



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 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 in student achievement and progress.

The Statement is between; the Department of Education, 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

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

The school was established in 1919 and has been a significant part of the community since that time. In 2015, Carlisle Primary School became an Independent Public School.

Currently, there are 317 students enrolled from Kindergarten to Year 6. Carlisle Primary School has an Index of Community Socio-Educational Advantage of 1047 (decile 3).

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

## 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 school used the Standard domain foci and elaborations to guide the evidence selected for the Electronic School Assessment Tool (ESAT) submission. Close alignment between the evidence, analysis and planned actions was noted by the reviewers.
- The active engagement of staff in the school's ongoing self-assessment processes ensured data was current and understood, providing them with confidence to contribute during the validation visit.
- A broad range of staff participated in the Public School Review process through a consultative and collaborative approach, where teams chose a domain of interest or area of expertise.
- The Principal expressed to the review team that the review process had engaged staff deeply, given rise to new ways of working and been a catalyst for positive and fruitful discussions.
- The school indicated the planned actions determined from the review process are already informing part of the new business plan.

The following recommendation is made:

- Continue the intention to review each of the ESAT domains, guided by the Standard and domain foci, as part of the school's regular self-assessment processes.

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### Relationships and partnerships

Guided by the belief that relationships are the foundation to influential and impactful interactions, the school has built reputational respect as an inclusive, outward-facing organisation and the hub of the community.

#### Commendations

The review team validate the following:

- Established, collaborative structures provide the opportunity for staff to receive information, provide feedback and contribute in a consultative environment.
- Open and transparent information ensures communication is purposeful, reliable and accessible for the diverse range of families attending the school.
- The successful KindiLink and Early Transition Program support families and children to transition smoothly and confidently to school with positive relationships established prior to children commencing.
- An influential and progressive School Board provides transparent governance, accountability and strategic direction. A positive relationship with staff and the wider community enables them to advocate for both.
- The formation of community partnerships, with organisations such as Belmont City Council, OSHC<sup>1</sup> and Aboriginal Health, extends and enhances opportunities and support for students and families.
- The Carlisle Family Connect provides strong support for the school, facilitating experiences and opportunities for families to connect through fun events, creating strong social cohesion.

#### Recommendation

The review team support the following:

- Provide communication opportunities that support the school community to readily access information and engage in discussions about education and their child's learning.

### Learning environment

The cultural diversity of the students attending the school is viewed by staff as a strength, and is greatly valued and celebrated by all. Embracing their uniqueness, a welcoming, engaging and close-knit community has been created.

#### Commendations

The review team validate the following:

- The school's consultative and considered approach to the monitoring of student attendance has led to a marked improvement and a decrease in unauthorised absences.
- Innovative initiatives, such as the drama program, support the high proportion of EALD<sup>2</sup> students and promote inclusivity, engagement and impactful learning.
- Adherence to the NQS<sup>3</sup> and the embedded Carlisle Early Childhood Philosophy, provide a well-balanced and child-centric approach to the early years. Exploration, taking risks, building relationships and solving problems are encouraged in a supportive and inclusive environment, providing student agency and voice.
- The implementation of PBS<sup>4</sup>, with close attention to SET Score data and accredited Classroom Management Strategies and ISSE<sup>5</sup> coaches, supports a consistent approach to behaviour management.
- Comprehensive, explicit and consistent processes have been implemented in the early identification, support and monitoring of students at educational risk (SAER) in the early years. This is providing access to early intervention programs such as those offered by the South East Metropolitan Language Development Centre.
- The Response to Intervention and case management approach for SAER has resulted in an individualised model of intervention. The student support team provides guidance and assistance to teachers and families in the identification, monitoring and planning for student intervention.

#### Recommendation

The review team support the following:

- Progress the intention to harness student voice as part of school decision making.

## Leadership

The Principal's deliberate attention to creating the conditions for respectful leadership, supportive of staff and community, has engendered whole-school commitment, accountability and ownership of the school's vision.

### Commendations

The review team validate the following:

- Aspirant leaders are provided with a scaffolded range of opportunities carefully matched to their capacity, skill set and interest.
- Staff are supported in the development of their leadership capacity through mentoring, informal coaching and professional learning. This has resulted in three high performing staff achieving substantive school leadership positions and acceptance into the first round of the Western Australian Future Leaders Framework Talent Identification process.
- Phase of learning team leaders are pivotal in planning for, and implementation of, whole-school change initiatives, promoting a strong sense of ownership and empowerment for all team members.
- The school is proactive in leading initiatives and sharing knowledge, practices and processes within their network. This has generated opportunities for staff to lead beyond the school and develop their skills and knowledge, whilst contributing to connected practice between schools in the Carlisle Network.
- Induction processes are extensive and thorough. A Microsoft Sway presentation, the staff handbook, meetings and scaffolded checklists ensure new staff and relief staff are provided with timely support.
- Working parties provide oversight to the operational and strategic needs of the school. Existing for a defined period of time, they make decisions on behalf of the staff for school events, functions and projects, promoting a strong sense of collective responsibility for the operations of the school.

### Recommendation

The review team support the following:

- Formalise the Western Australian Future Leaders Framework process for identifying and developing talent within the school and network.

## Use of resources

Together, the Principal and manager corporate services have forged a strong partnership with aligned, shared beliefs about effective financial management practices.

### Commendations

The review team validate the following:

- Providing students, staff and the community with facilities that maximise impact on student learning, has been prioritised. The structured upgrade plan, including staged implementation, grants and the branding tool has resulted in facilities that are fit for purpose and present a consistent and professional image to the public.
- An extensive audit of technology informed the decision to enter into leasing agreements to provide staff and students with access to modern technologies. The digital technologies team, Digital Technologies Operational Plan 2021 and ICT<sup>6</sup> Confidence Staff Survey provide support and capacity building for staff in using technology in their teaching.
- The Finance Committee, together with the School Board, provide oversight of the school finances with a focus on ensuring targeted initiatives are directed to impact on student achievement and progress.
- Additional income streams, including international fee-paying students, the deed of licence with the OSHC, Belmont City Council and Carlisle Family Connect, supplements school funds and adds greater capacity to invest in further support and offerings for students.
- A comprehensive workforce plan identifies trends, gaps and future actions. This forward-focused approach facilitates leadership development to lead the change agenda, succession planning and flexibility to the deployment of support staff in the implementation of targeted interventions and programs.

## Teaching quality

High levels of teacher efficacy are reflected in a commitment to be accountable and responsible for every student achieving their potential. This has created a strong, collaborative and reflective teaching culture.

### Commendations

The review team validate the following:

- The embedded whole-school approach to lesson design, consisting of the iSTAR<sup>7</sup> gradual release model and visible learning strategies, provides clear success criteria for students and promotes consistency of instruction.
- Extensive observation checklist guides for the learning environment, mathematics and literacy, give clarity, guidance and support to staff on how to teach at Carlisle Primary School.
- The collaborative planning structure involving phase of learning teams ensures staff have designated time to share, plan and moderate assessments, which is pivotal to the success of whole-school practices.
- Targeted professional learning provides staff with the necessary support to confidently implement whole-school programs and instructional model.
- The mathematics plan provides a clear outline of the pedagogical approach to teaching mathematics, ensuring consistency of vocabulary and a whole-school approach to problem solving.
- Learning Progressions, EAL/D Progress Maps, digital technologies and Special Educational Need planning help support the differentiation of the curriculum. The input of education assistants in the delivery of intervention programs is highly valued and integral to the success of students.

### Recommendations

The review team support the following:

- Continue to embed, review and monitor the impact of whole-school programs.
- Strengthen whole-school approaches through the development of scope and sequence documents.

## Student achievement and progress

The importance of evidence-informed decision making is well recognised by staff. System and school-based data are used to inform levels of achievement and determine targets for ongoing improvement.

### Commendations

The review team validate the following:

- A focus on the early years has led to improved student progress for the stable cohort that is significantly above like schools, as measured from On-entry Assessment Program data to 2021 Year 3 NAPLAN<sup>8</sup> progress.
- A variety of systemic and school-based assessment tools, including On-entry Assessment, NAPLAN, Letters and Sounds, Progressive Achievement Tests in Numeracy/Reading, Data Hub and Brightpath are analysed and used to make judgements on student progress and the impact of teaching and learning programs and whole-school initiatives.
- A detailed and carefully structured assessment and reporting schedule guides the implementation of timely data analysis at both the individual and whole-school level.
- Staff engage in disciplined dialogue that is purposeful and facilitates effective differentiation and adjustments of the learning program to improve individual student outcomes.
- 'Tim's Box' has effectively established an accessible, centralised student achievement database for the collation and analysis of data and tracking of student progress and achievement.
- Collaborative moderation processes are well developed. Staff use a range of tools, such as Brightpath writing and the School Curriculum and Standards Authority Judging Standards, to give consistency of grading and accuracy in reporting to parents.

### Recommendation

The review team support the following:

- Continue to provide opportunities for staff to engage in moderation processes within the school and with network schools to support consistency in teacher judgements and grade allocations.

## Reviewers


Maxine Augustson  
**Director, Public School Review**

David Womersley  
**Principal, Connolly 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 scheduled for Term 4, 2024.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Out of School Hours Club
- 2 English as an Additional Language or Dialect
- 3 National Quality Standard
- 4 Positive Behaviour Support
- 5 Instructional Strategies for Student Engagement
- 6 Information and communications technology
- 7 Inform/Inspire, Show/Share, Try/Transfer, Apply/Act, Review/Revise
- 8 National Assessment Program – Literacy and Numeracy