



Karridale Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed by the Department of Education's School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 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, Karridale Primary School became an Independent Public School in 2015.

Currently, there are 47 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 988 (decile 5).

Support is provided to the school through the work of the dedicated Parents and Citizens' Association (P&C) and School Board.

The first Public School Review utilising the Standard of Karridale Primary School was conducted in Term 3, 2021. This 2025 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:

- The school's submission included both direct entries into the Electronic School Assessment Tool together with domain overviews and attached evidence.
- In preparation for the review, the Principal created opportunities for staff to collaboratively reflect on the school's performance against the Standard.
- The Principal gathered evidence and prepared commentary on the school's level of performance, including the identification of successes and future opportunities for growth.
- Staff, student and community representation during the validation visit was positive and enabled the reviewers to further validate aspects of the evidence provided.
- A tour of the school site enhanced the review team's understanding of the school context and the physical learning environment, adding value to the ESAT submission.

The following recommendations are made:

- Further embed cycles of school self-assessment based on rigorous data analysis and staff reflection on the school's performance against the Standard to inform ongoing planning for improvement.
- For future reviews select evidence which best reflects the school's performance against the domain foci with an emphasis on demonstrating impact on student outcomes.

Relationships and partnerships

With a family feel and deep historical pride, the school has established strong community connections and trusting relationships with the families it serves. Together with high levels of staff cohesion, this is creating a welcoming and nurturing environment that fosters a strong sense of belonging for all.

Commendations

The review team validate the following:

- The skilled and dedicated School Board are strong advocates for the school and are actively involved in building school and community connections.
- The strong P&C are deeply invested in the school including operating the canteen on a fortnightly basis and engaging in ongoing fundraising endeavours to support school projects and initiatives.
- Extensive partnerships have been established with community groups and organisations to support improved student outcomes including EdConnect, Western Australian Country Health Services, Augusta Garden Club, Augusta churches, Karridale Volunteer Bushfire Brigade, Karri Kids Playgroup, Shire of Augusta Margaret River, Scitech and Tennis West.
- Parents value the school highly, including the level of care from staff and the opportunities provided for students to engage in a variety of rich educational opportunities.

Recommendations

The review team support the following:

- Progress plans to develop opportunities for families, staff and students to provide feedback and act on information provided to guide school improvement.
- Provide opportunities for School Board members to engage in Public School Council/Board Training through either online modules or face to face workshops.

Learning environment

The bushland setting contributes to the school's calm and positive learning environment enhancing opportunities for play and outdoor learning. High levels of student engagement are a feature of the school cultivated through the collaborative support for staff to understand and meet the individual needs of students.

Commendations

The review team validate the following:

- The school has implemented consistent classroom routines, that together with positive staff and student relationships, is contributing to safe and predictable classroom environments.
- Student wellbeing is supported through the school's health curriculum as well as the early implementation of the Berry Street Education Model.
- Processes to support students at educational risk are evident, including fortnightly meetings between the Principal and school psychologist to identify student's needs and provide oversight of documented plans, targeted support and progress monitoring.
- The school chaplain provides support for students and families including small group and one to one wellbeing support for students.

Recommendations

The review team support the following:

- Further develop a whole school approach to support positive student behaviour including defining, teaching, encouraging expected behaviour and consistently maintaining agreed responses to unexpected behaviour.
- Progress plans to further embed trauma informed practices across classrooms.

Leadership

Driven by a deep and long-standing commitment to improving outcomes for students at Karridale Primary School, the Principal has established a positive school culture, and a shared staff focus on setting the conditions for student success.

Commendations

The review team validate the following:

- Staff feel supported by the Principal and report that performance management processes are meaningful and support their development.
- The Whole School Self-Assessment for Improvement plan is aligned to the Standard and sets out assessment and monitoring and review processes to drive ongoing school improvement.
- There is a clear shared belief that all staff are leaders. Opportunities are available for staff to undertake leadership responsibilities reflective of staff strengths, skills and interests.
- Staff meetings are utilised to engage in collaboration and shared decision making of strategic priorities and operational planning.
- With a focus on supporting quality teaching, opportunities have been created for staff to engage with and reflect on the Teaching for Impact framework.
- The Business Plan is known, relevant and is linked to Department expectations and classroom planning.

Recommendations

The review team support the following:

- Further define and develop distributed leadership roles linked to strategic priorities and operational plans.
- Strengthen instructional leadership through embedding agreed instructional practices supported by observation and development of champions to model desired practice.

Use of resources

The school's financial management practices and resource allocation decision making are clearly linked to improving the outcomes of all students.

Commendations

The review team validate the following:

- The Finance Committee work collaboratively to monitor school expenditure and oversee budget allocations.
- Financial reporting to the School Board is evident with opportunities provided for questions and discussion.
- A library officer provides oversight of a well-resourced library including the management of the school's iPads.
- Alternative funding streams and grants are actively sought to facilitate educational projects and activities to enrich student's educational experiences.
- Chaplaincy program funding has been allocated to facilitate targeted support for students and families.
- Sound consideration is given to workforce planning including the monitoring of student enrolments to inform decision making and the development of staff capability to provide quality teaching in line with student needs and school priorities.

Recommendations

The review team support the following:

- Progress plans for the Principal and manager corporate services to engage in ongoing opportunities for the Department's financial management professional learning.
- Develop an action plan to support the smooth implementation of Phase Two of Program Kaartidijin.

Teaching quality

Staff are clear in the understanding of the importance of both high expectations and the development of positive relationships as the foundation for quality teaching and student success.

Commendations

The review team validate the following:

- Staff communicate students' achievement and progress to families through the schools formal reporting processes, including teacher and parent meetings following the distribution of school reports.
- Differentiation is a key priority across classrooms informed by the identification of individual student needs to shape curriculum adjustments and classroom accommodations.
- Whole school approaches and programs have been adopted including daily reviews and engagement strategies. A synthetic phonics program and a common approach to teaching writing have also been implemented to support student learning.
- All staff have engaged in reflection against the National Quality Standard (NQS) and the school has developed a NQS plan to inform ongoing development.

Recommendations

The review team support the following:

- Review and implement a consistent approach to the explicit teaching of spelling and reinforce the school's approach to teaching mathematics aligned to students' needs and the Western Australian Curriculum.
- Create further opportunities for staff to engage in professional learning to support the implementation of the school's agreed instructional practices with fidelity.
- Strengthen staff engagement in structured collaboration focused on teaching, learning and student achievement.

Student achievement and progress

Driven by a strong moral purpose, the school is committed to building a culture of evidence-based decision making and collects a range of school-based and systemic data sets to monitor student progress and achievement.

Commendations

The review team validate the following:

- A range of student progress and achievement data is collected and analysed including the Wellbeing and Engagement Census, Acadience comprehension and fluency, Brightpath, Progressive Achievement Tests, On-entry Assessment and NAPLAN¹.
- Working within multi-age group settings, staff are responsive to the differing performance levels of students ensuring that classroom planning reflects evidence of student achievement and progress data.
- Staff develop individual education plans tailored to each student's needs, incorporating specific targets and strategies to support their progress and improvement
- Staff have opportunities to engage in moderation activities which are focused on supporting alignment between student achievement and progress and grade allocation.

Recommendations

The review team support the following:

- Use fine grained data analysis including the triangulation and disaggregation of student achievement data to track students' progress, inform target setting and decision making at the classroom and whole school level.
- Utilise the Reporting to Parents school-based assessment function to centrally capture literacy and numeracy assessments to maximise opportunities for comparative data analysis and progress tracking.

Reviewers

Kim McCollum
Director, Public School Review

Carly Hernaman
Principal, River Valley 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steve Watson
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy