



Department of
Education

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Public education
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Carson Street School

Public School Review

April 2021



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 its 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 three-year cycle, subsequent reviews are determined to occur on a one, three or five-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 school review report and determines when the next review will occur. The report is provided to the Principal, the Chair of the School Council/Board and the regional Director of Education.

Expectations of schools

The Statement of Expectation (Statement) makes clear and public the expectations and responsibilities of schools and the Department in student achievement and progress.

The Statement is between; the Department of Education, 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, as well as the Professional Performance Review of the Principal.

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.



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Context

Carson Street School provides for students with special educational needs and is the only education support school in the State that caters solely for primary aged students. Opened in 1936 as Millen Primary School, it became Carson Street School in 1985. The school is located in the suburb of East Victoria Park, approximately eight kilometres south of the Perth central business district, within the South Metropolitan Education Region.

There are currently 70 students enrolled from Kindergarten to Year 6. Carson Street School gained Independent Public School (IPS) status in 2010, as part of the first cohort of IPS schools.

The School Board is actively involved in school governance, developing strategic direction, monitoring progress towards targets and promoting the school in the wider community. The Parents and Citizens' Association (P&C) provides significant funds to the school each year to assist with improvement of facilities and the purchase of additional resources.

School self-assessment validation

The Principal submitted a school self-assessment with evidence provided in each domain of the School Improvement and Accountability Framework (SIAF).

The following aspects of the school's self-assessment process are confirmed:

- School self-assessment processes are well embedded in school operations and embraced by staff. Historical cycles of school self-assessment have been informed by the SIAF and the National School Improvement Tool.
- The preparation and school self-assessment submission process using the Electronic School Assessment Tool (ESAT) was viewed by the Principal as valuable in supporting the identification of strengths, celebrations and future improvements.
- The school's processes for analysis of evidence are developing.
- Conversations during the school visit with leaders, staff and community members provided further information and elaborations on school performance, significantly enhancing the school's ESAT submission.
- Staff and community members were able to articulate clearly the school's key priorities and strategic directions for the future.

The following recommendations are made:

- Further refine the selection of evidence that best reflects the school's performance against the indicators of the Standard for each domain of the SIAF.
- Provide succinct analysis of evidence submitted, with clear alignment to planned actions.
- Expand the range of staff involved in entering information as part of the ESAT submission.

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Relationships and partnerships

Trusting and caring relationships are evident across the school community, underpinned by strong connections and open communication. Community members hold the school in high regard and value the educational opportunities, high expectations and 'no limits, above and beyond' approach to supporting students.

Commendations

The review team validate the following:

- The school has developed authentic partnerships with families to meet their differing needs and maximise student success.
- The proactive work of the chaplain, school psychologist and nurses in providing targeted student support is contributing to improved learning and wellbeing outcomes for students.
- A satellite class at Belmay Primary School is supporting students' social and educational experiences positively, within a local school setting.
- A longstanding partnership with the Rotary Club and active support from the P&C have enabled the purchase of a school bus, enhancing school transport operations significantly.
- Feedback is sought actively from the school community through the NSOS¹ and Pulse Surveys, with evidence indicating high levels of staff and parent satisfaction with the school.
- The Principal and school leaders work collaboratively with the School Board to share information and develop members' understanding of education policy and school improvement decision making.

Recommendation

The review team support the following:

- Continue to develop collaborative and culturally responsive relationships with families.

Learning environment

The 'Rainbow Way' reinforces the school's vision, mission and shared values focused on 'empowering students for life'. It underpins a positive school culture centred on supporting every staff member and child to be their best.

Commendations

The review team validate the following:

- The school has developed a Positive Behaviour Support model based on a whole-school approach to behaviour, with data and evidence used to plan and develop behavioural interventions.
- A welcoming and positive physical environment encompasses a range of gardens and break-out areas, providing students with access to sensory breaks aligned to their specific needs.
- The EYLF² and NQS³ feedback inform school planning and practice through clear goals and plans.
- A 0-4 year-old program is providing early intervention and supporting students' physical, sensory, communication and wellbeing needs prior to entering formal schooling.
- The 'Rainbow Way' action plan is providing direction for the school in its ongoing development of cultural responsiveness and engagement with Aboriginal families.
- Student voice is a school priority, driven authentically through support for communication, regular surveys, consultation, student council leadership and a student-led school magazine.

Recommendations

The review team support the following:

- Continue to refine the use of behaviour data to inform planning and interventions, and ensure Tier 1 strategies are embedded in all classrooms.
- Continue to develop cultural responsiveness and engagement with the ACSF⁴.

Leadership

The Principal's skillful leadership of school culture and strategic planning is reflected in a shared understanding of the school's strategic directions, with key messages reinforced through a range of visual representations.

Commendations

The review team validate the following:

- School leaders, in collaboration with the school chaplain, have developed plans designed to increase cultural awareness and strengthen connections with the Aboriginal community.
- A leadership plan is focused on the development of capable, motivated and effective school leaders, premised on performance development goals in the areas of self-care, school priorities and competency.
- School strategies and initiatives are explicitly linked to Building on Strength, the Department's strategic plan for Western Australian public schools.
- The National School Improvement Tool and NQS have been used to review and reflect on the development of classroom teaching and improved learning outcomes for students.
- The school's improvement plan 'Rainbow Roadmap' details school priorities, performance indicators and action plans, providing a strong basis for the school community to proceed with strategic clarity.

Recommendations

The review team support the following:

- Further develop leadership roles and responsibilities as part of the distributed leadership structure.
- Progress intentions to explore time allocation arrangements for identified leadership roles.
- Continue to refine operational plans and change management processes to ensure key initiatives are clearly aligned with business plan priorities and school needs.

Use of resources

The Principal, in conjunction with the manager corporate services, oversees financial planning and management, and deployment of the budget.

Commendations

The review team validate the following:

- Targeted initiatives funding is used to meet the learning and wellbeing needs of students, prioritising communication, student behaviour, mobility and early intervention.
- The school has a comprehensive workforce plan to identify key school priorities, gaps and strategies.
- Professional learning is prioritised through resources to ensure the ongoing development of staff expertise aligns with school programs and student needs.
- The Finance Committee, comprised of a School Board member, school leaders and staff, shares decision making for the management of finances.

Recommendation

The review team support the following:

- Include the identification of resources aligned to priorities outlined in school operational plans.

Teaching quality

Classroom programs and practices, including differentiation, are underpinned by the school's shared belief that "all children can learn, all children should have a voice and a happy and rewarding school experience".

Commendations

The review team validate the following:

- The implementation of a whole-school approach to supporting student communication has led to embedded processes and consistent communication practices across the school.
- Teachers identify learning goals and tailor classroom activities aligned to each student's needs.
- A professional learning scope and sequence is developed and reviewed each semester to support the ongoing development of staff capability in line with school focus areas and student needs.
- Differentiation is evident in the school's development of the Elaborated Curriculum for early learners, with alignment to EYLF and NQS.
- Discrete Trial Training has been identified as a priority, with evidence of staff engagement and early implementation across the school.

Recommendations

The review team support the following:

- Progress intentions to develop a whole-school approach to literacy through Four Blocks Literacy.
- Continue to develop opportunities for staff collaboration focused on consistent practices in teaching pedagogy and practice.

Student achievement and progress

The school is working to develop a culture of evidence-based decision making, with teachers using a range of data to inform classroom practice.

Commendations

The review team validate the following:

- The school has strong processes for the development of Individual Educational Plans, with clearly defined expectations and opportunities for teacher reflection focused on rigour and competence.
- The implementation of the BSquared assessment package has provided baseline student assessment data across a range of learning areas, contributing to the school's ability to monitor student progress going forward.
- Student achievement and progress in communication is monitored through regular assessment and analysis of data to inform planning and classroom decision making.
- Student assessment data are used to support handover processes between staff at the end of each school year.

Recommendations

The review team support the following:

- Further develop a culture of data collection and analysis and use student achievement data to track student progress at the individual, classroom and whole-school levels.
- Progress the development of assessment processes, including the identification of measurement tools, the development of a schedule and strengthening of moderation.
- Continue to develop staff capacity to analyse student achievement data and evidence to inform classroom decision making.

Reviewers


Kim McCollum
Director, Public School Review

Mark Watson
Principal, Kenwick 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 scheduled for Term 2, 2024.



Melesha Sands
Deputy Director General, Schools

References

- 1 National School Opinion Survey
- 2 Early Years Learning Framework
- 3 National Quality Standard
- 4 Aboriginal Cultural Standards Framework