



Department of
Education

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Public education
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Currambine Primary School

Public School Review

February 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

Currambine Primary School is located approximately 29 kilometres from the Perth central business district in the North Metropolitan Education Region. The school has an Index of Community Socio-Educational Advantage rating of 1051 (decile 2).

Established in 1997, the school attained Independent Public School status in 2011. It is situated within well-maintained grounds and recently received \$1.5 million to upgrade facilities.

Currambine Primary School currently enrolls 758 students from Kindergarten to Year 6. A large percentage of students attend from outside of the local intake area. Consequently, it is not envisaged that the opening of a nearby public primary school in 2022 will impact significantly upon enrolments at Currambine Primary School.

The school provides specialist instruction in visual art, physical education and languages. The French curriculum is delivered using the Advance Instruction Method, a gesture-based program that is well established and valued highly.

Community engagement is demonstrated through the work of the School Board and Parents and Citizens' Association (P&C).

School self-assessment validation

The principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- The executive team demonstrated an understanding of school self-assessment processes and lead a culture of continuous school improvement.
- The leaders embraced the opportunity to engage teaching and support staff in reflecting against selected domains of the School Improvement and Accountability Framework when preparing the Electronic School Assessment Tool (ESAT) submission.
- The summary statements provided in the ESAT submission provided reviewers with background information that informed the school's self-assessment and planned actions for improvement.
- During the validation visit, a broad representation of staff, as well as selected community representatives and Year 6 student leaders, provided insights that added considerable value to the review process.
- Staff indicated that the review process was a positive experience that supported their self-assessment practices.

The following recommendation is made:

- Seek clear alignment between evidence sets, observations and analyses, and planned actions for improvement to ensure review team clarity regarding the purpose each evidence set serves in articulating the school's continuous improvement journey.

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Relationships and partnerships	
<p>The principal is valued highly by the school community and is acknowledged for his approachable manner and establishment of a collaborative culture and clear sense of shared purpose.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • School Board members engage in deep consultation and are fully invested in supporting the strategic direction of the school. • The P&C is represented by a small but dynamic team, whose fundraising efforts benefit students directly. • The school is responsive to feedback, evaluates concerns based on evidence, and takes action even when data indicates that it is the perceptions only that need to be addressed. • As active participants of the Joondalup Learning Community Network, staff are equally empowered to lead curriculum hubs and access the expertise of partnership schools when building their own capacity. • The PALS¹ 0-4 strategy and the on-site YMCA² after school care impact positively on community engagement with the school.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Encourage increased community involvement through hosting formal events such as the planned Science Fair.

Learning environment	
<p>A high care ethos engenders a safe, supportive and inclusive learning environment. All key stakeholders demonstrate a sense of belonging underpinned by school pride.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Mental health and wellbeing is a priority area, with mindfulness practices being incorporated into daily classroom practice. • A shared ownership of robust case management processes is evident, with action plans devised for students at educational risk after robust consultation at professional learning community and line management levels. • As an Autism Positive Partnership program school, the effective use of Zones of Regulation, social skill building, and support from autism coaches, addresses social factors and increases the opportunity to focus on students' academic growth. • Handover procedures, which demonstrate consistency of practice across the school and inclusive parent engagement, support students as they transition from year to year.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to implement Positive Behaviour Support, embedding a focus on resilience to complement the various strategies in place that target social and emotional learning. • Streamline referral processes to support best use of the existing human resources of the school psychologist and chaplain.

Leadership

Despite frequent changes in senior leadership over successive years, the current executive team has forged a positive culture premised on trust. Staff indicate that they feel valued, engage in participative decision making and appreciate the clarity of purpose to which they are accountable.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Induction processes are comprehensive with professional learning communities providing collegiate support and mentoring. • Staff are invited to self-nominate or be recommended for leadership opportunities, and expressed the view that they are extremely well supported, whatever their aspirations. • The staggered implementation of impact coaching seeks to embed whole-school agreed practices and ensure efficacy of curriculum delivery. • Annual reflections against the <i>Aboriginal Cultural Standards Framework (ACSF)</i> resulted in a range of improvement actions, including the appointment of a designated leader of Aboriginal education.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Continue to develop transparency of selection processes to consolidate the distributed leadership model. • Further embed the ACSF in curriculum across all learning areas.

Use of resources

The manager corporate services (MCS) works closely with the principal to ensure that the school's budget is directly aligned to planning and meets the identified needs of students.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Appropriate financial policies and protocols are in place and processes are sound. Cost centre managers are trained by the MCS to ensure that they meet their fiscal responsibilities. • External funding is sought actively. It is the role of the newly appointed marketing and media officer to work closely with community groups, further increasing fundraising opportunities or direct donations to the school. • The workforce plan is comprehensive and incorporates strategies to accommodate the possible impact of changing enrolments. • A facilities master plan outlines buildings and grounds improvement planning and action. Wide consultation, inclusive of staff, parents and students, informs future planning.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Establish a strategic plan for digital technologies infrastructure management, to ensure that the ratio of technology access across the school is equitable, sustainable and supportive of technology integration into the curriculum.

Teaching quality

There is clear alignment between the school's business plan, operational planning and teaching practices. Teachers are acknowledged for being highly collaborative and committed to the school. They can articulate clearly how their classroom planning is informed by the school's priority areas and achievement targets.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The professional learning communities offer a supportive, collegiate environment and serve as a valued conduit to active engagement in whole-school practices. • As leaders of a science hub within the Joondalup Learning Community Network, the school has adopted a '5E approach' (engage, explore, explain, extend and evaluate) to the scientific inquiry process. • The 'Five Pillars' and 'Three Waves' approaches to literacy and numeracy make explicit the agreed research-based classroom practices. • A detailed performance management process, the Currambine Way, aligns directly to whole-school initiatives and is embedded in practice.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Overtly demonstrate how the Currambine Way aligns to the AITSL³ Australian Professional Standards for Teachers. • Continue to support teachers in an endeavour to gain full engagement with whole-school approaches to pedagogy.

Student achievement and progress

School leaders engage staff in the review of systemic data, providing in-depth analyses to be reflected on at professional learning community level and used to inform teacher practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • National Assessment Program – Literacy and Numeracy (NAPLAN) data achievement is within the expected range, when compared to like schools in Year 3 and Year 5 for most test areas in 2019. • Effective interventions are in place to support the small percentage of students not currently achieving above the national minimum standard. • Target setting is focused on academic extension for those capable of achieving in the top bands in the NAPLAN. • A school-wide focus on improvement in mathematics results has led to the implementation of short, sharp rotations using explicit instruction.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Further develop the data literacy of teachers, incorporating fine-grained analysis at the individual student level. • Continue to build student higher order thinking skills in mathematics, offering extension opportunities for those currently achieving on the cusp of the top bands in NAPLAN.

Reviewers

Kath Ward
Director, Public School Review

Steph McDonald
Principal Advisor, Leadership, Innovation
and Strategy
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 Play and Learning Skills
- 2 Young Men's Christian Association
- 3 Australian Institute for Teaching and School Leadership