



Department of  
Education

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Public education  
**A world of opportunities**

# Carine Primary School

## Public School Review

June 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 focussed 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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Carine Primary School is located approximately 17 kilometres from the Perth central business district, in the North Metropolitan Education Region.

Established in 1978, the school has an Index of Community Socio-Educational Advantage rating of 1130 (decile 1) and currently enrolls 589 students from Kindergarten to Year 6.

In 2013, the school gained Independent Public School Status and is supported by an active Parents and Citizens' Association (P&C) and dedicated School Board that work for the benefit of the students and support a variety of community events.

## School self-assessment validation

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

The following aspects are confirmed:

- The leadership team led a comprehensive and collaborative whole-staff review of the SIAF<sup>1</sup> domains. Staff reflected on current levels of performance in each domain and identified areas for improvement.
- Curriculum leaders reflected on staff responses regarding current levels of performance, which in turn has enhanced self-assessment and validation processes.
- Purposeful engagement with school improvement, including the analysis of performance data, is evident at all levels.
- A broad range and multiple sources of evidence were selected for analysis.
- Appropriate actions for improvement were described in the school's self-assessment documentation and were further elaborated on during the validation phase.
- Staff and parent representatives engaged positively during the review.

The following recommendations are made:

- Ensure alignment between the evidence submitted in the ESAT<sup>2</sup>, observations and judgements about performance.
- When determining the self-assessment evidence to be submitted, consider the evidence that most strongly demonstrates current performance.

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Relationships and partnerships	
The school enjoys strong reputational capital in the local community. Parents highlight the welcoming, individualised, supportive, focussed and nurturing approach adopted by the school.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The School Board is well trained, active in the school improvement process and adds value to the establishment of whole-school directions and policy.</li> <li>• Connections between the School Board and the broader school community, including the P&amp;C and parent groups, are well established.</li> <li>• Strong support from the P&amp;C and parent community is evident in both fundraising activities and events that enhance community connections.</li> <li>• The P&amp;C has established strong communication processes with the parent community through newsletters, web-based strategies such as Connect and Facebook, and a 'class buddy' communication and consultation tree.</li> <li>• Staff are actively engaged in school improvement and collaboration between teachers is focussed on teaching and learning.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to investigate ways in which the School Board can more effectively balance their governance responsibilities with a broader and deeper contribution to school improvement.</li> <li>• Schedule an updated review of School Board effectiveness to coincide with the completion of the current strategic planning cycle.</li> <li>• Continue to communicate proactively when responding to parent feedback.</li> </ul>

Learning environment	
Significant energy and resources have been expended on ensuring that the learning environment is welcoming, contemporary and supports effective conditions for student learning.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Partnerships between the school and a speech pathologist, occupational therapist, school psychologist, SSEN<sup>3</sup> consulting teachers and the Autism Association provide avenues for highly effective SAER<sup>4</sup> support and case management. Advice received informs future planning.</li> <li>• The Nine Values of Australian Schooling underpin the explicit teaching of whole-school values. Teaching of values is focussed on what each value looks, sounds and feels like, and establishes behavioural expectations.</li> <li>• The NQS<sup>5</sup> self-assessment indicates that all quality areas are being met.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Investigate the degree to which the Positive Parent Program approach and language aligns with existing whole-school student support processes.</li> <li>• Continue to focus on building staff capacity in the area of SAER support, enhancing the sustainability of existing supports.</li> <li>• Embed the student assessment tracking process across the early years.</li> </ul>

## Leadership

Authentic leadership opportunities exist at all levels, with strong evidence of teacher-to-teacher collaboration. Purposeful distribution of leadership is evident at whole-school, curriculum, phases of schooling, year and classroom levels.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A shared vision and genuine commitment to the development of critical thinking skills is enacted through explicit teaching, visible learning, cooperative learning and the Philosophy for Children (P4C) approach.</li> <li>• Leaders set high accountability expectations and have developed an organisational structure that supports staff to meet these expectations.</li> <li>• Effective whole-school planning and distributed leadership empowers leaders at all levels to provide quality instruction and curriculum support.</li> <li>• Phase-of-schooling curriculum leaders work alongside teachers to deeply analyse achievement data and identify proactive improvement strategies.</li> <li>• Year level team collaborations support the purposeful deconstruction of MCJ<sup>6</sup> data and identify value-adding opportunities.</li> <li>• Strong knowledge of the WAC<sup>7</sup> and SCSA<sup>8</sup> standards are facilitated.</li> <li>• Aboriginal cultural perspectives are embedded in operational planning and are integrated across the curriculum.</li> </ul>
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## Use of resources

Financial and resource management is highly competent. The manager corporate services is well regarded and strategic. Links between resource allocation and student needs are evident.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Student characteristic funding is targeted to secure additional staff who support teaching and learning adjustments for SAER.</li> <li>• Cost-centre management processes are well considered and embedded.</li> <li>• Informed decision making supports resource deployment.</li> <li>• Use of the RM Finance Billing module, EFT<sup>9</sup> payment options and corporate credit cards provide flexible payment options for parents and have enhanced school financial accountability.</li> <li>• Workforce planning is purposeful, targeted and has resulted in the employment of a balanced blend of experienced and beginning teachers.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to align reserve accounts to the school chart of accounts, current expenditure needs and school improvement priorities.</li> <li>• Investigate the Qkr!<sup>10</sup> payment application to further enhance flexibility for parents who wish to utilise this online payment option.</li> </ul>

## Teaching quality

School staff competently place student achievement at the centre of the instructional core, with deep knowledge and understanding of student needs and skills, quality instruction and teacher performance supporting student growth.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• School-wide beliefs about effective teaching are understood, accepted and reinforced by performance management and development walk-throughs.</li> <li>• Agreed approaches build upon a long-term focus on the development of students' higher order thinking skills. These include visible thinking and learning, critical and creative thinking skills and explicit teaching.</li> <li>• Comprehensive planning exists across all learning areas, with high standards demonstrated in relation to approved pedagogical approaches and sequentially presented curriculum content.</li> <li>• Teacher performance management and development processes flexibly meet the accountability and growth needs of individuals.</li> <li>• Staff receive regular informal feedback through line managers, curriculum and team leaders, mentors and peers.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• When designing student assessments and learning tasks, continue to focus on effective differentiation to provide all students with opportunities to develop their critical thinking skills.</li> <li>• Continue to implement the collaboratively designed, comprehensive processes that support student transition to Carine Senior High School.</li> <li>• Continue to build connections that enhance purposeful teacher networks across school settings.</li> </ul>

## Student achievement and progress

The school understands its current level of achievement and progress. When compared to like schools, NAPLAN<sup>11</sup> data indicates strong achievement and progress for writing and reading. Improvements in numeracy are also evident when compared to 2017 performance.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The leadership team support curriculum leaders to track assessment data and determine appropriate interventions with classroom teachers.</li> <li>• OEAP<sup>12</sup> data is used to inform future planning in the early childhood area.</li> <li>• Student record files enable staff to track individual student achievement.</li> <li>• Each teacher is supported to make and moderate their judgement regarding student achievement. Considered design of common assessments enables staff to identify students that require extension or targeted support.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to embed OEAP data to Year 3 student data management systems to enable diagnostic, intervention and progress tracking functions.</li> <li>• Continue to work with staff to align their judgements regarding grade allocations to SCSA standards and student NAPLAN performance.</li> </ul>

## Reviewers

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Stuart Percival  
Director, Public School Review

Jennifer Graffin  
Principal, Craigie Heights 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  
A/Deputy Director General, Schools

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## References

- 1 School Improvement and Accountability Framework
- 2 Electronic School Assessment Tool
- 3 Schools of Special Educational Needs
- 4 Students at educational risk
- 5 National Quality Standard
- 6 Making Consistent Judgements
- 7 Western Australian Curriculum
- 8 School Curriculum and Standards Authority
- 9 Electronic Funds Transfer
- 10 Qkr! by MasterCard (school payment application)
- 11 National Assessment Program – Literacy and Numeracy
- 12 On-entry Assessment Program