



Department of  
Education

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Public education  
**A world of opportunities**

# Cranbrook Primary School

## Public School Review

November 2020



# PUBLIC SCHOOL REVIEW

## Purpose

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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 its 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 school review report and determines when the next review will occur. The report is provided to the principal, the chair of the school council/board and the regional executive director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either:

- the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or
- the Principals' Statement of Expectations

together with the Funding Agreement for Schools.

## Public School Review – The Standard

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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.



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For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)



## Context

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Cranbrook Primary School is situated in the rural town of Cranbrook, approximately 330 kilometres south-east of Perth, within the Southwest Education Region. Established 127 years ago in 1893 Cranbrook is one of Western Australia's oldest schools. In 2017, it became an Independent Public School.

There are currently 56 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 970 (decile 7).

The school community is engaged through the dedicated and proactive School Board and Parents and Citizens' Association (P&C).

## School self-assessment validation

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The Principal submitted a school self-assessment outlining evidence and judgements of school performance.

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

- The Principal provided a copy of the school Electronic School Assessment Tool (ESAT) submission to staff and School Board members prior to the Public School Review.
- During the validation visit, a cross-section of school leaders, teachers, support staff, students and parents made contributions and provided information relating to claims and evidence provided in the ESAT submission.

The following recommendations are made:

- In future ESAT assessments, demonstrate alignment between current performance, areas identified for improvement, target setting and related planning.
- Establish ongoing processes for whole-staff collaboration and authentic engagement in the analysis of data to inform school self-assessment and improvement processes.
- Ensure that School Board members and staff have opportunities to engage in reflection relating to school self-assessment, including having input into the review, selection and analyses of evidence for the ESAT submission.

## Public School Review

| Relationships and partnerships   |   |
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| Relationships and partnerships are important in building school culture, including clear communication and consultation processes that lead to planned actions for improvement. This is an area identified by the school as requiring improvement and support going forward. |   |
| Commendations  | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Education assistants and teachers demonstrate positive and collaborative relationships.</li> <li>• Teachers are open to collaboration focused on learning.</li> <li>• Positive relationships between students are evident, with many demonstrating a willingness to connect across year levels.</li> <li>• The communication of timetables and term programs to parents is valued.</li> </ul>   |
| Recommendations  | <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Address areas identified for improvement in parent and staff NSOS<sup>1</sup> data with specific actions, clear communication and set timelines as a matter of urgency.</li> <li>• Establish clear internal and external communication processes, with particular attention given to the identification of issues, planned actions and feedback on outcomes.</li> <li>• Capitalise on parents' motivation to engage with the school. Actively build on school connections, including opportunities to be part of events, volunteering or consultation in strategic planning.</li> <li>• Ensure School Board members access training and all Board operations meet legislative requirements in line with the Terms of Reference, including the Board nomination process.</li> </ul> |

| Learning environment  |   |
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| The school's gardens, nature play area, undercover play area and kitchen garden contribute to a positive physical learning environment. |   |
| Commendations   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Teachers communicate a desire for improved student learning and wellbeing outcomes.</li> <li>• IEPs<sup>2</sup> and IBPs<sup>3</sup> are developed for students with special educational needs.</li> <li>• The NQS<sup>4</sup> is used as a tool to survey the school's learning environment.</li> </ul>  |
| Recommendations   | <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Implement school-wide approaches to Positive Behaviour Support, including consistent responses for complex student behaviour.</li> <li>• Continue professional learning for all staff in special educational needs including evidence-based strategies aligned to need.</li> <li>• Prioritise the exploration of sustainable options to support programs valued by the community, such as the Stephanie Alexander Kitchen Garden Program.</li> </ul> |

## Leadership

It is important for leaders to ensure the school vision aligns to the Department's expectations. Teachers are open to opportunities to assume leadership roles aligned to their interests and skills.

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| Commendations   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school has developed a business plan and operational plan. Leading staff engagement and ownership of school plans is recognised as an improvement area.</li> <li>• Early Childhood Education staff have visited another primary school with a view to a gradual implementation of early years play-based strategies.</li> </ul>   |
| Recommendations | <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• Access support for building instructional leadership capacity, to drive school improvement centred on consistent classroom practice.</li> <li>• Obtain support for the leadership of school improvement based on school performance data. Include the effective implementation of agreed actions and increased staff engagement in school planning.</li> <li>• Provide opportunities for the School Board to have input into strategic planning and monitoring of school performance, including access to relevant whole-school data for comment.</li> <li>• Continue to develop opportunities for student voice.</li> </ul> |

## Use of resources

Resourcing is managed effectively to meet the needs of the school. Clear leadership communication and decision making processes will further enhance the efficient management of school finances.

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| Commendations   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The manager corporate services actively supports staff to understand financial management processes.</li> <li>• The school has a Finance Committee with school and community representation.</li> <li>• There is evidence of effective decision making in the allocation of school resources to support students with special educational needs.</li> <li>• The school has used resources to fund additional therapist time to support students with specific needs.</li> </ul> |
| Recommendations | <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>• The Principal to work closely with the manager corporate services to make decisions and follow through on agreed actions.</li> <li>• Develop a workforce plan.</li> </ul>  |

## Teaching quality

There is recognition that consistent whole-school practices for literacy and numeracy are important in maximising student learning. Teachers are open to share practice and contribute to the implementation of whole-school approaches.

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| Commendations   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Teachers expressed a desire to implement research-based programs that will lead to improved student achievement.</li> <li>Teachers are open to accessing meaningful feedback on their classroom practice and engaging in peer observations and performance management to build ongoing capacity.</li> <li>The specialist art program is valued by staff, students and parents.</li> </ul>   |
| Recommendations | <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>Implement school-identified, evidence-based programs to address targeted improvements in student academic achievement, such as grammar and punctuation and comprehension.</li> <li>Strengthen performance management and development processes for all staff. Embed classroom observations and professional learning for teachers to build capacity in line with identified needs.</li> <li>Implement targeted support for teaching practice where required.</li> <li>Continue to implement the Diana Rigg literacy program school-wide and monitor program efficacy and student achievement closely.</li> </ul> |

## Student achievement and progress

The school has prioritised targeted support for students in literacy. The implementation of MultiLit and MiniLit is supporting student learning and progress.

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| Commendations   | <p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>The literacy and numeracy support program is valued by staff and parents, with improved student achievement evident.</li> <li>The school uses data to identify underperformance in NAPLAN<sup>5</sup> achievement, with grammar and punctuation identified as a priority.</li> <li>The school has an assessment schedule for school-based assessments and corresponding timeline.</li> </ul>   |
| Recommendations | <p>The review team support the following:</p> <ul style="list-style-type: none"> <li>Monitor the impact of school-based programs and initiatives.</li> <li>Develop a comprehensive understanding of individual and whole-school data with the emphasis on analysis to inform priorities and targets.</li> <li>Address student underperformance in grammar and punctuation.</li> <li>Monitor and address identified achievement concerns in Australian Council for Education Research Progressive Achievement Tests.</li> </ul> |

## Reviewers

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Kim McCollum  
**Director, Public School Review**

Leah Boehme  
**Principal, Bencubbin Primary School**  
**Peer Reviewer**

## Endorsement

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Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

Your next school review is scheduled for Term 4, 2021.



Stephen Baxter  
**Deputy Director General, Schools**

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## References

- 1 National School Opinion Survey
- 2 Individual Education Plan
- 3 Individual Behaviour Plan
- 4 National Quality Standard
- 5 National Assessment Program – Literacy and Numeracy