Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Learning changes lives

# Quinns Beach Primary School

## Public School Review

D26/0749416

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# 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

Quinns Beach Primary School is located approximately 42 kilometres north of Perth in the North Metropolitan Education Region.

Currently enrolling 384 students from Kindergarten to Year 6, the school has an Index of Community Socio-Educational Advantage of 970 (decile 6).

The school opened in 2001 and gained Independent Public School status in 2015.

Quinns Beach Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Quinns Beach Primary School was conducted in Term 1, 2023. This 2026 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 school self-assessment.

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

- A highly collaborative self-assessment process engaged staff across leadership, administration, teaching and support roles. Reflection against the Standard fostered shared understanding, collective responsibility and commitment to the school's achievements and future directions.
- This collective reflection was captured through the Electronic School Assessment Tool (ESAT) submission, which acknowledged progress while identifying areas requiring greater consistency and further development. Purposefully planned actions provided clear direction for building on established strengths and addressing identified priorities.
- The validation visit added considerable depth to the written submission. Staff spoke with confidence and authenticity about the school's progress since the previous Public School Review, demonstrating strong ownership and a mature understanding of the development and impact of established practices.
- Students brought a compelling voice to the validation, expressing pride in their school and a strong sense of belonging. Their understanding of behavioural expectations and considered contribution to school decision making reflected meaningful voice and agency.
- Parents affirmed the school's caring culture, high expectations and quality teaching, while providing considered insights into areas for further development and opportunities to strengthen family-school partnerships.
- School Board and P&C representatives provided complementary governance and community perspectives, demonstrating a strong understanding of the school's strategic direction and future prioirities.

The following recommendation is made:

- To better reflect the depth and impact of the school's commitment to improvement in further ESAT submissions, provide greater critical analysis of evidence, teaching practice and student outcomes.

## Relationships and partnerships

Genuine and respectful relationships are a defining feature of Quinns Beach Primary School, creating a strong sense of connection, belonging and shared commitment to student success.

### Commendations

The review team validate the following:

- A deeply embedded culture of trust, openness and mutual support enables staff to feel valued, heard and safe to contribute. Authentic, professional relationships have fostered collective responsibility and genuine ownership of the school's direction and improvement journey.
- Through a highly effective and reciprocal partnership with the West Coast Language Development Centre, staff capability to identify and respond to student needs is strengthened, connections with specialist services are facilitated and inclusive opportunities are created for students across both settings.
- The School Board and P&C are highly engaged partners in the ongoing development of Quinns Beach Primary School. Strategic input, community representation, advocacy and targeted resourcing demonstrate meaningful contribution to school priorities and sustained investment in its success.
- Established communication platforms provide a clear and reliable flow of information across the school. The purposeful use of Compass, Latest News and regular staff briefings supports timely communication and keeps staff and families informed and connected.
- Strong family-school relationships are reinforced through opportunities such as the Reading Café, Maths Week and cultural and community events. Parents speak positively of the school's caring culture, high expectations and passionate staff, reflecting the value placed on the school within its community.

### Recommendations

The review team support the following:

- Build staff cultural capability to authentically embed Aboriginal perspectives and culturally responsive practices across teaching and learning, while strengthening partnerships with First Nations families.
- Broaden mechanisms for parents and families to provide feedback and contribute to school improvement, ensuring diverse perspectives inform future directions.

## Learning environment

A positive and inclusive learning environment is underpinned by high levels of care and a shared commitment to ensuring students feel safe, valued and connected to their school.

### Commendations

The review team validate the following:

- Embedded Positive Expectation Plan practices reinforce being caring, respectful, resilient and successful, contributing to reduced behaviour incidents and calm, orderly conditions for learning.
- Coordinated student services processes, complemented by the expertise of the school psychologist and close collaboration with teachers and leaders, enable early identification, case management and targeted support for students at educational risk.
- Authentic student voice and agency are fostered through Student Ministers, Faction Captains and other opportunities to influence school life, contributing to students' strong sense of pride and belonging.
- Shared engagement norms and classroom routines articulated through the instructional playbook are embedded, promoting greater consistency in the conditions for learning. Students describe engaging learning and teachers who are responsive and invested in their success.
- Deliberate investment in playgrounds, gardens and play and learning spaces shaped by student voice has created an attractive physical environment that students value and take pride in.

### Recommendations

The review team support the following:

- Strengthen attendance processes and targeted interventions to improve regular attendance and address identified trends.
- Embed a consistent whole-school restorative approach and centralised behaviour data system to strengthen staff capability, responses to student behaviour, and the analysis, tracking and monitoring of behaviour.

## Leadership

A unified and improvement-focused leadership team has brought staff together around a clear direction, fostering professional confidence, collective responsibility and sustained momentum for improvement.

### Commendations

The review team validate the following:

- The Principal's relational and improvement-focused leadership has built high levels of trust and successfully rallied staff around a collaborative commitment to the improvement journey.
- Seamless co-Principalship, complemented by highly capable assistant principals, provides continuity, collective accountability and clear direction across the leadership team.
- Distributed leadership is embedded through phase of learning and curriculum leader roles, mentoring and leadership opportunities, building curriculum leadership capability and supporting succession planning.
- A considered and collaborative approach to change builds staff ownership, enabling new initiatives to be introduced purposefully and embedded over time.
- Reflective and evidence-informed decision making draws on student data, staff feedback and systematic review of plans to identify priorities, monitor progress and refine strategic actions.
- Clear alignment between business plan priorities, operational planning, resourcing and professional learning provides a strong line of sight from strategic direction to classroom practice.

### Recommendations

The review team support the following:

- Further strengthen executive and middle leader capability beyond curriculum expertise, using the Western Australian Future Leaders Framework to consolidate existing professional learning, coaching and development opportunities and support whole-school improvement.
- Develop an instructional leadership model that identifies and develops instructional leaders to support staff, embed agreed teaching practices and reduce variation across classrooms.

## Use of resources

Considered resource management provides a strong foundation for sustaining school operations and responding effectively to changing student and school needs.

### Commendations

The review team validate the following:

- Longstanding expertise of the manager corporate services, together with a highly effective partnership with the Principal, underpins sound financial management, monitoring and resource decision making.
- Alignment between business plan priorities, operational plans and financial planning directs resources towards identified improvement priorities.
- Purposeful investment in playgrounds, gardens, murals, learning spaces and information and communications technology demonstrates strategic resourcing of contemporary learning environments and identified school priorities.
- Student-centred funding model training, regular reporting and active financial governance have built sound financial literacy across the Finance Committee and School Board.

### Recommendations

The review team support the following:

- Strengthen the planning, documentation and evaluation of Aboriginal student funding to demonstrate clear alignment between identified needs, resource allocation and student outcomes.
- Develop a strategic approach to reserve planning, with regular allocations for asset replacement, ongoing maintenance and future improvement priorities to support financial sustainability.

## Teaching quality

A strong culture of collaboration brings staff together to plan, analyse and reflect, building collective expertise and shared responsibility for improving teaching and learning.

### Commendations

The review team validate the following:

- Participation in the Centre for Excellence in the Explicit Teaching of Literacy internship has re-energised the literacy improvement journey. Driven by middle leaders and embraced by staff, it has strengthened expertise and ownership of agreed practices in pursuit of the vision, 'Every child reading, every child succeeding'.
- Collaboratively developed scope and sequence documents and year-level overviews provide direction for curriculum delivery, with semester reviews supporting continuity and alignment across year levels.
- Professional learning, including Leading Phonics, is aligned to identified staff needs and school priorities, building capability to implement agreed teaching practices.
- Whole-school assessment schedules and common assessments, including Dynamic Indicators of Basic Early Literacy Skills (DIBELS), provide an increasingly consistent basis for identifying student learning needs and monitoring progress.

### Recommendations

The review team support the following:

- Formalise and embed an evidence-based observation and feedback framework, aligned with performance and development processes, to strengthen teaching practice and evaluate impact.
- Strengthen staff data literacy to translate student achievement data into responsive classroom planning and teaching, supporting more targeted responses to identified student needs.
- Develop and embed a consistent whole-school approach to differentiation, building teacher capability to adjust content, processes and the learning environment in response to identified student needs.

## Student achievement and progress

A purposeful approach to assessment and analysis is building understanding of student performance, enabling the school to recognise progress while maintaining a cohesive focus on improving achievement.

### Commendation

The review team validate the following:

- Systematic identification and monitoring underpin the THRIVE literacy intervention, with DIBELS data demonstrating positive progress for students receiving targeted literacy support.
- A comprehensive suite of systemic and school-based assessments provides a clear evidence base for monitoring student achievement and progress over time.
- Regular Elastik gap analysis provides staff with a clear view of achievement trends and areas of need, supporting the identification of cohorts requiring further attention.
- Positive trends in school-based data provide compelling evidence that the improvement direction is gaining traction, affirming the collective efforts of staff and providing strong foundations for sustained improvement in student achievement.
- The school demonstrates an increasingly sophisticated understanding of its performance data, recognising that strengthening progress is an important foundation while maintaining a clear focus on lifting achievement in identified areas.

### Recommendation

The review team support the following:

- Formalise and embed a whole-school moderation framework, extending beyond the school, to strengthen the reliability of teacher judgements and alignment between achievement, progress and grade allocation.
- Strengthen the use of assessment data to identify, monitor and respond to achievement and progress trends.

| Reviewers | |
|---|---|
| Christiaan Moir<br>**Director, Public School Review** | Helen Barnes<br>**Principal, Wandina Primary School**<br>**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 2029.



Steve Watson
**Deputy Director General, Schools**