



Department of
Education

Shaping the future

Clayton View 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 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, 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

Context

Clayton View Primary School is approximately 21 kilometres north-east of Perth in the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 858 (decile 10).

It currently enrolls 139 students from Kindergarten to Year 6 and became an Independent Public School in 2019.

Clayton View Primary School has the support of the School Board and Parents and Citizens' Association (P&C).

The first Public School Review (PSR) of Clayton View Primary School was conducted in November 2018. This 2023 PSR 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:

- The Electronic School Assessment Tool (ESAT) submission contained a candid account of the school's current context and performance against the Standard.
- The evidence selected for analysis demonstrated a strong correlation between the judgements made and necessary improvement planning.
- The self-assessment process, collaboratively undertaken by a range of staff, provided the opportunity to focus on renewal and growth after a period of leadership and staff instability.
- Efforts to identify areas of strength, and those requiring urgent and significant change, have resulted in a sound strategic direction being promoted to the community by the School Board.
- The enthusiastic contribution of leaders, staff, students and community members, during the validation visit, afforded a perspective that affirmed the direction chosen and the significant progress that the school has made.

The following recommendations are made:

- Continue to embed reflection and analysis of data as a cyclical part of school self-assessment across the domains of the ESAT.
- Maintain a focus on measuring the impact of selected interventions and strategies, on student performance, in regular monitoring leading to the next Public School Review.

Public School Review

Relationships and partnerships

The school's culture is underpinned by positive, respectful staff, student and community relationships and a focus on high care for students. Effective and productive partnerships are evident and contribute to the school's coordinated support for students and families.

Commendations

The review team validate the following:

- A positive, collaborative culture has been developed to focus the actions of staff on improving social and academic outcomes for all students.
- Progress has been made to enhance the school's reputation through effective communication of key messages around student care, behavioural expectations and the promotion of success.
- The ongoing assistance of the chaplain, Aboriginal and Islander education officer (AIEO), school psychologist and the North Metro Language Development Centre has focused emotional and language support for students.
- A shared problem-solving approach to supporting families has been adopted between the Swan Child and Parent Centre, Koya Aboriginal Corporation, Derbarl Yerrigan Health Service, Manna Kids Breakfast Program, Binar Futures, The Fruit Box Group and the school.

Recommendations

The review team support the following:

- Continue to promote the role of the School Board and co-opt members to bring a wide range of skills and knowledge that support the school's improvement focus. Representation should be reflective of the community and include the voice of Aboriginal and Torres Strait Islander people.
- Support parents by progressing the plan to provide information about the school's teaching and learning approaches and advice on how, as parents, they might support the development of literacy at home.

Learning environment

Research based initiatives implemented by staff, including Positive Behaviour Support and trauma informed practice, provide the optimal conditions for learning to occur. This renewed focus on shared responsibility has created a safe, supportive and productive space for staff and students.

Commendations

The review team validate the following:

- A culturally safe environment is demonstrated through feedback from the Cultural Elders Council, the effective advocacy work of the AIEO and the school's genuine efforts to continue to develop culturally competent staff.
- The Re-Entry Reset process, initiated by the Principal, has clearly articulated behavioural expectations to students and families. Along with scaffolded support, this has contributed to measurably improved classroom behaviour and emotional regulation.
- A strong student services team provides assistance to students and their families during key transition phases and life challenges. Bolstering good mental health is a vital part of this work.
- Students with imputed or diagnosed disability are well supported through differentiated Individual Education Plans. A process that identifies, supports and monitors students at educational risk is developing.

Recommendations

The review team support the following:

- Maintain the focus on deeply embedding the renewed processes for managing student behaviour, attendance and engagement.
- Build on the initiatives in place to incorporate student voice and leadership across the school.

Leadership

A culture of family support and moving towards teaching excellence has been crafted and articulated through a collaboratively designed, shared vision. This has been accepted as a blueprint for improvement and leaders inspire staff to work together to build an even better future.

Commendations

The review team validate the following:

- A presentation by the Teach Well Committee aligned strategic, operational and classroom planning and provided staff with an overview of the new assessment schedule, whole-school approaches and associated professional development opportunities.
- The learning needs of students, represented in data sets, are at the forefront of planning to improve student progress and achievement and are regularly discussed at phase of learning and school improvement team meetings. Leaders of these teams are supported to ensure they can fulfil their roles.
- In-house induction, observation and quality feedback form the foundation of staff professional development.
- The ADKAR strategic model of change management has been employed to ensure that all stakeholders have a voice in improving the school's capacity to meet student needs. Staff buy-in, to the ambitious growth agenda, is palpable.

Recommendations

The review team support the following:

- As the next step, investigate solutions to identified gaps in teaching mathematics using a similar process to that used with literacy.
- Maintain the identification and development of aspirant and emerging leaders to distribute leadership expertise.

Use of resources

The manager corporate services and leadership team work collaboratively to ensure the maximum impact of resourcing is achieved through wise analysis of student need and what impact financial and human resourcing is having on student achievement and progress. A trained Finance Committee extends this collaboration.

Commendations

The review team validate the following:

- Flexible and prudent resource management enabled the school to respond successfully to the challenges of an environment where behaviour of students was negatively impacting the school.
- The step of upskilling and reorganising education assistants to better support academic and social learning in classes and playground activities has resulted in a climate where students thrive.
- Thoughtful succession planning has begun with consideration given to ensuring all processes and procedures can be maintained in the event of an absence or promotion.
- Staff wellbeing is carefully considered in resourcing decisions to counter the previous challenges to staff safety and absenteeism.

Recommendations

The review team support the following:

- Extend financial planning to include all operational plans and programs with a direct link to students supported through student characteristics funding.
- Develop a workforce plan that sustainably supports the strategic intent of the business plan and represents community diversity.

Teaching quality

The school community works coherently to deliver an education that builds skills, knowledge and attitudes to maximise the educational opportunities for each student to be a fully participating and capable citizen. Staff have engaged in an ambitious change agenda to ensure that all students receive high quality instruction within programs aligned to the Western Australian Curriculum.

Commendations

The review team validate the following:

- A tiered response to early literacy intervention, supported by a speech therapist, has resulted in early identification and quality support for students who often have complex learning needs.
- Literacy and numeracy blocks incorporate the Teach Well model. Daily reviews have proven to be a valuable instructional tool with measurable improvement in student achievement demonstrated.
- Differentiation extends to catering for the wide range of social, emotional and academic needs of students and is evident in the carefully designed and communicated Individual and Group Education Plans. Data is well utilised to drive these plans.
- Professional learning has been strategically linked to the priorities of the school and made available to all staff, including education assistants and the AIEO, as valued learning facilitators. A clear goal is to create low variance in staff efficacy over time.

Recommendations

The review team support the following:

- Guided by the Teach Well Committee, continue to shape the strategy to enhance teacher quality using the Quality Teaching Strategy and Teaching for Impact tools.
- Implement instructional coaching to further develop quality teaching practice with a focus to make learning intentions clear to students.
- Continue to strengthen the layers of data literacy that will enhance planning and teaching for success.

Student achievement and progress

The school's holistic approach to achieving a balance between academic, social and emotional development strengthens the staff focus on student learning. The renewed determination to build staff capacity, align whole-school practices and share the responsibility for student success is commendable.

Commendations

The review team validate the following:

- The school has placed a necessary focus on recognising and developing sound conditions for students to learn. Improvements in suspension and attendance data indicate the early successes of this targeted effort.
- Student performance, and by extension school performance, is owned by all staff who share the responsibility for setting high expectations for their students to have a successful pathway to further learning.
- Comparative NAPLAN¹ data, in all areas tested, indicates student achievement has been good since 2019. This should further improve when consistent practice across the school is fully embedded.
- In 2022, NAPLAN performance in all areas by Year 3 students, was significantly above the mean for like schools and above Western Australian schools in writing.
- On-entry Assessment data for Pre-primary students indicates that the school medians are similar to Western Australian medians and are consistently above the medians of schools with a similar Index of Community Socio-Educational Advantage.

Recommendation

The review team support the following:

- Continue to develop staff professional knowledge of moderation, assessment practices and data analysis.

Reviewers

Ms Jennifer Graffin
Director, Public School Review

Mr Brad Trpchev
Principal, Balga 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 to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

1 National Assessment Program – Literacy and Numeracy