



Department of
Education

D21/0130900

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Carramar Primary School

Public School Review

March 2021



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 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 Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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.



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Context

Carramar Primary School is located approximately 33 kilometres north of the Perth central business district, within the North Metropolitan Education Region.

The school opened in 2005 and became an Independent Public School in 2011. Facilities are modern and well maintained. Carramar Pre-Kindy Playgroup is held at the school each Friday morning.

Currently there are 740 students enrolled from Kindergarten to Year 6. Carramar Primary School has an Index of Community Socio-Educational Advantage of 1041 (decile 3).

Community support for the school is very evident through the work of the School Board and Parents and Citizens' Association (P&C).

Student leaders are the beneficiaries the school's ongoing positive engagement with the City of Wanneroo.

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:

- The Principal led a self-assessment process that incorporated the perspectives of a wide range of staff and school community representatives.
- The comprehensive summary overviews provided in the Electronic School Assessment Tool (ESAT) submission, in combination with domain entries, informed the school's self-assessment and their planned actions for improvement.
- The School Board understands the value of self-assessment processes and supports the work of the school.
- During the validation visit, a broad representation of well-informed and prepared staff, students and community representatives, provided insights that added considerable meaning to the Public School Review process.
- Staff indicated that the review process was a positive experience that supported their focus on improved student outcomes. They appreciated the opportunity to celebrate the ways in which the school is effective.

The following recommendation is made:

- Continue to use the Standard to facilitate informed discussions about school performance with the School Board.

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Relationships and partnerships

School Board members and P&C representatives are knowledgeable and well informed, representing the community perspective and providing strong advocacy for the school. An enduring spirit of partnership between the school and the community is evident.

Commendations

The review team validate the following:

- The school presented considerable evidence of authentic, connected relationships between staff, students and the community it serves.
- There is highly productive collaboration as a result of the mutual understanding and respect staff have for working together.
- School community engagement, formally through the School Board and P&C and less formally with the day-to-day encounters with families, is described as a feature of the school's reputation in Carramar.
- A strong sense of community was evident through the demonstrated commitment of staff and involvement of parents.
- The school adopts a student focus and inclusive approach when developing relationships and partnerships.

Recommendation

The review team support the following:

- Explore ways of lifting the profile of members of the School Board to help strengthen communication links.

Learning environment

Staff are committed and passionate in ensuring the school environment reflects high expectations and optimal learning conditions where all students can learn and thrive.

Commendations

The review team validate the following:

- There is strong evidence of a student-centred ethos, contributing to a progressive and proactive approach to responding to individual student and cohort needs.
- The school is alert to the need to respond to the emotional health and wellbeing of students, ensuring the school environment is safe, caring and inclusive.
- Student leaders articulated the school values clearly, confirming that they feel they have a voice that is valued and respected.
- Behaviour management processes and procedures exemplify the commitment to the understanding that to be effective, such processes need to be applied consistently.
- Students, staff and the families happily abide by the school's Four Expectations mantra. These expectations are the cornerstone of the school's values and are evident across the school, and between the school and the families it serves.
- Pivotal to success for the students is the role of education assistants as paraprofessionals in the provision and implementation of classroom support.

Leadership

The leadership team understands the value of building a strong team culture based on professional accountability and personal obligation towards each other. The pursuit of excellence is fostered by the leadership team through collaboration and consultation.

Commendations

The review team validate the following:

- Leadership affiliations, both within the school and between the School Board, P&C and community partnerships, have created fertile grounds for wide-ranging, informed discussions about the future direction of the school.
- The leadership is invested heavily in modelling the core values of respect, integrity and moral purpose.
- The Principal's self-awareness, professional tenacity and fulsome approach to ensuring every child has a chance to succeed is acknowledged by staff and the community representatives.
- There is a well-established culture of dispersed leadership where staff are encouraged, irrespective of experience or time at the school, to undertake leadership roles.
- Change is managed in a sensitive and supportive manner, with consideration for the needs of staff through the provision of professional learning at point of need.
- The school has embarked on building a connection with the Wadjuk community to strengthen staff capacity and engagement in the Aboriginal Cultural Standards Framework.

Recommendation

The review team support the following:

- Establish monitoring practices that ensure classroom planning is reflective of targets in the business plan.

Use of resources

The school has highly developed processes and procedures for resource management. Strong alignment between school resourcing and student needs is evident, including support for professional learning.

Commendations

The review team validate the following:

- The approach to financial and budget management is considered, agile and unambiguously focused on student needs.
- Staff have the opportunity to participate in school resource management, providing them with insights into the complexity of budget and workforce decision making.
- The Principal, manager corporate services and Finance Committee work in partnership with clear, transparent processes to administer the one-line budget.
- Targeted initiatives and student characteristics funding ensure students receive the support they require, both in terms of individual needs and more broadly through the chaplaincy program.
- Workforce management is open and transparent, with the Principal and manager corporate services providing strong direction and guidance in the form of ensuring staff understand the priority alignment between resource allocation and student needs.

Teaching quality

The evidence-based Visible Learning strategy defines the school's approach to delivering a school-wide pedagogy. Through Professional Learning Communities, staff experience, expertise and skill are shared willingly to achieve consistency and continuity of curriculum delivery.

Commendations

The review team validate the following:

- School-wide attention given to maximising student success is manifestly evident in the school's approach to pedagogical reform.
- The school has successfully leveraged the curriculum knowledge and diverse teaching skills of staff to ensure proactive responses to identified areas for improvement.
- Collaborative teams at year level and phases of development ensure the school strives for embedded connected practices across the school.
- Successful initiatives such as the development of the science hub provide an ideal model upon which to base future curriculum enhancements to enrich student learning.

Recommendations

The review team support the following:

- Review the impact of changes to the delivery of mathematics lessons, and the use of digital learning technology and keyboard skills, in readiness for online NAPLAN¹ assessment.
- Continue to investigate the use of the mathematical proficiencies into numeracy programs and policy.

Student achievement and progress

School-wide collection of systemic and school-based data is embedded and instructional. Staff enthusiasm for data analysis underscores the wide belief that data should inform teaching.

Commendations

The review team validate the following:

- Student performance is 'owned' by all staff, understanding their collective responsibility for progress from Kindergarten to Year 6.
- Data are collected, analysed and considered carefully for the 'story' it tells and the direction it provides for whole-school and class planning.
- There is a healthy balance between the pursuit of academic success and the social and emotional development of the whole child.
- Assessment tools are reviewed to ensure they provide useful and meaningful data.
- The school's approach to a detailed, thorough and fearless review of student achievement reflects its determination to understand and then act on areas requiring improvement.
- The early childhood team is alert to the importance of collecting a range of screening data for early detection of gaps in literacy, particularly those relating to oral language development.

Recommendation

The review team support the following:

- Continue to utilise the expertise of the West Coast Language Development Centre.

Reviewers


Rod Lowther
Director, Public School Review

Wayne Walpole
Principal, Bletchley Park 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.

Your next school review is scheduled for Term 1, 2024.



Melesha Sands
A/Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy