



Department of  
Education

**Shaping the future**

# Clifton Hills 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 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 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 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.

For further information or resource in alternative formats for people with accessibility needs, please contact [PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Clifton Hills Primary School is located in the suburb of Kelmscott, approximately 30 kilometres from the Perth central business district within the South Metropolitan Education Region. Opened in 1972, it became an Independent Public School in 2012.

The school is an accredited Waste Wise school, and the well-maintained grounds include a nature play area and a vegetable garden. A range of specialist and extracurricular programs provide a variety of opportunities for students.

Currently, there are 461 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1020 (decile 4).

Support is provided by the active Parents and Citizens' Association (P&C) and dedicated School Board.

## 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 current business plan and school planning frameworks demonstrate strong alignment to Department's strategic directions.
- The school engages in regular and collaborative self-assessment processes aligned to school planning.
- The Standard was used to guide self-assessment processes in preparation for the Public School Review.
- Addressing each foci as outlined in the Standard, PowerPoint presentations described the observations, analyses and planned improvements, with alignment to attached evidence sources.
- The Principal and leadership team undertook a highly consultative and collaborative approach. All staff, together with the School Board, had input to the school's self-assessment process and opportunity to participate in sharing their journey with the reviewers on the validation day.

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### Relationships and partnerships

An embedded, cohesive and collaborative culture, underpinned by support, trust and open communication is contributing to positive relationships between staff, students, families and the wider community.

### Commendations

The review team validate the following:

- The School Board understands its role and provides strong governance. They are engaged in the development and review of school priority areas, with a committed focus on accountability for school performance.
- The school seeks, maintains and sustains a wide array of partnerships that benefit students, add value and broaden the learning environment.
- Collaboration is valued. Guided by mutual respect, Phase of Learning Teams (POLT) have led to the building of genuine, trusting and collaborative relationships.
- The school actively seeks and acts on feedback from all stakeholders. Evidenced through the National School Opinion Survey and school culture survey, high levels of satisfaction exist.
- A newly formed Reconciliation Action Plan Committee is supporting staff to develop their understandings and culturally responsive practices with Aboriginal students, their families and communities.
- A strong partnership with the South East Corridor Network of schools, is building leadership and teacher capacity, and supports transition processes.

### Recommendations

The review team support the following:

- Encourage staff to engage in cross-school and network professional development and moderation.
- Continue to engage with key stakeholders to develop and enact the plans for the Reconciliation Action Plan Committee.

### Learning environment

Underpinned by a culture of high care and high expectations, staff work cohesively to ensure the conditions for students to thrive are maximised.

### Commendations

The review team validate the following:

- Outdoor learning spaces are valued and viewed as an extension of the classroom. Student achievements are showcased and opportunities to authentically engage and immerse students in learning are capitalised.
- A range of support strategies assist families to enable positive levels of attendance.
- Underpinned by the Be You initiative, the health and wellbeing of staff, students and the wider school community are valued and prioritised in school planning. Implemented frameworks, programs and initiatives are resourced and supported by a shared understanding and desire to foster positive health and wellbeing for all.
- A strong student services team ensures effective processes are in place to identify, support and monitor the improvement of students at educational risk. Teachers are supported to implement practices that meet the learning needs of all.
- With a focus on the development of the whole child, club-based activities provide a range of opportunities for students to engage in cross-curricula learning.

### Recommendation

The review team support the following:

- Continue to involve student leaders in the development of policy and rules that impact them and their peers.

## Leadership

Through strategic, supportive and clear expectations, the Principal has created the conditions for respectful leadership, promoting trust, empowerment and ownership by staff to contribute to the school improvement agenda.

### Commendations

The review team validate the following:

- Ongoing school improvement is fostered by the leadership team through collaboration, support, consultation and evidence-based decision making and planning.
- Layers of school planning, including the business plan and annual school improvement plan, are evident and aligned to school and system priorities.
- The Self-Assessment Tool drives ongoing reflection and supports the school to design plans that encompass the school vision and priorities.
- Opportunities to lead are valued by staff. Through distributed leadership structures, staff receive guidance and instructional support as they ensure planned milestones and strategies for success are monitored and enacted.
- Student leadership is valued and enhanced through opportunities to lead initiatives, support peers and engage in regular discussions with the leadership team.

### Recommendations

The review team support the following:

- Continue to support aspirant leaders through the facilitation of opportunities to lead, providing constructive feedback and onsite workshops to enhance their coaching and mentoring skills and knowledge.
- Progress plans to revisit and embed the Aboriginal Cultural Standards Framework across the school in collaboration with the Reconciliation Action Plan Committee.

## Use of resources

Physical, human and financial resources are strategically deployed. The leadership team, inclusive of the manager corporate services, works collaboratively to ensure decision making processes are transparent and evidence based, with actions monitored effectively.

### Commendations

The review team validate the following:

- The deployment of resources engages all staff in decision making and is aligned to the school's planning and review cycle. The Finance Committee meet regularly and provides appropriate oversight to the school's effective financial management strategies and processes.
- Targeted initiatives and student characteristics funding are deployed strategically for a range of enrichment and support strategies for identified students.
- Data analysis drives school improvement planning and outlines priority areas for resourcing.
- The school has responded to student performance data through the strategic allocation of resourcing and training to support the literacy intervention approaches of MultiLit and MiniLit.
- Workforce planning is managed carefully and aligned to school plans. The needs of students identified through the student-centred funding model and student performance data drive the provision of supports and intervention programs.

### Recommendation

The review team support the following:

- Provide professional development opportunities on data analysis for committee leaders.

## Teaching quality

Staff demonstrate professional responsibility and personal accountability to the delivery of quality teaching and learning experiences that meet the needs of all students. A commitment to consistency, collaboration and professional growth is evident.

### Commendations

The review team validate the following:

- Feedback is valued, sought actively and provided across the school. Peer observations, leader classroom walkthroughs and instructional feedback from colleagues support teachers to enhance their practice.
- Teachers and paraprofessionals are supported to develop and improve their professional practice in order to respond effectively to the individual learning needs of students.
- Teachers value and engage in POLT meetings that provide opportunities for collaboration with a focus on understanding student progress and improving teaching practice.
- A range of whole-school approaches and programs have been implemented to ensure consistency and low variance pedagogy across the school.
- Curriculum plans are developed collaboratively following the collection, review and analysis of student data.
- Professional learning is prioritised for staff aligned to system, school or individual plans for improvement.

### Recommendations

The review team support the following:

- Strengthen the data literacy of all staff through the reintroduction of a data coach and data wall.
- Enhance instructional leadership across the school through the provision and development of instructional coaches.
- Embed a common language and low variance of instruction in school-wide teaching practices.

## Student achievement and progress

A range of systemic and school-based data are collected to support teaching cycles and inform whole-school teaching and learning programs. Consistent analysis and use of available data to track student achievement and progress across the years is developing.

### Commendations

The review team validate the following:

- When measured against NAPLAN<sup>1</sup>, the progress of Year 5 students between 2017 and 2019 is high across all areas of assessment, except for writing.
- Analysis of 2019 NAPLAN data informed the implementation of Sound Waves in 2019, and subsequently Heggerty Phonemic Awareness in 2021.
- Focused on specific areas of development, individual documented plans are developed, monitored and reviewed for students in academic and non-academic areas.
- Data from targeted intervention programs demonstrate progress for identified students.
- Common assessment tasks and Brightpath are used collaboratively to support moderation practices.

### Recommendations

The review team support the following:

- Explore opportunities to provide academic extension to identified students.
- Embed the use of EdCompanion across the school. Review the collection, analysis and use of data to ensure that identified assessments and targets inform levels of progress and achievement.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Natalie Mayho  
**Principal, Eden Hill Primary 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 3, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

1 National Assessment Program – Literacy and Numeracy