



Department of
Education

Shaping the future

Creaney 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

Creaney Primary School is located in the northern suburb of Kingsley, approximately 22 kilometres from the Perth central business district, within the North Metropolitan Education Region.

Opened in 1983, the school has shared the site with Creaney Education Support Centre since 1986. Both schools work in partnership to provide coordinated and cross-integration programs for the benefit of all students.

The school has an Index of Community and Socio-Educational Advantage rating of 1068 (decile 2).

There are currently 361 students enrolled from Kindergarten to Year 6.

In 2012 the school gained Independent Public School status and enjoys the support of an active Parents and Citizens' Association (P&C) and an engaged School Board.

The first Public School Review of Creaney Primary School was conducted in Term 2, 2019. This 2024 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:

- A range of staff were provided opportunity to contribute to the Electronic School Assessment Tool (ESAT) submission and participate in the validation phase of the review.
- The school leadership recognise Public School Review as an incorporated part of the school's regular and ongoing self-assessment practices.
- During the validation visit, parent representatives, staff and students offered genuine reflections of the school, which strongly aligned with the school's ESAT submission. Their perspectives provided a comprehensive and robust endorsement of the school's practices, values and achievements.
- School Board members and P&C representatives demonstrated a strong sense of commitment and investment in the school's continuous improvement journey. Their open participation reflected their dedication to supporting the school in enhancing its educational programs and environment.
- A feature of the ESAT submission was the quality of analysis for each piece of evidence submitted and the alignment to planned actions.

The following recommendation is made:

- Continue to use the Standard as part of the school's self-assessment practices and review cycle to facilitate ongoing discussions about school performance.

Public School Review

Relationships and partnerships

Respectful, positive and cohesive relationships exist between school staff and with the community, driven by a shared focus on the best outcomes for students. The school's motto of 'caring' is reflected in all interactions across the school.

Commendations

The review team validate the following:

- A strong and mutually beneficial relationship exists between schools in the Kingswood Network, benefiting students and staff alike.
- The positive reputation of the school is evident with staff and parents expressing their strong support, labelling it as a 'school of first choice' for the community.
- Ties with the co-located Education Support Centre are strong, with inclusive behaviours evident through the PlayLink program, integration into mainstream specialist classes and reciprocated professional learning for staff.
- Communication processes are embedded, providing multiple opportunities, including Seesaw, where parents can obtain information.
- The P&C work directly with the school, supplementing school programs and supporting school directions financially.
- The School Board manages its governance responsibilities effectively in support of the school.

Recommendations

The review team support the following:

- Continue with plans to strengthen partnership with the Aboriginal community, seeking input into school planning and policy development.
- Complete the Perceptions is OUR Truth professional learning with staff to maintain momentum in their understanding of the local Aboriginal history and development of the school's cultural responsiveness plan.

Learning environment

The school's ethos of care serves as the foundation of its nurturing and inclusive environment, fostering a deep sense of belonging and unity among all members of its community.

Commendations

The review team validate the following:

- Student voice is authentic. Feedback is sought, heard, valued and encouraged resulting in a culture where students know their voice has impact.
- Learner Dispositions of reflection, resilience, persistence, self-direction and (being) inquisitive are embedded across the school and community. This is evidenced through the language used by students, staff and parents, the physical environment itself and the feedback from students who actively apply these traits to regulate their behaviour and learning experiences.
- Practices across the school for students at educational risk are exemplary. Using early identification processes, ongoing tracking and regular case conferences is ensuring no student 'falls through the gaps'.
- The physical environment is welcoming, safe and promotes and celebrates learning.

Recommendation

The review team support the following:

- Embrace the Positive Behaviour Support journey fully and use it to further enhance the Learner Dispositions, the Creaney Commitments and increase student ability to self-regulate.

Leadership

Leadership is focused on developing a professional, effective team culture that is distributed, centred on collaboration and transparent decision making that results in high performing teaching and learning across the school.

Commendations

The review team validate the following:

- School plans effectively guide practices throughout the school and provide clear expectations that are intertwined with the business plan and are consistently revisited throughout each term.
- School leaders employ a gradual release change management process centred on an annual core target, seamlessly dovetailing into the focus for the following year.
- Staff, inclusive of identified leaders, fervently champion the school's direction for improvement.
- Leaders, such as the impact coach, network leader, Talk for Writing coach and phase of learning leaders, have actively contributed to enhancing teaching practices throughout the school.
- Performance reviews are aligned with the school's shared vision, incorporating personalised and targeted support to meet expectations.
- Leaders undergo purposeful professional learning focused on identified leadership skills, accompanied by the necessary support to ensure effective performance in their respective roles.

Recommendation

The review team support the following:

- Maintain the provision of leadership opportunities, both within the school and the Kingswood Network, ensuring development and sustained support.

Use of resources

Resource allocation management is intricately tied to school priorities and student needs. Collaboration among the Principal, manager corporate services and Finance Committee members ensures adherence to the Funding Agreement for Schools.

Commendations

The review team validate the following:

- Regular and consistent review of the school's casual salary payments ensures continual support for identified objectives.
- Finance Committee and School Board members understand their governance responsibilities in relation to school budgeting.
- A comprehensive and adaptable workforce plan instils confidence in the school's capacity to address workforce requirements and attract individuals possessing the requisite knowledge and skills that fit the school's needs.
- School leaders strategically allocate human resources to effectively address the needs of both students and the school's direction. These decisions are reinforced with the support of staff members.
- Reserve accounts are diligently maintained, serving as a financial safeguard to enable the school's proactive response to both anticipated and unforeseen financial requirements.
- A strong relationship forged with the P&C, as well as grant opportunities, have enabled additional resources to be sourced for the school.

Recommendation

The review team support the following:

- Continue to undertake careful management of the budget, workforce planning and seeking opportunities for additional funding where appropriate.

Teaching quality

The dedication to providing exceptional teaching to every student resonates deeply within the school, evident in the unwavering commitment and professional drive of staff to positively impact each child's learning.

Commendations

The review team validate the following:

- High expectations, a culture of self-reflection and a commitment to collaboration have resulted in genuine interconnected learning throughout the school.
- Through meticulous performance tracking processes and the use of Individual Education Plans, the school effectively tailors differentiated instruction to address the diverse learning needs of its students.
- A genuine dedication to the Visible Learning principles has led to the widespread adoption of best practices throughout the school, including the implementation of learning intentions, success criteria and feedback mechanisms.
- While formal performance management and development processes are in place, high levels of trust allow for greater levels of informal feedback to occur, inclusive of class visits.
- Through a structured planning and assessment cycle, the school prioritises data analysis to inform both overarching operational strategies and individualised teaching plans. This process incorporates tools like Elastik and disciplined dialogue, facilitating comprehensive assessments of system and school-based data from sources such as Progressive Achievement Tests, NAPLAN¹, On-entry Assessment Program and Brightpath.

Recommendation

The review team support the following:

- Continue the focus on using the school's explicit teaching framework and Visible Learning principles across the school.

Student achievement and progress

Elevating student academic performance is perceived as a collective responsibility among all staff members. There exists a prevalent commitment to leveraging data effectively, ensuring that every student receives the necessary support to maximise their potential.

Commendations

The review team validate the following:

- Learning Area Committees maintain the focus and tracking of achievement of their respective operational plans, revising them at regular intervals during the year.
- Student performance throughout the 2019-2021 NAPLAN cycle positioned all tested areas within the higher progress - higher achievement quadrant, reflecting a commendable level of academic growth and achievement for the school.
- By utilising student judging standards to formulate success criteria, teachers gain a nuanced comprehension of varying levels of achievement.
- Through effective data utilisation, students at educational risk are promptly identified, allowing for timely implementation of targeted interventions such as MiniLit. This ensures early support is provided to address academic challenges.
- Engaging in reflective practices, staff actively inquire whether student struggles stem from their teaching methods or external environmental factors, fostering a 'no blame' approach to understanding student performance.

Recommendation

The review team support the following:

- Progress the focus on developing 21st century learners who apply learnt knowledge, skills and understandings to real-life scenarios.

Reviewers

Darren Greaves
Director, Public School Review

Paul Burke
Principal, Coogee 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 to be scheduled for 2027. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

Reference

1. National Assessment Program – Literacy and Numeracy