



Department of  
Education

D18/0532215

Public education  
**A world of opportunities**

# Mount Claremont Primary School

## Public School Review

November 2018



## PUBLIC SCHOOL REVIEW

### Purpose

---

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

---

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

---

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

---

Mount Claremont Primary School is located eight kilometres from the Perth central business district, close to the Swan River, Swanbourne and City Beaches, and the Claremont Showgrounds. The school was formerly known as Graylands Primary School and celebrated its centenary in 2017.

With an index of Community and Socio-Educational Advantage rating of 1142, the school currently enrolls 248 students from Kindergarten to Year 6.

Strong community support and partnerships are fostered, with the Parents and Citizens' Association (P&C) operating the popular Mount Claremont Farmers' Market at the school each Saturday.

In 2019, the school will commence as an Independent Public School (IPS).

## School self-assessment validation

---

The Principal submitted a comprehensive school self-assessment.

The following aspects are confirmed:

- A wide scope of school and system data was submitted for review.
- The school's self-assessment was enhanced through targeted conversations with staff during the validation visit.
- Staff engagement in the school's self-assessment process was collaborative.
- A shared understanding of current levels of achievement and progress was apparent.
- There was alignment between performance evidence, judgements made and strategies for improvement.

The following recommendations are made:

- Continue to build on the school's self-assessment processes to better inform the improvement agenda.
- Use the guidelines and information provided in the Electronic School Assessment Tool (ESAT) to consider evidence that reflects school context.

## Public School Review

Relationships and partnerships	
<p>A positive school culture is reflected in the welcoming environment, which demonstrates the school's ongoing commitment to building trusting and supportive relationships. Parents expressed an appreciation for the 'community atmosphere' immediately evident at the school.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The highly functional School Council is actively engaged in the school improvement process. Council members are strongly immersed in the strategic direction of the school and are fully cognisant of the opportunities afforded through gaining IPS status.</li> <li>• School community surveys are used to inform planning and future focus.</li> <li>• Partnerships with interagency networks support learning opportunities for all students.</li> <li>• A strong collegiate culture promotes respectful and engaging relationships among staff and between staff and students.</li> <li>• The Council and P&amp;C are vigorous advocates for the school in the local community.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Develop the School Board as partners in the school's improvement journey and in the transition to becoming an IPS.</li> <li>• Continue to improve communication strategies by expanding the use of electronic tools.</li> </ul>

Learning environment	
<p>The school has established a positive and caring learning environment where students, staff and families feel valued and supported. Performing and visual arts play a key role in the ongoing development of the positive school culture.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• A comprehensive attendance strategy has resulted in improved 'Regular' attendance.</li> <li>• The chaplain provides a supportive pastoral care program, which has been integral to building positive relationships within the school community.</li> <li>• Case management is fundamental in providing support for students with special needs. The structures and processes in place ensure appropriate monitoring to address students' individual requirements.</li> <li>• The school presents a well-maintained and inviting environment.</li> <li>• A focus on promoting conservation, sustainability and environmental awareness is evident.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Seek student input in the review and future development of the Behaviour Management policy.</li> <li>• Continue to develop and build initiatives to support staff and student health and wellbeing.</li> </ul>

## Leadership

Attaining IPS status has provided the impetus to renew the school vision and review plans for improvement. A stable staff means the leadership team are now well placed to lead the school into the next three year planning cycle as an IPS.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Leaders are committed to the improvement journey, and have established a solid foundation for school planning.</li> <li>• High levels of optimism exist towards reviewing the business plan, with a focus on aligning priorities more explicitly with operational, improvement and classroom plans.</li> <li>• A culture of distributed leadership builds on staff capacity and creates meaningful opportunities for aspirant leaders.</li> <li>• The learning support co-ordinator plays a key role in increasing teacher efficacy for using data to inform curriculum planning for individual students.</li> <li>• Student leaders share leadership responsibilities to build their communication skills and confidence.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to strengthen the capacity of teacher leaders by clearly articulating expectations of leadership roles and providing regular opportunities for collaboration.</li> <li>• Adopt a consistent and formalised approach to the strategic direction of school committees and ensure all phases of learning are represented.</li> <li>• Reflect plans for improvement in the school self-assessment schedule.</li> <li>• Continue to implement the <i>Aboriginal Cultural Standards Framework</i>.</li> </ul> <p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Review milestones in the business plan to develop measurable targets.</li> <li>• Consider a broader range of comparative achievement data beyond like schools to inform future aspirational targets.</li> </ul>

## Use of resources

Financial resource management is appropriately aligned to school needs and context.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Alignment between school improvement planning and deployment of physical and human resources is evident.</li> <li>• The proactive P&amp;C passionately supports the school through ongoing community projects.</li> <li>• Finance committee operations are effective and transparent.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Continue to re-assess school structures to support planning for improvements as an IPS in 2019.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• Develop a workforce plan to consider existing and future human resourcing.</li> </ul>

## Teaching quality

<p>Teaching staff are committed to adopting quality teaching practices to underpin the school's improvement journey.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• A well-established mentor system provides a strong level of collegial support for teachers.</li> <li>• Education assistants are regarded as valued partners and are highly effective in supporting both groups and individual students.</li> <li>• SEN<sup>1</sup> planning and reporting is used effectively.</li> <li>• A whole-school approach to literacy is being developed through collaborative practices across all phases of learning.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to use the National Quality Standards to direct and inform improvement plans for Kindergarten to Year 2.</li> <li>• Align performance management to school improvement planning.</li> <li>• Provide staff with frequent, structured feedback through the continued development of both the performance management process and peer observation model.</li> <li>• Continue the implementation of whole-school moderation practices.</li> </ul> <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> <li>• Provide staff with opportunities to visit other schools to gain a broader perspective of quality instructional practice.</li> </ul>

## Student achievement and progress

<p>Historically, the school's student achievement and progress in NAPLAN<sup>2</sup> has varied considerably. Current data indicates that progress of the Year 3 to 5 stable cohort is 'As Expected' in all areas.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The digital technologies focus is strategic, comprehensive and engaging, using an integrated approach to teaching science, technology, arts and mathematics.</li> <li>• Clear alignment between system data and teacher judgements is evident in mathematics.</li> <li>• On-entry Assessment Program data are used effectively to inform individual and group achievement goals.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Improve the Kindergarten to Year 3 student achievement in literacy through a rigorous approach to teaching, assessment and moderation.</li> <li>• Develop a whole-school scope and sequence document for literacy.</li> <li>• Continue the support for high achieving students through the implementation of extension opportunities in maths, science and English.</li> </ul>

## Reviewers

---

JOANNE HARRIS  
Director, Public School Review

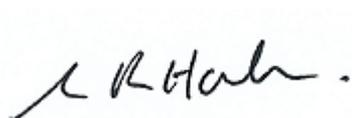
JULIE ROBERTS  
Principal, Wattle Grove Primary School  
Peer Reviewer

## Endorsement

---

Based on this report, I endorse your school performance rating of 'effective'.

Your next school review is scheduled for 2021.



LINDSAY HALE  
EXECUTIVE DIRECTOR, PUBLIC SCHOOLS

---

## References

- 1 Special educational need
- 2 National Assessment Program – Literacy and Numeracy