



Department of  
Education

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Public education  
**A world of opportunities**

# Carnarvon Community College

## Public School Review

November 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focused on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

✓	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Located in the Midwest Education Region of Western Australia, Carnarvon Community College (the College) is situated approximately 900 kilometres north of Perth. The College currently enrolls 403 students from Kindergarten to Year 12. It has an Index of Community Socio-Educational Advantage rating of 764 (decile 10).

In 2013, Carnarvon Community College was established following the amalgamation of two local primary schools and Carnarvon Senior High School.

For an extended period (six years), the College functioned across two sites. With the secondary component completed in 2019, the move from the Cleaver Street site was made, with the College commencing as a single entity at the beginning of Term 3.

Preparations for the move coincided with the appointment of a new principal and School Council chair.

Community support for the College includes the work of an enthusiastic, knowledgeable group of community representatives on the School Council. Through the School Council's advocacy and an emerging confidence in the College, local industry and businesses are offering tangible support for the school's role in the Carnarvon community.

## School self-assessment validation

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The principal submitted a comprehensive, well-considered school self-assessment.

The following aspects are confirmed:

- A broad range of evidence was selected for analysis and included in the submission.
- The principal provided an open and frank account of the College's performance and community context in relation to its intended improvement agenda.
- The school's examination of evidence was appropriate and supported a transparent, yet respectful assessment of the school's performance.
- There was alignment between evidence provided, the analysis of performance and planned actions for improvement.
- The school visit yielded wide-ranging information that served to add value to the school's self-assessment and assisted with validation.
- Those participating in the discussions on the day demonstrated an enthusiastic understanding of the value of having a strong evidence base (research) to inform school planning.

The following recommendation is made:

- Continue to use the Electronic School Assessment Tool as a means of warehousing ongoing performance information and milestone judgements.

## Public School Review

Relationships and partnerships	
<p>Successful schools have at their core, a culture of collaboration and collective responsibility among staff to develop and maintain the conditions for improved student achievement. A key factor in the College's prospects for sustained success resides in its emerging positive culture.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Strong indications of staff collaboration across all phases of learning strengthens the prospect of implementing whole-school priorities.</li> <li>• The establishment of the KindiLink<sup>1</sup> program is fostering close family relationships and partnerships with the College.</li> <li>• Community representatives of the School Council expressed enthusiasm and excitement about the future of the College.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to explore options for sharing professional experiences to build understandings between staff working across the K-12<sup>2</sup> phases of learning.</li> <li>• Consider the appointment of a public relations officer to promote what the College offers to the community of Carnarvon.</li> <li>• Plan to build on the KindiLink parent engagement for the years that follow.</li> <li>• Prioritise the building of local industry and business partnerships to widen the range of future employment options for students.</li> </ul>

Learning environment	
<p>The physical characteristics of a school campus can have a profound impact on both students and staff and will influence community perceptions. The campus design and layout of Carnarvon Community College has the potential to significantly influence improvements in attendance, behaviour management and managing students at educational risk.</p>	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Strategies are being deployed to assist teachers and leaders to develop practices to strengthen their impact on student health and wellbeing.</li> <li>• A culturally and contextually responsive approach to the management of student behaviour is a feature of the implementation of PBS<sup>3</sup>.</li> <li>• Structures and processes are in place to track students at educational risk.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Maintain an unremitting campaign to improve student attendance including considering opportunities such as using 'return from suspension' meetings with parents to introduce them to the school facilities.</li> <li>• Prioritise a college-wide staff commitment to achieving a truly coherent and consistent implementation of PBS with fidelity.</li> <li>• Provide further structure and support to students and staff through the flexible pathways program and the introduction of the Big Picture Education model.</li> <li>• Maximise the value adding impact of the Graham (Polly) Farmer Foundation Follow the Dream program.</li> </ul>

## Leadership

A recurring theme in research into school leadership is the high level of motivation to achieve work-related goals modelled by the principal. These goals are invariably ambitious but realistic and usually involve engaging the optimism and enthusiasm of the team surrounding them.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The principal has a vision for school improvement expressed through the mantra of 'expecting excellence'.</li> <li>• To emphasise staff empowerment, the principal has devolved the responsibility of implementing a school-wide instructional framework.</li> <li>• The leadership team understands the magnitude of the task in embedding shared values and beliefs across a K-12 staff. It has taken steps, through the Health and Wellbeing team, to foster trusting working relationships.</li> <li>• The leadership is strongly attuned to the importance of nurturing community relations through the School Council, allied government agencies and local businesses.</li> <li>• Leadership at this school has a strong moral purpose and is intentional, yet composed in the face of addressing the challenges and opportunities of establishing a new K-12 college culture.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Achieve alignment between the ACSF<sup>4</sup>, SIAF<sup>5</sup> and the Public School Review process when finalising the business plan.</li> </ul>

## Use of resources

Addressing the immediate needs of students and longer term directions in a new campus environment, requires evidence-based strategies and creative insight. Planning for, and deployment of, resources to meet the requirements of the student-centred funding model is a college priority.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The principal has used the move to a single campus skilfully to reset existing budget priorities, particularly in relation to recurrent expenditure incurred as a result of the previous split-site college configuration.</li> <li>• The introduction of a cyclic budget management model provides opportunities for cost centre managers to plan for significant budget expenditure every four years.</li> <li>• Careful consideration has been given to reviewing the deployment of education assistants to ensure they can provide targeted intervention programs such as MiniLit<sup>6</sup> and MultiLit<sup>7</sup>.</li> <li>• A feature of the workforce planning strategy is decision-making designed to achieve staff deployment efficiencies, such as the appointment of a network support officer.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to challenge inherited budget management practices including setting modest targets for contribution and charges collection rates.</li> </ul>

## Teaching quality

Research frequently references factors such as the establishment of a common language for pedagogy and a school-wide disciplined dialogue to achieve consistent curriculum design and delivery. In recognition of the importance of transition points, phase of learning structures for 2020 have been adjusted to facilitate an improved Years 6-7 transition into the secondary program.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• The school leaders are developing a suite of evidence-informed teaching practices aimed at improving student growth and achievement in literacy.</li> <li>• Strategies to lift levels of staff data literacy to better understand the value of evidence-informed planning, includes the targeted use of consultants.</li> <li>• Research, in combination with professional insight, is at the core of the successful early childhood education program which features a balance between play-based instruction and explicit teaching.</li> <li>• There is school-wide enthusiasm for the College's recently introduced instructional framework based on the Madeline Hunter Lesson Plan Model.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to actively promote the benefits of a common pedagogical language across all phases of learning.</li> <li>• Strengthen the understanding and acceptance of classroom observations as a teaching improvement strategy, particularly in the secondary phase.</li> </ul>

## Student achievement and progress

The K-12 college format provides a unique opportunity for primary and secondary staff to understand and value each other's role in the students' 12 years of education. Poor attendance remains a significant obstacle to sustainable improved student achievement and progress.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Year 3 NAPLAN<sup>8</sup> results in 2019 are the strongest in the past five years and notably no mainstream student with an attendance over 80 per cent was below the National Minimum Standard in reading.</li> <li>• The KindiLink program, in combination with the introduction of MiniLit and MultiLit, are key factors in improvement in the early years.</li> <li>• The flexible pathways program for secondary students has had a compelling impact on student engagement and attainment.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Place a priority on reducing the year to year volatility of student achievement and progress.</li> <li>• Establish structures to improve moderation in secondary education.</li> <li>• Continue to promote parent awareness of the suite of secondary pathways including General, Vocational Education and Training (VET) and ATAR<sup>9</sup>.</li> <li>• Continue to work with parents to increase their understanding regarding the value of WACE<sup>10</sup> achievement and VET qualifications.</li> </ul>

## Reviewers

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Rod Lowther  
Director, Public School Review

Kerry Mather  
Principal, Manjimup Senior High School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'Needs Improvement'.

Your next school review is scheduled for 2022.



Stephen Baxter  
Deputy Director General, Schools

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## References

- 1 A play-and-learn initiative for three-year-old Aboriginal children to attend with a parent/carer before starting Kindergarten
- 2 Kindergarten to Year 12
- 3 Positive Behaviour Support
- 4 Aboriginal Cultural Standards Framework
- 5 School Improvement & Accountability Framework
- 6 Early literacy program
- 7 Literacy intervention program
- 8 National Assessment Program – Literacy and Numeracy
- 9 Australian Tertiary Admission Rank
- 10 Western Australian Certificate of Education