



Department of
Education

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Public education
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Chapman Valley 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

Chapman Valley Primary School is located in the small rural town of Nabawa, 453 kilometres north east of Perth in the shire of Chapman Valley. The school caters for the largely agricultural region between Geraldton, Northampton and Yuna.

With an Index of Community and Socio-Educational Advantage rating of 1010, the school currently enrolls 29 students from Kindergarten to Year 6. Students travel from local farms as well as the broader community with transport provided by two school buses. An Independent Public School since 2017, Chapman Valley Primary School is supported by a committed School Board, an active Parents and Citizens' Association and an engaged community.

School self-assessment validation

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

The following aspects are confirmed:

- A broad range of evidence was selected for analysis and included in the submission.
- The school's analysis of evidence was appropriate and supported a genuine understanding of the school's performance.
- There was general alignment between the evidence provided, analysis of performance and planned actions for improvement.
- Actions for improvement, described in the school's self-assessment, were elaborated on during the validation visit.
- Staff were provided with an opportunity to discuss and reflect on the evidence submitted.
- While completing the ESAT¹ carries certain challenges for schools with small cohorts, an understanding of the value of self-assessment is emerging.

The following recommendations are made:

- Enhance the quality of ESAT submissions by collapsing multiple, related entries into a focused assessment inclusive of associated evidence sources, observations and planned actions.
- Enhance the quality of analysis through including descriptions of the impact of implemented policies and programs.
- Engage staff collaboratively in the process of school self-assessment through extending the opportunity to add comments in the ESAT.

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Relationships and partnerships	
<p>Productive partnerships with local government, allied health and community organisations support students' learning. The Small School Hub network brings efficiencies and benefits for staff and students. The school proactively seeks student voice in improving the day-to-day operations and learning environment.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Parents report high levels of satisfaction with communication processes. • School Board members are strong advocates for the school and are eager to become more engaged in monitoring the school's performance. • Respectful relationships between staff, students and the community are evident. • The new school playgroup has been well received by the community. • The Principal's transparency in seeking, sharing and responding to feedback from the National School Opinion Surveys is recognised.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to build the capacity of the Board to engage meaningfully in the monitoring of school performance and to fulfil their governance role. • Strengthen the focus of staff collaborative meetings to target student achievement and progress.

Learning environment	
<p>The school's values, centred around kindness, are strongly reflected in the actions and sentiments of staff, students and parents. Students express that they feel safe, welcomed and valued in a supportive school environment.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The physical learning environment is well-resourced, well-organised and welcoming for staff, students and community. • An effective behaviour management policy is being enhanced by the introduction of the PBS² program. • An awareness of the need to individualise students' learning programs is evident among staff. • Attendance rates are comparable with State averages. Measures to reduce the rates of unauthorised attendance are effective and applied diligently. • Recent improvements to facilities have provided additional multi-purpose learning spaces which are being well-utilised by the school.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Formalise SAER³ policy and procedures to provide clear requirements for documented planning. • Establish a register to track the history of teaching and learning adjustments made to support students at educational risk. • Enhance support for SAER by establishing a dedicated intervention program. • Embed the explicit teaching of values and behavioural expectations through the ongoing implementation of PBS.

Leadership

Trust in the school's leadership is being built through the Principal's commitment to the community and to leading school improvement. Through the ESAT, the Principal has articulated a comprehensive account of the school's current performance and a clear vision for improvement.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The Principal has invested considerable time to ensure the school's plans reflect the Department's strategic directions outlined in Focus 2019. • The Aboriginal Cultural Standards Framework has been successfully launched through the engagement of a local Aboriginal elder. • The Principal demonstrates a strong commitment to building collective responsibility, among all staff, for the improved performance of the school. • The Principal is mindful of managing change at a pace that promotes staff acceptance and commitment. • Professional development of staff is targeted to support school priority areas.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Continue to engage staff in the development of the Business Plan to build commitment to the school's strategic directions and provide clarity of connection between all levels of planning. • Enhance performance management processes through targeted classroom and peer observations and assisting staff in setting specific improvement goals. <p>The review team identifies the following action:</p> <ul style="list-style-type: none"> • In collaboration with staff, set annualised targets in operational plans to ensure a dedicated focus on the progress and achievement of the current cohort.

Use of resources

The manager corporate services plays a key role in supporting the development of the budget and closely monitors the school's finances to ensure due diligence in resource management. The School Board is informed of the school's finances and of major financial decisions.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Budget processes are informed by the school's plans to raise the standards of student achievement. • The day-to-day management of resources is sound and the Principal and MCS⁴ work closely together to maximise the use of limited resources. • Locally raised funds from the P&C⁵ and community partnerships allow the school to provide enhanced learning opportunities for students. • The MCS manages resources conservatively but is diligent in seeking opportunities to maximise benefits to the school. • Cost centre managers are supported in carrying out their financial duties through clear documentation and ongoing advice.
Improvements	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • Continue to build the capacity of staff to enhance efficiencies and accountability of cost centre management.

Teaching quality

There is a strong commitment to building the capacity of staff to ensure connected practice across the school. Effective teaching is evident and will continue to be strengthened through professional learning and ongoing, focussed collaboration.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • A range of programs has been adopted to support teaching and learning. • Support from the West Coast Language Development Centre has provided a Kindergarten Literacy Screen that assists early childhood staff to plan appropriate interventions. • Teachers employ a selection of online programs to complement their teaching of mathematics and languages other than English. • A range of professional learning opportunities have been provided to support the school's identified priorities and agreed whole-school approaches. • Teachers differentiate in accordance with students' individual abilities and through dedicated planning in a multi-aged setting. • The school is committed to strengthening delivery of the early childhood programs through alignment with the National Quality Standard.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Build connected practice through agreed whole-school programs. • Investigate opportunities to aggregate school-based data to inform whole-school target setting and improvement discussions. • In consultation with staff, formalise an agreed explicit teaching pedagogy. • Strengthen moderation processes with the support of the small school network.

Student achievement and progress

The Principal and staff are aware of the need to exercise caution when considering system data for schools with small cohorts. In response, the school collects and analyses a suite of school-based information to inform classroom planning and interventions.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> • The school has widened the scope of data it collects as a part of a new assessment schedule. The need to aggregate these data to provide a whole-school picture of progress and achievement is acknowledged by the staff. • Through analysis of school and system assessments, staff have identified writing as an area of focus. • Fine-grained assessments including Brightpaths, PAT⁶ and KAT⁷ assist teachers to track student achievement and progress at the classroom level. • The school uses ABE⁸ data to set targets and monitor progress around students' attitudes to learning.
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> • Revisit school and system data to set clear strategic targets in the Business Plan. • Establish cohort-specific targets to provide greater focus for the school's operational plans. • Continue building the data literacy of staff to enhance the quality of classroom planning and intervention.

Reviewers

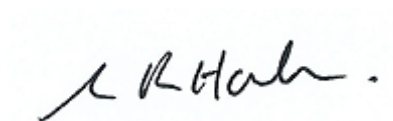
Jim Bell
Director, Public School Review

Jennifer Chittick
Principal, East Fremantle 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.



Lindsay Hale
Executive Director, Public Schools

References

- 1 Electronic School Assessment Tool
- 2 Positive Behaviour Support
- 3 Students at educational risk
- 4 Manager Corporate Services
- 5 Parents and Citizens' Association
- 6 Progressive Achievement Test
- 7 Kindergarten Assessment Tool
- 8 Attitude, Behaviour and Effort