



Department of  
Education

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Public education  
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# Creaney Primary School

## Public School Review

May 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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Creaney Primary School is located in the northern suburb of Kingsley, approximately 22 kilometres from the Perth central business district in the North Metropolitan Education Region. Opened in 1983, the school has shared the site with Creaney Education Support Centre (ESC) since 1986. Both schools work in partnership to provide coordinated and cross-integration programs for the benefit of all students.

With an Index of Community and Socio-Educational Advantage rating of 1064 (decile 2), Creaney Primary School currently enrolls 333 students from Kindergarten to Year 6. Enrolment trends are increasing.

In 2012 the school gained Independent Public School status and enjoys the support of an active Parents and Citizens' Association (P&C) and an engaged School Board. Creaney Primary School provides facilities to host an on-site before and after school care program.

## School self-assessment validation

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

The following aspects are confirmed:

- The Principal provided opportunities for staff collaboration and engagement in the analysis of data to inform the school's self-assessment.
- A scaffolded plan supported staff to reflect on the progress of the school against each of the performance domains.
- Members of the School Board were engaged in the self-assessment process.
- The submission provided an open, honest and transparent account of the current school context.
- The Principal, teaching staff, support staff and parent representatives elaborated on the planning intentions, described in the submission, during the validation visit.
- There is a developing ethos for high expectations and continuous improvement.

The following recommendations are made:

- Use the guidelines and information provided in the Electronic School Assessment Tool to support evidence based self-assessment and planning processes for each of the domains.
- Select the most recent, appropriate or suitable evidence that supports judgement of current performance.
- Include a description about the impact of current strategies, programs, policies or initiatives, in addition to observation and analysis statements, to support the judgement of performance.
- Provide detail of the school's identified plans in response to the observation and analysis of the evidence submitted.

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Relationships and partnerships	
<p>A professional, supportive and collegiate staff culture is evident and acknowledged by parents. Students, staff and families demonstrate mutual trust and respect and are collectively recognised as valued learners and contributors to the school's cohesive community.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Strong relationships with the ESC are underpinned by an integration policy of shared expectations, roles and responsibilities for positive outcomes of all.</li> <li>• Informed School Board members undertake meaningful roles on school sub-committees that align to priorities articulated in the business plan.</li> <li>• The priorities of the P&amp;C are to strengthen the feeling of a highly connected community through engagement programs such as the Fathering project.</li> <li>• A range of parent learning opportunities and whole-school events have increased family involvement and opportunities to support student learning.</li> <li>• The introduction of Class Dojo has increased parent connection.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Raise the School Board profile by reinforcing roles, responsibilities and achievements as key contributors to the school's improvement agenda.</li> <li>• Build on current programs, planning and staff skills through partnerships with schools that have related learning priorities or established practice.</li> <li>• Consolidate a school communication plan that increases comprehensive, timely and consistent exchanges of information, feedback and progress.</li> </ul>

Learning environment	
<p>The learning environment reflects high standards of safety and care and promotes a sense of belonging. A shared responsibility for a positive and supportive school culture is evidenced by the strong sense of school pride that is demonstrated by staff and students.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Positive behaviour is reinforced by a policy that promotes SEL<sup>1</sup> through values education, reflective programs, incentives and frequent recognition.</li> <li>• The appointment of a LSC<sup>2</sup> and policy outlining roles, responsibilities and referral processes supports SAER<sup>3</sup> identification, case management and the collaborative development of personalised learning plans.</li> <li>• Diversity is recognised and valued and is strengthened through the integration of 'Play' programs that provide structured learning to develop peer interaction skills and inclusive practice across both schools.</li> <li>• High pastoral care, SEL and independent problem solving is supported by the chaplain who leads the BUZ Rangers peer mediator program.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consolidate the language, use and interconnection between the school motto, values, matrix and Little Leader traits to sustain consistent practice.</li> <li>• Embed the <i>Aboriginal Cultural Standards Framework</i> across all learning.</li> </ul>

## Leadership

A strategic whole-school cultural change has been introduced by the recently appointed Principal. This has involved re-shaping school priorities, structures and processes. Strategic intentions are to refine the use of programs and processes and establish embedded practice.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Collaboration with the School Board has resulted in a clear vision and strategic direction informing school-wide reform.</li> <li>• High expectation for ongoing rigor and a shared accountability for genuine collaboration and evidence-based reflective practice is evident.</li> <li>• Engagement of staff in the development of plans has increased staff ownership and understanding of school improvement processes.</li> <li>• A new model of distributed leadership increases staff ownership and responsibility for the sustainable implementation of whole-school initiatives.</li> <li>• Parents and staff feel that change is managed strategically, support is provided and feedback to leaders is actioned.</li> <li>• Students actively contribute to school improvement and are supported to develop their leadership skills through formal and informal roles.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to identify and support emerging leaders through clarity of roles and personalised development aligned with strengths and school priorities.</li> <li>• Formalise mentor roles and responsibilities to enhance induction practices.</li> </ul>

## Use of resources

Workforce plans and cost centre allocations are adjusted to accommodate the evolving needs of the school with consideration of students, staff and resource requirements. There is a current focus on the development of classroom practice through targeted professional learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Planning involves the finance committee and School Board, is focused on increasing student achievement and is aligned with school priorities.</li> <li>• Budgets and finances are established through collaborative and transparent planning and are comprehensively reviewed each month.</li> <li>• Requests for resource and program investment are accompanied by evidence of outcome improvement before being considered for purchase.</li> <li>• Student characteristic resourcing aligns with need by utilising education assistants to support whole-school programs and targeted intervention.</li> <li>• Professional learning is aligned to school priorities and specific targets.</li> <li>• Technology resources are sufficient, shared and accessible.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Investigate the purpose, efficiencies and practicalities of a BYOD<sup>4</sup> program.</li> <li>• Identify the alignment of student characteristic funding in planning.</li> <li>• Implement the relevant records management review recommendations.</li> </ul>

## Teaching quality

A current focus on refining whole-school programs, instructional delivery and use of data to inform practice is supported by a cohesive and professional learning culture.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Staff are enthusiastic, highly engaged and collaborative in the development of plans and strategies that support students, the school, self and others.</li> <li>• Performance management and development is aligned with school priorities and is enhanced through the peer observation model of support.</li> <li>• Curriculum committees have undertaken an audit of the efficacy and purpose of resources, programs and assessments.</li> <li>• A childhood handbook clearly articulates expectations for K-2<sup>5</sup> staff.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Consolidate expectations for consistent implementation, and mechanisms to monitor the fidelity, of the iSTAR<sup>6</sup>, literacy and numeracy blocks, Talk for Writing and use of technology across all classes.</li> <li>• Increase the range of feedback mechanisms to enhance reflective practice.</li> <li>• Develop relevant scope and sequences for phase of learning continuity.</li> <li>• Continue to build the capability of staff in data use that informs teaching adjustments and target setting at the classroom level.</li> <li>• Enhance grade allocation consistency and progress monitoring across all learning areas by extending common assessment tasks and moderation.</li> <li>• Refine timely development, assessment and reporting of SMART<sup>7</sup> goals.</li> </ul>

## Student achievement and progress

Drawing on analysis of NAPLAN<sup>8</sup> results to inform whole-school planning, the school has high expectations for future student achievement. A comprehensive self-assessment schedule and assessment plan informs processes and timelines for progress monitoring and planning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The KAT<sup>9</sup> and OEAP<sup>10</sup> assessments are used in the early years to identify and support planning. Letters and Sounds track progress across K-2.</li> <li>• Talk for Writing is implemented and used across the school and is complemented by targeted literacy intervention programs for SAER.</li> <li>• ABE<sup>11</sup> data is analysed to identify trends and improvement strategies.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Extend ECE<sup>12</sup>, SAER and GAT<sup>13</sup> literacy identification and intervention.</li> <li>• Consider whole-school and individual student progress, inclusive of all cohorts, during the development of target setting and strategic planning.</li> <li>• Audit the scope and use of assessment tools and the processes to monitor, manage and analyse data to inform planning.</li> <li>• Enhance strategies that support growth for students across all years and support both progress and achievement for the Year 3 to Year 5 stable cohort.</li> </ul>

## Reviewers

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Merrilee Wright  
Director, Public School Review

Karina Meldrum  
Principal, Winthrop 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 Social and Emotional Learning
- 2 Learning Support Coordinator
- 3 Students at educational risk
- 4 Bring your own device
- 5 Kindergarten to Year 2
- 6 A framework for professional learning and teaching
- 7 Specific, measurable, achievable, realistic, time-based
- 8 National Assessment Program – Literacy and Numeracy
- 9 Kindergarten Assessment Tool
- 10 On-entry Assessment Program
- 11 Attitude, Behaviour, Effort
- 12 Early Childhood Education
- 13 Gifted and Talented