



Department of  
Education

**Shaping the future**

# Cloverdale 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 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 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

Cloverdale Primary School opened in 1961 and is located approximately 10 kilometres from the Perth central business district, in the South Metropolitan Education Region.

Cloverdale Education Support Centre is co-located on the site fostering a collaborative relationship between the two schools.

The school has an Index of Community Socio-Educational Advantage of 980 (decile 6).

It currently enrolls 332 students from Kindergarten to Year 6 and became an Independent Public School in 2015.

Cloverdale Primary School has the support of a School Board and Parents and Citizens' Association (P&C).

## 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:

- Frank and fearless in their approach, the school submitted a transparent and honest account of current successes and areas for improvement.
- Staff were engaged in self-assessment processes used to inform the Electronic School Assessment Tool (ESAT) submission. This built a shared understanding of the Standard domains and foci and supported a collective understanding of the school's performance across the domains.
- Discussions held with school community members, students and staff during the validation visit further enhanced the self-assessment and highlighted an unwavering focus on student success.

The following recommendations are made:

- Review evidence judiciously, with an intent to narrow the selection of supporting evidence, to inform the levels of school performance as described in the ESAT submission.
- Continue to engage staff in ongoing and regular cycles of self-assessment with a clear focus on evidence that can support the judgements made.
- Build a school-wide culture of informed decision making by pivoting the emphasis from collection of data to embedding practices that analyse and use data.

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### Relationships and partnerships

Cohesive and connected in their approach, the staff and community work in partnership to ensure all students 'aim high' and thrive. The school has established a culture of care and respect demonstrated through their commitment to support students and families.

### Commendations

The review team validate the following:

- Through the building and fostering of community partnerships, a range of external learning opportunities are provided to students across the school, inclusive of STEM<sup>1</sup>, music and sporting opportunities.
- Visible, informed and engaged, the School Board has sound governance in place. There is collective confidence in the direction of the school.
- A range of platforms to support effective communication within the school, and between home and the school, are evident.
- Formed in 2022, Curriculum Development Teams are established across phases to lead school improvement in English.
- The school seeks feedback from parents, staff and students and understands the need to use this data to inform decision making and planning.

### Recommendations

The review team support the following:

- Continue the focus on building an effective and productive partnership with the Education Support Centre to ensure the best interests of all students drives decision making.
- Enhance communication strategies to ensure access for all families, including those who speak English as an additional language and those who are disengaged.

### Learning environment

Underpinned by the shared expectations of 'safe, organised, achieving, respectful and responsible' (SOAR), the school is unwavering in their focus on every child succeeding academically, socially and emotionally.

### Commendations

The review team validate the following:

- Reflected in the learning environment, messages of environmental sustainability practices are strong.
- Processes for students at educational risk (SAER) enable a shared understanding of expectations and supports. Review of student's Individual Education Plan goals twice a term informs supports required and provides momentum for student success.
- Supported by a SAER team, comprehensive processes and procedures are in place. Aligned to waves of intervention, the best interests of students drive a range of processes and supports.
- As a Positive Behaviour Support (PBS) school, whole-school approaches are embedded in the classroom and playground. Behaviours are explicitly taught and acknowledged. The PBS committee upskill staff, analyse data and drive shared expectations and understandings of positive behaviour management.
- Identified students requiring support with literacy are provided with targeted intervention using the Letters and Sounds and Heggerty programs.

### Recommendations

The review team support the following:

- Finalise and embed the student services policy and school behaviour plan.
- Enhance the collection and monitoring of student data to inform tracking of SAER.
- Strengthen the development of documented plans and use of the Reporting to Parents Special Educational Needs planning tool to support the individual learning needs of students.

## Leadership

The leadership team are committed to leading a school-wide culture of improvement, which places student success at the heart of all decision-making.

### Commendations

The review team validate the following:

- Student leadership is valued. There is a commitment to using student voice and survey data to inform whole-school planning and decision-making.
- School planning drives improvement and there is clear alignment between the Department priorities, the business plan and layers of operational planning.
- Documentation to support the review and monitoring of the effectiveness of business plan strategies have been established.

### Recommendations

The review team support the following:

- Acknowledging that with data collection processes in place, there is now a need to review and use the data to inform priority areas, areas of improvement and successes.
- Build collective efficacy and leadership across the executive team to ensure there is a shared understanding of change management and a culture of evidence informed decision making fostered.
- Enhance collaborative structures to support and embed accountability for all staff.
- Embed a consistent process for performance management and development for all staff, inclusive of classroom observations and feedback.

## Use of resources

Financial management of the one-line budget is sound. Student needs are prioritised, planned for and addressed through the effective deployment of physical, financial and human resources.

### Commendations

The review team validate the following:

- The manager corporate services works in partnership with the principal to ensure school priorities are effectively resourced and decision making processes are transparent, evidence-based and monitored.
- Effective performance management and development processes for allied professionals are in place.
- The Finance Committee meet regularly to provide financial oversight and monitoring of school budgets and expenditure.
- Planning for and provision of information and communications technology and associated resources is effectively managed. The school is well-resourced with a range of technologies to support teaching and learning.
- The School Board and staff are informed, and staff are upskilled to increase their understanding of the Funding Agreement for Schools.

### Recommendations

The review team support the following:

- Review and develop appropriate asset replacement plans.
- Formalise workforce planning by documenting the workforce plan and explicitly outlining strategies to address potential workforce gaps.
- Continue to upskill and provide ongoing support and training to staff to enable them to understand the expectations of the funding agreement and one-line budget.

## Teaching quality

Collegiate, professional and dedicated staff value opportunities to work in collaboration in order to consolidate the implementation of whole-school pedagogy and share best practice.

### Commendations

The review team validate the following:

- A range of programs, including Letters and Sounds and Talk for Writing support consistency of connected practice across the school.
- The school is focused on the implementation of evidence-based approaches, with shared beliefs driving the development of planning.
- Staff have developed and are embedding an agreed school-wide instructional model, with a current focus on the consistent articulation of learning intentions and success criteria in mathematics and English lessons.
- Curriculum operational plans are aligned to the business plan and outline key strategies and targets across all learning areas.

### Recommendations

The review team support the following:

- Define the 'Cloverdale Way' to embed consistent and connected practice school-wide, across all aspects of the curriculum.
- Aligned to addressing agreed priorities and embedding the school's instructional model, focus on building a culture of observation and feedback.
- Prioritise collaboration between staff and embed the use of data to review the effectiveness and impact of teaching and learning programs.

## Student achievement and progress

The leadership and staff are committed to using data to strengthen a collective understanding of performance to ensure every student is supported to reach their potential.

### Commendations

The review team validate the following:

- A range of systemic and school-based data is collected. Professional accountability and responsibility drives the need to improve how the data is analysed, interpreted and embedded in teaching programs.
- Consistent data collection processes are in place to ensure access to reliable data suites that support the planning and reporting processes.
- Evident across the school, use of the Brightpath moderation tool in maths and writing is the principal focus in strengthening teachers' judgements and planning.
- Data presented in curriculum meetings is supporting the analysis and sharing of student performance data.
- Year 3 and Year 5 2022 NAPLAN<sup>2</sup> data across all assessed areas indicated the performance of students was similar to the achievements of students in like schools.

### Recommendation

The review team support the following:

- Build the data literacy of staff and embed consistent expectations throughout the school, ensuring data informs practice, planning and levels of student achievement and/or progress.

## Reviewers

Rebecca Bope  
**Director, Public School Review**

Aaron Chaplin  
**Principal, Riva 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 timeframe for the next review process focusing on the Leadership and Teaching quality domains only, will be Term 1 2024.

The next Public School Review, inclusive of all domains, will be scheduled for 2026.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Science, technology, engineering and mathematics
- 2 National Assessment Program – Literacy and Numeracy