



Department of  
Education

**Shaping the future**

# Karrinyup 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](mailto:PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au)

## Context

Karrinyup Primary School is located approximately 14 kilometres from the Perth central business district within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 1117 (decile 1).

It currently enrolls 529 students from Kindergarten to Year 6 and became an Independent Public School in 2013.

Support for the school is provided through the work of the School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Karrinyup Primary School was conducted in September 2019. This 2023 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 school self-assessment.

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

- The Electronic School Assessment Tool (ESAT) submission outlined an open and honest account of the school's current context and school performance, including an acknowledgement of the impact of a period of significant leadership and staff change.
- The Principal, together with the executive leadership team are motivated to work collaboratively with staff to develop a focused improvement agenda going forward.
- The Principal created opportunities for staff to engage in reflection on the school's performance against the Standard and across the domains of the School Improvement and Accountability Framework in preparation for the review.
- The perspectives of a broad range of staff, together with students and parents were provided during the validation visit meetings. Individual accounts and elaborations on evidence presented added value to the ESAT submission.
- Leaders acknowledged the review preparation process as valuable in highlighting the school's strengths whilst also providing clarity on areas identified for ongoing improvement.

The following recommendations are made:

- In future ESAT submissions, continue to build on the range of evidence that best demonstrates the school's performance against the Standard.
- Provide succinct analysis of evidence submitted aligned to judgements made and planned actions for the future.
- Articulate to staff the essential elements of review as they align to the planning and implementation phases of the plan, act and assess cycle. Ensure that preparations for the school review are sequenced, paced and form a part of the annual assessment cycle.

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### Relationships and partnerships

Building positive staff, student and community relationships and strong and cohesive staff teams are clear school commitments. Both new and long-term staff display high levels of positivity and motivation to work collaboratively with a focus on student success.

### Commendations

The review team validate the following:

- Graduate staff expressed their appreciation for the induction process and that the support provided to them has enhanced their transition into the school significantly.
- Students hold the school in high regard and value the ongoing care from staff and the opportunities provided for leadership.
- Parents shared their sense of satisfaction in being part of a community that is accommodating, inclusive and welcoming and where the Principal is highly visible.
- A knowledgeable and committed School Board understands its governance roles and responsibilities. Board members reported working collaboratively with the Principal, including opportunities to engage in open and transparent discussion during meetings.
- An active P&C works with commitment to enhance the school's development through a range of projects and fundraising initiatives.

### Recommendations

The review team support the following:

- Develop a comprehensive communication plan to build on strengths and enhance communication initiatives and processes between the school and families.
- Strengthen the partnership between the executive leadership team and the P&C with a focus on communication and collaboration.

### Learning environment

The school has established a safe, inclusive, and culturally responsive learning environment where student wellbeing is fostered through a range of universal and targeted interventions.

### Commendations

The review team validate the following:

- The physical environment has been significantly upgraded and enhanced, including a nature playground, outdoor lunch area and flexible learning arrangements within classrooms, contributing to student learning and wellbeing.
- Improving cultural responsiveness, informed by the ACSF<sup>1</sup> is a school priority, with evidence of positive impact on classroom programming and the evolution of a culturally responsive learning environment.
- A valued staff handbook is providing clarity of school expectations and supporting the induction process.
- The school-wide implementation of Positive Behaviour Support (PBS) is leading to a shared language and understanding of behaviour expectations with staff reporting improved student behaviour. The implementation of Zones of Regulation is focused on increasing students' capacity to self-regulate.
- Students at educational risk (SAER) are identified and supported through plans and interventions including MultiLit/MiniLit.

### Recommendations

The review team support the following:

- Continue to develop and build the school's social and emotional curriculum and scope and sequence to support students' social and emotional development.
- Continue to develop processes for the early identification of SAER and the development of plans and interventions.

## Leadership

The trusted and respected Principal is valued by staff for her leadership and support including clear decision making during the recent pandemic. The school's newly formed executive leadership team is keen to progress strategic plans and develop distributed leadership structures and processes to support desired improvements in teaching and learning.

### Commendations

The review team validate the following:

- The executive leadership team is focused on bringing stability to the school after a period of change.
- The school has commenced the development of a range of committees including literacy, numeracy, science, HASS<sup>2</sup>, Positive Behaviour Support/Social Emotional Wellbeing and LILEY<sup>3</sup>.
- Graduate teachers view the instructional support provided by the deputy principal as contributing to increased levels of confidence in their new teaching roles.
- Student leadership is actively developed through initiatives such as goal setting, leadership skill development and participation in community service.
- The Principal is leading the development of cultural responsiveness, deepening staff understanding of Aboriginal histories, peoples, cultures and languages.

### Recommendations

The review team support the following:

- Considering staff turnover, prioritise systematic change management processes emphasising consultation, communication, professional learning, ongoing support, and review of impact.
- Revisit the school vision to establish a shared understanding of high expectations. Prioritise the completion of the business plan and operational plans in collaboration with staff and the School Board.
- Strengthen instructional leadership through clear roles and committees to support the implementation of whole-school programs and agreed pedagogical practices with a focus on consistency and low variation of teaching.
- Support consistent practices through performance management and classroom observation.

## Use of resources

The Principal works collaboratively with the manager corporate services and Finance Committee to oversee the management of financial and human resources. Data analysis is driving the allocation of funding evident in the school's literacy intervention program.

### Commendations

The review team validate the following:

- Finances are allocated in line with student needs including funding for well-resourced interventions such as MultiLit/MiniLit and additional education assistant time.
- Cost centre managers are provided information and support to ensure the management of allocated budgets are in line with expectations.
- The staff handbook is reviewed and distributed to staff annually outlining financial management processes.
- The school is well resourced including a library, literacy and numeracy resources and upgraded classrooms and staff communal areas.

### Recommendations

The review team support the following:

- Ensure that financial resourcing is linked to the business and operational planning.
- Develop a workforce plan that has clear alignment to strategic priorities including the identification of current or potential gaps, locally appropriate strategies, and the required resourcing.

## Teaching quality

Knowledgeable teaching staff are committed to working collaboratively with colleagues and understand the importance of consistent practices and whole-school approaches in ensuring high quality teaching and improved student outcomes.

### Commendations

The review team validate the following:

- The Letters and Sounds program has been implemented to support literacy development in the early years through professional learning delivered by two lead teachers using a 'train the trainer' model.
- The recent National Quality Standard verification visit was a driver for staff reflection and development of a comprehensive plan to support ongoing improvement in the early years.
- Collaboration and enthusiastic engagement by teachers in phase of learning meetings is evident.
- Teachers reported that they engage with a range of student achievement and progress data to inform classroom planning and delivery.

### Recommendations

The review team support the following:

- Develop shared beliefs about teaching and learning and an agreed understanding of high expectations.
- Build an evidence-based pedagogical framework informed by the Quality Teaching Strategy.
- Drive pedagogical consistency and low variance teaching practice through collaboration and accountability in structured committee and phase of learning meetings.
- Progress intentions to implement a whole-school evidence-based approach to mathematics.

## Student achievement and progress

There is a strong desire by the leadership team and staff to embrace data driven evidence-based decision making across the school. Processes for the collection and analysis of data and evidence have commenced with plans for further progression evident.

### Commendations

The review team validate the following:

- The recently developed assessment schedule is providing staff with clear processes for the collection and analysis of student achievement and progress data.
- Staff engagement in professional conversations focused on NAPLAN<sup>4</sup> using a disciplined dialogue model is evident.
- Staff reported that Progressive Achievement Testing and Brightpath assessment information was informing classroom planning and decision making.
- Teachers are engaging in moderation utilising the School Curriculum and Standards Authority Judging Standards.
- On-entry Assessment Program data has been analysed by staff to identify areas of strength and areas for ongoing development.

### Recommendations

The review team support the following:

- Use the analysis of student achievement data to identify target groups for improvement and intervention. Include and monitor short, medium, and long-term student achievement targets through the business and operational plans.
- Continue to develop staff data literacy and provide opportunities to engage with a range of data sets within teams and as a whole staff, building a sense of collective responsibility for student achievement and progress.
- Progress intentions to ensure all students are supported and extended to reach their potential including increasing the number of students achieving in top 20 per cent of NAPLAN proficiency bands.

## Reviewers

Kim McCollum  
**Director, Public School Review**

Hayden O'Mara  
**Principal, Manning 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.

The timeframe for the next review process focusing on the Leadership and Teaching quality domains only, will be Term 1, 2024.

Should the school meet the Standard for these domains, a full Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Aboriginal Cultural Standards Framework
- 2 Humanities and Social Sciences
- 3 Leading Inspired Learning in the Early Years
- 4 National Assessment Program – Literacy and Numeracy