



Department of
Education

Shaping the future

Camboon 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

Context

Camboon Primary School is located in Noranda, approximately 11 kilometres from the Perth central business district in the North Metropolitan Education Region.

The school was established in 1971 and became an Independent Public School in 2012. There is an onsite day care provider that offers before and after school care.

Currently there are 348 students enrolled from Kindergarten to Year 6. Camboon Primary School has an Index of Community Socio-Educational Advantage of 1035 (decile 3).

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

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:

- Self-assessment and analysis of data are strengths of the school, informing ongoing planning and implementation of school and system initiatives.
- Collaborative processes have underpinned the school self-assessment in preparation for the Public School Review.
- The Electronic School Assessment Tool (ESAT) submission was constructed in alignment with the Standard. An overview document was submitted outlining the judgement, evidence and improvement plans for each domain and foci of the Standard.
- A broad range of inter-related and credible evidence was selected for analysis, with alignment between performance, judgements about priorities and planning for improvement.
- A culture of reflective school self-assessment, as the foundation for effective planning and continuous improvement, was evident at the strategic and operational levels.
- A significant representation of staff, students, and parents engaged in discussions with the review team, contributing authentic reflections in support of the school.

The following recommendation is made:

- Continue to engage all staff and stakeholders in regular and collaborative school self-assessment processes aligned to planning.

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Relationships and partnerships

Camboon Primary School is a highly diverse and inclusive school community. Staff are dedicated and work together, learn from each other, and include families and the wider community to give students the best opportunity to achieve. Relationships are a priority, which drives support for students and the wider community.

Commendations

The review team validate the following:

- Collaborative processes are constructive and purposeful. Team leaders provide support, and staff plan together, share resources and moderate student work to ensure consistency of practice.
- Communication is clear and transparent, utilising a range of strategies to connect with a maximum number of families. Guidelines allow staff and parents to know how and when they will correspond with one another.
- Extensive partnerships have been established with a variety of external agencies and businesses that enhance the learning program for students, these include Rotary, the local church and local companies.
- The School Board has a sound understanding of its governance role and responsibilities. Members are engaged in and value important strategic discussions, to help guide school decision making and policy.
- Staff relationships are respectful, confident and demonstrate a deep knowledge and common understanding of their students and the school's strategic direction. Staff hold themselves accountable, ensuring a culture of quality collaboration, feedback, empowerment, and commitment.

Recommendations

The review team support the following:

- Continue to develop partnerships beyond the school that add value to and enhance the learning opportunities for students.
- Connect with other schools to share best pedagogical practice, and to affirm and celebrate the work being done at the school.

Learning environment

A safe, positive, and supportive learning environment is embedded within the school with a focus on developing the whole-child. Physical, academic, social, and emotional wellbeing are priorities in the development of every child.

Commendations

The review team validate the following:

- Consistent messaging through Positive Behaviour Support including the GOTCHA reward system, is known and understood by staff, students and parents and has led to improved student behaviour data.
- Student voice, agency and leadership are

Leadership

Leadership is distributed allowing interested staff opportunities to lead others in whole-school improvement through data analysis, curriculum teams, writing and reviewing school plans and reports.

Commendations

The review team validate the following:

- Aspirant leaders are supported and developed through the performance and development process.
- Change is considered and implemented strategically. Staff are supported with professional learning, mentoring and coaching. Feedback is welcome throughout the implementation with support provided in a timely manner.
- A range of student data are used to inform planning. Leaders meet with staff to analyse these data sets and create units of work designed to address individual learning needs of students.
- Feedback from staff through processes such as performance and development, is used to identify whole staff professional learning priorities. Staff are actively engaged and value this process.
- Staff are engaged in the development and review of the business plan and learning area operational plans based on student data. There is a clear connectedness between the business plan, operational plans, resourcing, planned units of work and classroom practice.

Recommendations

The review team support the following:

- Leaders continue to provide support, learning and resources for staff to improve reading practice in classrooms, including effective practice for planning, teaching and assessing.
- Further develop aspirants' understanding of leadership through engagement in the network led Western Australian Future Leaders Framework.

Use of resources

Planning, management and monitoring processes for the use of resources are aligned to school operations. There is a clear intent to ensure resources are deployed in a targeted way to optimise learning outcomes for all students.

Commendations

The review team validate the following:

- Processes and practices are established for managing financial and human resources. An effective Finance Committee assists with financial oversight. The School Board is kept well informed of the school's financial management processes.
- Resource allocation is responsive, evidence-based and supports school planning.
- An excellent relationship exists between the members of the Executive Team including the Principal, deputy principals and manager of corporate services. This supports financial management including resource and asset replacement and maintenance

Teaching quality

A commitment to continue to embed a performance culture around low variance, evidence-based, whole-school approaches is evident. All staff have a shared ownership for the success of all students.

Commendations

The review team validate the following:

- A whole-school approach to the delivery of curriculum is embedded where evidence-based programs support literacy and numeracy instruction. There is coordination between the learning areas through integrated learning and the Creative Schools Program.
- There is an interconnectedness between the processes that support effective instruction including whole-school approaches, the P&C, professional learning, school planning, and peer observation.
- Teaching Sprints are embedded through planning and collaboration processes. Staff engage in weekly collaborative meetings to plan lessons and discuss progress ensuring a high degree of uniformity of instruction and curriculum delivery.
- Staff have attended extensive professional learning in using special education needs planning to create Individual and Group Education Plans. Staff have been supported to develop escalation profiles and risk management plans and now support other staff throughout the school.
- Staff have a high degree of data literacy. They collect and analyse a range of data about student wellbeing, achievement and progress to inform future planning.

Recommendations

The review team support the following:

- Clearly define the role of the newly appointed learning support coordinator and assist them to effectively support SAER to access the curriculum and reach their potential.
- Progress the planned intention to revisit and formalise processes for classroom observation and feedback.

Student achievement and progress

Systemic and school-based data are used to effectively monitor student achievement and progress. Teachers interrogate data to identify areas of focus for planning, aligned to student needs.

Commendations

The review team validate the following:

- Overall, NAPLAN¹ achievement for Year 3 and Year 5 has been consistently close to like schools.
- Staff acknowledge the need to continue to focus on the deficits in progress data from NAPLAN and the On-entry Assessment Program.
- Operational plans are

Reviewers

Craig Skinner
Director, Public School Review

Karina Meldrum
Principal, Winthrop 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 next Public School Review, inclusive of all domains, will be scheduled for Term 3, 2025.



Melesha Sands
Deputy Director General, Schools

Reference

1 National Assessment Program – Literacy and Numeracy