



Department of
Education

D19/0084010

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Scaddan Primary School

Public School Review

February 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

Located 50 kilometres from Esperance, in the Goldfields Education Region, Scaddan Primary School provides educational programs for students from the town of Scaddan and surrounding farming communities. With an Index of Community and Socio-Educational Advantage rating of 1010, the school currently enrolls 23 students from Kindergarten to Year 6.

The composition of the teaching staff offers a balance of experience in combination with a newly appointed graduate teacher. Administrative and non-teaching staff have had a long-term association with the school and the local community. The closure of a neighbouring school has been managed respectfully and sensitively.

The school is supported by an informed School Council as well as an active Parents and Citizens' Association.

School self-assessment validation

The Principal submitted a school self-assessment that provided valuable insights on the school's performance.

The following aspects are confirmed:

- Staff were provided with an opportunity to discuss and reflect on the evidence submitted.
- The Principal, in consultation with the staff, demonstrated an appetite for reflective practice.
- The School Council understands and accepts the value of self-assessment processes.
- The Principal found the self-assessment process to be instructive in acquiring a deep understanding of the school's performance.

The following recommendations are made:

- Extend the opportunity to all staff and the School Council to add comments in the ESAT¹.
- Establish the ESAT as the primary 'warehouse' for school performance information and reflection with particular attention given to reviewing the impact of school operations and learning programs.
- The school to be forthright in describing areas of concern and success.

Public School Review

Relationships and partnerships	
<p>Scaddan Primary School is central to community activity and engagement. Building on the enthusiasm and commitment to their local school, the Principal has focussed on maintaining productive and sustainable community partnerships. The school's approach to keeping strong community ties with Grass Patch is acknowledged and appreciated.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• A strong and future focussed School Council seeks opportunities to grow enrolment size and maintain a sense of community ownership of the school.• The School Council identifies areas for improvement through survey analysis and consistently acts on information given.• The Principal is invested in keeping the school operating efficiently, building upon community links beyond Scaddan.• Parents described feeling welcomed and valued from the moment they enter the school reception area to meeting staff in classrooms.• The 'student forum' is an ideal opportunity for students to experience decision making through the sharing of ideas.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Embed long-term strategic plans for whole-school progress with input from key stakeholders from the school and community.

Learning environment	
<p>High expectations for student health and wellbeing underpin Scaddan Primary School's values. Students feel safe, valued and supported to achieve their best in a small school environment. An inclusive environment, supporting success for all students, is evident across the school.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none">• Whole-school processes are emerging for student identification to inform case management planning.• Attendance levels are a reflection of students reporting that they feel a sense of 'belonging' and enjoyment from being at school.• Embed the IEP² process to ensure that the cycle of identification, intervention, monitoring and review are sustained.• The implementation of the health curriculum, with a focus on student wellbeing, is resourced appropriately.
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none">• Ensure students are prepared for high school, in terms of learning opportunities, technology integration and interactions with neighbouring larger schools in Esperance.

Leadership

The school leadership has a clear understanding of the long-term direction of the school. The Principal is committed to building upon previous achievements and is focussed on embedding strategic plans to maintain school improvement momentum.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The Principal contributes to a distributed leadership model by providing opportunities for all staff to be engaged in school governance processes. • The staff and community attribute their confidence in the direction of the school to the leadership style of the Principal. • Change is managed strategically with consideration given to timing, stakeholder engagement and the impact of the changes.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Set clear expectations for staff through formal observations and performance management practices, aligned to job descriptions and the AITSL³ Australian Professional Standards for Teachers. • Provide alternative/creative opportunities for staff to participate in professional development both locally and beyond the region. • Using the ESAT, planning, assessment and review strategies are aligned to a continuous self-assessment culture. • Participation in Launch: Newly Appointed Principal Program has built upon leadership practices with mentor support.

Use of resources

The school administration has been prudent in regard to financial management and budgeting. Due to the existing cost of electricity, the school is actively seeking alternative power sources. The school is pursuing an initiative to establish a playgroup using an existing building.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Transparent budgeting processes are in place, with all staff able to make informed judgements on school funding. • School building assets and grounds are well-maintained with students and staff expressing the view that the school has a 'nice feel'. • Student and teacher resources are being reviewed and replaced to ensure a streamlined approach to teaching across all year levels. • The MCS⁴ offers a combination of expertise and experience to the strategic management of both financial and human resources.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Ensure the future needs of the school and its students are accommodated by informed workforce planning. • The Principal to attend ongoing professional development to ensure a solid understanding of the student centred funding model dashboard and associated processes.

Teaching quality

The teaching staff recognise and embrace the challenge of multi-age classrooms. They seek alternative methods of teaching to ensure a differentiated approach to learning. Staff morale is high and the working environment is positive and student oriented.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Supportive and effective working relationships exist between teaching and non-teaching staff. • Staff embrace change and welcome opportunities to improve the impact of their teaching on student learning. • A problem-solving ethos, where students embrace learning with confidence, is being developed. • The instructional framework ensures the focus is on delivering a consistent school-wide pedagogy. • A cycle of peer observations is being embedded as the norm for adding value to the school's teaching practice.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Teachers to embed evidence-based class planning and practices to monitor student progress and achievement in literacy and numeracy. • Seek professional learning opportunities and engage with other small schools to support multi-age planning and program delivery across all learning areas.

Student achievement and progress

The school is proactive in its approach to the collection and analysis of student data. Noting that caution should be exercised when considering small cohort national system data (NAPLAN⁵), the school is beginning to implement strategic assessments to track individual progress in literacy and numeracy.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The analysis of data at whole-school and individual levels to embed explicit curriculum-aligned teaching, assessment and reporting strategies, is developing across all classrooms. • While comparative data are unreliable due to small student cohorts, progress and achievement data, based on stable cohorts, is strong. • Specific programs are being implemented to improve writing and spelling.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Review current standardised school assessment stanines to ensure student targets are aimed at achievement levels greater than satisfactory. • Teaching staff to implement assessment tasks to ensure alignment between student data and targets set. • Pursue the opportunity to implement a data collection spreadsheet to track whole-school and individual student progress across all years of schooling. • Implement a robust process of disciplined dialogue to review business plan targets and make adjustments within operational plans.

Reviewers

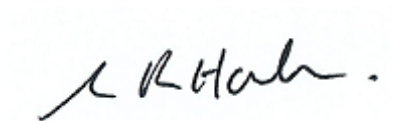
Rod Lowther
Director, Public School Review

Emma Bancroft
Principal, Balingup 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 Electronic School Assessment Tool
- 2 Individual education plan
- 3 Australian Institute for Teaching and School Leadership
- 4 Manager corporate services
- 5 National Assessment Program – Literacy and Numeracy