



Department of  
Education

**Shaping the future**

# City Beach 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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 in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

## 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 resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

City Beach Primary School is located approximately 10 kilometres from the Perth central business district, in the North Metropolitan Education Region.

The school was established in 1956 and gained Independent Public School status in 2015. A number of specialist educational programs are delivered by the school.

Currently, there are 218 students enrolled from Kindergarten to Year 6. City Beach Primary School has an Index of Community Socio-Educational Advantage of 1167 (decile 1).

Community support for the school is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

The Principal submitted a broad school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission provided an account of the school's educational context and operations in addressing its improvement agenda.
- In preparation for the Public School Review, the Principal created opportunities for staff to engage in reflection on school performance aligned to the Standard.
- The school is committed to ongoing cycles of school self-assessment. The Public School Review was viewed as an opportunity to celebrate strengths and identify further areas for growth and improvement.
- Engagement with Leading School Improvement professional learning provided the school with reflection tools that assisted with its preparations for Public School Review.
- During the validation visit, school leaders and staff spoke openly and enthusiastically, offering insights and elaborating on evidence submitted.
- Students, parents and community members contributed to wide-ranging discussions, adding value to the school's ESAT submission.

The following recommendations are made:

- In future ESAT submissions, refine the selection of evidence that best represents the school's performance against the Standard. Include succinct analysis of evidence that aligns to planned actions.
- Continue to embed a culture of self-reflection to further enhance the strategic clarity and alignment of the school improvement journey.

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### Relationships and partnerships

Underpinned by a shared student-centred approach, the building of positive relationships is a central school focus. Staff work and collaborate cohesively, demonstrating a strong sense of trust and openness that provides a solid foundation for ongoing improvement processes.

### Commendations

The review team validate the following:

- Volunteers from EdConnect are providing enhanced support for student learning and wellbeing through 1:1 support.
- A range of partnerships with local high schools and universities enables the mentoring of pre-service teachers and opportunities for secondary students to engage in work experience placements.
- Valued by the wider community, parents expressed appreciation for the school and the renewed focus on literacy in the early years. The highly active and supportive P&C, together with the School Board, draws on an extensive skill set and local knowledge base adding value to school governance processes.
- The school and the co-located Japanese school hold fortnightly meetings leading to opportunities for shared cultural understandings unique to both schools.
- School staff value the levels of communication including face-to-face meetings, a weekly bulletin and the school-wide use of Connect.

### Recommendation

The review team support the following:

- Progress intentions to assess parent satisfaction levels of the school annually using the NSOS<sup>1</sup>, as well as opportunities to connect to student and parent voices through school decision making forums.

### Learning environment

A warm and vibrant learning environment is evident throughout the school. It is enhanced by the welcoming school appearance and the shared commitment of staff to provide a caring, orderly and safe environment for students to thrive.

### Commendations

The review team validate the following:

- Supporting positive behaviour is a school commitment evident in the development of the behavioural expectations: Be Safe; Be Kind; and Be Fair. A behavioural flow chart outlines school behaviour responses and emphasis on supporting students to manage their emotions through self-regulation.
- The school is engaging with the Aboriginal Cultural Standards Framework continuum and has a focus on building cultural awareness and Aboriginal cultural understandings across the school.
- An ongoing commitment to building students' health and wellbeing outcomes is evident in the implementation of a designated social and emotional curriculum from Year 1 to Year 6.
- Literacy intervention, delivered by skilled education assistants, supports students at educational risk (SAER). Students with special educational needs are catered for through the development of Individual Educational Plans in collaboration with key stakeholders.
- Staff are provided information regarding SAER to inform planning for differentiation and support. SAER data collection processes support the tracking of student interventions and referrals to the school psychologist or relevant agencies.

### Recommendations

The review team support the following:

- Progress plans to connect with Aboriginal leaders in the community to support the embedding of Aboriginal histories, cultures and languages in teaching and learning experiences.
- Continue to embed whole-school approaches to health and wellbeing including the delivery of You Can Do It with fidelity and the introduction of Zones of Regulation.
- Further build on steps to support positive behaviour through the exploration of the PBS<sup>2</sup> framework.

## Leadership

The Principal's relational style is valued by staff, students and families. A culture of consultation in recent years is reflected in the current business plan, developed with input from the school community to shape priorities.

### Commendations

The review team validate the following:

- The school has allocated a coach to progress the implementation of Brightpath and Talk for Writing.
- Opportunities for leadership development are available for selected teachers through the Churchlands Network Aspirant Teacher Leader program, including participation in action learning and development of a change project.
- Distributed leadership is evolving through a range of roles and committees including: the learning support team; Phase of Learning Team (POLT) leaders; Talk for Writing and Brightpath coaching; social emotional learning; English and Mathematics Committee; visual arts integration; and sustainability.
- Student leadership is supported through an increasing range of opportunities including, student councillor roles and planning for the City Beach Radio Broadcast embedding the language of You Can Do It.

### Recommendations

The review team support the following:

- Progress school improvement through the development and implementation of clearly articulated operational plans that are driven by clear leadership roles and focused staff collaboration in teams.
- Set success targets in annual operational plans to monitor individual student progress in reading, numeracy and writing.
- Continue to build instructional leadership through the development of agreed pedagogical practices and support from mentors and teacher leaders with specialist expertise. Progress intentions to strengthen formal classroom observations and feedback scheduled twice a year.

## Use of resources

The Principal and manager corporate services are committed to developing sound financial practices, ensuring staff have a clear understanding of school finance, budget and resource management.

### Commendations

The review team validate the following:

- The school's resources are allocated to best meet school and student needs. This includes the allocation of education assistants, provision of literacy intervention and opportunities for staff professional learning.
- A financial management handbook is provided to staff to support their understanding of budget management as well as information provided to staff by the manager corporate services on school development days.
- The school is transparent and agile in responding to areas identified as requiring improvement through the Control Self-Assessment questionnaire.
- The Finance Committee have opportunities to engage in discussion and shared decision making in relation to school finances. Leadership meetings include regular budgeting and resourcing discussions and the Principal and manager corporate services collaborate regularly to operationalise resourcing plans.

### Recommendations

The review team support the following:

- Progress intentions to formalise the Finance Committee meeting schedule and processes.
- Continue to monitor the use of purchase order forms with staff.
- Ensure the manager corporate services, Principal and deputy principal access the Department's financial management professional learning.
- Ensure there is clear alignment between budgets and operational plans including the identification of projected resourcing on operational plans.

## Teaching quality

It is recognised that ensuring high levels of curriculum continuity, consistent teaching practice and staff engagement in the analysis of achievement data and monitoring of student progress, is fundamental to sustained student success. A passionate staff are well placed to collaborate to build low variance, consistent and connected practice across the school.

### Commendations

The review team validate the following:

- The introduction of the lesson design iSTAR3 model is focused on the differentiation of learning intentions. Classroom walkthroughs have been undertaken to progress consistency with an ongoing commitment to observation and feedback evident.
- The allocation of a Brightpath/Talk for Writing coach is viewed favourably by staff in building their levels of confidence in the classroom.
- Letters and Sounds assessment is tracked and literacy intervention target groups identified with evidence indicating a positive impact on student progress.
- Teachers participate in POLTs focused on improving consistency in delivery of whole-school approaches.
- The school is committed to progressing school-wide approaches to numeracy, including the implementation of a numeracy block, the Geraldton Numeracy Strategy, problem solving and strategies from Dr Paul Swan.

### Recommendations

The review team support the following:

- Continue to build a whole-school approach to numeracy and literacy with agreed practices and approaches detailed in plans.
- Strengthen connected and consistent practices through continued targeted professional learning. Make coaching, classroom observations and feedback a priority, with all staff taking responsibility for low variance practice.
- Progress staff collaboration through structured Professional Learning Communities focused on agreed pedagogical practices. Ensure school-wide approaches, including explicit teaching and student extension, through critical and creative thinking, are consistent across the school.

## Student achievement and progress

The school is committed to developing data and evidence-based decision making. This is an area the school has identified for improvement.

### Commendations

The review team validate the following:

- Best Performance EdCompanion has been introduced to support staff understanding in the use of data to inform planning.
- Teachers articulated clearly their use of On-entry Assessment Program and NAPLAN<sup>4</sup> data to inform their classroom planning.
- Students with EAL/D<sup>5</sup> are tracked on Progress Maps until they are working in Level 5. Special Educational Need (SEN) students are assessed against their learning goals in the SEN platform.
- The introduction of Brightpath is valued by teaching staff in supporting their development of a shared understanding in writing assessment and student performance indicators.

### Recommendations

The review team support the following:

- Continue to build data literacy through professional learning. Provide opportunities for staff to collaboratively analyse data to monitor student progress and inform classroom decision making.
- Increase whole-school understanding of student achievement and progress analysis. Identify target groups and track their progress to determine the efficacy of programs. Build staff collective responsibility for student success and awareness of their part in ongoing school improvement.
- Strengthen literacy and numeracy approaches, particularly in the upper years, using data to inform planning and target identified gaps across reading, numeracy and writing.
- Build moderation processes internally and externally with network schools.

## Reviewers

Kim McCollum  
**Director, Public School Review**

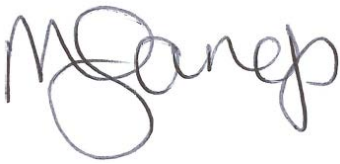
Janine Kinninment  
**Principal, Burrendah Primary School**  
**Peer Reviewer**

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the Student Achievement and Progress domain only, will be Term 4, 2022.

The next Public School Review, inclusive of all domains, will be scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 National School Opinion Survey
- 2 Positive Behaviour Support
- 3 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- 4 National Assessment Program – Literacy and Numeracy
- 5 English as an Additional Language or Dialect