



Department of  
Education

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Public education  
**A world of opportunities**

# Caralee Community School

## Public School Review

July 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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Caralee Community School opened in January 2005 as the result of an amalgamation of Carawatha and Willagee Primary Schools. Located in the suburb of Willagee, in the South Metropolitan Education Region, the school is co-located on the same site as the Fremantle Language Development Centre (FLDC).

Caralee Community School currently enrolls 334 students from Kindergarten to Year 6 (K-6). It has an Index of Community Socio-Educational Advantage rating of decile 7.

The school is recognised for its inclusive community and engaging programs across all learning areas and embodies the shared vision of 'Believe you can'.

Caralee Community School became an Independent Public School (IPS) in 2019 and is supported by an active Parent and Citizens' Association (P&C) and School Board.

## School self-assessment validation

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

The following aspects are confirmed:

- The development of the school self-assessment and Electronic School Assessment Tool (ESAT) submission was a collaborative effort including consultation with most staff members.
- Several staff members contributed ESAT comments in their area of responsibility and expertise.
- Conversations with staff, parents, students and the school community during the validation visit were positive and authentic.
- Staff demonstrated a shared ownership for student success with professional and personal responsibilities understood and enacted.
- A comprehensive suite of evidence underpinned high quality analysis and effective judgement of the school's performance.
- There is alignment between evidence of school performance, observation and judgement about performance. This, together with the planning intentions described in the school's submission, were elaborated on during the validation phase.

## Public School Review

Relationships and partnerships	
<p>An authentic shared staff commitment to ensuring that every child deserves an opportunity to succeed, has led to the school forging many innovative partnerships and relationships, which evidence confirms has benefitted the students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The leadership team is highly visible, supportive and readily available to talk to parents, students and community members.</li> <li>• In response to a student and community need, the school has established a ground breaking partnership with the City of Melville library which offers a structured homework club and STEAM<sup>1</sup> sessions run by education staff three nights per week.</li> <li>• Through a long-term productive working relationship with Meerilinga, AEDC<sup>2</sup> data are used as a driver for program development to support identified needs of students and their families.</li> <li>• Since 2014, work in partnership with Imagined Futures, has provided support for Year 6 students to prepare for transition to high school. This continues as support in Year 7 and Year 8 to enhance success in the engagement and retention of students in high school.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to support the School Board in completing IPS training modules.</li> </ul>

Learning environment	
<p>The high level wraparound pastoral care provided to students, staff and families has created a warm, inviting and supportive learning environment.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Past students and their families maintain contact with the school and assist with school initiatives in appreciation of previous support.</li> <li>• There is a highly productive and mutually beneficial relationship between the school and the FLDC resulting in a seamless approach to service provision and transition between the schools.</li> <li>• The school employs an organic approach to the relentless pursuit of solutions for each unique challenge which arises for student assistance.</li> <li>• The appointment of a multi-talented Student Support Officer has afforded the school with options for responding to student and group engagement and social skills development programs. These have improved attendance and behaviour of at risk students.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to build teacher capacity in the implementation and consistent use of the RTP SEN<sup>3</sup> tool.</li> </ul>

## Leadership

A high functioning and cohesive leadership team is immensely valued, respected and trusted by staff to consider the best interests of all parties in decision making processes.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Leadership decision-making processes are evidence-based.</li> <li>• Planning processes used for the development of the 2019–2021 business plan were inclusive of all staff and the Board. Feedback was collected through small group discussions to ensure all voices were heard.</li> <li>• Effective PLC<sup>4</sup> have been established to provide collaboration time for teachers using the Dufour framework.</li> <li>• The leadership team is aware of staff workload and have determined that staff wellbeing is a priority area in 2019. The anticipated outcome is that positive staff wellbeing will help create the conditions for student success.</li> <li>• Processes are in place for staff induction which is considered critical for the many effective programs and positive school culture to continue.</li> <li>• Reflection against the ACSF<sup>5</sup> is embedded in the school's processes.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to provide opportunities to support staff development and identification of aspirant leaders.</li> </ul>

## Use of resources

There is a capable and responsive relationship between the MCS<sup>6</sup> and the Principal who rigorously analyse the financial and human resource position of the school. They plan effectively to support the needs of the students with a view to sustainability of valued programs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The MCS self-reflects and conducts internal audits of current practices to ensure required governance processes are met.</li> <li>• Streamlined cost centre submissions and purchasing procedures have been implemented. Staff training has occurred to ensure continuity of sound financial practice.</li> <li>• The school benefits from the fundraising efforts of the dedicated P&amp;C. It is fortunate to have P&amp;C members with business acumen which has resulted in the canteen and on-site uniform shop becoming profitable entities.</li> <li>• A fortuitous partnership has been established with the Fremantle Foundation, a philanthropic structure. This has supported the school to work through complex issues requiring persistence and consultation with multiple agencies to acquire funding for unique projects.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consider the makeup of the Finance Committee to ensure all phases of learning are represented.</li> <li>• Establish partnerships with external agencies to seek approvals and funding to establish a KindiLink initiative.</li> </ul>

## Teaching quality

<p>Teaching and support staff are well-respected and appreciated by students, parents and the community. Their dedication to the success of students which sees them going above and beyond expectations of their jobs unobtrusively is greatly appreciated.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• A considered and consultative process of reviewing early childhood literacy programs and practices led to collaborative work with the speech pathologist at the FLDC. This resulted in a whole-school approach to phonics using the Letters and Sounds program and as a K-3 literacy plan.</li> <li>• Teachers use a tracking booklet to measure student achievement progress from K-2 in the Letters and Sounds program and PAT<sup>7</sup> for Reading Comprehension in Year 3 to Year 6.</li> <li>• A four-year journey into digital technology program development, through staggered professional learning opportunities, has led to the development of teacher capacity to use a range of technology in their classes and increased student engagement.</li> <li>• Teachers are fully conversant with the WAC<sup>8</sup> and use support programs such as Stepping Stones to differentiate the curriculum through cross-setting mathematics groups by ability levels.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Trial models elicit staff agreement on an explicit pedagogical framework that supports existing whole-school approaches and provides a common language for peer observations around explicit teaching.</li> <li>• Review guided reading as an agreed strategy in upper primary and explore options for a whole-school approach to writing, eg T4W<sup>9</sup>/First Steps.</li> </ul>

## Student achievement and progress

<p>The school is focussed on the success of all students and provides stimulating, engaging and appropriate learning experiences. This provides each student with the opportunity to demonstrate progress and achievement at their highest ability level.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The implementation of CNAP<sup>10</sup> for data collection and analysis has improved data accessibility for teachers and provided ideas for teaching programs in areas requiring support.</li> <li>• Reflecting on the 2018 AEDC data, the school has increased focus on oral language, cognitive and communication skills in the Kindergarten program.</li> <li>• OEAP<sup>11</sup> results in Pre-Primary indicate that the bulk of students are within the normal state distribution, reflecting success in the early intervention programs at the school.</li> <li>• Between 2016 and 2018, comparative performance summary NAPLAN<sup>12</sup> results indicate that 29 of the past 30 assessments have been at, or above, expected achievement levels. This is to be highly commended.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consider the use of a data collection tool in mathematics to measure student progress annually and to confirm support programs are achieving expected results.</li> <li>• Continue to use the PLC meetings to analyse systemic and school data to inform future planning for students.</li> </ul>

## Reviewers

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Laura O'Hara  
Director, Public School Review

Anthony Middleton  
Principal, Dianella Primary College  
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 Science, technology, engineering, arts and mathematics
- 2 Australian Early Development Census
- 3 Reporting to Parents Special Educational Need
- 4 Professional Learning Communities
- 5 Aboriginal Cultural Standards Framework
- 6 Manager Corporate Services
- 7 Progressive Achievement Tests
- 8 Western Australian Curriculum
- 9 Talk for Writing
- 10 Customised NAPLAN Analysis Platform
- 11 On-entry Assessment Program
- 12 National Assessment Program – Literacy and Numeracy