



Department of
Education

Shaping the future

Beckenham 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

Opened in 1912, Beckenham Primary School is located approximately 14 kilometres from Perth and situated within the South Metropolitan Education Region.

The school's Index of Community Socio-Educational Advantage is 990 (decile 5).

Currently, 399 students are enrolled from Kindergarten to Year 6.

Beckenham Primary School became an Independent Public School in 2011. It has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Beckenham Primary School was conducted in Term 4, 2020. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

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

- The school's submission provided an account of its operations and improvement agenda together with contextual information outlining a recent period of leadership change and the current focus on embedding systems and processes to support a safe orderly environment.
- School leaders valued the review process as an opportunity to identify aspects of the school's performance considered to be strengths and areas for ongoing development.
- The school set out clear planned improvements with linkage to evidence of the school's performance against the Standard.
- A small selection of staff, together with leaders, students, and parents contributed to validation visit discussions. Their contributions, elaborations and insights added value to the information provided in the school's submission.

The following recommendations are made:

- Embed ongoing cycles of school self-assessment including robust data analysis as the basis for evidence-based decision making.
- In preparation for future Public School Reviews, provide opportunities for collaborative staff reflection on the school's performance against the Standard. Ensure consultation is focused on developing a shared understanding of the school's strengths and areas for ongoing development.
- When preparing and selecting evidence of the school's performance against the Standard, ensure due consideration is given to the readability of information.
- In future Electronic School Assessment Tool (ESAT) submissions, ensure sufficient opportunities are created for a broad selection of staff to have a voice and contribute to validation conversations through the interview schedule.

Relationships and partnerships

Staff are committed to embracing cultural diversity and to building positive staff and student relationships as the foundation for setting the conditions for student success.

Commendations

The review team validate the following:

- A long standing and positive local church partnership has yielded opportunities for student mentoring support.
- Building connections and strong partnerships to collaboratively plan with families is a central element of the work undertaken by the student services team.
- Students value the diverse school community, the clubs available to them and the care and support that they receive from staff.
- The committed school board provided input into the school's current business plan and have opportunities to review school policy and receive regular updates on school finances. Board members expressed their appreciation for opportunities to understand aspects of the school's operations through staff presentations at meetings.

Recommendations

The review team support the following:

- Develop a communication plan to set out expectations and processes for strengthening internal and external communication.
- Increase opportunities for staff voice through consultation and two-way feedback, with a focus on strengthening trust and cohesion between the leadership and staff.
- Collect feedback from staff to inform the school of its level of effectiveness in developing a positive culture.
- Continue to build relationships with Aboriginal families. Increase opportunities for all families to engage with the school focusing on educational outcomes.

Learning environment

High levels of care from staff and the privileging of student voice underpin the school's wraparound approach to identifying and meeting students' individual needs.

Commendations

The review team validate the following:

- Guided by clear processes and practices, a committed student services team lead comprehensive planning and support for students at educational risk in collaboration with stakeholders, including SSEN:BE¹.
- The building of Aboriginal cultural responsiveness is evident in NAIDOC² events, the Cultural Committee's coordination of professional learning on Aboriginal culture and support for students and their families provided by the AIEO³. This includes the establishment of an Aboriginal girls' group.
- A range of events to celebrate diverse cultures at the school are being led by the Cultural Committee. Building staff capacity to support students learning with EAL/D⁴ is a growing school priority.
- The school's Positive Behaviour Support (PBS) committee has engaged in professional learning and there is commitment to implementing the PBS framework and finding connections to the already well embedded school values, Six Kinds Of Best.
- Focused on student wellbeing, the school has implemented Aussie Optimism and has provided trauma-informed practice professional learning for staff. Additionally, student self-regulation is being targeted through the implementation of Zones of Regulation.

Recommendations

The review team support the following:

- Guided by the Aboriginal Cultural Standards Framework, continue to build Aboriginal cultural responsiveness including the embedding of Aboriginal perspectives and histories across the curriculum.
- Continue intentions to implement the PBS framework, developing agreed behaviour expectations with alignment to the school's values.

Leadership

The collaboratively developed business plan sets out clear strategic directions providing stabilising focus for staff during a period of leadership transition. Continued consultation and the fostering of a shared understanding and ownership of the school's improvement agenda will be an important focus for the school in realising its strategic goals.

Commendations

The review team validate the following:

- A number of enthusiastic and knowledgeable teacher leaders have been provided opportunities to undertake leadership responsibilities including the leadership of curriculum areas and school initiatives such as the bring your own device (BYOD) program.
- Operational plans, aligned to the business plan and classroom planning, have been developed across key priority areas including literacy, numeracy, and PBS.
- Staff have engaged with professional learning on the Quality Teaching Strategy and Teaching for Impact overview and resources. This has informed the school's work on collaboratively developing a Beckenham Primary School Instructional Model.
- Observation has been established through Classroom Management Strategies implementation and there is a strong appetite from staff to establish a model of classroom observation aligned to the school's instructional model.

Recommendations

The review team support the following:

- Continue to build distributed leadership across the school, actively identifying and developing teacher leaders through professional learning and clearly defined leadership opportunities.
- Develop a model of classroom observation in collaboration with staff to support consistent practices.
- Prioritise consultation and the collaborative engagement of staff in data analysis and problem solving as part of the school's change management and improvement agenda.

Use of resources

Sound fiscal management processes and practices are evident ensuring resources are allocated in line with students' changing needs. There is broad alignment of the school's budget to the strategic goals.

Commendations

The review team validate the following:

- The school harnesses additional funds to maximise outcomes for students which are generated by the P&C, grants, and the partnership with the Occupational Safety and Health provider.
- The finance committee meet regularly and provide oversight of expenditure and budget allocation in collaboration with the Principal and manager corporate services (MCS). The MCS provides support and information to staff to support their understanding of financial management practices.
- Processes and personnel are in place to effectively manage ICT⁵ including staff professional learning from an external ICT provider and oversight of the school's BYOD program by a teacher leader.
- With a view to effectively support students' learning and wellbeing needs, the school has allocated funds for an AIEO, education assistants, a student support officer and a chaplain, as well as professional learning.
- The prioritisation of funding for collaborative duties other than teaching and targeted intervention programs are further examples of the focus on allocating resources aligned to strategic priorities.

Recommendations

The review team support the following:

- Continue plans to resource professional learning and targeted support for students with EAL/D.
- Include projected resource allocation costings on operational plans.

Teaching quality

An experienced and skilled staff have developed shared beliefs about quality teaching with a focus on explicit instruction. They demonstrate a clear understanding of the importance of evidence-based programs and consistent practices in ensuring quality teaching and student success.

Commendations

The review team validate the following:

- The school has developed an explicit teaching lesson design structure including a warmup which focuses on supporting students' reinforcement and retention and of information.
- A range of school-wide, research-based programs for literacy and numeracy including Talk for Writing, Spelling Mastery, Letters and Sounds and Bond Blocks are evident.
- Staff work collaboratively in phase of learning teams engaging with data and sharing practice focused on improving outcomes for students.
- Classroom teachers identify students requiring additional support and develop individual education plans and differentiated programs in line with student needs. Targeted intervention has been implemented using MiniLit and Bond Blocks for students requiring differentiated opportunities to learn.
- The opportunity for parents to visit classrooms to understand their child's progress and achievement is provided through an annual Show and Shine event.

Recommendations

The review team support the following:

- Continue staff consultation to support the implementation of the whole-school instructional model and consistent practices.
- Continue to support staff to build data literacy through disciplined dialogue including the interpretation of NAPLAN⁶, PAT⁷ and Brightpath data to guide planning, teaching and assessment.
- Strengthen school-wide approaches and practices to support student creative and critical thinking and problem solving in everyday learning experiences.

Student achievement and progress

The school understands the importance of evidence-based decision making and is collecting an extensive range of data on student achievement and progress.

Commendations

The review team validate the following:

- The introduction of Bond Blocks as an intervention program is attributed to increased student achievement in mathematics.
- Year 3 2024 NAPLAN achievement for numeracy was similar to like schools.
- Year 5 2024 NAPLAN achievement for writing, spelling and grammar and punctuation is similar to like schools.
- Teachers have had opportunities within teacher meetings to engage in mathematics and English moderation.

Recommendations

The review team support the following:

- Strengthen the analysis of student achievement data, including the triangulation of data, to track student progress and set improvement targets at the group, year level and whole-school level.
- Continue to build the analysis of On-entry, Heggerty and Cracking the Code assessment data in the early years to assess student progress, monitor the efficacy of programs and inform classroom planning and pedagogy.
- Continue to strengthen opportunities for moderation and engagement with School Curriculum and Standards Authority Judging Standards and resources to support grade allocation.

Reviewers

Kim McCollum
Director, Public School Review

Darlene Gostelow
Principal, Singleton 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.

The next review process focusing on the relationships and partnerships domain only, is scheduled for Term 3, 2025. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2027.



Steven Watson
Deputy Director General, Schools

References

- 1 School of Special Education Needs: Behaviour and Engagement
- 2 National Aborigines and Islanders Day Observance Committee
- 3 Aboriginal and Islander education officer
- 4 English as an Additional Language or Dialect
- 5 Information and communications technology
- 6 National Assessment Program – Literacy and Numeracy
- 7 Progressive Achievement Test