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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 School and Principal Review directorate. A review gives assurance to the local community, the Minister for Education 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 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.

Currently, there are 454 students enrolled from Kindergarten to Year 6. The school has an Index of Community Socio-Educational Advantage of 1011 (decile 4).

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

The first Public School Review of Clifton Hills Primary School was conducted in Term 3, 2021. This 2025 Public School Review report provides a current point of reference for the school's 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:

- Annual cycles of school self-assessment across the domains of the Standard are embedded, with active contributions from staff and the School Board. These processes consistently inform strategic planning and guide the allocation of resources to support school improvement.
- To develop the Electronic School Assessment Tool submission, staff began by reviewing progress against the recommendations from the 2021 review. They then selected current examples of practice to substantiate their judgements of the school's performance against the Standard.
- A highly collaborative and data-driven approach was employed to identify targeted actions that will further the school's improvement journey.
- Board members, parents and students demonstrated strong engagement and support for the school during the validation day visit, contributing meaningfully to the review process.

The following recommendation is made:

- Strengthen student and community voice within the self-assessment process by systematically incorporating feedback from surveys and other engagement tools to inform future planning and decision making.

Relationships and partnerships

Authentic and productive relationships between staff, students, and families support student success and meaningful partnerships that enrich learning opportunities.

Commendations

The review team validate the following:

- Pre-kindergarten Play Café sessions, delivered in partnership with Playgroup WA, effectively foster positive relationships between families and the school, supporting early engagement.
- Professional collaboration is actively promoted through structured phase of learning team meetings and timetabled shared DOTT¹. This approach cultivates a culture of mutual respect and care, where staff feel valued both professionally and personally.
- A strong and purposeful relationship with Kelmscott Senior High School enhances student transition through initiatives such as secondary student work placements, after-school clubs including coding and farm school for Years 4 to 6 students, and comprehensive handover processes for Year 6 students.
- Intentional and sustained partnerships are strategically prioritised to enhance student engagement and learning outcomes. Long-standing collaborations with EdConnect volunteers, OzHarvest WA, Foodbank WA, and the nurse practitioner provide vital support to students and their families, ensuring access to essential services, and fostering a sense of community.

Recommendation

The review team support the following:

- Enhance communication with families by developing templates to ensure that whole-school processes and expectations are communicated effectively and consistently to all stakeholders.

Learning environment

Embedded practices foster a safe, caring, and inclusive school environment that stakeholders describe as a genuine community. The well-maintained physical environment further enhances student learning.

Commendations

The review team validate the following:

- Aboriginal perspectives are meaningfully integrated throughout the school, with initiatives such as the NAIDOC² Deadly Door competition, incursions, and cross-curricular learning opportunities coordinated by the humanities and social sciences committee demonstrating the school's growing cultural responsiveness.
- Transparent processes enable the identification and support of students at educational risk (SAER). The student services team assists teachers to differentiate the curriculum, develop documented plans, and complete referrals as needed. Student progress is tracked through a comprehensive SAER register.
- The school actively seeks student input through the Student Council, peer mediators, and consultation processes. Students contribute meaningfully to decisions on topics such as playground upgrades, behaviour management strategies, whole-school rewards, and sports uniform design.
- Consistent behaviour expectations are clearly articulated in a school-wide matrix, fostering a safe and respectful environment. Positive Behaviour Support mascots – Clifton and Hillary, serve as engaging visual reminders of the school's values.

Recommendations

The review team support the following:

- Further enhance Aboriginal cultural responsiveness by actively engaging with local Aboriginal community members and accessing the practical resources available through the cultural responsiveness hub.
- Proceed with the intention to establish a reset room to provide students with a safe and supportive space for self-regulation.
- Further refine behaviour referral processes to ensure consistent application across the school, using Monday Muster meetings as a forum to reinforce expectations and promote shared understanding among staff and students.

Leadership
Highly consultative change management processes, underpinned by a culture of trust and transparency, support shared ownership of the school's future directions.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The collaboratively developed and regularly reviewed Business Plan 2024 - 2026 effectively guides both operational and classroom planning, ensuring alignment with the school's strategic priorities. • Distributed instructional leadership drives the consistent implementation of whole-school approaches, including Promoting Literacy Development (PLD), Heggerty Phonemic Awareness, Talk for Writing, and reading fluency strategies, reinforcing a unified pedagogical direction. • A coordinated approach to distributed leadership, supported by clearly defined roles and responsibilities, ensures strategic alignment and consistent messaging across phase teams and curriculum committees. • School leaders are provided with numerous development opportunities, including engagement with the Western Australian Future Leaders Framework through the school network, mentoring and targeted professional learning.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Reintroduce systematic peer observations to support consistency in instructional practice and reinforce the Clifton Hills Way pedagogical framework. • Expand instructional coaching in mathematics to strengthen the implementation of powerful problem-solving strategies across classrooms.
Use of resources
Effective communication and well-defined roles enhance the professional relationship between the manager corporate services and the Principal resulting in effective, efficient resource allocation.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The School Board and Finance Committee, provide transparent, robust and effective financial oversight, monitoring resource allocation and school expenditure in-line with strategic priorities. • Staff are well-supported in understanding financial procedures through the Financial Management Handbook for Finance Committee members and cost centre managers. • Funding for targeted initiatives is clearly directed to the areas for which it is intended. Aligned with student characteristics funding, students receive the support they require, including individual academic, wellbeing, and social supports and interventions. • Annually updated replacement schedules provide a clear overview of the school's future infrastructure and resource needs, supporting strategic long-term budget planning. • With consideration for changing school demographics, workforce planning and recruitment are intentional and address the needs of both the school and students.
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Measure the impact of additional human resource allocations and professional learning on student achievement and progress to inform future planning.

Teaching quality

Staff are united by the belief that every child can learn when provided with the required opportunities and support. This belief is enacted through collaborative, evidence-informed teaching practices that continue to be strengthened across the school.

Commendations

The review team validate the following:

- Teacher collaboration to support low variance teaching practices is evident through joint planning, sharing of resources via Microsoft Teams, collaborative team meetings, and the development and delivery of Common Assessment Tasks.
- Agreed core elements of a literacy block including shared vocabulary routines, fluency pairs, and school-wide programs, are implemented with increasing consistency and fidelity. Mathematics scope and sequence documents clearly outline the key concepts to be taught each semester, ensuring alignment with the Western Australian Curriculum.
- The effectiveness of current approaches, informed by data, is systematically reviewed and informs school decision making as evidenced by the implementation of reading, spelling and mathematics intervention programs to address student needs.
- Professional learning opportunities, carefully curated to address the needs of students and staff, are aligned with school improvement priorities and timelines.

Recommendations

The review team support the following:

- Finalise, document and embed the Clifton Hills Way pedagogical framework.
- Implement a consistent, whole-school approach to mathematics to reduce instructional variance between classrooms.

Student achievement and progress

Reflective analysis of a range of school-based and systemic data informs strategic planning and showcases the collective responsibility of all staff to improving student achievement and progress.

Commendations

The review team validate the following:

- A broad range of systemic and school-based data sources, including NAPLAN³, Progressive Achievement Tests (PAT), Brightpath, Dynamic Indicators of Basic Early Literacy Skills, PLD, Westwood Maths, On-entry Assessment Program and Teacher Assessment of Communication – Kindergarten, along with teacher observations, are used to assess and monitor student progress.
- Staff engage in regular cycles of disciplined dialogue to analyse student wellbeing, achievement, and progress data. These discussions inform planning at the whole-school, classroom, and individual levels, ensuring targeted and responsive teaching.
- Triangulated student achievement data, using 2025 NAPLAN results, PAT and classroom data, indicate that student achievement closely matches that of like schools. Year level targets demonstrate a commitment to improving outcomes by increasing the number of students achieving in the higher bands.
- Tiers 2 and 3 intervention programs, delivered by highly competent education assistants and teachers, support all students identified as needing additional support in NAPLAN assessments. The positive impact of these interventions, including Bond Blocks, MiniLit and MacqLit, is evidenced through collected data.

Recommendations

The review team support the following:

- Interrogate system data to monitor progress from Pre-primary to Year 3 to evaluate the impact of early childhood approaches.
- Identify and implement an agreed norm-referenced maths assessment in Pre-primary to Year 2.

Reviewers	
Melanie Langley Director, Public School Review	Lynette Beard Principal, South Coogee 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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2028.



Steven Watson
Deputy Director General, Schools

References

- 1 Duties other than teaching
- 2 National Aborigines and Islanders Day Observance Committee
- 3 National Assessment Program – Literacy and Numeracy

