



Department of  
**Education**

GOVERNMENT OF  
WESTERN AUSTRALIA

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D19/0561662

# Carcoola Primary School

## Public School Review

December 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and 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.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council 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 and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## **Context**

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Carcoola Primary School is located four kilometres from Pinjarra and approximately 83 kilometres from Perth, within the South Metropolitan Education Region. It is set in a quiet, semi-rural area.

The school's current enrolment of 142 students from Kindergarten to Year 6 is indicative of a relatively consistent enrolment pattern over recent years.

Carcoola Primary School has an Index of Community Socio-Educational Advantage rating of 925 (decile 8).

The school has embedded a positive and consistent SMART (Strive to achieve; Motivate yourself to learn; Accept challenges and leadership; Respect others and self; and Take care of the environment) culture, enabling the school community to live by its motto 'Let us grow'. The school is supported by a School Council and a Parent and Citizens' Association.

## **School self-assessment validation**

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The principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The leaders demonstrated a commitment to improvement as part of school self-assessment processes.
- The process of preparing for the Public School Review added value to procedures for school self-assessment and improvement.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the school context and performance.
- A range of evidence was selected for analysis.
- While there was limited indication in the ESAT of strategic whole-school alignment between the performance evidence and actions planned for the future, it was discussed during validation.
- A cross section of school leaders, teachers, support staff and parent representatives elaborated on the evidence described in the submission, during the validation visit.

The following recommendations are made:

- Continue to embed a reflective culture at the individual teacher, phase of learning and whole-school levels, to assess the impact of planned interventions.
- Further enhance future input to the ESAT by providing opportunities for staff to submit comments reflective of current observations, analysis and planned actions.
- Ensure alignment in future ESAT submissions between the most appropriate performance evidence, judgements about the evidence and strategies to be used for improvement.

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<h3>Relationships and partnerships</h3>	
A culture of care and collective responsibility for the development and maintenance of the conditions to optimise student development is at the centre of school operations. Staff are committed to knowing students well.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>Communication processes including social media options, are well-established, endorsed as effective and valued highly by parents.</li><li>A supportive and respectful school environment is indicative of the empathetic and positive interactions between staff, students and parents.</li><li>Students understand and demonstrate the SMART values in maintaining positive relationships, being motivated to achieve and being respectful and supportive of others.</li><li>Members of the School Council are acknowledged for the coordination of a number of improvements to the physical environment of the school.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>Continue to monitor methods of communication regularly to ensure they meet the needs of staff, students and parents.</li><li>Continue to develop Council members' understanding of their roles and responsibilities in proactive school governance through engagement in School Council training.</li></ul>
<h3>Learning environment</h3>	
The school community has created an inclusive environment in which students feel safe and secure. Supportive processes have had a positive impact on targeted interventions for individuals and groups of students.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>A calm and orderly learning environment is evident where, as a result of the consistency of practice, staff and students are engaged purposefully in teaching and learning.</li><li>Students are actively engaged in their own learning and are appreciative of staff support for their academic, social and extracurricular opportunities.</li><li>Policies and procedures are effective in monitoring and planning for improvement in attendance, behaviour and meeting student needs.</li><li>Students are taught explicitly, through the program in promoting alternative thinking strategies, to recognise and regulate their emotional reactions to situations.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>Review the Positive Behaviour Support implementation stages to determine the next phase in the development of the SMART culture.</li><li>Continue to develop the strategic use and resourcing of the learning support coordinator role to ensure the ongoing efficacy of processes to meet the needs of students at educational risk.</li></ul>

## Leadership

The strategic response by leaders to create the conditions for student success in recent years has proved successful. They demonstrate a high level of understanding that at the centre of this approach is the need to incorporate strategies that optimise student care.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>Leaders have articulated the school vision and values effectively to ensure staff understanding of, and commitment to, the implementation of practices to support them.</li><li>Distributed leadership structures in phase of learning teams facilitate the effective implementation of agreed approaches to teaching and learning.</li><li>Whole-school planning is a collaborative process driven by leaders, with consultative input from staff. Change over time has been managed effectively.</li><li>An active student council provides opportunities for students to demonstrate leadership and care in the school and community.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>Ensure opportunities are provided for leadership and career development through targeted professional learning for current and potential leaders.</li><li>Review the school vision to facilitate an increased emphasis on 'high performance'.</li><li>Enhance the development of a culture of high standards and expectations, through processes to follow up and monitor agreed actions regularly.</li></ul>

## Use of resources

The school is well maintained with the welcoming physical environment accommodating the needs of students. The principal and manager corporate services (MCS) are aware of the complexities associated with small schools and manage the budget effectively.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>School organisational structures are in place to ensure clear links between school budget and planning for effective teaching and learning.</li><li>The MCS plays a key role in the alignment of school operations and resource management.</li><li>Effective monitoring and management by the Finance Committee enables informed resource decision making aligned to school priorities, with student needs as the primary focus.</li><li>School and system assessments are used to determine the need for targeted school programs and interventions. Priority resourcing of education assistants in each classroom supports the efficacy of these programs.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>Continue to evaluate the workforce plan goals and targets in conjunction with financial resources when considering priority staffing needs for 2020.</li><li>Ensure a strong evidence base underpins all decision making and is articulated clearly to staff.</li></ul>

## Teaching quality

A strong foundation for the ongoing development of a common language for pedagogy, and collaborative dialogue to achieve consistent curriculum design and delivery, is provided by the early phase of learning (EPOL) team and the upper phase of learning (UPOL) team.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>Whole-school processes and procedures to ensure consistency and continuity of learning are facilitated through EPOL and UPOL.</li><li>A school-wide approach to using system and school-based assessments to inform planning and differentiation for the diverse range of learning needs and abilities is evident.</li><li>The performance management and development process provides the opportunity for critical self-reflection aligned to the AITSL<sup>1</sup> Australian Professional Standards for Teachers. Staff display effective teaching knowledge, practice and professional engagement.</li><li>Staff demonstrate an understanding of, and commitment to, the agreed beliefs about teaching and learning embedded in planning documents.</li><li>There is meaningful integration of information and communications technology into teaching and learning programs.</li></ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"><li>Establish, articulate and embed the ‘non-negotiable’ elements of agreed instructional practice that encompass the ‘Carcoola Way’, as part of the development of a high performance culture.</li><li>Develop an agreed framework for program implementation to incorporate the necessary expectations, and support and accountability needs.</li></ul>

## Student achievement and progress

Leaders and staff acknowledge that, while student achievement and progress are satisfactory, targeted improvement is required. The need to continue to build a data-informed culture around whole-school approaches to underpin the school’s improvement journey, is recognised.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>Individual student, class and whole-school data are analysed to inform learning programs and the specific progress of students.</li><li>Longitudinal student performance has been similar to like schools consistently in all areas of the National Assessment Program – Literacy and Numeracy (NAPLAN).</li><li>Student progress from the On-entry Assessment Program to Year 3 in 2019, was higher than like schools in NAPLAN numeracy and reading.</li><li>Year 5 student progress in NAPLAN reading and grammar and punctuation is significantly higher than like schools in 2019.</li><li>Literacy intervention programs have had a positive impact on performance for students at the National Minimum Standard, when re-tested.</li></ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"><li>Continue to develop the data literacy skills of staff to drive reflection and practice and determine responses to address gaps in student learning.</li></ul>

## **Reviewers**

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Brett Hunt  
**Director, Public School Review**

Stephen Matthews  
**Principal, Forrestfield Primary School**  
**Peer Reviewer**

## **Endorsement**

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Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter  
**Deputy Director General, Schools**

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## **References**

- 1 Australian Institute for Teaching and School Leadership