



Department of
Education

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Cadoux Primary School

Public School Review

May 2019

PUBLIC SCHOOL REVIEW

Purpose

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

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

This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed 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:

	Effective
	The school demonstrates effective practice in creating the conditions required for student success.
✓	Needs Improvement
	The school has aspects of its practice below expectations and needs supported action to improve student success.

Context

Cadoux Primary School is situated in the Shire of Wongan-Ballidu in the central Wheatbelt region approximately 212 kilometres north-east of Perth.

Established in 1933, the school has a long and positive history within the agricultural township. The main industries in and around the small town of Cadoux are wheat and sheep farming. It is also recognised for the significant earthquake that struck the town in 1979.

With an Index of Community and Socio-Educational Advantage rating of 1036, the school currently enrolls 24 students from Kindergarten to Year 6.

There is an active Parents and Citizens' Association (P&C) from which the school is beneficiary of a variety of fundraising activities. Cadoux Primary School also profits from the contributions of a dedicated School Council who willingly give their time to support the school.

School self-assessment validation

The Principal submitted a restricted school self-assessment.

The following aspects are confirmed:

- Evidence submitted to inform the school's self-assessment and judgement of current performance was based on brief anecdotal reflections from the Principal.
- Staff and parent representatives actively engaged and contributed their reflections during the school validation visit.
- The school validation visit provided clear insight into future improvement planning intentions.

The following recommendations are made:

- Develop links between areas identified for improvement, target setting and related planning based on an assessment of current progress.
- Enhance opportunities for staff to engage collaboratively in the rigorous assessment of key evidence to inform planning.
- Consider a broad scope of data that most effectively and efficiently represent the school's performance and related planning relevant to each condition for student success.
- Use the Assessment Summary in the ESAT¹ to reflect the school context, historical and current school workforce situations and the implication on school operational matters.

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Relationships and partnerships	
Respectful and engaging interactions between staff, students and parents are evident. Continued investment in building professional relationships within the school will support the development of a cohesive school culture.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• The community is heavily invested in the school with a proactive and highly supportive parent body.• A collegiate staff culture is emerging and will further progress with a stable workforce.• The P&C works tirelessly to champion school initiatives through fundraising and volunteering their time at the school.• The Principal is mindful and considerate of staff health and wellbeing.• Parents work with the school to enhance learning opportunities for all students and are confident in the school preparation of students for the next stage of their educational journey.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Develop a strategic and targeted communication strategy to foster proactive, timely and consistent notification processes for parents.• Continue to build relationships with existing local school networks.• Together with the School Council and P&C, seek community views through a wider variety of avenues to encourage a higher rate of survey completion.• Strengthen trust and empower staff through authentic consultation and engagement in school improvement.• Build the capacity of the newly appointed School Council chair and other members through access to the Department's training modules.

Learning environment	
Students at the school demonstrate positive behaviours. A culture of inclusivity and a tone of harmony is evident. The physical environment is attractive, orderly and engaging.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Levels of 'regular' attendance are excellent and reflective of sound attendance strategies aligned to robust parent-school partnerships.• All staff are committed to the students in their care and prioritise student health and wellbeing.• The school makes a concerted effort to ensure all parents and families feel welcome.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none">• Develop a behaviour management policy that reflects the school context.• Align incentive programs for rewarding positive behaviour under a common set of expectations.

Leadership

Although, to date, limited attention has been given to developing school-wide approaches, an emphasis on leading a culture of high expectations, improvement and accountability is required and will continue to build community confidence.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • A change in staffing has provided the Principal with the impetus to re-establish a whole-school ethos of continuous improvement. • The Principal articulates a commitment to school improvement.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a vision that embodies the future direction of the school. • The link between school, operational and classroom planning to be communicated clearly and implemented consistently with targets for improvement well defined. • Ensure change processes clearly define measures of support and accountability to enable the effective implementation of new and existing whole-school initiatives. • The Principal to work with staff to review and develop relevant and cohesive operational plans that reflect the context of the school. • Establish a whole-school assessment plan including a schedule and suite of credible evidence sources to inform improvement planning. • Increase whole-school responsiveness to the ACSF².

Use of resources

The school is well-resourced and has managed its budget carefully. The investment in digital technology resourcing will continue to support the emerging STEM³ programs.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school has been successful in attracting additional funds through grant applications. • The Principal and the MCS⁴ work closely together to ensure all financial management protocols are met. • Strategic planning ensures replacement and maintenance of assets and resources. • The physical environment is well-maintained, attractive and welcoming.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consider the short-term appointment of an EA⁵ to work in the senior classroom to support the newly appointed teacher with multi-age groupings. • Establish a strategic and proactive approach to staff recruitment. • Ensure the deployment of physical and human resources supports the strategic direction of the school. • Consider development of a resourcing plan aligned to the needs identified in the strategic plan.

Teaching quality	
The emerging level of collegiality among the teachers to meet the needs of their students lays a good foundation to ensure the sustainability of whole-school approaches and programs.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Digital technologies are used consistently and effectively to support teaching and learning programs. • Staff induction processes are comprehensive and effective.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Develop a commitment from staff to the implementation of formalised scope and sequences and curriculum pathways (Kindergarten to Year 6). • Introduce quality teaching strategies to support multi-age settings. • Establish school-wide beliefs about effective teaching and how students learn best to develop a whole-school language and pedagogical framework. • Continue to access network opportunities (Inland Lighthouse and ECE⁶ network) to support professional growth, moderation practices and curriculum development. • Continue to develop alignment between performance management, peer observations and strategic planning. • Continue to use network opportunities, Brightpath, Judging Standards and exemplars to support teachers in making consistent judgements.

Student achievement and progress	
The school is aware that small cohort data should be carefully considered. Individual students' academic achievements and progress are celebrated.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Students have the opportunity to be immersed in the arts through highly effective and innovative curriculum delivery, particularly in music. • Students' NAPLAN performance has been consistently and impressively strong compared to like schools. • Whole-school programs (Diana Rigg, Reading Eggs, Mathletics) are developing to support literacy and numeracy across the school. • Individualised planning to support student achievement and progress is evident. • Students from Kindergarten to Year 6 benefit from the effective delivery of the language curriculum through ELLA⁷ and SIDE⁸.
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> • Consider explicit whole-school approaches to ensure the literacy and numeracy blocks are effective in meeting the needs of all students. • Establish protocols for transition of students between classes. • Develop a rigorous and sustainable approach to the monitoring and tracking of student progress.

Reviewers

Joanne Harris
Director, Public School Review

Helen Barnes
Principal, Binu Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of 'needs improvement'.

Your next school review is scheduled for 2022.



Stephen Baxter
A/Deputy Director General, Schools

References

- 1 Electronic School Assessment Tool
- 2 Aboriginal Cultural Standards Framework
- 3 Science, technology, engineering and mathematics
- 4 Manager Corporate Services
- 5 Education Assistant
- 6 Early childhood education
- 7 Early Learning Languages Australia
- 8 School of Isolated and Distance Education