



Department of  
Education

D19/0506049

Public education  
**A world of opportunities**

# Clifton Park Primary School

## Public School Review

October 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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Established in 1988, Clifton Park Primary School is situated 10 kilometres north of the City of Bunbury, in the Australind area. The school is approximately 162 kilometres south of Perth in the Southwest Education Region.

Students attend from the greater Bunbury area, with 165 students currently enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Education Advantage rating of 999 (decile 5).

Clifton Park Primary School is actively supported by a Parents and Citizens' Association (P&C) and School Council.

## School self-assessment validation

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The principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A wide selection of evidence provided an open and transparent account of the current school context and performance.
- Staff access to, and close engagement with, the school's self-assessment process added value to the Electronic School Assessment Tool (ESAT) submission.
- Significant collaboration was a highlight of the review process, with many staff members expressing a sense of empowerment at having been asked to be part of the self-assessment.
- There is alignment between evidence of school performance, observations and judgements about the evidence. The positive support from the School Council throughout the process was acknowledged by the school leadership team.
- A number of staff and community representatives actively engaged and contributed their reflections during the school-based validation phase.

The following recommendation is made:

- Continue to involve staff in the 'plan, act and assess' cycle of school improvement through ongoing use of the ESAT.

## Public School Review

Relationships and partnerships	
Effective schools continually scan the local community and beyond to secure external partnerships with allied agencies, community support groups and those with industry expertise. Strong collaborative relationships between the staff and parents add value to student success.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• Parents, through the P&amp;C and School Council, articulate hope and excitement about the direction the school has taken.</li><li>• The principal has emphasised the importance of being open and transparent with staff and parents about the purpose behind the decisions made for school improvement.</li><li>• Parents and staff expressed a feeling of empowerment developed through the actions and disposition of the united leadership team.</li><li>• The school has built a close relationship with the local community, with parents expressing a very positive response to the inclusive, caring school environment created by the staff.</li><li>• Staff believe that the school can make a difference to the educational prospects of their students. This is at the core of their motivation for working collaboratively.</li></ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"><li>• Maintain the strategic priority of embedding the 'parent voice' in decision making, underpinned by a communication system that ensures whole-school participation.</li></ul>

Learning environment	
The forerunner to effective school-wide curriculum delivery is ensuring the conditions for student learning are embedded. A multi-layered approach to ensuring alignment between strategies for attendance, behaviour and students at educational risk is a feature of this school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"><li>• Student health and wellbeing is front and centre for the development of strategies and the deployment of resources to maximise students' success.</li><li>• Parents expressed a high level of satisfaction with the strategies and compassion shown to students who are at educational risk.</li><li>• Curriculum adjustments and adaptations are reflected in the high levels of differentiation evident when crafting programs to meet student needs.</li><li>• Positive and respectful relationships are apparent and widespread among students and staff, creating optimal conditions for student learning.</li><li>• Planning for learning is evidence based, informed by holistic, academic and non-academic student information.</li></ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"><li>• Maintain the focus on building a comprehensive system of student support for social and emotional learning, including processes for timely intervention.</li></ul>

## Leadership

Leadership at this school has a strong moral purpose, and is intentional yet composed. The extent to which individual staff are motivated to undertake roles for the benefit of students and their colleagues reflects the trust they have in each other.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The leadership team is described by staff as united, respectful and enterprising.</li> <li>• The principal, in partnership with other school leaders, has developed a sophisticated yet accessible change management process, which is owned and respected by staff.</li> <li>• A leadership emphasis has been to ensure all staff voices are heard and captured in decision making.</li> <li>• The principal, supported by a unified and committed staff, models the behaviours and values that create the conditions for school growth.</li> <li>• Strengthening staff understanding and acceptance of the importance of whole-school and classroom planning alignment is a key school leadership priority.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Develop well-defined, explicit links through the strategic, operational and classroom levels of school planning.</li> </ul>

## Use of resources

The creative use of the school's unique design optimises the functionality of its physical environment. Discretionary specialist programs are funded through careful assessments of how to achieve the best 'value for money' outcomes.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A continuous professional learning cycle, which targets building whole-staff capacity in the understanding of the complexity of resource deployment, has been a leadership priority.</li> <li>• A school budget planner (visual schematic) has been created to provide staff with an understanding of links between overarching strategic planning and budget allocations.</li> <li>• A thorough and detailed workforce development plan has been prepared, emphasising the importance of the school's capacity to respond flexibly to the complex demands of human resource management.</li> <li>• There is a positive and productive relationship existing between the principal and the manager corporate services.</li> <li>• Staff involved in the Finance Committee use their role to be advocates for staff and student needs where discretion about priorities is required.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Through the use of a staff wellbeing management model continue to ensure every staff member's work is relevant to their role, skillsets and strengths.</li> </ul>

## Teaching quality

Creating a trusting two-way feedback loop ensures staff are willing to engage in a disciplined dialogue. Maintaining high levels of curriculum cohesion and continuity is a school priority. Complex class environments are provided with discretionary education assistant support.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Teachers are provided with opportunities to develop their craft and implement strategies that optimise the learning for all students across a range of abilities.</li> <li>All classes are well managed with respectful attention given to the implementation of school-wide programs.</li> <li>Recently introduced intervention strategies have been highly effective for students, valued by staff and applauded by parents.</li> <li>The quality of the teaching program is enhanced through the professional partnerships between teachers and educational support staff.</li> <li>Staff accept and value data as a legitimate means of making informed decisions about classroom teaching practices.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>Monitor and support the continued implementation of practical, consistent, coherent and sequenced curriculum classroom plans.</li> </ul>

## Student achievement and progress

The leadership works with staff to identify improvement targets relating to individual and groups of students. Teachers engage with parents both directly and indirectly to improve their understanding of student learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>Professional learning of staff has strengthened their commitment to using a range of data inputs to inform their teaching.</li> <li>Acknowledgement and celebration of students' success is balanced by questioning how it was achieved and how it can be sustained.</li> <li>Successful teaching practices are identified, promoted and modelled with support provided to teachers where needed. This includes analysis of data to inform points of program differentiation.</li> <li>The staff are approachable and accessible to parents seeking information about the progress and achievement of their children.</li> <li>The school has a focus on ensuring grade allocation with supporting evidence is available to parents should they request it.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>Investigate the performance success of the Year 5 cohort (2019), by interrogating the factors and structures that have created this success, to build a sustainable pedagogical model for the whole school.</li> </ul>

## Reviewers

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Rod Lowther  
**Director, Public School Review**

Maxine Augustson  
**Principal, Mount Lockyer 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**