



Department of
Education

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Public education
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Clarkson Primary School

Public School Review

May 2019



PUBLIC SCHOOL REVIEW

Purpose

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

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

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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

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

Context

Clarkson Primary School is located in the northern suburbs of Perth, approximately 38 kilometres from the central business district. The school opened in 1993 and achieved Independent Public School status in 2015.

With an Index of Community and Socio-Educational Advantage rating of 963, the school currently enrolls 376 students from Kindergarten to Year 6. There is a rich cultural diversity celebrated at the school with a high proportion of students from overseas or from families where English is a second language.

There is a supportive and interactive partnership with the community demonstrated through the active Parents and Citizens' Association and dedicated School Board.

School self-assessment validation

The self-assessment submitted by the Principal provided insights into all areas of the school's operations. The following aspects are confirmed:

- Multiple sources of credible evidence were selected for analysis and included in the submission.
- Domain overviews provided as part of the school's evidence base added value and clarity to the school's submission.
- There was alignment between evidence provided, the analysis of performance and planned actions for improvement.
- Planning intentions described in the school's submission were elaborated on during the validation phase.
- A number of key staff actively engaged during the school visit validation phase.

The following recommendations are made:

- Communicate to staff, the purpose of self-assessment and its significance in supporting school-wide improvement.
- Implement processes for whole-staff collaboration and engagement in the analysis of data to inform school self-assessment.

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Relationships and partnerships	
<p>The leaders, staff and parents described the school's re-culturing journey. They acknowledged the Principal's pivotal role in leading this process and strengthening community connections. Parents proudly cited the growing sense of community observed through greater parent engagement, ownership and voice in the school's directions.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Relationships between staff are respectful, characterised by strong social bonds and a growing sense of professional cohesion. • Members of the School Board are strong advocates and are supported to understand and perform their governance role. • Staff and parents appreciate the school's effective communication systems. Personalised contact, encouraged by the leaders, builds strong connections and is acknowledged by parents. • Parents value the ready access to the leaders and teachers to discuss issues or the performance of their children. • The school enjoys strong support from sustained partnerships with local government, businesses, community organisations and Department of Education directorates.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to support the growth of the School Board through training and engagement in discussions about school performance. • Liaise with staff and the community to identify a preferred process to strengthen parents' connection with their children's learning.

Learning environment	
<p>The school has invested significant time, effort and resources into establishing the foundations for a desired learning environment. It has adopted formalised processes for the management of behaviour, engagement and students at educational risk.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's behaviour management policy is recognised for its impact on reducing incidents and contributing to an orderly learning environment. • Teachers raise awareness of expected behaviours and values and educate students in conflict resolution through planned instructional play. • The school's comprehensive case management approach is implemented with the support of a dedicated student services team. • Playground incidents have reduced through CPS¹ Choice, a program hosted by senior students, to promote Mindfulness and calm students prior to returning to class. • A range of innovative and deliberate strategies have been employed to build purposeful relations with the Aboriginal community.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to investigate strategies to formally monitor the impact of the school's behaviour management policy.

Leadership

The leaders work as a united team and hold school-wide responsibilities, reflective of their particular strengths. Building relational trust and teacher efficacy are key imperatives that guide the work of the leadership team.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The leaders' narrative of high expectations is a key theme in their efforts to build a collective responsibility for school improvement. • The leaders implement school-wide programs with attention to staff strengths and their readiness for change. • Documented roles underpin established distributed leadership structures. • An Exemplary School Practice Audit provided insights into school-wide areas of strength and those requiring improvement. • The school's business plan is built on a sound strategic model reflective of the Department's key directions. • The leaders implement the <i>Aboriginal Cultural Standards Framework</i> as a clear statement of expected practice and behaviour.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Ensure performance management processes are consistently applied for all teachers to strengthen support and accountability systems and facilitate the school-wide implementation of change. • Support the introduction of new initiatives with relevant research and data to emphasise the drivers for change and build staff acceptance and buy-in. • Continue to engage staff in the review and development of business and operational plans to build ownership and commitment. • Continue implementation of the <i>Aboriginal Cultural Standards Framework</i>.

Use of resources

The school adopts a systematic approach to ensure that the allocation of resources supports targeted focus areas. Regular monitoring by the MCS² ensures current and future expenditure is well planned and reflects the school's legislated financial obligations.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The MCS is recognised for her financial management acumen with the day to day management of resources a particular feature. • A commitment to transparency ensures the Finance Committee are well informed and receive targeted support to assist them in their financial oversight role. • Student characteristic funding supports a range of initiatives, including funding for EAs³, an AIEO⁴, school chaplain and school psychologist. • The Principal and MCS are well aware of their workforce management responsibilities and conduct them respectfully. • Long-term resourcing intentions are supported through astute and comprehensive asset and resource replacement planning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Ensure the final workforce plan aligns to directions in the business plan.

Teaching quality

A school-wide focus on teaching and learning follows a deliberate emphasis on establishing a calm and orderly learning environment. Engagement in the Collaborative Impact Program aims to develop practices reflective of Professor John Hattie’s Visible Learning pedagogy.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Teachers have been supported to implement the Western Australian Curriculum Assessment Outline and Judging Standards frameworks. • Staff make clear their learning intentions and success criteria as part of their commitment to Visible Learning pedagogy. • Teachers understand and accept the value of differentiation and use the school’s Curriculum Adaptation Plan to inform individualised planning. • Teacher impact coaches are being developed to work shoulder to shoulder with staff to build consistent and coherent school-wide teaching practice. • RTI⁵ is used effectively to identify students requiring support through the school’s Reading Enrichment program. Advice from the LDC⁶ guides appropriate learning adjustments under this initiative.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Strengthen staff feedback and accountability processes by aligning performance management and peer observation processes to the AITSL⁷ Australian Professional Standards for Teachers and the school’s key focus areas. • In collaboration with staff, establish an agreed school-wide pedagogical framework based on a shared understanding of effective teaching practice. • Formalise and strengthen the quality of teacher collaboration by introducing a disciplined dialogue process centred on student performance data. • Continue to build the quality of early childhood practices through the engagement of early childhood staff in the National Quality Standard.

Student achievement and progress

High expectations for staff and students form a key part of the leaders’ narrative for improvement. The leaders have embraced the challenge of judging their performance not only against like schools but against all Australian schools.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The 2016–2018 progress and achievement of the school’s stable cohort was positive compared to like-schools in NAPLAN⁸ assessments. • A whole-school assessment schedule drives the systematic collection of school and system data. • Opportunities for moderation are provided during staff meetings.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to build the capacity of staff to analyse and use data to inform classroom planning and build a culture of evidence-based decision making. • In consultation with staff, use school and systemic data to establish annual, cohort specific targets in the school’s operational plans. • Continue to use data to engage staff and the Board in reviewing progress towards business plan targets to build understanding and ownership.

Reviewers

Jim Bell
Director, Public School Review

Kristy Mularczyk
Principal, Success Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'needs improvement'.
Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Clarkson Primary School
- 2 Manager Corporate Services
- 3 Education Assistant
- 4 Aboriginal and Islander Education Officer
- 5 Response to Intervention
- 6 Language Development Centre
- 7 Australian Institute for Teaching and School Leadership
- 8 National Assessment Program – Literacy and Numeracy