



Department of
Education

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Caladenia Primary School

Public School Review

December 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 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:

	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

Caladenia Primary School is located in Canning Vale, approximately 24 kilometres south of the Perth central business district, in the South Metropolitan Education Region.

Opened in 2007, and becoming an Independent Public School in 2012, the school offers modern facilities set in pleasant grounds. The school also hosts 'Helping Hands' an out of school hours care service.

Over 65 per cent of students are from non-English speaking backgrounds, which provides opportunities to explore ways of building a positive multicultural school environment.

An emphasis on creating learning options for high achieving students in Years 4, 5 and 6 has led to the establishment of a Multi-age Academic Class.

The school has an Index of Community Socio-Educational Advantage rating of 1107 (decile 1). Currently, there are 905 students enrolled from Kindergarten to Year 6.

Exceptional support is provided to the school through the work of the School Board and the Parents and Citizens' Association (P&C).

School self-assessment validation

The principal submitted a variety of evidence.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an understanding of the school context, operational foundations and school planning processes.
- An embedded culture of reflective practice was evident in the ESAT submission and during the validation visit.
- Attachments submitted aligned to entry statements.
- A large number of staff, in combination with parents representing the School Board and P&C, engaged positively in the validation visit.
- Student councillors added significantly to the authentication of the school ethos.
- The school visit generated information that added significant value to the school self-assessment submission.

The following recommendation is made:

- Consider introducing practices for warehousing school performance information using the ESAT.

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Relationships and partnerships	
Parents have confidence in the school's governance procedures. This has been achieved through the high level of public accountability and transparency of the school's communication processes. The leadership team is united in its moral purpose, which is a motivating influence for staff to be professionally accountable to each other and the community of families it serves.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• There is a high priority on building community partnerships based on local values, in combination with a spirit of goodwill and cooperation.• The school habit of seeking feedback enhances performance monitoring.• Leaders recognise that schools are adult workplaces where staff development requires a differentiated approach.• The School Board is comprised of highly committed and knowledgeable members who are aligned to community values and expectations.• There is strong belief that a team that makes decisions together, assigns work and holds its members accountable, will be successful.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Use the size and diversity of the staff, in combination with the diverse community, to capitalise on the existing understandings and acceptance of difference.

Learning environment	
The tone of the school reflects a sense of pride in creating a safe, inclusive and vibrant learning environment. Staff are supported to monitor the progress of individual students and tailor their teaching to ensure the focus is on the progress of student learning.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none">• Feedback indicates that the positive impact of programs implemented has extended beyond the school to the home environment.• The school has an intentional approach to building student resilience, trustworthiness and a respectful appreciation of the environment in which they live.• Behaviour management strategies have been developed through establishing and maintaining respectful relationships with students.• Students at educational risk are identified early using a comprehensive monitoring and tracking profile. They are provided with appropriate intervention/support.• Adherence to Kagan routines and structures provide a level of classroom management predictability to which students respond very positively.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none">• Maintain the existing focus on supportive strategies for the growing number of students enrolling with limited English proficiency.

Leadership

The leadership team has taken a proactive approach to building a tangible culture of school success. In the pursuit of improved teaching and student learning outcomes, leaders work proactively in classrooms to support staff by sharing their knowledge and experience.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> The school's distributed leadership model creates meaningful opportunities to build leadership capacities among staff. Targeted professional learning is fostered through a rich team structure distributed across the school. The pursuit of a high performance culture is underpinned by a leadership team with strong level three teacher credentials. The leadership team nurtures commitment and ownership of school initiatives by offering opportunities for staff to participate as 'frontline' implementers of change. Peer observer feedback is a key element of the school's approach to developing and maintaining high standards of teaching practice.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Maintain the ethos of continuous improvement through the pursuit of high achievement and high care for students.

Use of resources

The school has sound processes to deploy resources in response to student needs. Monitoring systems and decision making protocols are robust and transparent. Areas of high priority and improvement targets outlined in the business plan receive proportionate levels of funding.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> Student characteristic funding is utilised in accordance with student needs. The workforce management plan is constructed with the needs of students as a priority, while maintaining a focus on workforce efficacy. Resourcing priorities include ensuring students have access to 21st century digital learning options. The school takes a systematic approach to ensure that resource provision, both workforce and financial, is appropriate, timely and documented. The buildings and grounds are carefully managed to ensure they provide a rich learning environment for students. The front office reception team places a high priority on offering a welcoming, 'can do' attitude for families and visitors to the school.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> Explore professional learning options to continue to build staff capacity in order to meet the ever increasing demands of workforce planning.

Teaching quality

The school values the positive impact that staff collaboration can have on its improvement. The whole-school improvement planning model emphasises what students need to learn through the school-wide use of the 'Quality Teaching and Learning Policy Handbook'.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • There is an unambiguous emphasis on building common understandings together with common teaching strategies, underscored by a shared pedagogical language. • There is conscious effort to elevate the quality of feedback to staff from the leaders by acknowledging it is a required skill for both the giver and receiver. • Professional exchanges between staff are a daily occurrence, with teachers involved in collaborative teams either at the phase of learning or curriculum leadership level. • Specialist teachers are recognised for their knowledge and expertise in providing an enriched curriculum that caters for all students. • The school offers a Multi-age Academic Class that provides lateral and vertical extension for high achieving students.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to develop and maintain strong links to evidence-based change and research into best teaching practice.

Student achievement and progress

Teaching is distinguished by a school-wide belief in evidence-based target setting, which drives school and classroom planning. Explicit instruction is mandated along with Kagan strategies to assist students in taking responsibility for their learning.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> • The school's unrelenting approach to explicit teaching for the delivery of differentiated literacy and numeracy strategies has resulted in elevated levels of student achievement. • Teachers work in close alliance with education assistants to continuously evaluate the impact of their programs on student achievement and progress. • Deep and detailed analyses of student achievement data (the Data Cycle Review) are performed relentlessly to acknowledge success and discover where gaps in student learning exist. • NAPLAN¹ 'strengths and weaknesses' analyses provide an empowering influence on preparing and delivering targeted classroom plans. • Kindergarten information and readiness sessions support parents and children to be better informed, involved, and more connected in starting their education journey.
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> • Continue to monitor Australian Early Development Census reports to ensure timely and appropriate responses to changes in the school's student demography.

Reviewers

Rod Lowther
Director, Public School Review

Matthew Osborne
Principal Advisor
Leadership, Innovation and Strategy
Peer Reviewer

Endorsement

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

Your next school review is scheduled for 2022.



Stephen Baxter
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy