



Beldon Education Support Centre

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 PublicSchoolReview@education.wa.edu.au

Context

Beldon Education Support Centre is located approximately 26 kilometres north of the Perth central business district, in the North Metropolitan Education Region.

Opened in 1985, the school gained Independent Public School status in 2011. The school is co-located with Beldon Primary School.

Currently, there are 75 students enrolled from Kindergarten to Year 6. Beldon Education Support Centre has an Index of Community Socio-Educational Advantage of 1056 (decile 2).

Support is provided by the Parents and Citizens' Association (P&C), and the School Board provides further support in monitoring and reviewing the school's strategic directions.

The first Public School Review of Beldon Education Support Centre was conducted in Term 1, 2021. This 2025 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:

- Well-established school self-assessment and review processes, inclusive of all staff, are evident. This ongoing reflection on school performance is contributing to a shared understanding of school progress and the identification of focus areas for improvement.
- In preparation for the Public School Review, staff contributed collaboratively to understanding performance in each of the 6 domains of the Standard. The leadership team provided a structure for the procedure undertaken, which built a psychologically safe environment allowing staff to contribute their voice within a team to analyse data and reflect on the school's performance without fear of judgement.
- During the validation visit, a broad representation of well-informed and invested staff, parents/carers and significant partnering bodies provided insights that added considerable value to the Public School Review process. Discussions were characterised by the enthusiastic engagement of participants, both in form and substance.
- An extensive tour of the school by a staff member and Year 6 students provided the reviewers with an insight to the significant renewal program undertaken, enriching the validation process and providing a greater understanding of the school's context, history and strategic objectives.
- Justifiably, and validated over the course of the day, staff and families expressed much pride in what they have achieved, through a collaborative and targeted process, since their last Public School Review.

The following recommendations are made:

- Continue to review the school's progress against the domains of the Standard, guided by the domain foci and elaborations. Engage staff in regular processes for whole-school collaboration in the analysis of data as part of ongoing school self-assessment practices to inform improvement plans.
- Explore ways in which the Electronic School Assessment Tool can be used to facilitate and improve the collection and analysis of data for information that may be used for ongoing school self-assessment.

Relationships and partnerships

Described as a 'Beacon of Hope', connected partnerships and relationships with families are the very fabric of this unique and highly complex school's core business. A strong relational approach fosters open and transparent communication contributing to the high reputational regard the school enjoys from their community.

Commendations

The review team validate the following:

- Professional relationships are strengthened through collaboration and clear and consistent communication processes. Communication protocols, meeting norms and therapy provision guidelines ensure the focus is on students while alignment of key information between therapy providers and school staff is maintained.
- Parent feedback is actively sought through the School Culture Survey and direct communication. The school is proactive in responding to feedback, with complex matters addressed collaboratively with all affected stakeholders.
- Keeping families informed, connected and partnered with the school, clear and accessible communication is prioritised. This involves platforms such as Compass and a variety of strategies, including translation of classroom notices to support parents with English as an additional language or dialect.
- Understanding that a significant number of students have complex communication needs, the school has prioritised accessible and multi-tiered methods of communication. This includes Pragmatic Organisation Dynamic Display (PODD) and Augmentative and Alternative Communication (AAC) practices, ensuring students have a voice and feel heard.
- The school's partnership with the Sporting Schools' Initiative provides access to a diverse range of community sports promoting physical, emotional and social development. Strong engagement with the ESNN¹, WAESPAA² and co-located and local schools provide professional learning and build collegiate networks for staff.

Recommendation

The review team support the following:

- Explore ways to broaden the community membership of the School Board ensuring members' skills and knowledge heighten engagement with, and effectiveness of, school governance processes.

Learning environment

Strategic purpose in creating physical learning spaces, that are adapted and resource aligned to the individual developmental needs of students, encourages maximum engagement, a strong sense of belonging and a safe and inclusive place for all children.

Commendations

The review team validate the following:

- Consistent application of the whole-school behaviour framework together with trauma informed practices involving professional learning in the Berry Street Education Model and Crisis Prevention Institute training in de-escalation strategies is building collective expertise, strengthening staff capacity to respond consistently and effectively to student needs.
- Comprehensive individual profiles, including a play profile for the early years, inform personalised strategies reflecting each student's strengths, needs, and cultural backgrounds. Interventions and supports are individualised, ensuring students can access learning while their achievements and abilities are celebrated.
- Health and safety officers ensure procedures are current, oversee staff induction, and follow up on all risks and injuries. Staff are well prepared and supported to respond to emergencies and critical incidents, leading to high levels of psychological safety and minimal disruption to the students' learning.
- Embedded across the campus, Zones of Regulation effectively support students to recognise, understand, and manage their emotions. Visual displays, check-ins and designated regulation areas in each classroom ensures consistency of language and development of regulation and emotional literacy.
- Student voice is actively sought through adapted survey tools and communication supports. This is empowering students to express their preferences, ideas and give feedback, and the school to tailor the environment to positively impact each child.

Recommendation

The review team support the following:

- Further embed whole-school AAC practices through coaching and monitoring of delivery to ensure consistency of implementation across all learning settings.

Leadership

Through a highly strategic approach, the Principal and leadership team are creating a collaborative model of leadership that is building trust and empowering staff to contribute authentically to the school improvement agenda.

Commendations

The review team validate the following:

- Business and operational planning, aligned to the Western Australian Curriculum, with adjustments for diverse learners through ABLEWA³, links strategic direction to classroom practice evidenced by a shared understanding of curriculum requirements and staff confidence in adjusting instruction for diverse learners.
- Participation within the ESN community provides opportunities for staff to develop their leadership to impact on both the school and system initiatives. This is evidenced through sharing of expertise with network peers and contribution to leading the ABLEWA project development of key assessment tools that will benefit multiple schools across the network.
- The distributed leadership structure mobilises and develops leadership expertise at all levels of the school, effectively supporting instructional practice and pedagogy. Staff take ownership of projects aligned with their expertise or interests, supported with access to professional learning focused on leadership skills and capacity building.
- Instructional coaches provide guidance and support in the areas of behaviour/crisis prevention, TEACCH⁴, AAC and school specific assessments and literacy. This targeted support is contributing to whole-school focus and consistency of practice.
- Innovative performance review procedures ensure all staff are provided with clear guidelines and support without compromising their autonomy. High levels of trust have ensued, forging a commitment by staff to personal growth that will impact positively on student outcomes.

Recommendations

The review team support the following:

- Formalise and embed the internal coaching and feedback model strengthening instructional leadership to embed consistent, evidence-informed teaching practices across the school.
- Further develop the leadership strategy to ensure continuance of professional learning, defining the roles of leaders and identification and support for future leaders.

Use of resources

Together, the Principal and manager corporate services have forged a strong partnership with aligned, shared beliefs about effective financial management practices.

Commendations

The review team validate the following:

- Financial management practices are transparent, accountable and aligned to student needs and school priorities. Clear processes for financial approvals, reconciliation and reporting ensure compliance with the Funding Agreement expectations. Appointing a dedicated school officer has added another layer of rigour in strengthening oversight of financial operations and improved efficiency.
- Diligence in identifying and then rectifying discrepancies in student disability levels, has ensured disability funding is reflected correctly significantly maximising the final allocation. The actions taken have provided flexibility in refinement of the staffing profile to better deliver targeted and specialist support for students.
- Strategic and prudent planning in the use of student characteristics and targeted initiative funding extends the chaplain program and pastoral care team, school psychologist, Sporting Schools Initiative and Preschool Reform Agreement.
- Responsive to the complex and evolving needs of students, data driven workforce planning and management practices are evident. A balanced staffing structure and strategic recruitment ensures diverse expertise in behaviour support, communication and sensory regulation.

Recommendation

The review team support the following:

- Align all resourcing to the RAISE⁵ priority areas providing teachers and cost centre managers with support to effectively ensure resourcing and purchases are data informed and aligned to the school priorities.

Teaching quality

There is collective belief that, for children to succeed, a holistic approach must be prioritised. This belief has galvanised the whole staff in a determined commitment to deliver universally accessible teaching programs, regardless of ability, diagnosis or communication method, that are equitable to that of all students in the state.

Commendations

The review team validate the following:

- Shared beliefs and pedagogical approaches inform school-wide practices. Explicit instruction, collaborative structures, operational plans and overviews reinforce and embed the shared pedagogical approaches implemented.
- Provision of instructional coaching and mentoring is embedding consistency of language and practice across the school.
- Planning and assessment draw on multiple evidence sources, including Individual Education Plans, ABLEWA assessments, literacy and numeracy data, classroom observations, therapy reports, and wellbeing data. This student-centred planning approach provides meaningful, curriculum aligned learning tailored to individual needs and goals whilst facilitating seamless transitions for students.
- Defined by strong partnerships between staff, students and parents/carers, reporting to parents is ongoing involving meaningful communication centred on student progress and future direction.
- A comprehensive approach to professional learning prioritises the development of staff capacity to confidently implement the whole-school academic, social, behaviour and health and wellbeing programs. New staff and graduate teachers are provided a scaffolded induction program and ongoing coaching by senior teachers.

Recommendation

The review team support the following:

- Continue with the intention to further develop and embed the observation, feedback and reflection processes to incorporate targeted, additional instructional support for staff.

Student achievement and progress

At the forefront of all decision making, there is a united and determined resolve by staff to ensure every child can and will make continued, sustained progress, and that progress will be acknowledged and celebrated.

Commendations

The review team validate the following:

- Opportunities for staff to reflect on and assess the impact of their practice through collaboration, moderation sessions, coaching and performance development has embedded a culture of ongoing growth leading to improved consistency and quality of Individual Education Plan development and SMART⁶ goals across all classes.
- Embedded moderation practices ensure marking criteria and standards are consistent across the school for the full range of ABLEWA Stage A-D and primary curriculum grades. Active participation in the network's collaborative ABLEWA moderation sessions reinforces consistency of teacher judgements.
- Observation records and parent feedback demonstrates programs implemented to build capacity to participate and contribute to life in school and the community have increased students' engagement in their learning and their ability to self-regulate, and supported development of confidence in social settings.
- Longitudinal literacy and numeracy data evidence strong student achievement and progress against individualised student goals. The school is proactive in identifying students not achieving set targets, undertaking individual case reviews to determine the contributing factors and appropriate interventions.

Recommendations

The review team support the following:

- Review and trial the Essentials for Living assessment tool to identify and track the progress of students demonstrating pre-foundational skills.
- Continue to investigate a whole-school mathematics program and assessment beyond Year 2 to ensure consistency of practice in delivery, and continuity of student progress and achievement, is tracked over time.

Reviewers

Maxine Augustson
Director, Public School Review

Ashleigh Currie
Principal, Koorana Education Support Centre
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 next scheduled review. This notification will be provided in 2028.



Vicki McKeown
A/Deputy Director General, Schools

References

- 1 Education Support North Network
- 2 Western Australian Education Support Principals and Administrators
- 3 Abilities Based Learning Education, Western Australia
- 4 Treatment and Education of Autistic and related Communication-handicapped Children
- 5 Reflective Practice, Accessible Learning Areas, Instructional Leadership, Social Inclusion, Empowered Communication
- 6 Specific, measurable, achievable, relevant, time-bound