



Department of  
Education

**Shaping the future**

# Clarkson Primary School

## Public School Review

# 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 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

Opening in 1993, Clarkson Primary School is located approximately 38 kilometres from the Perth central business district, within the North Metropolitan Education region.

The school has an Index of Community and Socio-Educational Advantage rating of 938 (decile 8).

It currently enrolls 278 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Clarkson Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

The first Public School Review of Clarkson 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:

- Collaborative processes have underpinned the school self-assessment in preparation for the Public School Review. Led by the administration team, staff provided reflections of the school's performance for each domain of the Standard.
- A broad range of interrelated and credible evidence was selected for analysis, with alignment between performance, judgements about priorities and planning for improvement.
- School Board members, P&C representatives and a range of parents participated in validation visit discussions highlighting strong commitment and confidence in the school.
- A range of students provided valuable insights during a tour of the school, confirming the commitment of staff to supporting their academic and wellbeing needs, as well as a sense of fun and belonging.

The following recommendation is made:

- Continue to routinely utilise the Electronic School Assessment Tool (ESAT) to embed ongoing cycles of self-assessment

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### Relationships and partnerships

High levels of trust and respect are evident as the school, families and agencies work in partnership to ensure students thrive and achieve their potential. Professional and caring relationships, alongside a culture of high expectations, progress the school improvement journey.

#### Commendations

The review team validate the following:

- The development of a strong, inclusive culture of collaboration between staff is underpinned by mutual respect and a collective commitment to ensure success for every child, staff feel valued and supported by the leadership team.
- The Aboriginal and Islander education officer (AIEO) has a fundamental role in the development of relationships with families, the provision of support for students and the building of culturally responsive practices and Noongar language across the school.
- An extensive range of partnerships, including CAMHS<sup>1</sup>: Child and Parent Centre – Banksia Grove; Royal Australian Air Force; Pre-kindy program; Support-a-Reader program; and local secondary schools, enhance opportunities for students and their families.
- Parents expressed their appreciation for the effective communication, the educational opportunities for their children and the individualised approach to support students with special needs.
- The School Board and P&C are effective in connecting the school to its community. The Board provides good governance, and the P&C has supported the creation of a genuinely inclusive culture through fundraising and supporting the needs of families.

#### Recommendation

The review team support the following:

- Proceed with the intent to develop agreed norms of behaviour protocols to enhance staff and phase of learning meetings.

### Learning environment

There is an unwavering focus on ensuring students reach their academic potential whilst thriving socially, emotionally and physically. Whole-school approaches support students to positively engage in their learning with a strong emphasis on cultural responsiveness, which is acknowledged in classrooms and in curriculum delivery.

#### Commendations

The review team validate the following:

- Highly skilled and committed education assistants support students social and emotional, and academic needs in the specifically designed sensory room and in each cluster.
- The school's behaviour team lead a culture of trauma informed practice and restorative approaches, with a fortnightly behavioural focus and positive incentives for students.
- A comprehensive policy guides staff who are committed to strengthening student attendance and engagement. Processes are in place to follow up non-attendance with support to re-engage families and students.
- The AIEO has a fundamental role in the development of relationships with Aboriginal families, support for students, in building culturally inclusive environments and teaching the Noongar language.
- Students are provided opportunities to contribute their opinions to school operations.

#### Recommendation

The review team support the following:

- Continue to embed early childhood pedagogy in relation to National Quality Standard and Early Years Learning Framework requirements.

## Leadership

The leadership team lead and nurture a culture of trust and respectful relationships. Whole-school structures and practices have enabled the development of leadership opportunities for staff, empowering authentic contributions to the school improvement agenda.

### Commendations

The review team validate the following:

- The Principal and leadership team have a clear vision for the school improvement agenda while managing the change process strategically and inclusively.
- School and operational planning is aligned to the Department's direction with a focus on excellence in teaching and learning.
- The engagement of all staff with the PRINT® profile has enhanced individual and team performance, enabling staff to self-reflect and work positively with others.
- Comprehensive performance management processes, embedded and aligned to AITSL<sup>2</sup> Australian Professional Standards for Teachers, are valued by teaching staff. Education assistants are supported and engaged in performance review processes led by the manager corporate services (MCS).

### Recommendations

The review team support the following:

- Proceed with the intent to develop instructional coaching, incorporating peer observation and feedback.
- Continue to develop and build on the knowledge and skills of phase leaders to enable the effective management of their teams.

## Use of resources

The Principal and MCS work together to effectively deploy financial, human and physical resources to best meet student and family needs in the school community.

### Commendations

The review team validate the following:

- Supported by the Finance Committee, the Principal and MCS meet regularly to plan, review and monitor the budget. Financial and human resource planning is transparent, evidence-based and supports the school's strategic plan.
- Clear links between student characteristics funding and the allocation of student resources are evident. The school resources education assistants above the allocated formula, to support students' learning and assist with emotional regulation needs.
- The school provides effective resourcing through buy versus lease arrangements to ensure that ICT<sup>3</sup> equipment is available to support student learning.
- Workforce planning reflects thoughtful consideration to the existing staff profile and the future needs of students and school priorities.

### Recommendation

The review team support the following:

- Continue to monitor the Funding Agreement for Schools minimum expenditure requirements in order to balance cash and salary allocations.

## Teaching quality

An inclusive, supported and collaborative focus on improving collective efficacy, is enabling teachers to develop and align their skills, connect classroom practices and implement whole-school programs with consistency to cater for student's diverse needs.

### Commendations

The review team validate the following:

- Comprehensive operational and strategic plans, collaboratively developed by staff, enable a shared understanding about student needs and guide teaching programs aligned to the Western Australian Curriculum.
- Newly appointed staff and graduate teachers are mentored and supported by existing staff and phase leaders.
- Professional learning has created a shared understanding of quality instructional practice to build staff capacity and deliver whole-school programs with fidelity.
- Intervention processes support differentiation and ensure students receive instruction at their level of need. Students at educational risk have individual education plans developed by teachers in conjunction with parents, occupational and speech therapists.

### Recommendations

The review team support the following:

- Proceed with the intent to embed the Quality Teaching Strategy in planning for school improvement.
- Formalise processes to engage students at educational risk in intervention and extension targeted teaching.
- Continue to identify ways to engage students in multi-tiered structures of support.

## Student achievement and progress

A wide range of school-based and systemic data is used and reviewed regularly to inform operational and strategic planning. Staff collaborate with phase leaders to analyse and interrogate data to help identify trends and cater for individual student needs.

### Commendations

The review team validate the following:

- The school is addressing the areas of decline in literacy and numeracy in 2023 NAPLAN<sup>4</sup> achievement through the introduction of a whole-school programs and the data platform, Elastik, which is enhancing the data literacy of staff.
- A comprehensive assessment schedule has enabled teachers to gather, analyse and use a wide range of evidence-based assessments for planning, tracking and reporting on student achievement and progress.
- The school has developed comprehensive handover processes within the school and between local secondary schools for students transitioning into Year 7.

### Recommendations

The review team support the following:

- Continue to utilise the data platform, Elastik, to analyse and interrogate data to inform teaching and learning programs and intervention.
- Develop consistent practices to monitor and track student progress in the early years, with consideration to the use of longitudinal On-entry data.

## Reviewers

Natalie Tarr  
**Director, Public School Review**

Sarah Hill  
**Principal, Leda 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 to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Child and Adolescent Mental Health Services
- 2 Australian Institute for Teaching and School Leadership
- 3 Information and communications technology
- 4 National Assessment Program – Literacy and Numeracy