

CAVERSHAM PRIMARY SCHOOL

June 2016

Principal: Ms Kim Perkins

D16/0368209

School Performance Assessment (SPA) Assessors

Rod Lowther, Director, Schools Review

Isobel Comrie, Principal, Millen Primary School

SPA timeline

School receipt of self-assessment application	16 May 2016
School return of application	3 June 2016
School-based validation	8 June 2016
Report release	13 June 2016

Self-assessment Submission - Overview

Claims against the evidence used together with the school's judgements and actions statements show strong alignment in all but one area. The alignment of evidence and judgement in the Student Achievement and Progress domain was acceptable following clarification of the interpretation of the term 'As Expected'. The school used a number of standardised data sources and school-based information such as surveys to fortify the claims and judgements.

A strength of the submission were the actions and sustainability comments, which were clear and insightful, specifying intentions with regard to building staff capacity. Comments relating to student achievement and progress offered a perception of acceptance of the standard of student achievement. Following discussions during the validation visit, it was clear that the school expects higher achievement levels.

The standard of the school's self-assessment submission compares very favourably with effective schools that have a well-developed school performance reflection ethos. This places Caversham Primary School in a strong position to maintain its trajectory of continuous improvement.

There was a high level of comparability between the judgements of the members of the review team.

School-based Validation

A comprehensive schedule of meetings with key school stakeholders was prepared for the assessment team including the leadership team, staff (teaching and non-teaching), the School Council Chair and parents. The schedule also included the opportunity for an initial tour of the school with student councillor representatives and time to visit classrooms.

Staff remarked favourably on the self-assessment process, acknowledging the consultative and inclusive approach adopted by the Principal during the preparation of the self-assessment submission. They endorsed the information and proposed actions outlined in the submission.

The School Council Chair spoke positively about the Council's involvement in the process pointing out that the Council received frequent updates about the school's performance throughout the year. The Chair was confident that the self-assessment submission was a fair and accurate account of the school's performance.

Staff, students and parents remarked on the positive impact the leadership has brought to the school. They are optimistic about the future of the school as it grows in size and diversity.



Student achievement and progress

The school described student achievement and progress as being within reasonable limits.

- Ascending and descending trend lines were identified in areas assessed for Years 3 and 5.
- Trend lines are used as a basis for establishing school improvement targets.
- During the validation visit, the school confirmed concerns relating to value adding between the stable cohort for Years 3 and 5.
- Variations in data were attributed to recent demographic changes.
- Staff are working collaboratively to develop a common language for teaching beliefs and values, differentiate programs and implement whole-school approaches.
- Early years programs are strengthened by tailoring teaching to On-entry Assessment Program (OEAP) data.
- Staff have been engaged in Leading Numeracy professional learning.
- A skilled staff member has been released to provide targeted support for teachers.

The school-based discussions with the leadership indicated an appropriate level of awareness of the standard of student achievement and a clear, intentional, strategic approach to lift the standards of student achievement by targeting teacher development.

Quality Teaching

There is evidence that the school has identified the importance of investing in building teacher capacity.

- Senior teachers are strategically placed in collaborative teams to foster the alignment between school and class planning.
- School performance questions are considered prior, during and post planning periods.
- Disciplined collaborative planning is creating a strong team ethos across phases of learning.
- The pursuit of a culture of high standards and high expectations is underscored by the school's orientation to evidenced-based decision making.
- School assessment and reporting processes are supported by network moderation processes.
- Line manager and peer observations provide evidence of how teachers differentiate the curriculum and manage their classrooms.

Through ongoing exposure to reflective practices and effect size research by Prof John Hattie, the Principal is advancing the knowledge base of teachers, thereby strengthening the school's pedagogical dialogue.

Positive Learning Environment

The school is pursuing a positive learning environment sustained through an explicit school-wide values-based ethos.

- The school is embracing their developing multi-cultural student profile.
- There is a focus on building the cultural competence of all staff.
- Visual representation of expected understandings and behaviour linked to local Aboriginal heritage is in place.
- Reinvigoration of the physical environment and building assets has been a priority.
- The school behaviour support policy is framed by the Positive Behaviour Support program.
- Attendance levels are within reasonable limits. Issues related student punctuality and unauthorised absences are monitored for signs of deterioration.
- Specific references to the management of students at educational risk commence with interventions based on OEAP data, curriculum differentiation, small group withdrawal and high quality support provided by educational assistants.
- The School Volunteer Program focuses on student mentorship.

The school makes frequent use of surveys to monitor school tone and community connection.

Effective Leadership

There is strong alignment between the school vision and direction and the perception of the key stakeholder groups.

- Key planning priorities include improved student achievement, a positive learning culture and supportive student health and wellbeing ethos.
- There is a strongly united leadership team with complementary professional skills and knowledge.
- The dispersed leadership model makes full use of senior teacher capacity.
- The pursuit of quality teaching practice connects across the phases of learning.
- There is a school-wide commitment to achieving continuity of curriculum delivery.
- The Principal demonstrates a commitment to creating a staff professional learning community.
- Performance management processes are embedded based on the Australian Institute of Teaching and School Leadership (AITSL) Professional Standards for Teachers.
- Staff induction processes are appropriate to the contextual needs of each new staff member.
- There is an intentional approach to building school/family relationships – a ‘welcome to our school’ ethos.
- Change management processes are based on optimistic, ‘future proofing’ school improvement.

Recent growth and an increasingly diverse student profile are seen as opportunities for the leadership to boost the reputation and image of public education in the Swan Valley precinct.

Productive Relationships

Satisfaction surveys are a primary source of information used to underwrite claims of endorsement of school progress over the past two years.

- The staff demonstrate an active interest in the school and its future.
- A friendly, relaxed staff room atmosphere is complemented by a school-wide commitment to professional growth and development.
- Parent satisfaction surveys indicate a strong alignment between school and community values.
- Genuine relationships between staff and students are reflected in student survey data and feedback from student council representatives. School pride is a commonly expressed sentiment.
- The relationship between the school and School Council has strengthened in recent years.
- Following the School Council self-assessment, it is a strong advocate for the school to achieve Independent Public School status.
- Parents reported high levels of approachability and accessibility with staff.

Through its communication processes, the school has developed a reputation for student centred decision making which is consultative, open and transparent.

Strategic Resourcing

Resources are used to address the current needs of students. Budget management is strengthened by the alignment between school plans and the role of the school finance committee.

- Funds are managed to maximise the deployment of staff.
- A five year staff profile document, the *Futures* workforce plan, has been prepared.
- Evidence precedes funding allocations.
- The Manager Corporate Services provides training for staff and monitors the work of cost centre managers.
- A positive and valued relationship exists between the Principal and Manager Corporate Services.
- The delivery of digital learning options is advanced through a skilled senior teacher co-ordinator and supported with technical advice from the Manager Corporate Services.
- Student funding characteristics guide the allocation of resources.

The reforms to the school funding model and the School Funding Agreement have defined the school’s approach to ensuring funding allocations are targeted where the need is greatest.

School Performance Assessment Summary

Caversham Primary School presented a comprehensive self-assessment submission. The submission portrayed a school which has an authentic commitment to improving standards of student achievement through strategically building staff capacity and confidence. The leadership has promoted accountability as a public professional obligation.

The School Performance Assessment team notes the following areas of effectiveness as identified by the school:

- Staff acquisition of professional knowledge through research-based professional learning.
- The introduction of school-based staff mentor support.
- The adoption of AITSL Disciplined Collaboration processes.
- Evidence of a school-wide, values-based behaviour support ethos.
- A progressive approach to introducing digital student learning options.
- Pursuit of a strong school image and reputation strategy.

The School Performance Assessment team notes the following areas for improvement as identified by the school:

- Focus on Year 3 to Year 5 stable cohort progress and achievement.
- Achievement of greater balance between number and other strands of the mathematics curriculum.
- Improved grade allocation alignment.
- Expansion and up skilling of the Finance Committee membership.

As a result of the discussions during the school-based validation process, the school has a clearer understanding of commentary required to describe how a school could judge itself to be performing within reasonable limits (As Expected) but not be satisfied with the standard of student achievement at the time of completing the self-assessment application.

Validation Endorsement

The School Performance Assessment team has carefully considered the self-assessment submission together with the school-based validation process.

The conditions for continued school growth and development exist through evidence of a robust planning process, building of sustainable connected teaching practices and a school-wide reflective culture.

Next SPA schedule

The next School Performance Assessment process is scheduled for Term 2, 2019.