



Department of  
Education

**Shaping the future**

# Carine Primary School

## Public School Review

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## 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 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 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 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 Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

## Expectations of schools

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

The Statement is between; the Department, 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. It will also support the Principal Professional Review.

## 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.

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

## Context

Established in 1978, Carine Primary School is located approximately 17 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1119 (decile 1).

It currently enrolls 571 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

Carine Primary School is supported by the School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Carine Primary School was conducted in Term 2, 2019. This 2024 Public School Review report provides a current point of reference for the next cycle of school improvement.

## 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 Public School Review was viewed as part of the school's ongoing self-assessment, reflection and planning process and as an opportunity to receive feedback to inform ongoing improvement.
- School leaders used staff meetings and school development days to develop and embed staff understanding of the Standard.
- The Electronic School Assessment Tool (ESAT) submission, incorporating a foci overview, provided clear alignment between performance judgements, selected evidence and plans for improvement.
- A broad range of inter-related and credible evidence was provided for analysis.
- Ensuring a comprehensive representation of perspectives and insights, the validation schedule encompassed a diverse array of participants from across the school community.
- A number of staff were provided access to the ESAT in order to contribute submissions.
- Guided by the student leaders, a tour of the school enriched the validation process by affording the review team a firsthand observation of the physical learning environment and insight into school-wide routines and behaviours, from the perspective of students.
- The Principal included the 3 phase of learning leaders as part of the school leadership team in the opening and debrief discussions on the day of validation.

The following recommendation is made:

- Continue to refine the choice of evidence by asking the questions, Why do you think this evidence supports your judgement? To what extent does this evidence meet the Standard?

## Relationships and partnerships

The relationships between staff, students, parents, and caregivers are thriving, with high levels of trust and respect evident. This was highlighted in the school's willingness to seek and act on feedback and communicate in a consistent and transparent manner.

### Commendations

The review team validate the following:

- Structures, such as common duties other than teaching time, phase of learning meetings and dedicated time on school development days, facilitate effective staff collaboration to respond to the needs of students.
- Relationships are considered fundamental to the school's effectiveness and success. Opinion survey results show significant growth in parent appreciation of the staff and school over time.
- Parent and carer feedback reflects communication methods such as Connect, ClassDojo, and the P&C Facebook page are accessed, valued and provide relevant and necessary information.
- School Board meetings are robust, constructive and feature authentic reflection. Governance responsibilities include oversight of school finances, providing constructive feedback on school performance or programs and representing community perspectives around school targets.
- A partnership with Carine Senior High School provides working opportunities for students in Year 10 to share story books with Pre-primary and Year 1 children, and Year 11 students conducting basketball skill sessions with Year 3 and Year 6 children.

### Recommendation

The review team support the following:

- Identify and continue regular school community satisfaction surveys, including a second community forum as a form of feedback on the effectiveness and value of school processes and culture.

## Learning environment

Students experience a safe and inclusive learning environment that promotes cultural responsiveness and supports their learning through established behavioural and attendance expectations and practices.

### Commendations

The review team validate the following:

- Support for the wellbeing of upper primary students for their transition into secondary education is managed through the Scintillate program which targets the development of child agency, autonomy, a sense of belonging and personal responsibility.
- The Reconciliation Action Plan is fostering a culturally responsive learning environment and inspiring understanding and empathy through the introduction of Aboriginal perspectives into the curriculum.
- Clear expectations, consistent promotion of positive behaviours through the explicit teaching of school values (Respect, Kindness, Tolerance, Friendliness), the use of restorative practices and modelling by staff ensures every child exhibits the values of a 'Carine Kid'.
- A dedicated student services team, with clear processes and practices, ensures students at educational risk are identified, receive appropriate intervention and have their improvement monitored. This includes inviting parents into classes to observe how teachers cater for students' needs.
- A vegetable garden, fruit trees and sustainability focus, with the introduction of worm farms, FOGO<sup>1</sup> bins and the recycling of plastics, batteries and paper have added value to learning experiences outside the classroom.

### Recommendations

The review team support the following:

- Continue to embed culturally responsive practices and relationships to create a culturally safe environment for Aboriginal students, using the Aboriginal Cultural Standards Framework to monitor progress.
- Beyond student leaders' perspectives, identify methods and implement opportunities for authentic student voice to gather viewpoints and the ideas of students to inform school decision making.

## Leadership

Led by the Principal, the leadership team is strong and cohesive. A clear and transparent distributed leadership approach provides opportunities to lead in a culture of high expectations through structures and processes designed to develop staff capacity to meet the needs of students.

### Commendations

The review team validate the following:

- Distributing a wide range of leadership roles across learning phases, committees, networks, and curriculum areas has empowered staff to contribute to decision making and influence the school's direction.
- Consultation and feedback are essential for managing change, supported by a phased implementation approach and differentiated strategies to foster staff buy-in.
- The school business plan articulates a shared vision and direction, driving operational plans and the collaboratively developed term planners. A leadership approach focused upon the whole-child underpins all practices, processes and behaviours of staff.
- Performance management and development processes are embedded and provide an opportunity for self-reflective discussions on staff performance and the impact of school and individual professional learning opportunities.

### Recommendations

The review team support the following:

- Embed GROWTH<sup>2</sup> coaching as a framework for supporting professional growth and development.
- Consider the implementation of the Future Leaders Framework to formalise processes to identify and develop middle leaders within the school.

## Use of resources

Careful management of the school's resourcing is undertaken collaboratively between the manager corporate services and Principal, with Finance Committee and School Board oversight. Financial management adheres to system expectations and the allocation of resources is linked to school planning.

### Commendations

The review team validate the following:

- Operational plans are established concurrently with the budget, allowing for clear and transparent alignment of resource allocation to meet school targets.
- Well planned and maintained reserve accounts support the upgrading of infrastructure, professional learning and teaching and learning needs. Funds are distributed through transparent and collaborative decision making conversations at the Finance Committee and leadership team level.
- A recent increase in the number of Finance Committee members has broadened and improved communication opportunities among staff regarding school finances.
- Asset management and replacement planning is comprehensive, focused on preparedness for resource renewal.
- Disability resource funding enables additional education assistants for intervention programs and in-class support for students' educational needs. Increased chaplain time and speech and occupational therapist screening of Kindergarten students are further allocated resource supports.

### Recommendation

The review team support the following:

- Continue to use budget flexibilities to innovate solutions to meet student needs.

## Teaching quality

The quality of instructional practice is recognised as the key element in supporting students to achieve year-on-year progress. Staff demonstrate high levels of interconnected practice in planning and monitoring student achievement and progress and a desire to consistently reflect and improve their performance.

### Commendations

The review team validate the following:

- High levels of professional collegiality and respect leads to open, frank and fearless conversations between teaching staff, inclusive of education assistants, regarding student performance data and planning needs.
- A suite of strategic documents explicitly outlines the responsibilities and obligations of staff when determining the content to be taught, when it is taught and how. An abbreviated booklet provides the key elements of expectations to guide and support teacher planning.
- There is a strong focus on extending high performing students through targeted differentiation such as cross-setting, extension during elements of the instructional model and tasks that promote the use of higher order critical thinking skills.
- The implementation of evidence-based school-wide programs such as Sounds-Write and Seven Steps to Writing Success allows staff to observe the impact of collective efficacy on student learning.
- Identified as a target area by the mathematics committee through feedback from phase of learning team meetings, the Reflex resource for basic facts and number sense is used to support the planning of differentiated lessons and individual education plans.
- Professional learning is based on identified needs in line with business and operational plans and performance management and development. Professional learning topics have included early years extension, Sounds-Write, Maths Trek, Elastik and Growing Up Greatness.

### Recommendation

The review team support the following:

- Bring students into the analysis of their achievement and progress by embedding practices that deliver high quality, targeted feedback to support their growth and development.

## Student achievement and progress

School-wide data analysis of system and school-based assessments, within phase of learning teams and year levels, guides planning for student learning and monitoring of their progress to identify areas for growth.

### Commendations

The review team validate the following:

- Staff have a genuine commitment to improving student learning and engaging with collected data.
- A database serves as a repository for student assessment data and a tool to help teachers identify specific learning gaps, aiding in targeted lesson planning.
- The MiniLit Sage program offers small group intervention for Year 1 and Year 2 students, leading to notable improvements in participants' phonemic awareness and knowledge of word sounds.
- A wide range of assessment data, including Progressive Achievement Tests, Brightpath Mathematics and Writing, Rainbow Assessment Tool, and Words Their Way, is collected to determine student achievement and progress.
- Making consistent judgment activities with year level colleagues in science, HASS<sup>3</sup>, and Brightpath, along with collaborative analysis using SCSA<sup>4</sup> assessment pointers and Judging Standards, have led to greater alignment in grade distribution and allocation.

### Recommendations

The review team support the following:

- Continue to refine moderation processes, including the use of SCSA Judging Standards and increasing opportunities to moderate across schools.
- Enhance staff data literacy and effective use of the student achievement database through targeted professional learning.

## Reviewers

Darren Greaves  
**Director, Public School Review**

Stephen Matthews  
**Principal, Manning 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2027.



Steven Watson  
**Deputy Director General, Schools**

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## References

- 1 Food Organics, Garden Organics
- 2 Goals, Reality, Options, Will, Tactics, Habits
- 3 Humanities and social sciences
- 4 School Curriculum and Standards Authority