



Department of  
Education

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Public education  
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# Beldon Primary School

## Public School Review

May 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>  The school demonstrates effective practice in creating the conditions required for student success.
	<b>Needs Improvement</b>  The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Beldon Primary School is situated in the North Metropolitan Education Region, approximately 26 kilometres from the Perth central business district. Beldon Education Support Centre is co-located on the site, facilitating close relationships between staff and ease of transition for students.

Opened in 1985, the school has well-established grounds that include an impressive Stephanie Alexander Kitchen Garden and a variety of outside play areas including a nature play area. An out-of-hours school care centre operates onsite.

With an Index of Community and Socio-Educational Advantage rating of 1019 (decile 4), Beldon Primary School currently enrolls 328 students from Kindergarten to Year 6.

The school benefits from the contributions of a capable and dedicated School Board who willingly give their time to assist the school. There is also an active Parents and Citizens' Association (P&C) which supports school goals and needs through fund-raising activities.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The school self-assessment was collaborative with a wide range of staff from a variety of roles participating in the process.
- Judgements made were supported by a range of credible evidence.
- A number of key staff contributed during the school-based validation phase.
- Discussions on the validation day with staff, students and school community enhanced claims and analysis included in the school submission.
- Planning intentions were elaborated on during the validation phase.

## Public School Review

Relationships and partnerships	
Beldon Primary School prides itself on the high level of care and quality relationships both within the school and between the school and the community of families it serves.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• The P&amp;C and School Board are very positive in their support of what they describe as 'a different kind of school' with 'no barriers between the school and families'.</li><li>• Communication methods include a website, newsletters and a Facebook page to ensure all community members are well-informed.</li><li>• There is a reciprocal responsibility between parents, staff and community in combining to provide the best learning experience possible for the students.</li><li>• The strong relationship between the school and Beldon ESC<sup>1</sup> has led to collaborative planning and sharing of specialist teachers.</li><li>• Families appreciate the excellent transition program and a high level of campus inclusivity.</li><li>• Partnership with the NEMLDC<sup>2</sup> has proven highly effective in the identification of, and planning for, SAER<sup>3</sup> in the early years.</li></ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"><li>• Develop a greater understanding of the Aboriginal culture and history of the Beldon area and continue to implement the ACSF<sup>4</sup>.</li></ul>

Learning environment	
It is clear that every child is highly valued at Beldon Primary School. In this inclusive learning environment, there is a seamless approach to the efficacious integration of all children.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• The large, well-maintained grounds provide outstanding play and discovery opportunities for students with several options including a nature play area.</li><li>• Students are offered the opportunity of accessing the library for reading, a science laboratory for coding and an undercover area for dancing during lunchtime.</li><li>• The SAKG<sup>5</sup> project educates students about food production and healthy eating.</li><li>• A case management approach supports early identification and targeted intervention to meet the needs of students.</li><li>• A positive behaviour program incorporating restorative practices and a gold card faction reward system works effectively.</li></ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"><li>• Review the current mental health and wellbeing program for students to ensure it accommodates students' needs.</li></ul>

## Leadership

The leadership team is cohesive and works consultatively with staff. It is a credit to the recently appointed Principal and Deputy Principal that staff feel supported and the school has remained calm and focussed on the students' needs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• The change management process employed by the Principal has led to staff feeling safe, valued and clear about future school directions.</li><li>• The development of the 2019-2021 business plan was a collaborative process involving the leadership team, the CLT<sup>6</sup>, School Board and staff.</li><li>• Performance management processes are clearly understood and accepted by staff.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>• Review current whole school programs for their ongoing impact and relevance.</li><li>• Clarify expectations and gain commitment to a whole-school literacy plan, underpinned by an explicit teaching pedagogy.</li><li>• Continue to build the distributed leadership model.</li><li>• Identify and provide leadership development opportunities to aspirants on staff.</li></ul>

## Use of resources

School finances are capably managed. Unique and flexible funding arrangements are carefully considered to ensure funding is available to maximise student outcomes.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• The school chaplain and school psychologist are co-funded and share flexibly between the school and the ESC.</li><li>• Additional education assistants and speech therapy is funded to provide sufficient support to SAER.</li><li>• A workforce management plan is reviewed regularly to respond to staffing requirements.</li><li>• Careful financial planning by the MCS<sup>7</sup> and leadership team has led to priority areas receiving the intended funding and long-term reserve planning to maintain the welcoming and inviting school environment.</li></ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"><li>• Review ICT<sup>8</sup> needs of the school and plan accordingly.</li></ul>

## Teaching quality

Teachers are committed to the continual improvement of their teaching craft. The community appreciates that teachers go above and beyond what is expected to support students and families.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Teachers are provided with collaborative opportunities within the CLT phase of learning meetings. The Brightpath assessment tool is being implemented to support teacher moderation in writing.</li> <li>The ORIGO Education mathematics program is used as the primary whole-school resource, with students taught in ability groups during daily numeracy blocks.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>Develop low-variation teaching practices between classrooms.</li> <li>Continue to develop teachers' capacity to use digital technologies to enhance the quality of their instruction.</li> <li>Implement literacy blocks and expectations about hours of instruction for teaching elements of English.</li> <li>Create curriculum scope and sequence documents aligned to the WAC<sup>9</sup>.</li> <li>Develop a professional learning culture, incorporating professional dialogue about planning, teaching and assessment and student progress.</li> </ul>

## Student achievement and progress

The school is focused on improving student academic achievement results. More appropriate achievement targets have been set in the 2019-2021 business plan, which are achievable and aspirational.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>The use of Progressive Achievement Tests has enabled the school to track student progress annually.</li> <li>In-depth analysis by the leadership team of AEDC<sup>10</sup>, NQS<sup>11</sup>, KAT<sup>12</sup>, RAT<sup>13</sup> and On-entry Assessment Program results provide a wealth of data for intervention and classroom planning in the early years.</li> <li>NAPLAN<sup>14</sup> testing in Year 3 and Year 5 shows that 25 of 30 tests, from 2016 to 2018, were at or above the expected achievement level.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>Review current practices in writing, spelling and grammar and punctuation for more appropriate strategies to improve student performance in NAPLAN.</li> <li>Investigate further opportunities for academic extension of students.</li> <li>Develop staff data literacy and use data effectively to identify and address needs of students.</li> </ul>

## Reviewers

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Laura O'Hara  
**Director, Public School Review**

Daniel Bergin  
**Principal, Canning Vale Primary School**  
**Peer Reviewer**

## Endorsement

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Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2022.



Stephen Baxter  
**A/Deputy Director General, Schools**

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## References

- 1 Education Support Centre
- 2 North East Metropolitan Language Development Centre
- 3 Students at educational risk
- 4 Aboriginal Cultural Standards Framework
- 5 Stephanie Alexander Kitchen Garden
- 6 Curriculum Leadership Team
- 7 Manager Corporate Services
- 8 Information and communication technology
- 9 Western Australian Curriculum
- 10 Australian Early Development Census
- 11 National Quality Standard
- 12 Kindergarten Assessment Tool
- 13 Rainbow Assessment Tool
- 14 National Assessment Program – Literacy and Numeracy