



Department of  
Education

**Shaping the future**

# Carcoola 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Carcoola Primary School is located 4 kilometres from Pinjarra and approximately 83 kilometres from Perth, within the South Metropolitan Education Region.

The school currently enrolls 108 students from Kindergarten to Year 6 and has an Index of Community Socio-Educational Advantage rating of 919 (decile 9).

Carcoola Primary School has the support of the School Council and a Parents and Citizens' Association (P&C).

The first Public School Review of Carcoola Primary School was conducted in Term 4, 2019. This 2023 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:

- The Principal's commitment to growth, honed by Leading School Improvement professional learning (PL), underpinned the self-reflective practices of the school.
- Members of the leadership team and engaged staff, using sound self-assessment, planning and reflection processes, made entries to the Electronic School Assessment Tool (ESAT) in preparation for the Public School Review.
- Considerable thought was given to selecting salient evidence that showed impact on student progress and achievement. This evidence was mapped across the domains of the Standard.
- The school community understands and accepts the value of self-assessment and how it links to the review process.
- The Public School Review process has provided the staff with clarity as to how the school is performing and what actions are needed to further improve.

The following recommendations are made:

- Consider using the ESAT to regularly collect self-assessment information across the domains of the Standard to prepare for the next Public School Review and support continual momentum in school improvement.
- Ensure the ESAT entries clearly articulate the progress that is being made in each domain.

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### Relationships and partnerships

A professional culture featuring personal responsibility, empowerment and inclusiveness are powerful characteristics forming the foundation of the quality relationships that exist in the school and across the wider community.

#### Commendations

The review team validate the following:

- Communication is a focus of work for the Principal, as is the personalised approach, quality and timeliness of feedback and follow up and follow through of agreed actions and decisions.
- The Shire of Murray engages with staff and students at the school, through constructive forums, to promote community development opportunities.
- The re-invigorated P&C strengthens family engagement with the school and contributes resources that enhance the school experience for students.
- Measures are in place to seek parent and community feedback regarding satisfaction with school operations. National School Opinion Survey feedback is positive, valued and creates opportunity to generate strategies that address areas of strength and concern.

#### Recommendations

The review team support the following:

- Maintain a focus on developing the structure and purpose of the School Council to enable sound governance processes and incorporation of the community's perspective in the school's direction.
- With the support of the Aboriginal and Islander education officer (AIEO), continue to develop positive relationships with local Aboriginal families to progress the key objectives of the Reconciliation Action Plan.
- Enhance the strategies to provide parents with opportunities to engage in meaningful ways with the school.

### Learning environment

There is a strong focus on student and staff safety and respect for all members of the school community. A solution focused, no blame, professional environment supports the varied needs of all students. The work of the chaplain and AIEO is vital in the support of staff and families.

#### Commendations

The review team validate the following:

- Behaviour management processes and the associated roles and responsibilities of staff support the values of care, compassion and empathy within a trauma informed model.
- The student leaders acknowledge a wide range of activities that enhance their wellbeing, such as sporting activities, Riding for the Disabled Association of Western Australia and the Breakfast Club.
- The well-maintained physical internal and external environments add value to student learning experiences with an attractive meeting area designed to facilitate cultural awareness.
- Staff demonstrate a high level of care and professional commitment toward students at educational risk. Identification and individual planning are supported by the school psychologist and therapy personnel.
- Extensive efforts are made to track and improve student attendance. This includes regular communication with families and a persistent case management approach for students.

#### Recommendation

The review team support the following:

- Utilise the expertise of the wider network of schools to enhance the school's ability to meet the complex needs of students in engagement, social and emotional wellbeing and attendance.

## Leadership

The Principal demonstrates a strong desire and ability to lead, inspire and contribute to growth in school performance to benefit the community. They have balanced persistence, resilience and humility in empowering and trusting staff to use their expertise to develop solutions that support the direction of the school.

### Commendations

The review team validate the following:

- Staff embrace planning, change and personal learning in a professional manner. This is largely due to the consistent implementation of effective communication and a consultative approach to decision making.
- Through phase of learning structures, the expertise of staff is shared and a clear focus on the development of improved instruction for students is evident. This shared leadership is varied in scope and flexible.
- Student leaders' access to meaningful development opportunities is clearly outlined in a valuable policy and process document.
- The school has a performance management process involving focused dialogue and feedback that supports staff in identifying key aspects of their role, their strengths and the development needs of the school.

### Recommendations

The review team support the following:

- Consider documenting the roles and responsibilities of leaders within a framework that also describes leadership pathways and support for staff to develop leadership skills. Access the support of the local network of schools and the Western Australian Future Leader's Framework.
- Develop a change management model tied to a schedule that manages staff workload and maintains a clear focus on the improvement agenda.

## Use of resources

The work of the Principal and manager corporate services (MCS) demonstrates a clear focus on the specific needs of students, ensuring allocation and monitoring processes for the use of resources are aligned to school priorities.

### Commendations

The review team validate the following:

- The Principal and MCS have engaged in sound PL in order to support an organisational structure that enables the school to meet compliance requirements.
- Finance Committee members and cost centre managers understand their obligations and meeting minutes provide clarity on deliberations, actions and timelines.
- Learning area operational plans demonstrate clear links to the resourcing requirements of whole-school approaches selected to measurably improve student performance.
- The school prioritises intervention strategies to support students at educational risk. Student needs are flexibly met through additional resources allocated to the roles of the AIEO, chaplain and education assistants.

### Recommendations

The review team support the following:

- Consider cost effective ways to identify and provide early intervention for students entering formal education with language development concerns. Continue to access the support provided by the Peel Language Development School.
- Maintain the focus on designing a workforce that flexibly meets the cultural, academic, social and emotional needs of students.

## Teaching quality

Staff are committed to participating in regular formal, and informal meetings to ensure students' learning needs are catered for across all phases of schooling. Collaboration is complemented by PL to support the implementation of whole-school programs.

### Commendations

The review team validate the following:

- The Principal and leadership team are valued as instructional leaders by staff, students and families. They have created an environment built around professionalism, high expectations and a commitment to enhancing teaching practices that promote academic improvement.
- Integral to the effectiveness of school planning processes are the shared beliefs regarding best practices in teaching and learning of literacy and numeracy. These include High Impact Teaching Strategies, the Growth Mindset model of learning and incorporation of the SMART<sup>1</sup> goals of the school.
- Teachers are reflective and strive for excellence in their instructional approaches. Some staff have included rubrics as Bump-it-up to empower students to improve their grades.
- Attention has been given to establishing and implementing a systematic plan for the collection, analysis and use of student achievement data to better impact their learning and guide planning for instruction.

### Recommendation

The review team support the following:

- Maintain the focus on the activities of Phase of Learning Teams towards building teacher capacity to use data to directly impact potent teaching strategies and plan for student success.

## Student achievement and progress

The commitment of staff to the consistent delivery of agreed approaches and differentiation of programs supported by the analysis of student data, are seen by staff as the key factors in delivering success for students in their learning.

### Commendations

The review team validate the following:

- Students, teachers and families are provided with a clear and concise picture of a student's achievement and progress at regular and planned intervals.
- A keen awareness of systemic data narratives has resulted in teachers 'fine tune mapping' student learning and planning adjustments to suit the individual student's needs and level of performance and progress.
- An understanding of the need to increase the reliability of teacher judgements is being developed through year level collaboration and moderation activities.
- School leaders and teachers utilise On-entry Assessment data to gather information about a student's development and learning needs as they commence their formal schooling.

### Recommendations

The review team support the following:

- Ensure that data collected enables longitudinal comparisons to the performance of schools with a similar context, additional to what can currently be provided by NAPLAN<sup>2</sup>.
- Engage with a network of schools to provide opportunities for teachers to develop the skills required to better align student performance with grade allocation.
- Continue to closely monitor the impact that teaching approaches have on student progress and achievement.

Reviewers	
Jennifer Graffin <b>Director, Public School Review</b>	Natalie Dennis <b>Principal, Cervantes Primary School</b> <b>Peer Reviewer</b>

## Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Specific, measurable, attainable, relevant, timely
- 2 National Assessment Program – Literacy and Numeracy