



Alkimos 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

Alkimos Beach Primary School is located approximately 45 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school opened as an Independent Public School in 2017 and provides educational programs for students from Kindergarten to Year 6.

Currently there are 600 students enrolled. The school has an Index of Community Socio-Educational Advantage of 1021 (decile 4).

Support from the community is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Alkimos Beach Primary School was conducted in Term 2, 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:

- Middle leaders guided staff teams in self-assessment across each domain, referencing the previous Public School Review to evaluate the school's added value for students. Relevant evidence was gathered to support performance judgements, and reflections were reviewed by the leadership team before being shared with all staff, ensuring a collective and representative school judgement.
- The school's Electronic School Assessment Tool (ESAT) submission was developed in alignment with the Standard, with all staff given opportunities to contribute evidence and commentary, creating a clear narrative of school performance across each domain.
- Validation meetings strengthened the review team's understanding of the evidence provided in the school's ESAT submission. Participants delivered strong and consistent messages that built on evidence in all domains throughout these meetings.
- Student representatives engaged enthusiastically with the review team, contributing positively to the validation visit.

The following recommendations are made:

- Use the ESAT summary tab to share information with the review team about the school's self-assessment process inclusive of staff involvement, alignment to the standard, and how evidence was incorporated into the ESAT.
- Name domain entries to align directly with the domain focus area, ensuring a clear reference to the evidence and its alignment with the standard.
- Enhance evidence readability by ensuring screenshots remain clear when enlarged and consider uploading key strategic documents so reviewers can readily understand school practice.

Relationships and partnerships

The school is a central support hub for families, fostering trust-based relationships that encourage parents to seek guidance, connection and inclusion.

Commendations

The review team validate the following:

- The Talk, Play, Share program supports early connections, school readiness, and initiatives such as Positive Parenting Program seminars enhance family support. Strong partnerships with local daycare centres also provide transition visits to the school.
- Regular, transparent, and timely communication through platforms such as Connect, Message You, school webpage, Facebook, and Microsoft Sway newsletters ensure families receive consistent updates, classroom insights, and urgent notifications. Transition to Program Kaardijin is a work in progress.
- Established collaborations with youth chaplaincy, HelpingMinds, Wanslea, school health nurse, and Child Development Services reflect a responsive approach to meeting the diverse needs of the school community.
- Long-standing partnerships with Lendlease and Stockland provided tangible benefits for students and the wider community. Initiatives such as SLS¹ BeachSafe, the bike track, Youth Zone and Bathurst Park amplify student and school voice in community development.
- Engagement in the Ocean Reef Network fosters collaboration in curriculum and assessment. Staff benefit from shared best practices and innovative approaches, promoting a culture of continuous improvement.

Recommendation

The review team support the following:

- Develop and make visible a comprehensive implementation plan to support the transition to Program Kaardijin.

Learning environment

A strategic culture of care, built on trust, collaboration, and professional support strives to make all students, staff and community to feel secure, respected, and empowered to learn.

Commendations

The review team validate the following:

- A highly effective student services team deliver targeted support through a multidisciplinary approach. The chaplain, school psychologist, school nurse and 2 CMS²-trained staff complement a dedicated Response to Intervention team who provide individual and small-group support for identified students.
- Cultural inclusivity is a school priority which is driven by the HASS³ Committee and specialist staff, with Harmony Day and NAIDOC⁴ Week fostering student and community awareness of diverse cultures. Funding through PALS⁵ supported the establishment of a yarnning circle, totem poles, and a bush tucker garden.
- Positive Behavioural Expectations guide student conduct, with proactive engagement from staff and families. Attendance is closely monitored, with case management and external support used to address challenges, particularly holiday-related absences.
- Student voice as a key driver of school culture and decision making. Leadership roles, including student councillors, eco warriors, faction captains, music maestros, and the Gnarlal Biddi Leadership Group, promote inclusion, sustainability, and cultural representation.
- Early Childhood Education is a key focus and is aligned with the NQS⁶. Staff from K- 2⁷ complete annual audits and develop improvement plans addressing identified areas to ensure early years learning environments remain dynamic and enriching.
- Student wellbeing is supported through programs such as I Do It, You Can Do It!, and Zones of Regulation. In addition, staff wellbeing is supported by a whole-school wellbeing framework of integrated support services that sustain a psychologically safe and inclusive environment.

Recommendation

The review team support the following:

- Request an external verification of the school's annual NQS audit to enhance the school's established reflection and improvement cycle in K-2.

Leadership

A leadership culture of trust, respect, visibility, and collaboration drives an aligned focus to empower and support staff with a clear direction and targeted plans that support teaching and learning.

Commendations

The review team validate the following:

- Leadership is distributed across teams, with structures that foster shared responsibility, effective communication, and strong succession planning.
- Middle leadership is a strength, with aligned priorities and performance development empowering staff to lead initiatives such as the Impact Coaching program. Inclusive leadership underpins ongoing school improvement.
- Strategic planning and instructional leadership are guided by the collaboratively developed Business Plan (2023-2025), with evidence-based operational plans, curriculum leadership, and the use of data to monitor progress, inform decisions, and drive continuous improvement.
- Impact Coaching, guided by the school's Guide to Impactful Instruction, is a key professional learning strategy providing in-context support to strengthen teaching practice and instructional leadership. Coaching cycles and reflective dialogue build pedagogical expertise and confidence in data-informed instruction.
- A school-wide commitment to wellbeing and inclusion is driven by school leadership actively promoting staff and student wellbeing through structured initiatives, fostering a positive and inclusive school culture.

Recommendation

The review team support the following:

- Increase the visibility and celebration of leadership roles by clearly communicating responsibilities, accountability, and resource allocations to foster transparency, staff awareness, and shared ownership of the school's improvement agenda.

Use of resources

School resources are managed strategically to maximise learning outcomes, using and adapting established systems to identify student needs and involving staff in resource decision making.

Commendations

The review team validate the following:

- Financial governance through transparent, compliant, and strategically aligned practices is validated by internal and external reviews. Data-informed financial planning ensures resources effectively support student learning, staff development, and infrastructure, fostering a stable and responsive school environment.
- Collaborative and aligned budget planning processes ensure transparency, financial accountability, and responsiveness to school priorities. The cyclical approach engages staff in resource planning and integrates financial decisions with operational and business goals.
- An integrated approach to financial planning and asset management, combining internal reserve account forecasting with externally managed Public Private Partnership asset replacement ensures long-term sustainability, operational efficiency, and the provision of a safe and modern learning environment.
- The 2023–2025 workforce plan is strategic and flexible, incorporating enrolment projections and anticipated staff needs. Planning for part-time staffing and awareness of future enrolments estimates ensures a responsive and stable, high-performing workforce.

Recommendation

The review team support the following:

- Strengthen staff capability in financial and operational processes through targeted professional learning and induction practices.

Teaching quality

Collegiate, passionate and dedicated staff value opportunities to work collaboratively to consolidate the implementation of whole-school programs and processes that support high quality teaching.

Commendations

The review team validate the following:

- Literacy instruction is delivered through a whole-school English overview to ensure regular, timetabled literacy blocks that integrate cross-curricular links and a balanced suite of high-impact strategies, including Explicit Direct Instruction and Cooperative Learning.
- Differentiated support for students in literacy includes daily phonics instruction and one-on-one reading sessions, while numeracy interventions using Bond Blocks, Brightpath assessments and Place Value Assessment Tool (PVAT) ensure responsive, evidence-based support for all students.
- Daily review practices in mathematics have strengthened the school's explicit teaching pedagogy. Instructional rounds in early literacy, led by trained English Committee members and refinements to the phonics scope and sequence have established a consistent junior primary lesson format.
- Professional learning, coaching, and mentoring build staff capacity, particularly in mathematics, spelling, and differentiation, and supports a clear commitment to sustaining improved instructional practice.
- Specialist programs in Japanese, visual arts, performing arts, and physical education foster cross-curricular connections, resulting in engaging, challenging learning experiences. All programs provide multiple pathways for student success by integrating skills and understandings across learning areas.

Recommendation

The review team support the following:

- Continue to refine assessment tools and data practices to support targeted instruction, monitor student progress, and guide evidence-based decisions on resource allocation and professional learning priorities.

Student achievement and progress

Whole-school approaches to curriculum delivery are supported by the focused collection and use of data to inform student performance and progress.

Commendations

The review team validate the following:

- A systematic data culture uses a wide range of assessments to guide planning and differentiation. Common assessment tasks ensure consistency, while tools such as Brightpath, Progressive Assessment Tests, PVAT, Bond Blocks, and the Student Achievement Information System dashboard support intervention identification and informed professional dialogue.
- The NAPLAN⁸ data shows consistent improvement in reading, grammar, punctuation, and spelling, reflecting the school's focused and effective literacy initiatives that target improved literacy outcomes for all of students.
- Sustained efforts in mathematics, including the use of Brightpath assessments, PVAT, and explicit vocabulary instruction, have led to measurable improvements and increased numbers of students exceeding expectations.
- Moderation processes, including the use of NAPLAN rubrics, Brightpath, and Ocean Reef Network collaboration, have significantly improved alignment between teacher-assigned grades and systemic assessments.
- Staff demonstrate strong data literacy, drawing on systemic, school-based, and cohort analyses to inform explicit teaching, track student progress, and refine strategies to maximise impact.

Recommendation

The review team support the following:

- Strengthen differentiation through a continued focus on extending high-achieving students.

Reviewers

Steve Dickson
Director, Public School Review

Carol Selley
Principal, Joondalup 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 to your school's next scheduled review. This notification will be provided in 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 Surf Life Saving
- 2 Classroom management strategies
- 3 Humanities and social sciences
- 4 National Aborigines and Islanders Day Observance Committee
- 5 Partnership Acceptance Learning Sharing
- 6 National Quality Standards
- 7 Kindergarten to Year 2
- 8 National Assessment Program – Literacy and Numeracy