



Department of
Education

Shaping the future

Caralee Community 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five 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, as well as the Professional Performance Review of the Principal.

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 resource in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Caralee Community School is in the South Metropolitan Education Region, the school is co-located with the Fremantle Language Development Centre (FLDC).

The school has an Index of Community Socio-Educational Advantage rating of 974 (decile 7).

It currently enrolls 326 students from Kindergarten to Year 6 (K-6) and became an Independent Public School in 2019.

Caralee Community School has the support of an active and engaged Parent and Citizens' Association (P&C) and School Board.

The first Public School Review of Caralee Community School was conducted in July 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

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

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. An overview document was submitted outlining the judgement, evidence and improvement plans for each domain.
- In preparation for the Public School Review, the leadership team guided a self-assessment process that engaged, and incorporated the perspectives of, a range of staff and school community representatives.
- Well informed and enthusiastic staff, students, parents and community partners contributed to the discussions held with the reviewers during the validation visit.
- Opportunities for staff input were provided through their individual contributions to the ESAT and during the validation day. Staff demonstrated ownership for student performance, with professional and personal responsibilities accepted and understood.
- Student leaders provided the review team with a tour of the school, which further enriched the validation process, providing a greater understanding of evidence presented in the ESAT submission.

The following recommendations are made:

- Continue to engage all staff and stakeholders in regular and collaborative school self-assessment processes aligned to planning.
- In future self-assessment and ESAT submissions, consider the full breadth of the Standard by reflecting on all of the domain foci.

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Relationships and partnerships

Caralee Community School embodies the essence of its name, placing community at the centre of everything it does. Staff are dedicated and include families and other stakeholders, giving students the best opportunity to achieve. Relationships are a priority, which drives support for students and the wider community.

Commendations

The review team validate the following:

- Aboriginal families are supported to engage with the school through the early learning playgroup Moort Dandjoo Kaadadjiny in partnership with Meerilinga Children and Community Foundation and the Telethon Kids Institute.
- The School Board has a sound understanding of its governance role and responsibilities. Members are engaged in and value important strategic discussions, to help guide school decision making and policy.
- Collaborative processes are constructive and purposeful with Professional Learning Community (PLC) leaders providing support. Staff plan together and share resources and moderate student work to ensure consistency of practice.
- Extensive partnerships have been established with a variety of external agencies and businesses that enhance the learning program for students; these include the Willagee Library, City of Melville, Fremantle Language Development Centre and local retailers.
- Parents and students expressed appreciation for the high levels of care and opportunities offered by the school.

Recommendation

The review team support the following:

- Harness regular feedback from parents, staff and students in order to determine future strategies and adjust school approaches to better meet the needs of everyone within the community.

Learning environment

The school ensures students enjoy coming to school by creating a sense of belonging through the establishment of a welcoming and safe environment. The students are enthusiastic advocates for the school's caring, inclusive ethos delivered through the visibly strong partnership between staff and the wider community.

Commendations

The review team validate the following:

- Consistent messaging through Positive Behaviour Support including the TED rewards and an explicit behaviour matrix is known and understood by staff, students and parents and has led to improved student behaviour data.
- Staff are committed to strengthening student attendance and engagement. Attendance goals are set and extensive processes are in place to follow up non-attendance with support to reengage families and students.
- Underpinned by a school wide understanding of the contextual needs of students and families, staff report they are well supported by the leadership team, the school psychologist and chaplain.
- The physical environment adds value to the student learning experience. Well-maintained grounds and engaging classrooms support the academic, social and emotional learning of children.

Recommendations

The review team support the following:

- Continue plans to implement with fidelity, a comprehensive, evidence-based, response to intervention process, to provide tiered support for all students at educational risk.
- Progress the intention to use the Be You framework and implement a health and wellbeing program to support the social and emotional needs of students.
- Revisit and upskill staff in their knowledge and integration of the Aboriginal Cultural Standards Framework into all areas of the curriculum.

Leadership

Inclusive, cohesive and supportive leadership exists across the school. Having high expectations of themselves and of all staff, the Principal and executive team lead a culture of collaborative and collective responsibility for every child's success.

Commendations

The review team validate the following:

- Staff are engaged in the development and review of the business plan and learning area operational plans based on student data. There is a clear connectedness between the business plan, operational plans, resourcing, planned units of work and classroom practice.
- Staff are actively encouraged to have high aspirations and take leadership roles beyond their classrooms. A stable, distributed leadership model empowers staff, providing opportunities to build their leadership capabilities.
- Formal avenues for staff to develop their leadership skills include access to the Leadership Institute and Riverside Network professional development opportunities, such as the Western Australian Future Leaders Framework.
- Through a highly consultative approach, the need for change is carefully managed and always determined in the best interests of students.
- Student leadership is valued and enhanced through conducting a range of activities across the school. The introduction of a leadership camp adds opportunities to develop skills and have a voice in school decisions.

Recommendation

The review team support the following:

- Review and refine performance management processes to ensure greater impact on student outcomes through a balance of accountability, support and empowerment of staff.

Use of resources

A trusting and productive relationship between the Principal and manager corporate services ensures planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent that resources are deployed in a targeted way to optimise learning outcomes for all students.

Commendations

The review team validate the following:

- The school's human resources and physical assets are maximised to support students, through actively seeking Departmental support, P&C donations, government contributions and philanthropic support.
- Resourcing is aligned to the business plan and operational plans with close consideration given to the professional learning needs of staff, ensuring sustainability of school supports and programs.
- The Finance Committee combines an understanding of its governance responsibilities with advocacy for the timely deployment of resources to support staff programs and new initiatives.
- Workforce planning is proactive, with consideration given to enrolment fluctuations and the movement and requirements of students and staff.
- A strategic approach has been taken to the management of the school's information and communications technology, with a comparative assessment made on purchasing versus leasing of equipment based on longevity and usage.

Recommendation

The review team support the following:

- Ensure that there is a tangible link between the student characteristic funding provided for Aboriginal students and the programs and initiatives that support their learning.

Teaching quality

A commitment to continue to embed a performance culture around consistent, evidence-based, whole-school approaches is apparent. Staff share ownership for the success of all students.

Commendations

The review team validate the following:

- Strategic and operational planning, developed in collaboration with staff, provides a blueprint for the delivery of the school's curriculum. The operational plans are in alignment with the school business plan.
- Staff are supported to implement agreed whole-school programs including: Talk for Writing; Heggerty Phonemic Awareness; Letters and Sounds; and Origo Stepping Stones Mathematics.
- PLCs provide structure and collaboratively build capacity through data-driven discussion, reflective practice and planning for improvement.
- Shared beliefs and connected pedagogy are enhanced through school-wide implementation of the Instructional Model, 'Caralee Teach for All'.
- New staff and graduate teachers are provided with an induction to assist their alignment with school expectations on teaching practice.

Recommendations

The review team support the following:

- Continue the intention to engage with Shaping Minds with a view to consolidating a school-wide, evidence informed, low variance, pedagogical model.
- Progress the planned intention to revisit and formalise processes for classroom observation and feedback.

Student achievement and progress

A range of school-based and systemic data is used to inform operational and strategic planning. Teachers have the capability to interrogate data to identify trends and areas of focus to inform classroom planning.

Commendations

The review team validate the following:

- Overall, NAPLAN¹ achievement for Year 3 and Year 5 has been consistently close to or above like schools.
- Reading, and Mathematics Progressive Achievement Tests along with Australian Early Development Census, On Entry and a range of other school and system data is reviewed and analysed at the school and classroom level to identify areas of achievement and planning for improvement.
- Operational plans are developed to articulate strategies that address business plan targets and support teaching and learning.
- The reliability of teacher judgements is supported through processes including scheduled school based and network collaboration and moderation.

Recommendations

The review team support the following:

- Consider the reintroduction of Brightpath writing to provide an additional valid student achievement data set that supports school planning and comparability of grade allocation.
- Review student achievement targets used in business, operational and class planning to ensure that they are sufficiently aspirational and fine grained enough to address identified areas of concern.
- Continue to review student progress between Year 3 and Year 5 to assess the effectiveness of programs and practice between these years.

Reviewers

Craig Skinner
Director, Public School Review

Anthony Shields
Principal, Ellenbrook 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 2026.



Melesha Sands
Deputy Director General, Schools

References

National Assessment Program – Literacy and Numeracy