



Department of
Education

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Public education
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Beacon Primary School

Public School Review

March 2019



PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Beacon Primary School is located in a small Wheatbelt town in the shire of Mount Marshall, approximately 333 kilometres from Perth. The surrounding agricultural areas produce wheat and other cereal crops.

The school, with an Index of Community and Socio-Educational Advantage rating of 1000 (decile 5), currently enrolls 18 students from Kindergarten to Year 6. The school community is predominantly comprised of local farm families and students generally travel to school by bus.

Although enrolment trends are declining with the last of the Year 7 cohort to transition to High School, the School Council and Parent and Citizens' Association (P&C) are invested in sustaining a viable and positive learning community and show genuine interest, care and consideration in the success of the school.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- Whole-staff collaboration and engagement in the analysis of data informed the school's self-assessment and Electronic School Assessment Tool submission.
- A wide range of evidence from multiple sources was selected for analysis.
- The school presented a thorough analysis indicating a comprehensive knowledge of school performance.
- There is strong knowledge and alignment between the evidence presented, the factors impacting on the conditions for student success and areas identified for improvement.
- The principal, teaching staff, support staff and parent representatives elaborated on the planning intentions, described in the submission, during the validation visit.

The following recommendations are made:

- Select evidence which most appropriately informs the school's current analysis of performance.
- Provide detail of the school's identified plans in response to the observation and analysis of the evidence submitted.

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Relationships and partnerships	
<p>The Principal leads a cohesive school founded on strong and sustainable relationships and partnerships. Parents report a renewed confidence in the school and a feeling of mutual trust with the staff. Staff feel their opinions and contributions are sought, valued and shared.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • NSOS¹ feedback is analysed collaboratively to identify areas for improvement and used for the implementation of appropriate plans. • Whole-school events are well-attended by parents and families. • Regular newsletters include information that is linked to student success and is complemented by support to extend student learning at home. • The P&C actively source support. • The principal and some staff are contributors in the community which is extending reciprocal parent engagement in the school. • Connection with surrounding schools enhances professional practice, access to resources, whole-school school events and curriculum extension.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Increase the use of Seesaw² to communicate timely information to parents. • Provide module training for the School Council to sustain the impact of strong governance in preparation for the transition of new members.

Learning environment	
<p>The community indicated a strong satisfaction with the school's implementation of the Tribes agreements, TLC³ which have established shared responsibility for the values and attitude expectations of mutual respect, attentive listening, appreciation and personal best.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school tone is welcoming and inclusive and the positive acknowledgement of others is highly valued. • Explicit instruction is provided to develop the Tribes shared language and expected behaviour choices. Students use the Tribes language at home. • Planned or low absenteeism is compensated through homework packages and regular homework tasks that are designed to extend learning at home. • Appreciation notes are used between staff and students.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Assist families to increase the use of the Tribes agreements at home. • Complete review of the behaviour policy and incorporate good standing. • Develop a health and wellbeing plan that describes all strategies, programs and initiatives in support of student social and emotional learning. • Introduce longitudinal data collection of the Tribes 'looks/sounds/feels' to analyse intervention efficacy, inform student progress and assist planning.

Leadership

The Principal, new to the school, actively models positive interaction with students, staff and families. There is a growing ethos of high expectations and continuous improvement. A whole-school focus on 'purpose' accompanies clear expectations, support and shared responsibility.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The principal applies the Leadership Institute Launch⁴ program learning and provides informal feedback and coaching to improve practice. • A collaborative model has resulted in the authentic engagement of staff in aligning school operations to student achievement. • Staff ownership is established through the distributed leadership of whole-school program implementation, aligned with staff interest and strength. • Student councillors share leadership responsibilities to build communication skills, confidence and community connection.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a formal induction program that introduces the school vision and community roles, responsibilities, policy, practice and expectations. • Enhance performance management processes through goal development, observations and feedback that are aligned to strategic or student targets. • Embed the <i>Aboriginal Cultural Standards Framework</i> across all learning. • Revise the strategic plan and set targets to ensure that teacher planning and operational plans are aligned to the overarching strategic intent.

Use of resources

The Principal and manager corporate services are innovative and highly responsive to declining and possible fluctuating enrolment through the responsible monitoring and sustainable management of resources in support of students and staff.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Staffing and financial budgeting and expenditure is aligned to increase student achievement and articulated in school planning documents. • The Finance Committee is well-informed and includes all teaching staff. • Time and resources are allocated to allow all staff to collaboratively develop professional practice and contribute to whole-school planning. • A comprehensive workforce plan identifies current and future scenarios. • iPads and 'apps' have been purchased with the assistance of the P&C and computer leasing arrangements have decreased longitudinal expenditure.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Initiate the resourcing of the playground plan to increase play-based learning aligned with the NQS⁵ requirements. • Develop a plan to fill anticipated support staff vacancies.

Teaching quality

The two multi-age classes offer personalised learning which is aligned to the Western Australian Curriculum. A combination of individual rotations, small group work and whole-class instruction is used to increase student engagement and extend each child’s learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A move towards explicit learning intentions, purpose for learning and success criteria has increased whole-school visible learning approaches. • English, mathematics and science instructional time has been increased. • Teacher judgement and areas for further development have been refined through the use of Brightpath⁶ and external moderation activities. • Chinese language instruction is provided each week for all students. • Teacher collaboration is focused on student progress. Staff share resources and strategies and inform the practice of others. • Individual learning styles are accommodated through the provision of appropriate resources and teaching adjustments.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Complete the T4W⁷ scope and sequence. • Develop a whole-school reading plan that incorporates a scope of programs and strategies. • Implement RTP SEN⁸ to support planning and reporting for students at risk.

Student achievement and progress

Small student numbers impact on the validity of whole-school longitudinal trends. Teachers access the SCSA⁹ Judging Standards and there is grade alignment with NAPLAN¹⁰ results.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is high progress and achievement for 2018 NAPLAN Grammar and Punctuation, Writing and Spelling which is linked to targeted programs. • An assessment schedule of whole-school and classroom data collection informs target setting, teacher and whole-school planning. • Teachers use commercial literacy programs with embedded assessment to complement whole-school benchmark assessments and NAPLAN. • OEAP¹¹ is used in Pre-Primary and writing for Years 1 and 2. • Students access Brightpath literacy ladders that describe learning expectations and progression to support their reflection, feedback and progress. Assessment rubrics are developed to facilitate self-reflection. • Students access iPads and QR¹² Codes to share progress with parents.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Establish a system for the centralised collation, management and analysis of a range of data to inform student progress, target setting and planning. • Implement PAT¹³ Maths and OEAP for reading in the junior class.

Reviewers

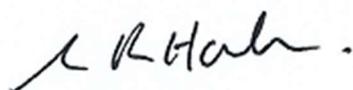
Merrilee Wright
Director, Public School Review

Alan Smith
**Principal Advisor,
Finance and Commercial Services
Peer Reviewer**

Endorsement

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

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

- 1 National School Opinion Survey
- 2 Student driven digital portfolio 'app'
- 3 Tribes Learning Community
- 4 Newly Appointed Principal Program
- 5 National Quality Standard
- 6 Assessment and evaluation program
- 7 Talk for Writing (writing program, Pre-primary – Year 3)
- 8 Reporting to Parents Special Educational Need
- 9 School Curriculum and Standards Authority
- 10 National Assessment Program – Literacy and Numeracy
- 11 On-entry Assessment Program
- 12 Quick Response
- 13 Progressive Achievement Test