



Department of
Education

Shaping the future

Beldon 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 1985, Beldon Primary School is located approximately 26 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1015 (decile 4).

It currently enrolls 301 students from Kindergarten to Year 6.

Beldon Primary School is supported by the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Beldon Primary School was conducted in Term 2, 2019. 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 transparent school self-assessment, highlighting the school's current operations and forward planning considerations for improvement.

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

- In preparation for the Public School Review, the administration team led a comprehensive self-assessment process that engaged, and incorporated, the perspectives of a range of staff, based on the recommended improvements from the previous review.
- The identification of areas of strength and those requiring further development, together with progress towards enhancing future strategic and operational plans was evident.
- A School Board member, P&C representatives and highly regarded community partners engaged enthusiastically in the validation visit discussions, reflecting a strong sense of engagement and investment in the school's ongoing development, and an appreciation of the work of staff in improving educational outcomes for their children.
- A tour of school grounds and classrooms during the validation visit was conducted by proud student leaders. It provided orientation and understanding of the context and design of the physical environment that is shared with Beldon Education Support Centre, adding value to the review process.

The following recommendations are made:

- Consider annotating evidence submitted through the Electronic School Assessment Tool (ESAT), drawing attention to specific aspects to be considered by the review team and clarification of the purpose of its inclusion.
- Consider maximising the opportunity for a broad cross-section of staff to contribute to discussions during validation visit interviews.

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Relationships and partnerships

Beldon Primary School's dedicated staff recognise success for students is dependent upon the relationships and partnerships established with families. The positive reputation of the school is evident, with parents and partners voicing their strong support, referring to it as 'one of the best'.

Commendations

The review team validate the following:

- There is a focus on developing a culture of shared responsibility and collaboration centred upon the school's collaborative norms and 4As, Adapt, Aspire, Achieve, Accept.
- The collaborative, long-standing partnership with Paeds Plus is highly valued and successful in streamlining students' transition into Kindergarten and identifying students' learning and development needs.
- Measures are in place to seek parent and community feedback regarding satisfaction with school operations. National School Opinion Survey feedback is valued, prompts rigorous discussion, and analysis by staff and the Board, generating strategies to address areas of concern.
- An enthusiastic P&C supports the school improvement foci with a strong focus on community cohesion. Fundraising efforts and opportunities provided for family engagement and support through activities, such as the provision of second-hand uniforms, are highly valued.
- The invested School Board understands its governance roles and has input into the school's direction. Board members expressed appreciation for the Principal's open and transparent communication and the opportunity to understand school operations through presentations on school initiatives and programs.

Recommendations

The review team support the following:

- Refine communication processes in the schools communication guidelines to ensure consistency by considering the expected type and frequency of teacher to parent communication.
- To further enhance decision making transparency, consider developing a charter that identifies the operational and strategic decision making responsibilities of respective staff.

Learning environment

A shared focus on student success underpins the school's student centred and inclusive learning environment. Decision making on whole-school approaches is anchored in what matters most for students to maximise their growth and development socially, emotionally, and academically.

Commendations

The review team validate the following:

- Mutual respect between staff and students, contributes to a safe, positive, inclusive learning environment.
- Berry Street Education Model strategies, incorporated into some classrooms to support student engagement, are being implemented with success.
- Reflections aligned to the ACSF¹ inform plans that drive culturally responsive practices. Engagement of families and local partnerships with the community have enabled the instigation of a RAP², smoking ceremonies and a heartfelt commitment to 'Caring for Country together'.
- Staff are engaged in formalising a PBS³ approach to complement the existing behaviour management practices, including the token reward system aligned to school values and use of teachable moments.
- A comprehensive SAER⁴ policy outlines school-wide processes that support the identification and monitoring of students. Documented plans are developed and weekly collaboration between the deputy principals and school psychologist ensures appropriate interventions and supports are in place.

Recommendations

The review team support the following:

- Progress the intention to implement the PBS framework to further strengthen behaviour expectations.
- Enhance enrichment and challenge priorities to provide academic extension opportunities for students.
- Proceed with the commitment to further strengthen the relationship with Beldon Education Support Centre by enhancing opportunities for students to be integrated across both schools.

Leadership

The school's moral purpose underpinned by the 4As is the foundation upon which the journey of improvement is grounded. Participation in the Fogarty EDvance program has provided a structure to enact the school's improvement agenda, with a focus on culture and integrating the purposeful use of data to inform strategic and operational planning.

Commendations

The review team validate the following:

- Attempting to build positive relationships and trust has been one of the foci in the Principal's tenure at the school.
- Reformation of the strategic development team has offered opportunities for staff to lead key priority areas within the school, and aspirant leaders are supported through the Joondalup Learning Community Future Leaders Program.
- A committee structure, encompassing teams in areas such as maths, English, sustainability and the ACSF, is present and characterised by a commitment to empowering staff to work collaboratively and drive whole-school improvement.
- Staff strengths are acknowledged and utilised to support the implementation of whole-school programs.
- Block leaders are pivotal in the planning and implementation of whole-school change initiatives, promoting a strong sense of ownership and empowerment for all team members.
- Detailed literacy and numeracy operational plans guide classroom practice.

Recommendations

The review team support the following:

- Reinvigorate the distributed leadership model to support teacher leaders in promoting and driving change, in conjunction with the implementation of the Concerns-Based Adoption Model, with a focus on student success.
- Continue to foster transparent, inclusive, and visible leadership practices to encourage the development of a shared understanding.

Use of resources

Maximising the impact on and outcomes for students, is the unwavering focus of the school as it seeks to identify areas of need and apply resources accordingly. Consultative, collaborative planning underpins the process of analysis, problem solving and budget allocation.

Commendations

The review team validate the following:

- The allocation of resources is strategically linked to operational and strategic plans.
- There are clear links between the provision of support in classrooms for students with special educational needs and the distribution of resources and allied professional support.
- A considered approach has been taken to the management of the school's information and communications technology, with accessibility and provision well managed through lease arrangements.
- Processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight, and the School Board is kept well informed of the school's financial management processes.
- The school is well resourced and annual budgets are spent to benefit current students. Priority is given to resourcing initiatives that engage students in the learning program, as well as for staff professional learning.

Recommendation

The review team support the following:

- Ensure there are reserve accounts in place that align with resource and asset replacement plans and connect to the strategic direction of the school.

Teaching quality

The devotion and professional obligation of staff to make a difference for all students is palpable. So too, is a commitment to developing teaching practice and embedding whole-school approaches around consistent evidence-based practice.

Commendations

The review team validate the following:

- Staff demonstrate high levels of professional responsibility and personal accountability to ensure quality teaching and learning. Shared beliefs support a commitment to the analysis of data, reflection, and professional learning, maintaining the foundation for connected practice to thrive.
- Professional learning is appropriately targeted towards the implementation of agreed school-wide programs. It is designed to achieve continuity of curriculum content, coherent teaching practice and data informed classroom planning.
- Staff are supported to implement whole-school programs including Sounds-Write, Talk for Writing, Talk for Reading and Heggerty Phonemic Awareness.
- Understanding of differentiation is present. Individual education plans, group rotations, targeted programs such as MiniLit, and skilled education assistants allows student learning to be focused on individual academic levels.

Recommendations

The review team support the following:

- Revisit and refine current whole-school approaches and expectations to further enhance the school improvement agenda and ensure consistency of teacher practice and lesson design, aligned to the QTS⁵.
- Further evolve moderation practices to ensure low variation in teacher judgements and support improved levels of student achievement, considering the benefits of a collaborative approach with network colleagues.

Student achievement and progress

Proud of the upward trend in student achievement data, teachers value robust discussions while interrogating data to identify areas of focus for planning, aligned to student needs.

Commendations

The review team validate the following:

- Early intervention in Kindergarten, to support students with their literacy and numeracy development, is embedded, data informed and reviewed for impact.
- Teachers moderate to make judgments about student achievement using Brightpath. The SCSA⁶ Judging Standards support teachers during formal reporting periods.
- Assessments and reporting on student achievement informs both students and parents. Initiation of meetings with parents at the point of need ensures parents have a complete understanding of their child's progress and 'there are no surprises'.
- A comprehensive transition program assists longitudinal and individual cohort tracking processes.

Recommendations

The review team support the following:

- Investigate an online platform to support year level groups to review data and set strategic teaching goals to address the differentiated needs of all students more effectively.
- Define and document expectations of year-on-year student progress to ensure value is being added to all students.
- Intentionally build longitudinal data sets to measure and evaluate the impact of teaching and learning programs and school-wide initiatives on student achievement, and progress and set business plan targets based on this data.

Reviewers	
Kate Wilson Director, Public School Review	Yvonne Arnott Principal, Hampton Park 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 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Aboriginal Cultural Standards Framework
- 2 Reconciliation Action Plan
- 3 Positive Behaviour Support
- 4 Students at educational risk
- 5 Quality Teaching Strategy
- 6 School Curriculum and Standards Authority