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Department of
Education

Shaping the future

Carlisle 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

Carlisle Primary School is located in the inner city suburb of Kewdale, approximately 8 kilometres from the Perth central business district, within the South Metropolitan Education Region.

Established in 1919, Carlisle Primary School became an Independent Public School in 2015.

There are 315 students currently enrolled from Kindergarten to Year 6. Carlisle Primary School has an Index of Community Socio-Educational Advantage of 1064 (decile 2).

The school community is committed and engaged, providing support through the work of the School Board and Parents and Citizens' Association (P&C), which is known as the Carlisle Family Connect.

The first Public School Review of Carlisle Primary School was conducted in Term 4, 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:

- The Principal completed the Electronic School Assessment Tool (ESAT) submission, leveraging evidence sets contributed by staff over time, to reduce teacher workload during Term 4.
- Judgements against the Standard and planned actions, aligned with the school's strategic direction and priorities, were uploaded to the ESAT by the Principal.
- Cycles of self-assessment against the school's strategic priorities, conducted through regular review meetings, involved staff in evaluating the effectiveness of initiatives.
- A diverse range of staff, representative of the broader school community, confidently shared their insights and reflections against the Standard with the review team during the validation day visit.
- Enthusiastic students and committed parents, P&C members, and Board representatives, articulated their support for the leadership team and overall school performance and direction.

The following recommendation is made:

- In future ESAT submissions, create structured opportunities for staff to actively contribute their perspectives, evidence sets, judgements and planned actions, strengthening collaboration and shared ownership of the school improvement process.

Relationships and partnerships

Trusting and transparent relationships form the foundation of genuine partnerships that prioritise family support, student wellbeing and learning.

Commendations

The review team validate the following:

- Long-standing partnerships with organisations such as OSH¹ Club and Belmont Little Athletics provide essential services for families and generate valuable income for the school.
- Guided by a clear Board Governance Schedule, the Board operates with purpose and transparency, ensuring timely reflection on strategic priorities. Staff-led workshops further strengthen governance by building the Board's understanding of the school's teaching practices.
- KindiLink delivers outstanding support for culturally and linguistically diverse families with children aged 0– 3, fostering a strong sense of belonging and confidence in the school. The embedded Abecedarian Approach effectively builds parental capacity as their child's first teacher.
- The school uses multiple communication channels, including Seesaw, Compass, social media, face-to-face meetings, morning teas and parent workshops, to actively engage families and strengthen their involvement in student learning.
- The active P&C, 'Carlisle Family Connect', organises highly valued events, fundraising and parent workshops, fostering strong connections between families and the school community.

Recommendations

The review team support the following:

- Provide structured opportunities for parents to share feedback, perspectives and ideas, strengthening parent voice in strategic planning and decision making.
- Cultivate additional partnerships to enrich curriculum delivery, support families and expand extracurricular opportunities, working towards establishing a comprehensive community hub.

Learning environment

The school intentionally cultivates an inclusive and welcoming environment that promotes student wellbeing and supports engagement in learning.

Commendations

The review team validate the following:

- Aboriginal cultural responsiveness is prioritised, with the highly respected Aboriginal and Islander education officer (AIEO) working collaboratively with teachers to embed Aboriginal cultures, histories and perspectives throughout the curriculum.
- The school actively recognises and celebrates its diverse community by encouraging home languages, providing bilingual resources, and hosting cultural events, including Diwali and Harmony Day.
- Embedded Positive Behaviour Support approaches underpin consistent practices across the school. Expectations are highly visible and explicitly taught, ensuring all students understand expected behaviours.
- The student wellbeing officer provides an important service supporting student mental health and social skills through art therapy, one-on-one conversations and small group sessions.
- Annual Pivot surveys offer valuable feedback from students, enabling teachers to reflect on and refine their teaching practice.

Recommendation

The review team support the following:

- Increase opportunities for student voice to inform decision making, particularly in the design of passive and active play spaces, to create environments that reflect students' needs and interests and foster a sense of ownership.

Leadership

Open, approachable and transparent leadership fosters a culture of trust where staff feel supported, valued and united in their commitment to achieving the best outcomes for students.

Commendations

The review team validate the following:

- Transparent processes, including performance management goal setting and expressions of interest for committee and phase of learning leadership roles, support the identification and development of aspirant leaders.
- Targeted professional learning, active participation in networks and coaching further strengthen content knowledge and leadership capability.
- Whole-school improvement plans effectively operationalise the school's business plan, ensuring clear alignment between strategic priorities and classroom practice.
- Leaders provide instructional guidance to staff through professional learning led by colleagues, instructional guides and classroom walkthroughs and feedback.
- Change initiatives are evidence-based and data-informed, managed through high levels of consultation, provision of resources, staggered implementation timelines and structured opportunities for staff feedback.

Recommendations

The review team support the following:

- Embed a structured aspirant leadership framework that provides clear pathways, mentoring and targeted professional learning for emerging leaders.
- Enhance the capability and influence of phase of learning leaders through targeted coaching, greater involvement in school decision making and investment in developing their instructional coaching skills.

Use of resources

Deliberate, priority-driven decision making ensures resources are allocated effectively to maximise positive outcomes for students and the wider school community.

Commendations

The review team validate the following:

- The Principal and manager corporate services collaborate strategically through scheduled budget planning and monitoring meetings, ensuring efficient management of school assets and finances. Resource allocation aligns with improvement priorities and is tracked for measurable impact.
- The Finance Committee strengthens transparency and accountability by approving budget requests, monitoring the one-line budget and incorporating staff perspectives into financial decision making.
- Proactive reserve planning supports ongoing building and infrastructure upgrades, delivering a well-maintained, welcoming and fit-for-purpose learning environment.
- Targeted recruitment addresses workforce needs, ensuring a diverse staff skillset and reinforcing a positive school culture through the appointment of staff who align with the school's context and values.
- Student characteristics funding is optimised to improve outcomes for students through the appointment of an AIEO, student wellbeing officer and special needs education assistants, enabling delivery of evidence-based intervention programs.

Recommendations

The review team support the following:

- Identify and promote school facilities suitable for community use, actively seeking new partnerships that generate additional revenue through strategic fee-for-hire arrangements.
- Allocate financial resources to ensure the continued delivery and sustainability of high quality intervention programs, including access to skilled professionals to provide targeted support for students.

Teaching quality

Valued as professionals, staff thrive in a balanced environment of educator autonomy and consistent instructional practices, delivering impactful learning opportunities for students across the curriculum.

Commendations

The review team validate the following:

- A strategic focus on the early years of schooling, informed by On-entry Assessment and Australian Early Development Census data, effectively integrates intentional play with a strong focus on oral language. The WOW Wednesdays (Wednesdays of Wonder) initiative, a Kindergarten to Year 2 afternoon dedicated to play and problem solving, is well-supported by the community.
- Consistent implementation of whole-school English programs, including Heggerty Phonemic Awareness, Letters and Sounds, Word Origins, Talk for Writing, and Talk for Reading, is strengthened through collaborative planning structures, walkthroughs and clear implementation guidelines.
- Writing moderation aligned with SCSA² Judging Standards, conducted across the school, supports teachers to make consistent judgements and accurate grade allocations.
- Comprehensive end-of-year handover processes equip teachers with essential knowledge of students, effective strategies to support their learning and baseline data to inform future planning.
- Data-informed learning goals for students requiring additional support are clearly documented in individual plans and systematically updated through semesterly case conferences with families, ensuring targeted strategies and collaborative engagement.

Recommendations

The review team support the following:

- Develop and implement a whole-school approach to mathematics, incorporating a clear scope and sequence and targeted professional learning to upskill staff in evidence-based instructional practices and to deepen curriculum knowledge.
- Build teacher capacity and confidence in the transformative use of digital technologies to foster students' critical and creative thinking, future-focused learning, and problem solving skills.

Student achievement and progress

Instruction remains highly responsive by drawing on accurate, timely assessment data, while the impact of school initiatives is systematically evaluated through ongoing data analysis.

Commendations

The review team validate the following:

- Analysis of 2025 NAPLAN³ results during a School Development Day and phase of learning meetings confirms that the school is performing as expected and aligns with like schools across all assessments, except Year 5 numeracy. This insight has guided the school's focus on implementing consistent whole-school mathematics approaches.
- A comprehensive assessment schedule ensures regular formative and summative assessments, supporting curriculum differentiation and enabling longitudinal tracking of student progress.
- Fine-grained analysis of system and school-based data, including Progressive Achievement Tests, informs the development of teaching plans to address learning gaps for both cohorts and individual students.
- Letters and Sounds assessment data is closely monitored by the special needs education assistant and classroom teachers to track student growth and evaluate the effectiveness of intervention strategies.

Recommendation

The review team support the following:

- Embed structured opportunities for disciplined, data-driven dialogue through phase of learning and data-review meetings. These should focus on systemic and school-based datasets, enabling teachers to collaboratively analyse student performance, evaluate the impact of teaching and plan evidence-informed strategies for improvement.

Reviewers	
Melanie Langley Director, Public School Review	Lauren Hook Principal, Balcatta 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.



Steve Watson
Deputy Director General, Schools

References

- 1 Outside School Hours
- 2 School Curriculum and Standards Authority
- 3 National Assessment Program – Literacy and Numeracy