



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 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

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.

Currently, there are 163 students enrolled from Kindergarten to Year 6.

City Beach Primary School has an Index of Community Socio-Educational Advantage of 1145 (decile 1).

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

The first Public School Review of City Beach Primary School was conducted in Term 4, 2021. This 2025 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

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:

- Self-assessment processes are strong and have been informed by previous Public School Reviews and implementation tracking of the school's 2021-2024 Future Directions plan.
- In preparing for the review, a transparent and collaborative approach was clear and demonstrated a strong sense of shared responsibility and a commitment to whole-school continuous reflection.
- The Electronic School Assessment Tool (ESAT) submission captured the school's culture and improvement narrative.
- Validation meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Participants delivered strong and consistent messages throughout each of the domain meetings which value added to the evidence provided in the submission.
- A comprehensive representation of parents, Board members and students contributed strongly to the validation phase by providing authentic observations about the school's performance.
- Student representatives engaged enthusiastically with the review team, speaking confidently reflecting the school's focus on student agency and demonstrating strong leadership potential.

The following recommendations are made:

- Consider targeting improvement actions towards the identification of the 'Big Rocks' for improvement in each domain of the Standard.
- Based on rigorous self-assessment, prioritise the inclusion of evidence that clearly demonstrates the schools impact on student performance and informs aligned planned improvements.

Relationships and partnerships

The school fosters strong, engaging relationships and partnerships within and beyond its community, united by a shared pride and commitment to supporting students.

Commendations

The review team validate the following:

- Positive staff relationships and a culture of trust are reflected in the School Culture Survey results. Structured team planning, professional learning, and strong community engagement through curriculum-focused teams, supported by coordinated timetables and leadership opportunities are school priorities.
- Two-way communication between teachers and families using Compass, a streamlined newsletter format and class parent representatives is strong. Staff and student voice is being maintained through multiple modes such as the City Beach Radio, stand-up assemblies, newsfeeds, and the Staff Connections Bulletin.
- Community feedback via annual surveys has informed targeted improvement areas such as behaviour management, parent-school partnerships, communication and enhanced extracurricular offerings.
- The School Board and P&C are strategic partners in school governance and community engagement. The Board enhances transparency, enrolment and trust through data-informed decision making, while the P&C fosters school pride and inclusivity through community-driven initiatives.
- Sustainable community partnerships enrich learning and cultural inclusion. Collaborations with the Rotary Club of Cambridge, EdConnect, and the Japanese School in Perth (JSP), provide connection and cross-cultural exchanges.

Recommendations

The review team support the following:

- Use the Engaging and Working with your Community matrix to further enhance engagement and to clearly demonstrate and celebrate how community feedback is used to inform school improvement.
- Build the School Board's community profile, promoting its governance and advocacy responsibilities.

Learning environment

Underpinned by genuine care and the best interests of students, school processes and approaches proactively establish the conditions for students to engage in a caring, inclusive and responsive learning environment.

Commendations

The review team validate the following:

- Classroom management strategies training and collaboration with the SSSEN: BE¹ is building staff capacity and alignment with the Western Australian Positive Behaviour Support (PBS) framework. Staff are embedding restorative practices using the Past-Present-Future framework to strengthen student conflict resolution.
- Staff reflection against the ACSF² shows a shift from cultural awareness to understanding. Professional learning, leadership and community connections support Aboriginal perspectives across daily teaching.
- A focus on student safety and wellbeing is evident through the chaplaincy program, sensory spaces like the Hearts and Minds Garden, and purposefully designed environments that foster belonging, emotional regulation and engagement. Shared spaces with the JSP further enrich cultural exchange and connection.
- A data-informed approach supports students at educational risk (SAER) through collaborative development of QTALA³ and individual education plans (IEP). Semesterly classroom profiles guide targeted, tiered interventions addressing academic, behavioural and social-emotional needs.
- Student voice is valued by school leadership. Year 6 students lead service teams in sustainability, media, connections, host assemblies and the City Beach Radio, with the student 'two glows and a grow' reflection tools informing school program improvement.

Recommendation

The review team support the following:

- Strengthen consistent whole-school positive behaviour approaches through continued PBS engagement.

Leadership

A shared vision and focus on empowering and supporting staff with clear directions and expectations has been established by the leadership team. A culture of trust, respect and collaboration unites the school community through the targeted, future direction planning.

Commendations

The review team validate the following:

- The 2021-2024 Future Directions Plan, informed by self-assessment and consultation, provided a clear strategic direction with progress monitored through regular reviews using a traffic light tracker. The evolving 2025-2028 plan builds on success, reinforcing continuous improvement and collective growth.
- Change is driven through collaborative planning, data-informed decisions, and community engagement. Whole-school reviews and stakeholder feedback ensure shared ownership, with a collective approach to leadership underpinning successful implementation, which is aligned to strategic goals.
- Instructional leadership cultivates future leaders through targeted coaching, professional development, and strategic change initiatives. Internal coaches provide workshops, one-on-one support, growing more consistent whole-school instruction and practices.
- Participation in the Churchland Network's Aspirant program is building leadership capacity and internal coaching and team leadership roles. Teacher-led innovation is evident in lesson design, extension programs, implementation of Teaching for Impact strategies, Talk for Writing and PBS.
- A reflective, strengths-based performance development model supports staff to set goals aligned with AITSL⁴ Australian Professional Standards for Teachers and school priorities and is supported by coaching, peer observation and feedback practices such as 'I See, I Hear, I Wonder' walkthroughs.

Recommendations

The review team support the following:

- Make the established and known change processes visible to staff and the community.
- Empower staff voice by exploring how they would like leadership to provide feedback on their performance.
- Collaboratively develop and document a comprehensive induction process for new staff, including structured review mechanisms to ensure ongoing relevance and effectiveness.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed to optimise the conditions for student success.

Commendations

The review team validate the following:

- Finances are strategically and transparently managed to maximise student outcomes within tight budget constraints. The Finance Committee meets regularly to align spending with student needs and school priorities, while the P&C provides generous support for initiatives linked to the strategic direction.
- Annual control self-assessments guide improvements across key financial systems, and the School Board is kept informed of financial processes and planning. Budget details and P&C contributions are shared in the City Beach Primary School Annual Report to ensure accountability and community transparency.
- A strategic and transparent approach to resource allocation ensures decisions are student-centred and the community informed. Operational plans guide the distribution of funds for salaries, professional learning, and targeted initiatives. Funding supports key roles such as the Level 3 classroom teacher, chaplain, and school psychologist, while disability and English as an additional language or dialect (EALD) resourcing enhances curriculum access.

Recommendation

The review team support the following:

- Review funding for students with imputed and diagnosed disabilities to ensure the provision of Tier 2 and Tier 3 supports and to embed tiered support processes for SAER.

Teaching quality
Staff have a high level of personal care, commitment and professional knowledge and they are collectively and collaboratively focused on continually improving the quality of teaching instruction across the school.
Commendations
The review team validate the following: • The Teaching for Impact and iStar guide lesson design, and instruction is focused on explicit teaching and gradual release. A shared language and structure for lesson planning and instructional delivery has encouraged teachers to align their practice to whole-school approaches. • Data-informed, collaborative planning guides teaching for improved achievement and progress. Teachers develop QTALA and IEPs tailored to individual learning needs, using programs and tools like Letters and Sounds, PLD⁵, PAT⁶, NAPLAN⁷ and Elastik to identify gaps and monitor progress. • Differentiated teaching practice tailors content, process, and learning goals to meet students' diverse needs with Special Educational Needs plans guiding personalised instruction. Differentiated WILF⁸ statements, Early Years Enrichment program and Genius Hour projects further support progress for all learners. • Professional learning is strategic, needs-based and aligned to the Teaching for Impact. Brightpath moderation, Maths Trek, and cultural competency training enhances instructional practice. Programs such as Language Leaders and professional texts such as Restoring Teaching are building staff capacity.
Recommendations
The review team support the following: • Strengthen consistent delivery of high impact teaching strategies through the embedding of agreed elements of the Teaching for Impact framework into the agreed whole-school instructional model. • Implement planned and agreed high quality evidence based approaches and teacher practice across the school in literacy and numeracy with consistency and fidelity. • Develop agreed, consistent, timely and meaningful communication practices that inform student achievement and progress performance to parents.
Student achievement and progress
There is a systematic plan for the collection and analysis of a range of student performance data that informs an ongoing focus on using data to identify and address areas for improvement.
Commendations
The review team validate the following: • In response to NAPLAN data in spelling, grammar, and punctuation the school has introduced a NAPLAN preparation focus to increase the use of digital tools to build student competence and familiarity. • A comprehensive whole-school data suite that triangulates PAT, NAPLAN, Brightpath, and On-entry data through the Elastik platform supports teachers to identify learning gaps and track student progress. • Disciplined dialogue is used to analyse data and to investigate student performance. Gender, EALD and attendance are some of the lines of enquiry used to understand the data and to develop targeted improvement planning. • Internal and external moderation processes, with the Churchlands Regional Network, incorporates opportunities for teachers to engage with similar schools in writing moderation and complements the work of staff in professional learning teams to ensure consistency in grade allocation in literacy and numeracy, together with School Curriculum and Standards Authority assessment pointers.
Recommendations
The review team support the following: • Maintain and communicate to parents the school's relentless focus on improving literacy achievement and progress data through the implementation of the strategies of the Future Directions 2025-2028 plan, key focus area of 'Elevating Teaching and Learning Excellence'. • Identify a data coach to strengthen data literacy and to enhance staff skills in using achievement and progress data to inform planning for progress. • Create opportunities to moderate and strengthen whole-school approaches in science using Brightpath.

Reviewers	
Steve Dickson Director, Public School Review	Bernadette Delaney Principal, North Fremantle 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 Student Achievement and Progress domain only, is scheduled for Term 2, 2026. You will be formally notified in the 2 terms leading up to your school's scheduled follow up review.

Should the school meet the Standard for this domain, a full Public School Review, inclusive of all domains, will be scheduled for 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 School of Special Educational Needs: Behaviour and Engagement
- 2 Aboriginal Cultural Standards Framework
- 3 Quality Teaching and Learning Adjustments 2025
- 4 Australian Institute for Teaching and School Leadership
- 5 Promoting Literacy Development
- 6 Progressive Achievement Tests
- 7 National Assessment Program – Literacy and Numeracy
- 8 What I'm looking for