



Department of
Education

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Churchlands Primary School

Public School Review

March 2020

PUBLIC SCHOOL REVIEW

Purpose

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

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

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused 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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.

	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Churchlands Primary School is located eight kilometres from the Perth central business district in the suburb of Floreat. Opened in 1965, it is within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1160 (decile 1). There are currently 525 students enrolled from Kindergarten to Year 6.

Gaining Independent Public School status in 2011, Churchlands Primary School has a well-trained School Board, which has a governance role focused on improving student outcomes.

In recent times, there has been significant change to the school's leadership team.

The school has visual arts, drama, music and physical education specialist programs, which are valued highly by the whole community. Students also have access to a range of extra-curricular activities that add value to the learning experiences provided by the school. A school-wide sustainability program further enhances student learning and engagement opportunities.

The Parents and Citizens' Association (P&C) is active and provides the school with significant financial support.

School self-assessment validation

The principal submitted a comprehensive and informative school self-assessment.

The following aspects are confirmed:

- The school executive leadership team compiled the school's self-assessment and Electronic School Assessment Tool (ESAT) submission after consultation with staff.
- The summary statements provided for each domain in the ESAT gave reviewers an overview of the school's self-assessment process and improvement intentions.
- During the validation visit, the participation of a broad range of staff provided insights that added value to the review process.
- School Board and P&C representatives engaged openly in the validation visit, clarifying the school's context and providing thoughtful feedback to support the school in its ongoing focus on improvement.
- The relatively new leadership team indicated that the impact of the review process supported the clarification of future actions for the school.

The following recommendation is made:

- Give consideration to the number and importance of planned actions listed, in order to more clearly identify those with the most significant priorities.

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Relationships and partnerships	
<p>With recent changes to the school leadership, there has been a strong focus on creating positive relationships and clear channels of communication. The cultural diversity of the school is understood and is increasingly being used to enhance greater parent participation.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School Board representatives are strong advocates for the school. They have embraced the concept of School Board portfolios willingly. • The P&C is a small but dynamic team whose fundraising efforts provide the school with significant additional financial resources. • Aware of the cultural diversity within the school, the P&C is focusing on creating an environment where 'people walk together' regardless of their culture. • The school has entered into a productive partnership with the Rotary Club of Cambridge in order to develop and enhance student leadership skills. • The School Board Communications Committee has provided beneficial advice to the Board on communication strategies and tactics to protect and enhance the reputation of the school among key stakeholders. • Staff/student relationships are positive and respectful.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Enhance the profile of the School Board by embedding the meaningful and timely participation in identified portfolios. • In collaboration with the School Board and P&C, develop a community communication strategy/plan to build open and transparent communication options that suit the timely needs and preferences of parents and the community.

Learning environment	
<p>There is a clear and strong sense of pastoral care across the school. The environment is welcoming, well maintained, orderly and stimulating. The 'Churchlands Way' values program is understood and enacted diligently by students. The school is committed to empowering students to be environmentally conscious.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Changes to the way EAL/D¹ students are supported by specialist staff has led to an improved level of mainstream teacher skill and ownership in catering for the needs of these students. • Clear, data-driven and detailed case management processes are in place to support student learning through targeted interventions. • A strong focus on early intervention is evident through the use of the MiniLit and Sounds~Write programs. The KAT (Kindergarten Assessment Tool) and RAT (Rainbow Assessment Tool) are used for identification and case management planning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Consider using processes or tools to measure the effectiveness of the range of social and emotional programs implemented at the school.

Leadership

The school has actively engaged in the development of teacher leadership through participation in the Churchlands Principals' Network Team, school leadership programs and the Future Leaders Framework trial. The school has an extensive distributed leadership structure, which provides opportunities for leadership development.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Aspirant leaders are encouraged and supported to lead projects across the school. The school has many high calibre, expert and passionate aspirant leaders who take on opportunities and challenges willingly. There are extensive opportunities for Year 6 students to develop leadership skills. These opportunities cater for a wide variety of interest and ability and are valued highly by the students. The school is committed to enhancing informed community leadership through the School Board.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Review the distributed leadership structure to gauge impact on student learning and staff wellbeing and to ensure the focus of the leadership team remains on improving student learning. Continue developing a meaningful relationship between the P&C and School Board. Nominate a School Board member to attend P&C meetings and provide an overview of what the School Board has been engaged in.

Use of resources

The planning and management of resources are aligned to school operations. The Finance Committee, which includes a range of staff representatives, demonstrates a commitment to transparency and accountability.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Education assistants are valued highly and employed specifically to support the delivery of targeted intervention programs, which are meeting with success. A comprehensive and detailed plan supports the ongoing effectiveness of the school's ICT² infrastructure. The school is in its final year of implementing a Bring Your Own Device program. This is supported by well-resourced, individualised professional learning for staff. A workforce plan identifies future staffing needs, and strategies to address these needs. Appropriate financial policies and protocols are in place and enacted diligently. Cost centre managers are trained by the manager corporate services (MCS) to ensure that they meet their responsibilities competently.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Review the long-term management and sustainability of current staff coaching programs as other priorities are identified over time.

Teaching quality

Teachers are acknowledged for being highly collaborative and committed to student learning. Coaching is the preferred approach used to implement whole-school programs. Teachers analyse data effectively to inform planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Teachers are well-supported through one-on-one, team-based, and whole-school professional learning opportunities to integrate STEAM/DT³ across the curriculum. The individual expertise of staff is used effectively to improve teaching practice across the school. The PLC⁴ are valued as supportive, collegiate environments that encourage active engagement in whole-school practices. Targeted strategies to enhance student achievement include: Letters and Sounds, decodable readers, guided reading, WALT⁵, WILF⁶, Seven Steps to Writing Success, Talk for Writing, applying the SOLO⁷ Taxonomy, and the provision of effective student feedback. PGPs⁸, linked to the AITSL⁹ Australian Professional Standards for Teachers support the professional development of teachers.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Review and prioritise the number of initiatives the school is engaged with to ensure they can be managed effectively. Increase the opportunities for teachers to provide each other with effective feedback aligned to the implementation of school-wide expectations.

Student achievement and progress

The school is responsive to student performance data. School leaders engage staff in the review of systemic data at the PLC level in order to inform teacher practice. The school has a strong focus on developing the 'whole child'.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Longitudinal student performance in NAPLAN has been consistently at or above like school means from 2015 to 2019. Progress and achievement data for NAPLAN in 2019, was above like schools in all areas except writing. The school responded to disappointing results in NAPLAN writing by implementing the Seven Steps to Successful Writing program. Progressive Achievement Tests were introduced in 2018 to provide additional meaningful classroom and whole-school student data to inform planning at a classroom, cohort and whole-school level. Brightpath is used to support moderation. When reviewing NAPLAN data, teachers engage in disciplined dialogues in order to identify future actions.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> Continue to introduce new data sources that inform planning for teachers. Consider how to measure the impact of the many programs in place that focus on improving student wellbeing. Include targets other than NAPLAN in the next school business plan that better describe the school's focus on the 'whole child'.

Reviewers

Gary Crocetta
Director, Public School Review

Pamela Pollard
Principal, Victoria Park Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2023.



Stephen Baxter
Deputy Director General, Schools

References

- 1 English as an additional language/dialect
- 2 Information and communications technology
- 3 Science, technology, engineering and mathematics/digital technology
- 4 Professional learning communities
- 5 We are learning to
- 6 What I'm looking for
- 7 Structure of Observed Learning Outcomes
- 8 Professional Growth Plan
- 9 Australian Institute for Teaching and School Leadership