



Department of
Education

Shaping the future

Churchlands 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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1965, Churchlands Primary School is located 8 kilometres from the Perth central business district within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1169 (decile 1).

There are currently 467 students enrolled from Kindergarten to Year 6 and became an Independent Public School in 2011.

Churchlands Primary School has the support of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Churchlands Primary School was conducted in Term 1, 2020. This 2024 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:

- School leaders and staff have a strong understanding of school self-assessment processes and demonstrate a commitment to school improvement. School self-assessment processes align with business plan targets and operational plans.
- The process of preparing for the Public School Review was in accord with comprehensive and embedded actions at both the school and individual levels.
- The Electronic School Assessment Tool (ESAT) submission provided a detailed account of the current school context, performance and the planning of priorities in the Business Plan 2023 – 2025.
- A broad range of interrelated and credible evidence was selected for analysis.
- During the validation visit, a cross-section of school leaders, teachers, support staff, parent and community representatives elaborated on the evidence and planning intentions described in the ESAT submission.
- There is strong alignment between performance evidence, judgements about priorities and planning for future improvement.

The following recommendation is made:

- Determine the most impactful and efficient placement of evidence to minimise repetition of analysis.

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Relationships and partnerships

High quality relationships underpin the effectiveness of school improvement processes. This fortifies the foundation for ensuring consistent actions are embedded with an authentic and unremitting commitment to the core business of teaching and learning.

Commendations

The review team validate the following:

- Clear and transparent communication between the school, parents and students further enhances connectedness and prospects for success.
- Sustainable partnerships exist within and beyond the school. Highly valued and communally beneficial educational partnerships have been established with the Cambridge and Subiaco Rotary Clubs, CSIRO¹ and the Herdsman Lake Discovery Centre.
- The School Board is supportive of the school ethos and fully conversant with its governance responsibilities, rigorous in its examination of school planning, budgeting and student achievement.
- Mutually respectful relationships between staff and students are observable. These are complemented by strong, collegial relationships, both formal and informal, reinforcing staff willingness to share ideas and expertise.
- Strong endorsement for the school from parents, students and staff is clear. A shared sense of commitment and belonging to the school is evident amongst each group.

Learning environment

The school prioritises the provision of an academically, socially and emotionally safe learning environment. It has built an inspiring atmosphere where students are confident to take risks, are provided with a voice and agency to flourish both collectively and individually through clearly articulated processes of support.

Commendations

The review team validate the following:

- Staff demonstrate a high level of care and professional commitment towards students at educational risk, including a significant number requiring academic extension. Individual education plans are monitored through the combined efforts of the student services lead teacher, school psychologist, highly skilled education assistants and teachers in partnership with parents.
- An extensive range of educational and extra-curricular activities including the environmental team, together with robotics, visual arts and drama teams, challenge and extend students beyond the classroom.
- The school demonstrates a proactive approach to building the cultural awareness and responsiveness of staff. The development of a Reconciliation Action Plan using the Nurragunnawalli – Reconciliation in Education platform is guiding commitments to action.
- Community service programs including the annual Rotary Club of Quairading tree planting weekend, enhance the student leadership development approach to building connections with peers and community groups.
- The introduction of the Resilience Project, exemplifying the pillars of gratitude, empathy and mindfulness to strengthen emotional wellbeing has been passionately embraced by students and parents.

Recommendation

The review team support the following:

- Further develop the implementation of the Aboriginal Cultural Standards Framework to ensure sustainable levels of cultural competence.

Leadership

Underpinning the strategic intent of the school's leadership planning, is the belief that a collaborative staff professional growth culture of continuous improvement will cultivate key leadership attributes for all staff.

Commendations

The review team validate the following:

- A distributed, yet connected leadership model, provides professional growth for staff by creating opportunities to enhance their knowledge and skills. Consequently, there is a deep understanding of, and buy-in to, the school's improvement agenda.
- Using a widely consultative and quiet permeating approach, the need for change is carefully managed and always determined by what is in the best interests of students.
- Strategic intentions are operationalised with a strong sense of moral purpose. Expectations are embedded into staff practice with professionalism and passion. Effectively, this defines the culture of the school.
- Leaders provide clarity about the purpose of all actions. This is complemented by explicit expectations and support for implementation and accountability, largely, but not exclusively, through performance management processes.
- Purposeful alignment and coherence underpin all planning and decision making. This is evident in the articulation of school direction targeting continual and aspirational improvement.
- Education Assistants are valued highly for their impact on student achievement. Opportunities for professional development are sought proactively to enhance their leadership skills.

Recommendation

The review team support the following:

- Building on the North Metropolitan Education Region Primary Extension and Challenge (PEAC) instructional coaching model, formalise an expectation of regular classroom observation and feedback processes.

Use of resources

Resource deployment and workforce management processes consider optimal student achievement while also fostering innovation of contemporary learning strategies. The alignment of resources to both short-term and long-term planning are reflective of the identified evidence-based need of students.

Commendations

The review team validate the following:

- The astute financial acumen of the manager corporate services ensures responsive deployment of resources, providing all students with the best possible learning opportunities.
- Evidence-based decision making underpins high quality resource management. Clear and defensible links exist between budgeting and school priorities.
- Finance Committee members are well informed and plan proactively for considerations for optimum student impact.
- Targeted initiative and student characteristics funding is deployed strategically to support a range of programs and enrichment strategies, including intervention, EAL/D² and cultural inclusivity.
- Workforce planning is monitored and regularly reviewed, with consideration given to the continuity of the teaching and learning program delivery and succession planning.
- The Parents and Citizens Association (P&C) generously provide funds, value adding to the school's ability to provide a creative and critical thinking learning environment for students.

Teaching quality

Staff demonstrate professional enthusiasm for their core business of teaching and learning. This is underpinned by shared beliefs and expectations about how they collaborate to engage students to optimise their academic and social growth and development.

Commendations

The review team validate the following:

- Driven by high expectations and continually assessing impact, instructional systems are focused on high quality pedagogical practices and school-wide programs. This optimises student opportunities and promotes and sustains teaching excellence.
- A strong foundation is provided by a school-wide instructional framework. Quality programs such as the Seven Steps to Writing Success and Talk for Writing are delivered with fidelity by committed staff, who are compelling advocates for the school's teaching and learning beliefs.
- A targeted focus on enrichment and engagement is apparent. Teachers are adaptive and responsive to data and student needs.
- Collaborative practices between staff are highly valued with a range of formal and informal opportunities to engage. The curriculum leadership team and phase of learning teams focus on the analysis of data, grade moderation, and consistent implementation of school-wide teaching and learning programs.
- The school invests effectually in teacher development and aspirational leadership as evidenced through the Visible Learning approach.
- As respected paraprofessionals, education assistants work skilfully alongside teachers to support student learning. Intervention is aided by the provision of targeted programs such as MiniLit and Bond Blocks.

Recommendation

The review team support the following:

- Engage in a local school network approach to further enhance moderation practices and alignment of teacher judgement.

Student achievement and progress

The school focuses on rigorous data analysis to inform classroom practice and identify appropriate and timely interventions. Feedback for and from students, in combination with a culture of high aspirations, contributes to sustained high quality student achievement and progress.

Commendations

The review team validate the following:

- There is an embedded culture of continuous improvement. School performance is owned by all staff, who share responsibility for comprehensive data tracking and analysis to ensure targeted performance improvements.
- The school has paid rigorous attention to the development of staff capacity to use data informed practices, leading to sustained 'above like school' performance in NAPLAN³.
- Catering to the needs of students with EAL/D is a priority. Specific student milestones are reviewed regularly and routinely tracked against the EAL/D progress map.
- A strong fabric of assessment provides confidence to ascertain and monitor student achievement at the individual and cohort level. The use of Brightpath and Progressive Achievement Tests supports grade moderation and alignment.
- Staff are involved in moderation opportunities across phases of learning and have a collective responsibility for the achievement and progress of all students.

Recommendation

The review team support the following:

- Continue to set whole-school aspirational targets and have high expectations of student achievement.

Reviewers

Kate Wilson
Director, Public School Review

Timothy Bamber
Principal, Oberthur 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 2029. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 Commonwealth Scientific and Industrial Research Organisation
- 2 English as an Additional Language or Dialect
- 3 National Assessment Program – Literacy and Numeracy