with accessible hard copy methods, catering to the preferences of families with a wide variety of linguistic backgrounds.

Recommendation

The review team support the following:

- Seek to embed strong connections with Aboriginal families through the Reconciliation Action Plan working party and Aboriginal and Islander education officer.

Learning environment

Recent improvements to the physical environment have significantly enhanced community pride in the school. The buildings and grounds are well cared for, and the school's gardeners are heralded as local school heroes.

Commendations

The review team validate the following:

- The whole-school virtues approach is seamlessly woven into the teaching program, guiding positive student behaviour through explicit virtue teaching and a system of associated tangible rewards.
- At the conclusion of each school break, students meet in 3 phases to debrief with staff, supporting de-escalation and transition to learning, led by the visible, accessible and connected deputy principal team.
- Recently introduced text messaging between the school and families has assisted in forming a strong dialogue on the benefits of regular school attendance and has improved the accuracy of attendance reporting.
- The gamified Rumble's Quest platform has been introduced, assisting staff to gauge levels of student wellbeing. The platform is linguistically inclusive and adapts intuitively to suit student age groups.
- The school psychologist takes a role in planning for the needs of SAER³, alongside staff who administer a range of diagnostic assessments, tailored to be suitable for students representing 33 language groups.
- Intervention in literacy is provided for students through the MiniLit and MacqLit programs. Bond Blocks are used for targeted students to provide further support for learning in numeracy.

Recommendations

The review team support the following:

- Closely monitor student absences and use the Department's student attendance tool kit to access strategies to reduce absenteeism and rates of unauthorised absence from school.
- Ensure opportunities are provided for all staff to regularly reflect and action initiatives based on student wellbeing data gathered from the Rumble's Quest platform.
- Share the recent work of the early childhood education team on incorporating student voice into the learning program to highlight their effective strategies.

Leadership

Consultative determination of what the school stands for has led to an inclusive sense that staff and the community have a shared vision for the learning and future aspirations of all students.

Commendations

The review team validate the following:

- The development of a vision with broad community and student buy-in has guided staff in the development of the next iteration of the strategic planning cycle and identification of school priorities.
- Performance development processes for allied professionals are formalised and collaboratively undertaken under the line management of a deputy principal.
- Staff undertake leadership development through participation in regular cohorts of the Morley Schools Network Western Australian Future Leaders Framework (FLF) program. Aspirant leaders are guided in this development by an assigned network mentor and report that participation is a valuable opportunity to share with and learn from colleagues.
- Action research projects completed by participants in the FLF translate to developments of classroom approach and school planning, exemplified by the recently incorporated approach to daily review.
- Staff have engaged with the Department's Quality Teaching Strategy and incorporated the elements of the Teaching for Impact statement in their Western Australian Curriculum aligned plans.
- A comprehensive and informative induction process is established for allied professional staff ensuring their ability to rapidly upskill as a team and maintain continuity to student learning.

Recommendations

The review team support the following:

- Seek to strengthen documentation of whole-school teaching plans to ensure fidelity of implementation with consistency across the school.
- Create clear guidelines on the peer review process to maximise the engagement of staff.

Use of resources

The knowledgeable and experienced manager corporate services (MCS) maintains transparency in financial management through collaboration with the skilled and engaged Finance Committee and financial reporting to the School Board.

Commendations

The review team validate the following:

- Clear priorities in resource distribution to support the development of consistent teaching practice, providing evidence-based intervention for students and meeting the needs of all students were evident.
- Workforce planning has been dynamically adjusted to cater for fluctuations in student numbers. Enrolments have now steadied following a period of impact created by newly opening local schools.
- Regular check-ins on budgets conducted by the Principal, MCS and cost centre managers ensures that each year's budget is being spent on meeting the needs of each year's students. Staff involved in financial management exhibit collective skill in forecasting future areas of need.
- Staff are informed of the school's budgeting processes transparently and can pursue avenues to source support for students in their care.
- Information and communications technology is provided to staff and students through accessible trolleys of iPads. Classes in the senior years have access to a laboratory of desktop computers.

Recommendation

The review team support the following:

- Maintain data analysis practices that inform decision-making on the purchase of resources to best suit student needs.

Teaching quality

Staff acknowledgement of the impact of consistent approaches in the East Beechboro Primary School Way over many years has eased the transition to new whole-school evidence-based practice under the current leadership team.

Commendations

The review team validate the following:

- Staff are provided feedback on their classroom instruction, under guidance from a deputy principal, and with highly valued opportunities to collaborate and plan with peers in year-group teaching teams.
- Professional learning provided through the North East Metropolitan Language Development Centre has built the capacity of staff to meet the needs of students in classrooms and intervention programs.
- The early childhood teaching team demonstrates innovation through trials of sophisticated opportunities for student agency in learning, embedding choice for students within daily routines and activities. The team has recently undertaken professional learning in the new Kindergarten curriculum.
- Engagement with the Teaching for Impact statement, and professional learning that supports its implementation across the school's classrooms, has assisted staff to implement consistent approaches.
- The newly implemented Version 9 of the Western Australian Curriculum has been incorporated into teaching plans by collaborative teams, who draw consistency in delivery and assessment through common tasks.

Recommendations

The review team support the following:

- Continue to review and update documents outlining whole-school policies and practices and ensure consistent application by staff.
- Support ongoing moderation practices for phase of learning teams to ensure consistency in grade allocation, including application of the School Curriculum and Standards Authority (SCSA) Judging Standards.

Student achievement and progress

Led by high expectations and the belief that all students are capable of achieving, regular family engagement in the reporting of students' achievement has been effectively established.

Commendations

The review team validate the following:

- Annual Progressive Achievement Tests assessment has been established in the areas of reading, spelling, mathematics, science and vocabulary to provide timely achievement profiles alongside the first term NAPLAN⁴.
- A focus has been placed on lifting the achievements of students attaining C grades to B grades, based on a consensus formed through the analysis of historical data and where the greatest impact could be made.
- Staff employ cold and hot tasks to moderate their judgements of student performance in writing. Tasks are cross-marked and analysed through year level teaching teams who also employ the SCSA Judging Standards across a range of curriculum areas to confirm judgements on assessments.
- Students demonstrate consistent performance in the annual NAPLAN, meeting systemic expectations and matching the performance of their peers in like schools.
- A significant percentage of students are provided access to intervention through MiniLit, MacqLit and Bond Blocks, facilitated by trained education assistants to support improvements in their literacy and numeracy.

Recommendations

The review team support the following:

- Regularly assess the school's progress toward meeting targets in the business plan through whole-staff data analysis, using findings to implement improvement actions and strategies.
- Identify areas for student growth and achievement using systemic and standardised assessment data, with a focus on closing the gap to national averages, particularly for Aboriginal students.

Reviewers	
Rohan Smith Director, Public School Review	Jennette Maxfield Principal, Endeavour 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 to be scheduled for 2028. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Steven Watson
Deputy Director General, Schools

References

- 1 English as an additional language or dialect
- 2 National Aborigines and Islanders Day Observance Committee
- 3 Students at educational risk
- 4 National Assessment Program – Literacy and Numeracy