Department of Education

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Canning Vale Primary School

Public School Review

February 2019

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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.

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Context

Canning Vale Primary School is located 21 kilometres from the Perth central business district, in the South Metropolitan Education Region, and currently enrols 498 students from Kindergarten to Year 6.

Built in 1994, the school offers a bright and attractive campus that provides a supportive learning environment for children to develop academic, physical, social and creative skills.

The school, with an Index of Community and Socio-Educational Advantage rating of 1057 (decile 2), gained Independent Public School status in 2012.

Specialist programs offered at the school include music, physical education and visual arts. These complement a strong academic and social program.

School self-assessment validation

The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- The submission provided an open, honest and transparent account of the current school context.
- A sound range of credible evidence was selected for analysis.
- Staff engagement in the school assessment process was collaborative.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A culture of reflection and continuous improvement was evident.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation.
- The simplified self-assessment framework adopted by the leaders has assisted processes for reflection to plan for the future.

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Relationships and partnerships

Positive community relationships and partnerships are founded on a high level of respect for the school's history. Traditions are embraced by the school leaders with a focus on 'enhancement rather than change' within the school and broader educational community.

Effectiveness	The review team validates the following: • Significant mutual benefit for the school, students and external agencies result from the volunteer program and pre-service engagement with TAFE[1], universities and local secondary schools. • Engaging and respectful relationships are evident between staff and students. • Quality professional relationships underpin high levels of staff morale. • School Board representatives engage actively in consultation about school direction. • Board members advocate strongly for the school and its' achievements. • An extensive in-school induction complements formalised Board training. • Communication processes are well established and respected by the school community. • Student, staff, parent and community feedback is sought routinely to shape improvement policy.

Learning environment

A culturally diverse student population is well catered for in this caring and nurturing environment. An established and embedded values program provides the foundation for agreed student and staff behaviours. There is an authentic commitment by staff and students to uphold the values of pride, respect and excellence.

Effectiveness	The review team validates the following: • There is a safe and orderly learning environment with attendance rates at expected levels. • The implementation of the Protective Behaviours program has had a positive impact on student, staff and parent awareness. • Students at educational risk are informally identified, supported and monitored for improvement. • Plans and processes to support EAL/D[2] students are thorough, strategic and effective. • Staff model exemplary professional behaviours underpinned by a focus on 'developing the student as a whole'.
Improvements	The review team validates the following action: • Formalise structures and responsive processes for the management of attendance, behaviour, engagement and students at educational risk.

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Leadership

Board members and staff commented positively on the foundation being laid and the level of support for school improvement under the current leadership. The engagement of staff and the Board in aligning school history coherently with future direction within the Business Plan has been beneficial in clarifying vision, values and culture.

Effectiveness	The review team validates the following: • Leaders are committed to the development of a school-wide culture of improvement based on continuity and connectivity. • Distributed leadership opportunities are undertaken enthusiastically by staff to support strategic direction. • Leaders have managed changing circumstances proactively to consider optimal conditions for the success of all students. • Leaders establish and maintain an inclusive learning community. • Leaders provide quality support which is appreciated by staff. • The National School Opinion Survey acknowledges the very positive leadership within the school.
Improvements	The review team validates the following actions: • Ensure alignment between classroom practice and whole-school direction through an agreed planning framework and the inclusion of realistic yet aspirational targets for achievement.

Use of resources

Decision making, management and monitoring processes for the use of resources are aligned clearly to school management and operations. There is a clear and defensible link between the use of resources and the conditions for student success.

Effectiveness	The review team validates the following: • Resourcing is targeted to support essential personnel and programs. • A well-informed and balanced budget is set each year and includes short and longer term planning for workforce and reserves to ensure expenditure does not exceed budget. • Resource allocation decisions by the finance committee, about funding of specific school programs and interventions, are evidence-based with student needs as the primary focus. • Formalised management processes have been established to ensure short-term and long-term planning for human and financial resources are fiscally efficient and effective.
Improvements	The review team validates the following action: • Enhance the transparency of resource usage by documenting funding allocations and sources in school planning.

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Teaching quality

There is a school-wide understanding of the need to build a performance culture around quality teaching to underpin the school's improvement journey. A strong foundation for this commitment is provided by a high level of teacher experience and competence.

Effectiveness	The review team validates the following: • There is a culture of high standards and high expectations. • School-wide beliefs about effective teaching are understood and embedded. • Recognition of the value of teacher collaboration has resulted in well patronised 'Curriculum Cafés'. • Targeted strategies including 'Diana Rigg', 'Words Their Way' and 'Brightpath' support curriculum and assessment. • Assessment and reporting is supported by common assessment tasks and moderation processes. • Teacher collaboration is focused on student progress.
Improvements	The review team validates the following actions: • Re-align the performance management process to the AITSL[3] Australian Professional Standards for Teachers as the framework for performance development. • Consolidate and extend the rigour in staff focus on whole-school practices and student performance data to inform planning and differentiation. • Formalise learning area scope and sequences of curriculum (Kindergarten-Year 6) to enhance student transition and progress.

Student achievement and progress

Long-term student performance data is positive. The school considers and analyses a range of data to inform plans for improvement. This process is contributing to an understanding of the value of evidence-based decision-making at the class and whole-school level.

Effectiveness	The review team validates the following: • Student achievement levels affirm the effectiveness of curriculum delivery. • Student achievement data has been similar to like schools consistently since 2014. • A small proportion of Year 3 students are at academic risk. • Higher levels of achievement and progress were evident in most areas for Years 3 to 5 students from 2016 to 2018. • The Canning Vale Primary School Focus provides clear direction for ongoing improvement strategies documented in the Business Plan.
Improvements	The review team validates the following action: • Continue to develop staff capacity to analyse and interpret student performance data to inform improvement planning. • Review student tracking mechanisms to optimise effectiveness and efficiency.

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Reviewers

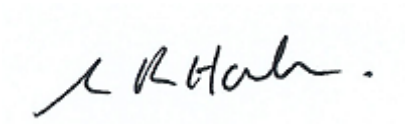
Brett Hunt
Director, Public School Review

Peter Meston
Principal, Glengarry Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse your school performance rating of ‘effective’.

Your next school review is scheduled for 2022.



Lindsay Hale
Executive Director, Public Schools

References

1 Technical and Further Education
2 English as an additional language/dialect
3 Australian Institute for Teaching and School Leadership

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