



Department of
Education

Shaping the future

Beenyup 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

Beenyup Primary School opened in 2020 as an Independent Public School within the South Metropolitan Education Region.

The school, which is 45 kilometres south of the Perth central business district, was built to ease enrolment pressure at the nearby Woodland Grove Primary School. The school currently enrolls 281 students from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 963 (decile 7). Beenyup Primary School is supported by a School Board and 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 Electronic School Assessment Tool (ESAT) submission provided an extensive understanding of the school context and included a selection of evidence, analysis and planned actions.
- The Principal outlined the school's journey since the opening in 2020, including a reinvigoration in 2023 of a new leadership team and newly appointed experienced and graduate teachers.
- In preparation for the review, the Principal and leadership team facilitated opportunities for staff to contribute to evidence selection and engage in the school self-assessment process through reflection on progress made.
- A range of staff, students, parents and community members engaged enthusiastically during the validation visit, contributing to discussions and elaborating on the evidence provided.
- Based on reflective, collaborative and evidence-based decision making, the Principal acknowledged and referenced the need for a one year return review to facilitate a focused improvement agenda.

The following recommendation is made:

- Continue to engage staff and the School Board in school self-assessment processes, facilitating the collaborative analysis of data and reflection on school performance against the Standard.

Public School Review

Relationships and partnerships

The 'building brighter futures together' motto has formed the basis for the evolving positive and connected relationships between the staff, students, school, and the local community. Underpinned by a genuine culture of care, staff demonstrate collegiality while working collaboratively to progress the school improvement journey.

Commendations

The review team validate the following:

- A welcoming and respectful school culture is being nurtured by leaders and staff. Close partnerships have been developed with a range of agencies and the local community, providing additional opportunities and support for students and staff.
- New staff and graduate teachers are provided with a comprehensive orientation process, including a handbook and a mentor assigned for further support.
- An extensive range of communication platforms ensure information is timely, transparent and shared within the school and with key stakeholders.
- Informed School Board members proactively engage in their role, supporting strong governance and accountability.
- A committed P&C provides considerable resources to the school and facilitates events that enable connectivity between families and the local community.

Recommendations

The review team support the following:

- Continue to build on the school's shared moral purpose, embedding explicit collaborative practices and norms.
- Explore opportunities to engage and source responses from a wider range of stakeholders when implementing the National School Opinion Survey.

Learning environment

Creative physical learning spaces, bright, student-centred classrooms, a welcoming library and resources aligned to individual developmental needs, are contributing to student's sense of belonging. Students have embraced the new and innovative facilities, in addition to learning about the cultural significance of the Traditional Owners' connection to the Beenup wetlands.

Commendations

The review team validate the following:

- The school considers students as 'our collective responsibility' with inclusive practices embedded to support students at educational risk, including on-site therapists, comprehensive handovers, provision of sensory tools and the development of social stories.
- Positive Behaviour Support, Zones of Regulation, Rock and Water, Champion Life and other approaches guide the morning meetings and support the social and emotional needs of students.
- Comprehensive Kindergarten orientation and transition to secondary school processes ensure students are supported beyond the classroom.
- Students are provided with extensive opportunities to be heard and valued through initiatives, including the Telethon Student Ambassador Program, Brilliant Kids morning tea and Your Move. Student leaders are empowered through the provision of in-house leadership conferences and opportunities to engage with the local community.

Recommendations

The review team support the following:

- Proceed with the intent to employ an Aboriginal and Islander education officer to work with the Cultural Committee and further develop the work in progressing along the continuum of the Aboriginal Cultural Standards Framework. This will build and strengthen connections with Aboriginal students and families.
- Continue to build staff capacity to meet the behavioural and learning needs of all students in order to drive the school's improvement journey.

Leadership

The Principal and recently formed leadership team demonstrate a commitment to creating conditions for respectful relationships, supportive of students, staff, families and the local community, while continuing to develop a unified and shared school vision.

Commendations

The review team validate the following:

- The leadership team have high expectations of themselves and each other while establishing a culture of trust and mutually respectful relationships. A 'Staff Fundamentals' document guides expectations, leading to an inclusive and positive school culture.
- School strategic planning is aligned to the Department's priorities with collective input enabled through committee structures, phase of learning and staff meetings. Plans are monitored and reviewed regularly to progress the school improvement journey.
- A distributed leadership model, encompassing 'lead without title' has created meaningful opportunities to build leadership capacities. Staff are encouraged to nominate for team, cohort and block leadership roles through expressions of interest, as well as a range of school instructional leadership and committee positions.
- The performance management process is linked to school priorities and provides an opportunity for staff to set goals, identify leadership growth opportunities and reflect on their performance.

Recommendation

The review team support the following:

- Continue, as part of the school improvement agenda, to build trust and opportunities for staff input through consultative and collaborative approaches to decision making.

Use of resources

The Principal and manager of corporate services work together to effectively deploy financial, human and physical resources to best meet student needs. Significant funds have been invested in the establishment of the new grounds and learning environment, as well as a selection of evidence-based academic and wellbeing programs.

Commendations

The review team validate the following:

- Through effective budget planning, administration, monitoring and reporting, the school complies with the Funding Agreement for Schools.
- All teachers and education assistants, through budget submissions, have opportunity to apply for funds to purchase programs and resources that are aligned to strategic and operational plans.
- Recognising the academic and wellbeing needs of students, and the workload of staff, the school has allocated additional resources for the positions of education assistants, school officers, a psychologist and a chaplain.
- Workforce planning reflects considerations for the existing staff profile and future needs of the school. Experienced and graduate teachers are equally valued in recruitment through selection processes.

Recommendations

The review team support the following:

- Continue to provide opportunities for staff to be included in the Finance Committee to ensure a wider representation and increased knowledge of school resourcing processes.
- Proceed with the intent to enhance strategic staff recruitment.

Teaching quality

Experienced and graduate staff demonstrate a commitment to their role. Shared beliefs guide the work undertaken to ensure students are engaged and inspired. A desire to align teaching practices is evident, in addition to acknowledgement of the need to review and consolidate operational plans and whole-school programs.

Commendations

The review team validate the following:

- Committed staff work together in Phase of Learning Teams planning and sharing assessment and reporting data to help meet students' needs.
- Using the Advancement via Individual Determination school improvement and professional learning approach, teachers strive to improve learning outcomes for all students.
- A range of programs including Heggerty Phonemic Awareness, Sounds-Write and Spelling Mastery are embedded in literacy blocks, while MultiLit is providing literacy intervention for identified students.

Recommendations

The review team support the following:

- Develop and embed the English plan to align teaching practices in reading and writing across the school.
- Continue to review and reflect on the impact of whole-school programs ensuring they are evidence-based and meeting the needs of students.
- Proceed with the intent to participate in the Fogarty EDvance School Improvement Program.
- Provide opportunities to identify and cater for students requiring extension.

Student achievement and progress

Focused on optimising student achievement and progress, the school acknowledges that student achievement data indicates a significant need to ensure that every child is provided the resources to meet their full academic potential.

Commendations

The review team validate the following:

- The leadership team and staff, as well as the School Board, acknowledge that student progress and achievement is of critical concern.
- The introduction of the Elastik platform is increasing staff understanding and proficiency in the use of systemic and school-based data to monitor student progress at the individual and cohort level.
- Staff engage in moderation processes and analyse a range of system and school data.
- Comprehensive student handover information is shared yearly to support the learning needs of students.

Recommendations

The review team support the following:

- Address the declining levels of academic achievement as evidenced in the 2023 Year 3 and Year 5 NAPLAN¹ data.
- Review and refine the assessment schedule to guide and facilitate greater data literacy. Continue to set and monitor targets to inform robust plan-teach-assess cycles.
- Monitor closely the impact and consistency in the implementation of agreed whole-school programs, pedagogy, instructional models and interventions to address low student achievement and progress.

Reviewers

Natalie Tarr
Director, Public School Review

Natalie Astle
Principal, Greenmount 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 teaching quality and student achievement and progress domains only, is scheduled for Term 3, 2024.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy