



Department of
Education

Shaping the future

Belmont 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 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, 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

Context

Belmont Primary School is located approximately 8 kilometres from the Perth central business district, in the South Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1017 (decile 4). It currently enrolls 82 students from Kindergarten to Year 6.

The School Council and the Parents and Citizens' Association (P&C) support the school.

The first Public School Review (PSR) of Belmont Primary School was conducted in September 2019. This 2023 PSR 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 school self-assessment.

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

- In preparation for the Public School Review, the leadership team guided a self-assessment process that engaged, and incorporated the perspectives of, a range of staff and school community representatives.
- The Electronic School Assessment Tool (ESAT) submission, and feedback provided during the validation visit, delivered a wide-ranging account of the school context and strategies used in addressing its improvement agenda.
- The 2019 Public School Review report provided the basis for the school improvement and self-assessment.
- A significant representation of staff, students, and parents engaged in discussions with the review team, contributing open and authentic reflections of the school's performance including areas for improvement.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative school self-assessment processes aligned to planning.
- Through the lens of the following reflective question: Why do we think the evidence selected for our Public School Review demonstrates meeting the Standard? Consolidate the parameters for selecting evidence to be included in future ESAT submissions.

Public School Review

Relationships and partnerships

The school seeks to enhance student learning and wellbeing by recognising parents/carers as authentic partners in their child's education. Open lines of communication strengthen connection and promote the feeling of community.

Commendations

The review team validate the following:

- Parents identify communication as a strength of the school. The school uses Connect to keep the community informed of events, publish newsletters and policy, request support and post class notices using Microsoft Sway.
- Parents and students expressed appreciation for the supportive and welcoming approach provided by staff, including administration.
- Staff meetings and school development days offer staff the opportunity for whole-school review and planning.
- Partnerships have been established with a variety of external agencies and businesses that enhance the learning program for students, these include CraigCare, Belmont Community College and local businesses.

Recommendations

The review team support the following:

- Support opportunities for staff collaboration with a focus on curriculum planning and consistency of quality teaching practice.
- Harness the feedback from all staff and a significant proportion of parents to determine future strategy and adjust school approaches to better meet the needs of all stakeholders.
- With a view to improving staff engagement, culture and wellbeing, conduct a school culture survey of all staff and use the report as a starting point for school improvement.
- Seek opportunities to build trust between the administration and staff through providing personal, genuine recognition and praise for the work of all staff performing in a complex environment.

Learning environment

The small population, creating a close community feel, is valued by students and parents who report feeling well known and supported by staff. A culture of high care has contributed to a safe and orderly learning environment.

Commendations

The review team validate the following:

- The physical environment adds value to the student learning experience. Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of children.
- Efforts to support staff wellbeing are appreciated including the Pay it Forward trophy, staff shout outs and social events. Staff intentionally check-in on each other as another opportunity for support.
- Students are generally well-behaved and students understand the expectations outlined in the 'Belmont Way'. Rare incidences of conflict are managed using a restorative practice approach.

Recommendations

The review team support the following:

- Revisit and upskill staff in their knowledge and integration of the Aboriginal Cultural Standards Framework.
- Update the policy for students at educational risk (SAER) and ensure all staff fully understand processes to identify, support, assess, track and report on these students.
- Continue plans to implement the Be You framework and a whole-school health and wellbeing program to support the social and emotional needs of students and the wider community.

Leadership

The administration team recognise the need for, and acknowledge the challenges in, leading change. Initiatives implemented since the previous review have gained some traction bringing about a level of consistent whole-school practices in some areas.

Commendations

The review team validate the following:

- Staff are given the opportunity to lead. Leaders meet with staff to analyse student data and contribute to the development and review of curriculum plans.
- The support the administration team provide when implementing new policies, programs or processes is acknowledged by staff.
- School plans draw a direct link with Department's priorities, in particular the Focus 2023 document.

Recommendations

The review team support the following:

- Review strategic and operational plans with a view to making them more useful to staff for the purposes of classroom planning.
- Provide a framework for leaders to provide instructional support to staff in a safe and respectful manner.
- Continue plans to review performance development processes providing a balanced provision of ongoing support and accountability to assist staff development and implementation of planned initiatives.

Use of resources

Significant high quality physical resources support programs offered at the school. The Principal and manager corporate services are aware of the need to carefully manage human resources given the impact of diminishing enrolments on the school budget.

Commendations

The review team validate the following:

- Processes and practices are established for managing financial resources. An effective Finance Committee assists with financial oversight. The School Council is kept well-informed of the school's financial management processes.
- A strategic approach has been taken to the management of the school's information and communications technology, with a comparative assessment made on purchasing versus leasing of equipment, based on longevity and usage.
- An effective partnership between the school and the P&C adds value to the school's priorities.
- A comprehensive finance policy provides clear guidelines for staff.

Recommendations

The review team support the following:

- Progress a review of the workforce plan considering possible retirements and develop strategies to address potential workforce gaps.
- Allocate time and opportunities that allow staff to collaboratively reflect on current practices and contribute to whole-school planning.
- Undertake a review of staff roles, budgets, existing resources, facilities and expenditure to identify potential areas for increased efficiencies.

Teaching quality

Research shows that quality teaching, above all other influences, is the most important factor in supporting student achievement. Engagement of staff in sharing individual skills and knowledge to develop whole-school consistent practices is required.

Commendations

The review team validate the following:

- Staff are supported to implement evidence-based, whole-school approaches including: Promoting Literacy Development; Brightpath; Mathletics; and Reading Eggs. Planned for 2023, include the introduction of Seven Steps to Writing Success and the Be You framework.
- Professional learning is appropriately targeted towards the implementation of agreed school-wide programs. It is designed to achieve continuity of curriculum content, coherent teaching practice and data informed classroom planning.
- Staff and students have access to digital technology to support and enhance teaching and learning programs.

Recommendations

The review team support the following:

- Align the expectations of staff pedagogical practice to the Department's Quality Teaching Strategy ensuring consistency and connectedness of teaching practice throughout all areas of learning.
- Continue plans to implement a school-wide numeracy block to ensure programs and teaching strategies are applied consistently across all classes.
- Consistently collect a suite of valid student data. Support staff to analyse the data to inform teacher planning and practice.

Student achievement and progress

The leadership team recognise that with small cohorts of students sitting the National Assessment Program – Literacy and Numeracy (NAPLAN), analysis of individual student achievement and progress provided more meaningful information than whole-school data.

Commendations

The review team validate the following:

- A clear and comprehensive assessment schedule informs staff of what and when data is to be collected for analysis. The deputy principal collects class data, making it available on a shared drive for whole-school planning.
- Processes for monitoring and tracking individual student achievement data are being developed.
- Overall progress between Year 3 and Year 5 in NAPLAN in 2019 and 2021, is higher when compared to like schools.

Recommendations

The review team support the following:

- Consistently collect a range of norm referenced student data to know each student's level of achievement at any point in time and determine if that achievement is sufficient.
- Ensure the continuation of an intervention program, such as MultiLit, to support students at risk of falling below the expected standard in literacy.
- Provide staff with individual tracking data for all students and support them to individually case manage each student's achievement and learning plan.

Reviewers

Craig Skinner
Director, Public School Review

Andrew Holmes
Principal, Forest Crescent 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 Relationships and Partnerships, Leadership, Teaching Quality and Student Achievement and Progress domains only, will be Term 1, 2024.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for Term 1, 2026.



Melesha Sands
Deputy Director General, Schools