



Department of  
Education

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Public education  
**A world of opportunities**

# Craigie Heights Primary School

## Public School Review

June 2019



# PUBLIC SCHOOL REVIEW

## Purpose

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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

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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

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

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

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

## Context

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Craigie Heights Primary School was established in 2009, as a result of an amalgamation of Craigie Primary School and Camberwarra Primary School. The students now benefit from modern, state of the art facilities with environmentally friendly surroundings, the latest computer technology and equipment, and purpose built art and music facilities.

Situated 23 kilometres north of the Perth central business district, the school is within the North Metropolitan Education Region. It became an Independent Public School in 2013 and has an Index of Community and Socio-Educational Advantage rating of 1020 (decile 4).

Enrolments at Craigie Heights Primary School have been growing steadily since 2015 and there are currently 390 students from Kindergarten to Year 6. There is an active School Board which oversees the strategic operation and management of the school including the school's business plan and finances.

The Parents and Citizens' Association (P&C) is an important part of the school community and fundraising by the group has enabled many improvements to the school, including both facilities and resources.

Early childhood screening and early intervention are focus areas for the school and a successful 0 to 3-year-old playgroup operates onsite.

## School self-assessment validation

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

The following aspects are confirmed:

- The submission provided genuine understanding of the current school context and its ongoing school improvement journey.
- A range of credible evidence was selected for analysis.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A culture of reflection and continuous improvement was evident.
- The school self-assessment process being developed is founded on the principles of assess, plan and act.
- Staff engagement in the school assessment process was collaborative.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation.

The following recommendation is made:

- Ensure continued attention is given to monitoring the impact of school operations and learning programs to inform future planning.

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Relationships and partnerships	
<p>A strong community focus is evident in the broad base of parent/carer endorsement for the school. Supportive and engaging relationships are founded on an appreciation of high levels of pastoral care to ensure quality student performance.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• NSOS<sup>1</sup> data from students, staff and parents provides strong evidence of their recognition of school effectiveness.</li> <li>• Communication processes and protocols including Connect, Facebook, SMS messaging, Class Dojo and the school website are well-respected and valued by the school community.</li> <li>• Engaging and respectful relationships are evident between staff and students.</li> <li>• School Board representatives are encouraged to “dream big” in engagement and consultation about school planning and in monitoring the achievement of targets.</li> <li>• Mutually respectful relationships with Board and P&amp;C members lead to strong advocacy for school direction and achievements.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to build the capacity and understandings of Board members about their role through ongoing training.</li> </ul>

Learning environment	
<p>The culture of support and inclusivity evident in the school-wide commitment to pastoral care is endorsed and appreciated by staff and the school community. A positive learning culture is developed through clear behavioural expectations and support processes.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The predictable and orderly learning environment and attention to pastoral care enhance the conditions for student success.</li> <li>• PBS<sup>2</sup> strategies are implemented in conjunction with the PATHS<sup>3</sup> program as the foundation for a safe, respectful, responsible and successful school.</li> <li>• Effective tracking mechanisms and analysis of data provide strong evidence of the successful implementation of PBS and PATHS.</li> <li>• A focus on philanthropy complements the WOCH<sup>4</sup> program in demonstrating commitment to empathy and care for staff, students and their families.</li> <li>• SAER<sup>5</sup> are identified, supported and monitored for improvement effectively according to academic, social/emotional, behaviour and physical need.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to refine and develop the use of PBS Tier 2 interventions.</li> <li>• Continue to work with parents and carers to improve their knowledge of the PBS program and its alignment with the PATHS curriculum.</li> </ul>

## Leadership

A culture of improvement driven by reflective practice underpins school direction and operations. Leadership unity, authenticity, humility and modelling to ensure supportive action aligned to student, staff and parent need, is palpable.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Distributed leadership opportunities are undertaken enthusiastically by staff to support strategic direction.</li> <li>• Committee members work with the support of leaders to develop and implement operational plans successfully.</li> <li>• Staff pursue consistently, a culture of personal responsibility and public accountability, culminating in widespread ownership of the school's vision.</li> <li>• Staff appreciate the quality direction provided by the leaders.</li> <li>• Transparent PM&amp;D<sup>6</sup> processes aligned to AITSL<sup>7</sup> Australian Professional Standards for Teachers are founded on trust and cater for individual needs.</li> <li>• Leaders recognise the collective capacity and knowledge of staff. This has resulted in individual and shared ownership in school improvement.</li> <li>• The ACSF<sup>8</sup> is embraced as the basis for proactive planning of strategies to support the development of a culturally responsive environment.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to engage teachers in peer observations with a focus on priority areas for improvement.</li> <li>• Continue current processes to engage deeply with the ACSF that ensure cultural responsiveness.</li> </ul>

## Use of resources

Management, monitoring and deployment processes for the use of resources are aligned to school planning and operations. There is a clear and defensible link between the use of resources and the conditions for student success.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Strategic and operational resourcing practices are organised, methodical and proactive.</li> <li>• The MCS<sup>9</sup> plays a key role in school resourcing practices to maximise educational outcomes for students.</li> <li>• Resourcing is targeted to support essential personnel and programs.</li> <li>• Resource allocation decisions made by the Finance Committee about funding of specific school programs and interventions, are evidence-based with student needs as the primary focus.</li> <li>• A workforce plan supports the school's assessment of resource need with consideration of areas for current and future focus.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to build the understanding of incoming members of the Finance Committee and School Board about student-centred funding.</li> </ul>

## Teaching quality

There is a school-wide recognition of the need to build a teaching and learning culture around a strong evidence base. A strong foundation for this is being developed around commitment to whole-school practices including Visible Learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Teachers are embedding the use of Visible Learning practices including: lesson intentions, success criteria, progressions and effective feedback.</li> <li>• Literacy and numeracy are taught effectively in learning blocks using the Craigie Heights Lesson Design, based on the gradual release model.</li> <li>• Targeted strategies including: Talk for Writing; guided reading; Literacy Pro; MiniLit/MultiLit; iMaths; Promoting Literacy Development; and Brightpath, support curriculum alignment and assessment.</li> <li>• Collaborative meetings provide a forum to drive, implement and embed curriculum changes and improvements.</li> <li>• The appointment of an ICT<sup>10</sup> coach supports staff and students in the use of digital technologies to improve ICT capabilities.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to implement a consistent approach to literacy learning in the early years through the Promoting Literacy Development program.</li> <li>• Continue to embed Visible Learning practices across all learning areas.</li> </ul>

## Student achievement and progress

The school uses the 'assess, plan, act' cycle diligently to analyse a range of data to inform plans for improvement. This has contributed to an understanding of the value of evidence-based decision-making at the class and whole-school level.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Student achievement levels affirm the effectiveness of curriculum delivery.</li> <li>• Student achievement data in NAPLAN<sup>11</sup> has been similar to like schools (and generally slightly above in Year 5), since 2014.</li> <li>• Higher levels of progress compared with like schools were evident in most areas of NAPLAN for Year 3 to Year 5 students between 2014 and 2018.</li> <li>• Staff understand the benefits of whole-school practices and processes.</li> <li>• The OEAP<sup>12</sup> is undertaken annually for Pre-Primary, Year 1 and Year 2 to assist in tracking student progress.</li> <li>• Teachers use sophisticated tracking mechanisms to monitor student progress and achievement. These include the recently developed school assessment spreadsheet, data walls, iMaths Tracker, Brightpath and the Kindergarten Communication and Learning Screen.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Use the information provided by the Australian Early Development Census to inform planning in the early years.</li> </ul>

## Reviewers

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Brett Hunt  
Director, Public School Review

Greg Sullivan  
Principal, Coogee Primary School  
Peer Reviewer

## Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter  
A/Deputy Director General, Schools

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## References

- 1 National School Opinion Survey
- 2 Positive Behaviour Support
- 3 Promoting Alternative THinking Strategies
- 4 Watch Out for Craigie Heights
- 5 Students at educational risk
- 6 Performance management and development
- 7 Australian Institute for Teaching and School Leadership
- 8 Aboriginal Cultural Standards Framework
- 9 Manager Corporate Services
- 10 Information and communication technology
- 11 National Assessment Program – Literacy and Numeracy
- 12 On-entry Assessment Program