



Department of
Education

Shaping the future

Karridale 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 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 in student achievement and progress.

The Statement is between; the Department of Education, 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

Karridale Primary School is located within the Southwest Education Region, in a small township between Margaret River and Augusta, approximately 250 kilometres south of Perth.

Established in 1883, the school has a long history within the community. Surrounded by bushland, the school has well maintained grounds and facilities.

In 2015, Karridale Primary School became an Independent Public School. Currently, there are 33 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1023 (decile 4).

Support is provided to the school through the work of the dedicated Parents 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 of the school's self-assessment process are confirmed:

- The school has developed an ongoing self-assessment schedule based on the components of the School Improvement and Accountability Framework (SIAF).
- Discussion on each component of the SIAF were considered at staff, School Board, and P&C meetings. The focus areas and targets captured in the Electronic School Assessment Tool (ESAT) submission reflected what matters most to the school community.
- The school leadership engaged parents, community members and allied health workers in conversations providing opportunity for them to contribute to the Public School Review process.
- All teachers and school support staff discussed the judgements and improvement actions that were included in the ESAT submission.

The following recommendation is made:

- Consider the use of the ESAT as a repository for performance evidence as part of the ongoing school self-assessment process.

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Relationships and partnerships

The Principal has built a strong culture and sense of team that is underpinned by trusting relationships. All members of the school community, including parents, staff, P&C and School Board members, demonstrate a commitment to fostering positive relationships and community connections.

Commendations

The review team validate the following:

- The school has established long-term, sustainable relationships with families, businesses and community organisations with the explicit purpose of providing meaningful learning experiences for students.
- The school fosters positive communication and interactions between the school and the local Aboriginal community. In partnership with Aboriginal Elders and a Land Artist, students participate in projects that promote cultural awareness through stories and sharing knowledge of the bush.
- Well-established communication processes keep families informed about what is happening in the classroom, their child's learning and school events.
- Highlighted during the COVID-19 pandemic was the important role that the school has in connecting the community. Families consider the school as a hub where they can connect
- Relationships among staff, students and parents are viewed as supportive and positive. Parents acknowledge that the small school context and stability of staff provides a genuine family feeling, where all staff know all students, creating the conditions to build caring relationships.
- High levels of consultation are undertaken and the School Board is well informed and active in the school improvement process.

Recommendations

The review team support the following:

- Continue to promote the work of the School Board through greater visibility in the school community.
- Explore ways to promote to the wider community the quality and unique benefits of the education a small school can offer and the positive contribution the school's sustainability program has on student outcomes and wellbeing.

Learning environment

The school values its' rural setting and prides itself on offering a safe and caring learning environment for students and staff, that is forged through a culture of care and quality learning.

Commendations

The review team validate the following:

- The school grounds are used to promote sustainability and build students' understanding of the responsibility they have in caring for their environment and local community.
- Social and emotional needs of students are considered and supported in a positive manner. Use of the Zones of Regulation, Growth Mindset and the OARBED¹ behaviour response model, promote student self-regulation.
- The Buddy Program supports a strong student connection creating a safe learning environment in which younger students feel cared for and safe.
- Engagement with the Aboriginal Cultural Standards Framework and building awareness and understanding of local Aboriginal views about the environment, is a focus of the school.

Recommendations

The review team support the following:

- As identified in the business plan, continue to promote development of personal and social skills that support student health and wellbeing.
- Continue to provide opportunities for staff to engage in workshops to cultivate resilient educators.

Leadership

There is an understanding that in a small school, every staff member has a responsibility to take on leadership roles and contribute to the development and implementation of the business plan. Members of the school community demonstrate a commitment to the school's vision.

Commendations

The review team validate the following:

- The Principal has created the conditions for respectful leadership, supportive of staff and community relationships that focus on improvement through collaboration, consultation and evidence-based decision making.
- In partnership with the School Board, staff and community members, the Principal drives an improvement agenda that is reflective of the views and aspirations of the school community.
- All staff view themselves as leaders and willingly take responsibility for key portfolios seeking out and sharing research and evidence of best practice and trends.
- Staff development and aspirations are supported through performance management planning. Staff utilise relevant competency frameworks to guide reflective processes, goal setting and review performance. This is augmented through informal opportunities for peer observation and feedback for staff.
- Network participation opportunities for professional learning are encouraged and provided to enable staff to engage with the wider education community.

Recommendations

The review team support the following:

- Curriculum leaders to collaborate with staff to develop and document school-wide agreements for monitoring and assessing student performance in English and mathematics.
- Strengthen feedback opportunities for staff on teaching practice identified through staff performance and development plans.

Use of resources

Financial planning and prudent budget management are in place to ensure resource allocations relate specifically to the improvement of student outcomes.

Commendations

The review team validate the following:

- A comprehensive workforce plan has been developed giving consideration to staffing issues associated with long service leave entitlements and deferred salary scheme requirements.
- The school actively seeks donations, grants and the support of volunteers to supplement school resources and enhance programs, experiences and learning opportunities for the students.
- Staffing resources are allocated and used flexibly to ensure class structures and student support requirements are met, with allocations reviewed and adjusted, as required, throughout the year.
- Targeted initiative and student characteristics funding have been deployed to assist students to achieve their individualised learning goals.
- Good financial processes and strong governance are in place with budget allocations and expenditure decisions discussed with, and supported by, the Finance Committee and shared with the School Board.
- The digital technology needs of both students and the school have been reviewed and a long-term plan and replacement schedule have been established.

Recommendation

The review team support the following:

- Continue to engage staff in the school's budgeting and financial planning processes.

Teaching quality

The Principal expects teachers to review programs regularly and demonstrate the quality of their teaching to ensure improvement in student achievement and progress.

Commendations

The review team validate the following:

- The school has implemented whole-school programs for literacy and numeracy. These are improving the consistency of curriculum delivery across classes and building students' understanding of what is expected.
- Teaching staff are well-informed and keep abreast of research on effective teaching, ensuring a broad range of teaching strategies are utilised to maximise student learning.
- Staff feedback is used to inform decisions relating to the selection of whole-school programs and practices.
- Teachers implement the agreed data collection schedule and are building their capacity in utilising assessments to provide students with feedback and inform their lesson planning.
- The willingness of individual staff to share their knowledge and experience for the benefit of all children demonstrates the collective responsibility that exists among staff.
- Differentiation practices within classes are well embedded to accommodate multi-age groups.

Recommendations

The review team support the following:

- Continue to work with staff in 'revisiting' the English plan to accommodate multi-age groups across all phases of learning.
- Create a scope and sequence that aligns to and supports the implementation of The Writing Revolution.
- Consolidate and articulate a whole-school instructional framework and consistent teaching approach.
- Further explore Explicit Direct Instruction to be incorporated into the whole-school instructional framework.

Student achievement and progress

The school places an emphasis on high expectations for student learning and the development of social responsibility. Due to the small school setting and student numbers, staff share their knowledge of individual students and their specific learning needs both formally and informally.

Commendations

The review team validate the following:

- Staff work together sharing and reviewing school and individual year level data to support and guide classroom and whole-school planning.
- The school has a comprehensive assessment schedule for the collection of data to monitor and assess school, cohort and student progress and achievement.
- Teachers review NAPLAN² data to individually track and monitor student achievement and progress.
- Teachers undertake moderation processes utilising the School Curriculum and Standards Authority Judging Standards documents.

Recommendations

The review team support the following:

- Explore opportunities for staff to participate in moderation processes with like-schools.
- Continue to support use of the On-entry Assessment Program, Pre-primary to Year 2, and the development of staff capacity to utilise the marking key.
- Continue with the implementation of Brightpath to support moderation processes and planning across the school.

Reviewers

Lou Zeid
Director, Public School Review

Tim Baker
Principal, Castletown 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 scheduled for Term 3, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 Ownership, Accountability, Responsibility, Blame, Excuses, Denial
- 2 National Assessment Program – Literacy and Numeracy