



Department of
Education

Shaping the future

Mount Claremont 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 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 PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1917, Mount Claremont Primary School is located approximately 9 kilometres from the Perth central business district, within the North Metropolitan Education Region.

The school has an Index of Community Socio-Educational Advantage of 1141 (decile 1).

Currently there are 282 students enrolled from Kindergarten to Year 6 and it became an Independent Public School in 2019.

Support for Mount Claremont Primary School is demonstrated through the work of the School Board and the Parent and Citizens' Association (P&C).

The first Public School Review of Mount Claremont Primary School was conducted in Term 4 2018. This 2023 Public School Review report provides a current point of reference for the 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 leadership team participated in 2 Public School Review information sessions to assist with their understandings of the Electronic School Assessment Tool (ESAT) and the validation visit.
- The ESAT submission provided a comprehensive understanding of the school context and included a broad selection of evidence, reflections, analysis and planned actions.
- The Standard domain foci and elaborations were used to guide the evidence selected in the ESAT. The Principal and leadership team engaged staff in numerous meetings prior to the review, enabling them to have collective understandings and to work collaboratively on their preparation.
- Staff demonstrated an authentic commitment and ownership throughout the visit to improve student progress and achievement through the delivery of highly effective teaching and learning programs.
- A culture of reflective school self-assessment as the foundation for effective planning and continuous improvement was evident during the validation visit.
- A range of staff, students, parents and community members engaged enthusiastically during the validation visit contributing to discussions and elaborating on evidence provided, as well as confirming the journey of consistent, school-wide improvement.
- The development of strong and mutually respectful relationships and partnerships was evident, with students at the heart of decision making.

The following recommendations are made:

- In future ESAT submissions, undertake a final editorial review with the intent of prioritising and selecting succinct evidence for entries in each of the domains.
- Continue to consolidate and embed the school's self-reflective culture to strengthen and enhance the strategic intent and alignment of the school improvement journey.

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Relationships and partnerships

High levels of trust and respect are evident as the school, families and the local community work in partnership to ensure students are at the heart of all decision making. Staff are positive, caring and demonstrate collegiality while working collaboratively to progress the school improvement journey.

Commendations

The review team validate the following:

- The school is recognised as the central gathering point in the community. Trusting and mutually respectful, reciprocal relationships are evident and inclusive of broad community and staff engagement.
- Staff feel valued and heard by the leadership team and each other. They make significant contributions by attending after hours events and activities, a commitment which is valued and acknowledged by families.
- A positive and inclusive culture is embraced, starting at the front office, demonstrating high levels of professionalism and a positive image.
- The highly engaged School Board has comprehensive understandings of its governance responsibilities. Together with a proactive P&C, they are an integral part of the school community. The P&C funds physical improvements and extensive resource purchases, while supporting academic, social and emotional initiatives for students, including the URSTRONG strategy.
- Extensive and sustained partnerships have been developed in the local community, adding value to learning programs and providing sporting and extension opportunities for students at the school.

Recommendation

The review team support the following:

- Continue to invest in the wellness of staff through the health and wellbeing program.

Learning environment

Students embrace the welcoming and safe environment, providing them with a strong sense of belonging. The visibly strong partnerships developed between staff and the community have enabled the facilitation of a diverse range of activities for students to engage in before, during and after school, highlighting the inclusive and collaborative ethos.

Commendations

The review team validate the following:

- The implementation of the whole-school friendship strategy, URSTRONG, has strengthened a culture of kindness with strategies being embedded to support positive friendships with a restorative approach.
- The Defence School Mentor (DSM) and chaplain provide pastoral care, counselling and exemplary in-school and outreach support for students and their families in times of need.
- Highly skilled education assistants deliver targeted intervention programs for students at educational risk (SAER) while monitoring their progress and achievement on school databases.
- The enhanced physical environment of the school has incorporated learning opportunities with extensive nature playgrounds, a peace pole, buddy bench and visual reminders of URSTRONG and the Friend-O-Meter.

Recommendations

The review team support the following:

- Progress the intention of embedding the Aboriginal Cultural Standard Framework and build on partnerships in the local Aboriginal community.
- Continue to develop attendance processes for students at risk while considering adopting culturally inclusive approaches to engage families.
- Strengthen the National Quality Standard (NQS) quality areas using a Kindergarten to Year 6 approach.

Leadership

The leadership team lead and nurture a culture of trusting, positive and mutually respectful relationships valuing students, while considering staff wellbeing and workload. Whole-school structures and collaborative practices have provided a multitude of leadership opportunities for staff which has led to a collective and strong commitment to the improvement journey at Mount Claremont Primary School.

Commendations

The review team validate the following:

- The Principal and leadership team are visible and supportive, sharing a clear vision and direction for the whole-school improvement journey.
- An authentic, distributive model of leadership has provided opportunities for staff to lead numerous committees and initiatives while developing collective ownership for operational and strategic plans.
- A culture of psychological safety has enabled respectful and robust conversations around teaching and learning which has been embraced.
- Staff are supported in their work through targeted professional learning in whole-school programs.
- Performance management has been strengthened through the commencement of classroom observations and the provision of feedback to teachers by peers.

Recommendation

The review team support the following:

- Consider developing the leadership skills and abilities of the Year 6 cohort in order to enhance student participation in school decision making.

Use of resources

The school has sound practices to ensure financial decision making is transparent and grounded in evidence while being based on the best interest of students and staff. Areas of high priority and improvement targets are outlined in the business and reserve plans and receive priority levels of funding.

Commendations

The review team validate the following:

- The Principal, manager corporate services, Finance Committee and School Board work together to ensure prudent financial planning and budget management processes are in place.
- Careful and considerate financial management aligns with the Funding Agreement for Schools.
- The school invests in staff development, whole-school programs and manages physical assets to create an effective learning environment for students, providing intervention and extension opportunities.
- The school has created a significant number of partnerships with organisations who lease areas within the site. Comprehensive agreements have been established to manage these arrangements and funds aligned to department requirements and expectations.
- Thorough workforce planning with clear recruitment priorities has provided the opportunity for employment of committed staff who embrace the school's strategic direction.

Recommendation

The review team support the following:

- Continue the development of the workforce plan to support future staffing requirements and skill sets to progress the school improvement agenda.

Teaching quality

Establishing consistent school-wide pedagogy and practices has been a priority for the school using evidence-based programs to support the implementation of the Western Australian Curriculum (WAC). Staff are reflective, knowledgeable and committed to improving outcomes for the diverse student cohort.

Commendations

The review team validate the following:

- Teaching practices align to the WAC with the development of operational and strategic plans guiding the whole-school improvement agenda.
- A collective voice is evident in the early years as staff from Kindergarten to Year 2 develop aligned teaching, learning and assessment practices, monitor student progress and ensure targeted intervention for students at risk.
- Graduate teachers are provided a comprehensive induction, training in whole-school programs and opportunities to be mentored by experienced staff.
- Comprehensive SAER processes are effectively coordinated to provide support for students and involve families and therapists in the development of Individual Education Plans (IEPs).
- Evidence-based intervention and extension programs that support engagement and progress include, Spelling Mastery, MiniLit, Primary Extension and Challenge (PEAC) and intensive language support for students with English as an Additional Language/Dialect (EAL/D) needs.
- The development of the mathematics operational plan, whole-school literacy approaches and use of subject specific vocabulary exemplify the recent reduction in levels of teaching variance.

Recommendations

The review team support the following:

- Develop unequivocal shared learning belief statements in literacy and numeracy to enhance a shared vision while embedding a whole-school instructional framework.
- Continue to develop plans in line with Teaching for Impact, embedding school-wide initiatives influenced by Shaping Minds and By George.

Student achievement and progress

A range of school based and systemic data is used to inform class, operational and strategic planning. Staff collaborate to consolidate the collection and analysis of data with an awareness to address academic growth and a commitment to improve outcomes for all students.

Commendations

The review team validate the following:

- A whole-school, well-structured assessment schedule identifies a range of standardised assessments, in combination with teacher insight. The schedule is used to monitor student progress, inform the development of IEPs and guide case management discussions.
- Considered analysis of student data enables staff to identify gaps and inform teaching and learning programs.
- Staff are provided with opportunities to moderate in phases of learning as well as with their colleagues in other schools in the Shenton Network.

Recommendations

The review team support the following:

- Continue to develop staff data literacy and proficiency in the use of the school-wide data platform Elastik to monitor student progress at the individual and cohort level.
- Closely monitor longitudinal trends in levels of student progress and achievement to inform the allocation of resources for selected programs and practices.

Reviewers

Natalie Tarr
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.

You will receive formal notification in the 2 terms leading up to your school's next scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools