



Department of
Education

Shaping the future

Belmay 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

Belmay Primary School is located in the suburb of Cloverdale, approximately 11 kilometres from the Perth central business district, in the South Metropolitan Education Region.

Established in 1952, the school is co-located with the South East Metropolitan Language Development Centre and hosts a satellite class from Carson Street School.

The school has an Index of Community Socio-Educational Advantage rating of 958 (decile 7). Currently, there are 201 students enrolled from Kindergarten to Year 6.

Support for the school is provided through the work of the School Council and the Parents and Citizens' Association (P&C).

The first Public School Review of Belmay Primary School was conducted in Term 4, 2019. This 2023 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 comprehensive and rigorous school self-assessment.

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

- The Principal undertook a strategic approach in preparing the school's self-assessment based on the previous review. The candid and genuine participation of staff demonstrated a commitment to continuous school improvement.
- Each entry in the Electronic School Assessment Tool (ESAT) was supported with substantial evidence and an overview document in which reflections were summarised and future actions identified.
- The process provided an opportunity to meet with a range of staff, confirming cohesiveness and a willingness to collaborate to improve outcomes for all students.
- A School Council member, P&C representative and the local member of Parliament, who is also on the Council, participated enthusiastically in the validation visit with discussions reflecting a strong investment in the school's leadership and ongoing direction. The positive perception of the school and 'We choose respect' mantra is evident in the wider community.
- Student leaders embraced the opportunity to share their school's facilities and described a caring, engaging and inclusive environment where they feel valued.

The following recommendations are made:

- Use the Standard and domain foci to facilitate ongoing discussions/reflections with staff, School Council members and P&C representatives about school performance as part of the self-assessment practice and review cycle.
- Explore opportunities for the ESAT to be used by staff to select and refine the ongoing collection and analysis of data to support school self-assessment.
- Consider inviting parents from culturally and linguistically diverse backgrounds to contribute to the next Public School Review validation visit to enable broader perspectives.

Public School Review

Relationships and partnerships

The school is focused on building and sustaining positive relationships between staff, students and families as well as cultivating partnerships across the community. Staff work cohesively and collaboratively with a strong focus on student success.

Commendations

The review team validate the following:

- With a growth mindset and evidence of embracing a change agenda, staff work professionally and respectfully having robust conversations, while being guided by the collaboratively developed Belmay norms.
- Staff take on numerous roles and unite to form committees as well as support the school improvement agenda.
- The School Council, P&C, co-located Language Development Centre, Belmont City College and relevant agencies work together for the best interests of students.
- Students expressed that staff cared about their wellbeing and provided engaging learning opportunities.

Recommendation

The review team support the following:

- Explore opportunities for families to engage further in school surveys to enable the collation of broader data, particularly those from culturally and linguistically diverse backgrounds.

Learning environment

Conducive conditions for learning are embedded across the school providing a safe, caring and inclusive environment for staff and students. Underpinned by whole-school processes, learning is enhanced through a shared understanding of behaviour, attendance, wellbeing and engagement strategies.

Commendations

The review team validate the following:

- The school provides extra curricula activities including swim club, Lego club and chess for students to engage in. These have been strategically developed to encourage and support attendance plans.
- Students at educational risk (SAER) case management is comprehensive with referral and intervention processes supporting the needs of the diverse student cohort.
- The wellbeing of students is prioritised with extensive outdoor play opportunities as well as access to the school chaplain, Aboriginal and Islander education officer and engagement in the 'engine room' to support sensory needs.
- Students and families are supported in the early years with the inclusion of orientation programs, Pre-Kindergarten and onsite day care to develop school readiness.
- The incorporation of Positive Behaviour Support (PBS) has empowered a whole-school approach to respect with the PBS matrix guiding behaviour leading to reduced detentions and suspensions.

Recommendations

The review team support the following:

- Give consideration to implementing whole-school incentives for students linked to the PBS initiative.
- Continue to strengthen processes that support attendance and engagement to reduce the number of students in the moderate and severe attendance categories, particularly in the early years.

Leadership

The leadership team have led an explicit improvement agenda while fostering a positive and inclusive culture. Distributed leadership has provided opportunities for both teachers and education assistants to lead initiatives, considering student success at the heart of all decision making.

Commendations

The review team validate the following:

- The Principal is acknowledged for their drive, enthusiasm and consultative and reflective approach while working with staff, students, families and the wider community.
- The 3-year Fogarty EDvance School Improvement Program has driven change and led to whole-school improvements leading to significant success and recognition of the most improved school in the cohort.
- The Principal recognises the leadership potential of staff, providing opportunities to build professional capacity and lead curriculum areas as well as phases of learning teams.
- Education assistants have been upskilled to deliver intervention programs and are integral in supporting SAER.

Recommendations

The review team support the following:

- Continue to schedule performance management and development for staff in alignment with whole-school directions.
- Proceed with intentions to manage staff workload to enable leadership roles and responsibilities to be sustainable.

Use of resources

The Principal, manager corporate services (MCS) and Finance Committee work collaboratively to ensure decision making processes are transparent, evidence-based and monitored effectively. Resource allocation has been aligned to the needs of students and strategically managed.

Commendations

The review team validate the following:

- Supported by a Finance Committee, the Principal and MCS meet regularly to plan, review and monitor the budget in alignment with the Funding Agreement for Schools.
- Resource allocations aligned to business plan foci are regularly reviewed. Targeted initiatives and student characteristics funding are deployed strategically to support a range of enrichment and intervention strategies.
- Success in receiving grants has provided access to significant school improvement opportunities and new initiatives being developed for the school and students.
- Whole-school professional learning has been invested in heavily to progress the improvement agenda as well as reduce teaching variance from Kindergarten-Year 6.

Recommendations

The review team support the following:

- Continue to review workforce planning and recruitment processes to enable whole-school succession planning.
- Explore the intention of applying to become an Independent Public School to maximise the benefits and impact of increased autonomy.

Teaching quality

Initially guided by the Fogarty EDvance School Improvement Program, shared beliefs and embedded whole-school pedagogical approaches support the implementation of high-quality teaching with documented plans ensuring success for all students.

Commendations

The review team validate the following:

- Staff regularly review the school business plan and Strategic Directions Document to guide the school improvement journey and embed consistency of teaching practices and programs.
- The introduction of Shaping Minds is supporting a cultural shift to formalise peer observations, feedback and coaching in a supportive environment.
- Evidenced-based whole-school programs that are determined to lead to improvements for students are trialled, reviewed, and implemented.
- Comprehensive case management and handover processes, including those in Tier 3, enable students to be highly supported.
- New staff and graduate teachers are provided with induction processes and mentoring by experienced staff to embed the Belmay Way.

Recommendations

The review team support the following:

- Progress the intent to embed a school-wide mathematical program ensuring connected practice across all phases of learning.
- Continue to review and refine the English operational plan to support teachers in the implementation of the agreed pedagogy and instructional model across the school.

Student achievement and progress

The school is committed to developing a culture of self-reflection and data analysis based on tracking, monitoring and reviewing student achievement and progress. Robust plans and accountability structures support the delivery of effective pedagogy through assessment.

Commendations

The review team validate the following:

- A school-wide data assessment schedule guides a range of school-based and system data which is used purposefully to inform planning and identify students requiring intervention.
- Students from linguistically diverse backgrounds requiring support are monitored on the English as an Additional Language/Dialect Background (EAL/D) Progress Map and levels are indicated in Reporting to Parents.
- A range of data sources are used to identify SAER in the early years and provide intervention, extension and interagency referrals for speech and occupational therapy support.
- NAPLAN¹ data is used as a tool to conference with parents and students setting targets for improvement.
- The presence of education assistants at meetings regarding SAER and Individual Education Plans enables greater confidence and targeted support while working with students.

Recommendation

The review team support the following:

- Continue to develop the data literacy of staff using the whole-school assessment platform, Elastik. Strengthen the use of longitudinal data to identify gaps in student learning as evidence for the planning and implementation of teaching and learning programs.

Reviewers

Natalie Tarr
Director, Public School Review

Christopher Walker
Principal, Eddystone 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy