



Department of  
Education

**Shaping the future**

# Capel 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. It will also inform 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

Capel Primary School is located approximately 212 kilometres from Perth in the Southwest Education Region.

The school was established in 1898 and became an Independent Public School in 2011. The history of the school is reflected in the blend of old and more recent buildings. The 'old Stratham' School building is located within the grounds and provides community links to the past.

Currently there are 340 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage of 988 (decile 6).

Capel Primary School is supported by the 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:

- A period of self-assessment, inclusive of a broad range of staff and community voices, was conducted to gather the input of as many stakeholders as possible.
- A coordinator was appointed for each domain of the School Improvement and Accountability Framework. Coordinators led the collection and analysis of evidence that was submitted via the Electronic School Assessment Tool (ESAT).
- Evidence submitted for the Public School Review directly related to, and aligned with, the Standard.
- An exhaustive range of potential planned actions were included. These were based on the reflection process to guide the review team and school on potential strategies to explore in school improvement.
- During the review validation visit, groups of staff, students and family members actively contributed to discussions, spoke with knowledge about their school and community, and clarified understanding for the review team on evidence submitted.

The following recommendation is made:

- Consider ways in which the amount of evidence presented could be more succinct to assist efficient portrayal of the school's improvement journey.

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### Relationships and partnerships

High quality, timely and accessible communication between the school and families is established. Families use their community networks to ensure widespread positive promotion of the school.

### Commendations

The review team validate the following:

- Students love their school, the experiences that they are able to access and appreciate the efforts of staff to provide them with leadership opportunities, such as the 'black shirt leaders' program.
- Several strong partnerships exist with community organisations including junior and professional sports organisations. The opportunity to train with the South West Slammers State Basketball League team promotes high levels of student engagement.
- The work of the chaplain is highly valued by all. The chaplain combines knowledge of the community and services offered by external agencies to support students and their families.
- Staff collaborate in modern, purpose-built facilities and this has led to the establishment of a culture of positive staff relationships.
- Families report feeling heard and subsequently informed when communicating with the school. Transparent financial statements and student achievement data is provided to members of the School Board and P&C representatives.

### Recommendations

The review team support the following:

- Consider ways to include education assistants in both cluster and general staff meetings. Formalise all meetings via agendas and minutes.
- Use staff development days to further strengthen the knowledge of staff in local Aboriginal history to create a culturally responsive school community.

### Learning environment

The positive behaviour support (PBS) approach with the values Personal Best, Independence, Respect, Caring and Resilience (PIRC) drive the provision of a positive and supportive learning environment.

### Commendations

The review team validate the following:

- Momentum in the work of the PIRC team is maintained by refreshing the methods employed for PBS implementation and ensuring that incentives for students remain relevant and timely.
- A structured environment has led to large numbers of students engaging in supervised play activities during 'Be Active' breaks. This extends to the much anticipated weekly Friday Clubs.
- Students at educational risk have their learning needs met. The GradeXpert program provides a dynamic database of a student's learning profile, which is accessed by teachers at point of need.
- Staff take ownership of monitoring and addressing the attendance of their students and communicate rapidly and effectively with families and carers, to support regular attendance.
- Early intervention and sensory diversion techniques have, in recent years, coupled with the whole-school PBS approach to significantly lessen the occurrence of major behaviour issues.
- The health and wellbeing of staff and students is managed by a supportive administration team. Evidence, such as the retention of staff and a focus on providing a contemporary learning environment, confirms this.

### Recommendations

The review team support the following:

- Continue to seek the right balance of structured and free play opportunities for students.
- Continue to harness the voice of students as they value input into school strategy and operations.

## Leadership

The collected effectiveness of the administration team is maintained through a widely appreciated, diverse mix of personal and leadership strengths.

### Commendations

The review team validate the following:

- Staff can clearly articulate the personal and leadership strengths of the school's administration team and appreciate their collected effectiveness.
- The Principal, with a strong and widely shared vision for the physical learning environment, has led a robust re-building program of the facilities and grounds.
- Staff are empowered to lead elements of the school that play to their strengths and passions. A healthy balance of innovation and consolidation is a feature of the school's strategy.
- Staff and the School Board are provided with multiple opportunities to inform business planning and strategic direction. Consultation occurs with leaders when critical elements of the vision are reviewed.
- The performance management of all staff is led by the Principal. Staff voluntarily create and share videos of their teaching practice and key school initiatives in action to support and develop colleagues.
- A strengthening of teacher leadership has connected staff to the activities of the School Board and provided them with a voice.

### Recommendations

The review team support the following:

- Consult with staff in the development of scope and sequence documents for whole-school programs to assist in setting clear and shared expectations.
- Build opportunities for classroom observation, feedback and coaching to be included in performance management processes. Involve leaders and collaborative teaching partners in the process of observation.

## Use of resources

The well maintained and welcoming physical environment of the school is matched by staff committed to meeting the needs of students and backed by the resources needed to achieve their best.

### Commendations

The review team validate the following:

- There is a responsive and flexible approach to the provision of ICT<sup>1</sup> to all staff. A skilled ICT technician and deputy principal provide able support to ensure day to day functionality of devices.
- Assistive technology is provided to students with special needs. This is harnessed by education assistants to help meet learning requirements and to ensure all students have access to the curriculum.
- The financial focus of the school is clearly established. The recruitment and retention of quality staff is the first priority of the leadership and finance teams and attracts 90 per cent of the annual school budget.
- Workforce planning ensures cover for predicted growth or decline in the profile of the student population. Families have confidence in the school's ability to recruit staff to meet the needs of their children.
- A highly skilled and diverse team of education assistants, mainstream and special needs, provide support for teachers inside and out of classrooms. The team possess the flexibility to support learning throughout all contexts and learning environments.

### Recommendations

The review team support the following:

- Continue, in consultation with families and teaching staff, to seek ways to strengthen the deployment and strategic purchase of ICT equipment that supports student learning.
- Develop plans to preserve and re-assign the team of education assistants as a way to manage the variable special needs student enrolment predicted in coming years.

## Teaching quality

Teaching staff share the belief that strong partnerships with families leads to better engagement of students and that common language around evidence-based strategies supports students to reach their potential.

### Commendations

The review team validate the following:

- The capacity and confidence of staff to share their practice has grown in recent times and added to the embedding of whole-school practices and programs, such as Sounds~Write and Talk for Writing.
- Support has been provided to teachers to experiment with remote and online methods of teaching, including families and carers in day-to-day classroom activities.
- The collaborative teaching model ensures a uniformity of approach and practice. Using careful management, and at the instigation of teachers, numerous evidence-based practices have been deployed.
- The knowledge and enthusiastic input of newly hired and recently graduated teachers and education assistants promotes the growth and development in skills of established staff.
- The Celebration of Learning event, boasting a 90 per cent family attendance rate, is a critical and anticipated partnership, strengthening activity led by both staff and students.

### Recommendations

The review team support the following:

- Maintain the school's determined approach to strengthen students reading through embedding the Science of Reading research and the adoption of Talk for Reading.
- Continue to share the best practice of teaching staff by creating videos while also maintaining the highly successful collaborative teaching teams.
- Transition current IEPs<sup>2</sup> from the GradeXpert platform to the SEN<sup>3</sup> planning module of Reporting to Parents.

## Student achievement and progress

Student performance in NAPLAN<sup>4</sup> is within expected ranges, with school results at or slightly above like schools. Writing has become a strength area in student progress and achievement.

### Commendations

The review team validate the following:

- Staff possess a firm knowledge of the achievement profile of all students. This is evident in their ability to plan and respond to student results data.
- The introduction of Science of Reading concepts, as well as school-wide daily reviews and measures of reading fluency, WARP<sup>5</sup> are the collective staff actions based on concern for achievement trends in reading.
- A numeracy specialist leads staff to seek improvement for students. This, guided by the data in GradeXpert and a passionate science specialist, creates learning opportunities outside of classrooms and the school.
- Powerful interventions such as the MultiLit program have led to improvements in students' reading fluency.
- Collaborative teaching teams, and the use of moderation tools such as Brightpath and SCISA<sup>6</sup> Judging Standards, are leading to a strengthening of comparability in teacher judgements across the curriculum.

### Recommendations

The review team support the following:

- Ensure that induction processes for new staff are comprehensive of the range of established school-wide practices.
- Continue to upskill teachers on the use of daily reviews and methods to improve reading fluency.
- Maintain the ability to pivot to strategies, such as Brightpath moderation, when indicated necessary by student achievement data.

## Reviewers

Rohan Smith  
**Director, Public School Review**

Gemma Larham  
**Principal, Yakamia 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 scheduled during or after Term 1, 2025.



Melesha Sands  
**Deputy Director General, Schools**

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## References

- 1 Information and communications technology
- 2 Individual Education Plans
- 3 Special Educational Need
- 4 National Assessment Program – Literacy and Numeracy
- 5 Wheldall Assessment of Reading
- 6 School Curriculum and Standards Authority