



**SCHOOL REVIEW -SELF ASSESSMENT
2015 - 2017**

SCHOOL REVIEW TEAM 2015 - 2017

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School Review and Accountability

Every school is required to seek continual improvement and account for its performance by undertaking self-assessment, planning for improvement, reporting on performance and progress and participating in, and acting on, review processes.

Self-assessment

Principals, in collaboration with school staff are required to undertake self-assessment that results in judgements about the standards of student achievement and the effectiveness of school processes in maximising student achievement.

School principals, in collaboration with school staff and community:

- critically assess data and other evidence related to student achievement and school operations, as a basis for decisions about the actions required to maximise student achievement;
- establish an ongoing self-assessment process that provides verifiable judgments about student achievement and school operations; and
- make student achievement, both academic and non-academic, the central focus of school self-assessment.

SCHOOL IMPROVEMENT AND ACCOUNTABILITY POLICY

School self-assessment is fundamental to establishing an effective school improvement cycle. Schools are required to undertake self-assessment that results in verifiable judgements about student achievement.

THE SCHOOL IMPROVEMENT AND ACCOUNTABILITY FRAMEWORK (P. 6)

Self-Assessment requires gathering and analysing data and other evidence including teacher professional judgements, systemic testing and school operations. Using a consistent measuring tool the self-assessment results in determining a 'rating' of success and determining appropriate recommendations for schools to respond and action.

These recommendations make up the targets and strategies for a dedicated 'School Improvement Plan'.

Quality self-assessment strategies and processes result in sustainable school improvement.

National School Improvement Tool

The National School Improvement Tool (the Tool) was developed by Geoff Masters.

The Tool was endorsed by the Standing Council on School Education and Early Childhood (SCSEEC) in 2012 and has been made available to all Australian schools for use in their school improvement planning and commencing in 2014.

It is informed by international research and assists schools to review and reflect on the quality of classroom teaching and learning. It supports school-wide conversations with parents and families, school governing bodies, local communities and students themselves, about aspects of current practice, areas for improvement and evidence that progress is being made.

The Tool brings together findings into the practices of highly effective schools and school leaders and assists schools to review and reflect on their efforts to improve the quality of classroom teaching and learning.

The Tool supports the gathering of evidence about a school's day-to-day work to complement, and possibly shed light on, measures of student outcomes and consists of nine inter-related 'domains'.

There are nine inter-related "domains". The most effective way to use the Tool is to make observations and gather evidence broadly about a school's practices against these nine domains.

The nine domains of the National School Improvement Tool are:

1. an explicit improvement agenda
2. analysis and discussion of data
3. a culture that promotes learning
4. targeted use of school resources
5. an expert teaching team
6. systematic curriculum delivery
7. differentiated teaching and learning
8. effective pedagogical practices
9. school-community partnerships.

The Tool consists of a set of performance levels, 'Low', 'Medium', 'High' and 'Outstanding'.

Generating effective school improvement

'...cultures of high expectations provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices.'

The National School Improvement Tool Geoff Masters (2012)

Research provides common themes about what generates effective school improvement and effective school improvement occurs when;

- all educators share high expectations for all students
- strong school leadership guides whole-school change
- staff understand their role in this process and are active participants in the cycle of school improvement. The process provides individuals with clear and collective responsibility for school improvement.
- schools establish and sustain a framework for self-assessment
- evidence is used to develop deeper insights and improved professional judgements.

High expectations for all students means knowing:

- our students including their culture and context
- how students learn
- students' prior knowledge and understandings
- the content of Western Australian Curriculum and Assessment Outline
- effective pedagogical practices
- how to scaffold and differentiate learning
- the shared values of our school and community partnerships.

Strong school leadership focuses on:

- collaborative and shared leadership
- research, data and evidence to drive the improvement agenda
- developing and expanding teacher pedagogy and practice
- setting improvement targets that are measurable.

Maida Vale Primary School Improvement Strategy

Maida Vale Primary School adopted the National School Improvement Tool (NSIT) as the measuring tool, teased out the expected behaviours of schools performing at the 'Outstanding' level and, reflecting upon a variety of school evidences, to measure and rate our effectiveness which assisted in setting future directions of the school.

Maida Vale Primary School reflect against each of the 9 domains using the Tools' set of performance levels; 'Low', 'Medium', 'High' and 'Outstanding'. These levels enabled the School Review Team to make judgments, determined recommendations for future improvements and develop a formal School Improvement Plan. This plan outlines set goals and strategies for improvement, and to monitor and demonstrate school improvement.

2015 Review Team

This was the first year of conducting a formal, whole school self-assessment process following the commencement of a new Administration team in 2012 and the successful appointment of the school as an Independent Public School.

The selection of the '*Review Team*' was deliberate, with a focus on including people who represent as wide a range of the school community as possible.

The review team consisted of staff 'new' to the school, staff with 'experience' at the school, a second administrator and a parent from the School Board

The plan is for the school to review the achievement of the School Improvement Plan targets annually and conduct a full, formal self-assessment process every 3 years following the Department of Educational Services (DES) independent review and commencement of the new Delivery performance Agreement.

The 2015 – 2017 Review Team will review the school's successes at the end of each year and where appropriate provide recommendations for the development of the annual School Improvement planP

The 2015 – 2017 Review Team will stay operational until the signing of the new Delivery Performance Agreement (2018) when a new review team will be formed to commence the formal review against the domains again and the cycle will recommence.

DOMAIN 1 AN EXPLICIT IMPROVEMENT AGENDA

The school leadership team and/or governing body have established and are driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit and clear school-wide targets for improvement have been set and communicated to parents and families, teachers and students, with accompanying timelines.

The assessment of this domain includes consideration of the extent to which:

- the governing body, school principal and other school leaders are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the school;
- the school has made an effort to understand current student achievement levels, and how achievement levels have changed over time, including for students in social inclusion priority groups, students at risk of disengaging or who have disengaged from schooling, and students facing disadvantage, including students with a disability, those from non-English speaking backgrounds, Aboriginal and Torres Strait Islander students, those from low-SES backgrounds and regional and remote areas;
- explicit targets for improvement in student achievement levels have been set and communicated to parents, staff and the wider school community;
- school staff are united in their commitment to improve the quality of teaching and learning throughout the school and to address obstacles to school wide improvement;
- the school communicates clearly that it expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes;
- the school has clearly articulated strategies for improving levels of student achievement and wellbeing; progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

SELF-ASSESSMENT RATING - *Outstanding*

The school leadership group, including, where appropriate, the governing council, has developed and is driving an explicit and detailed local school improvement agenda. This agenda is expressed in terms of specific improvements sought in student performances, is aligned with national and/or system-wide improvement priorities and includes clear targets with accompanying timelines which are rigorously actioned.

The school improvement agenda has been effective in focusing, and to some extent narrowing and sharpening, the whole school's attention on core learning priorities.

There is a strong and optimistic commitment by all staff to the school improvement strategy and a clear belief that further improvement is possible. Teachers take responsibility for changes in practice required to achieve school targets and are using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

DOMAIN 2 ANALYSIS AND DISCUSSION OF DATA

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses consider overall school performance as well as the performances of students from identified priority groups; evidence of improvement/ regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

The assessment of this domain includes consideration of the extent to which:

- the school has developed and is implementing a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments;
- the school has identified and can demonstrate that it is using tests and other assessment tools to monitor school-wide achievement and progress in areas of national focus such as literacy, numeracy, science, cross-curricular skills and attributes, and levels of student resilience, wellbeing, and social and emotional development;
- the school uses data to identify starting points for improvement and to monitor progress over time;
- arrangements have been put in place for the collection and analysis of school-wide data and for summarising, displaying and communicating data, including to parents and the school community;
- all teaching staff have access to a broad range of student achievement and wellbeing data and use it to analyse, study and display individual and cohort progress;
- professional development is provided to build staff skills in analysing and interpreting data;
- school leaders, as part of their responsibilities, regularly work with their teams to review achievement data relating to their areas;
- time is set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes;
- the school includes in its data gathering input and feedback from students and parents;
- the school systematically monitors other performance data, including data relating to student attendance, school disciplinary absences and other behavioural data, school completion, student destinations and stakeholder perceptions and engagement;
- data are used in building a culture of self-evaluation and reflection across the school;
- the school uses data to inform school-level decisions, interventions and initiatives.

SELF-ASSESSMENT RATING - *High*

There is evidence that the principal and other school leaders view reliable and timely student data as essential to their effective leadership of the school. There is a documented school plan and timetable for the annual collection of data on student achievement and wellbeing.

One or more members of staff have been assigned responsibility for implementing the annual plan, analysing the full range of school data, and summarising, displaying and communicating student

outcome data for the school. The school has ensured that appropriate software is available and that at least these assigned staff have been trained to undertake data analyses.

Time is set aside (eg, on pupil free days and in staff meetings) for the discussion of data and the implications of data for school policies and classroom practices. These discussions occur at whole-school and team levels. The school can illustrate through case studies, meeting minutes and project plans how data have been used to identify priorities, take action and monitor progress.

DOMAIN 3 A CULTURE THAT PROMOTES LEARNING

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

The assessment of this domain includes consideration of the extent to which:

- the school promotes and maintains an environment reflective of its high expectations that all students will learn successfully;
- the staff of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community;
- interactions between staff, students, parents and families are caring, polite and inclusive;
- the school views parents and families as integral members of the school community and partners in student learning;
- the school places a high priority on student and staff wellbeing and has processes in place to provide both academic and non-academic support to address individual needs;
- the school appreciates and values students' varying cultural backgrounds and works to build the cultural competence of school staff;
- the school has clear strategies to promote appropriate behaviour – including agreed responses and consequences for inappropriate student behaviour – and the school provides sufficient support for teachers to implement these policies;
- the school works to create an attractive and stimulating physical environment that supports and encourages learning;
- the school promotes a culture of inquiry and innovation, where creative exploration and independent learning are valued;
- all students and staff have an obvious sense of belonging, all parents are welcomed and all staff, students and parents speak highly of the school.

SELF-ASSESSMENT RATING - *Outstanding*

The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes. Classrooms are calm but busy and interruptions to teaching time are kept to a minimum. There are no obvious behavioural problems, very high rates of school attendance and engagement, and staff morale is sustained at a high level. There is a happy, optimistic feel to the school.

High levels of trust are apparent across the school community. Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students. Parents and families are valued as partners in student learning, and parents,

school leaders and teachers work together in mutually supportive ways. There is a strong sense of belonging and pride in the school.

A strong collegial culture has been established. Teachers have an overt and shared commitment to the improvement of teaching and an openness to critique by colleagues. This is reflected in the fact that teachers regularly invite leaders and colleagues to visit their classrooms to observe their teaching.

DOMAIN 4 TARGETED USE OF SCHOOL RESOURCES

The school applies its resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students. It has school-wide policies, practices and programs in place to assist in identifying and addressing student needs. Flexible structures and processes enable the school to respond appropriately to the needs of individual learners.

The assessment of this domain includes consideration of the extent to which:

- the school has processes to identify and respond to student needs through the allocation of staff and resources;
- staff are deployed in ways that best address the learning needs of all students in the school and that make best use of available staff expertise and interests;
- there are school-wide programs and approaches for students requiring additional or specialist support;
- in its use of discretionary school funds, the school gives priority to initiatives aimed at improving outcomes for students;
- flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners;
- the school effectively uses its physical environment and available facilities to maximise student learning;
- the school budget aligns local and system priorities.

SELF-ASSESSMENT RATING - *Outstanding*

The principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students in the school. This is reflected in the implementation of systematic strategies for identifying student needs and the development of creative school-wide solutions for addressing those needs.

A school-wide process has been established for identifying specific student learning needs. This process includes systematic testing to establish learning gaps and special needs. School records of individual student needs, achievements and progress are maintained centrally and shared across year levels.

A range of initiatives (eg, across-class and across-grade groupings for literacy and numeracy; the sharing of specialist teachers with neighbouring schools, if they exist) is being implemented to make more effective use of available resources to enhance teaching and learning. The school deploys staff in ways that make best use of their expertise (eg, specialist reading/science teachers).

DOMAIN 5 AN EXPERT TEACHING TEAM

The school has found ways to build a school-wide, professional team of highly able teachers, including teachers who take an active leadership role beyond the classroom. Strong procedures are in place to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.

The assessment of this domain includes consideration of the extent to which:

- the school places a priority on attracting, retaining and developing the best possible teachers;
- the leadership team has strategies in place to assist teachers to continue to develop and share deep understandings of how students learn subjects/content, including pre-requisite skills and knowledge, common student misunderstandings and errors, learning difficulties and effective interventions;
- teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices;
- the school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning;
- the principal and other school leaders lead and model professional learning in the school;
- the principal and other school leaders build networked school relationships that support leadership development, including principal-principal mentoring relationships;
- school leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including through online professional communities;
- the school works to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers;
- the school uses agreed formal processes to manage unsatisfactory performance;
- the school has in place a professional learning plan and associated budget to support local and, where appropriate, system priorities.

SELF-ASSESSMENT RATING - *High*

There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

There is a documented professional learning plan and the school has arrangements in place for mentoring and coaching. Teachers visit each other's classrooms and welcome opportunities to have principals and other school leaders observe and discuss their work with them.

Attention is paid to strengths and weaknesses in the school-wide team, with strategies in place to recruit staff with particular expertise, to train staff to address particular needs, and to support staff who find it difficult to commit to the school's improvement agenda.

The school provides opportunities for teachers to take on leadership roles outside the classroom.

DOMAIN 6 SYSTEMATIC CURRICULUM DELIVERY

The school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels. The plan, within which evidence-based teaching practices are embedded, and to which assessment and reporting procedures are aligned, has been developed with reference to the Australian Curriculum or other approved curriculum and refined collaboratively to provide a shared vision for curriculum practice. This plan is shared with parents and families.

The assessment of this domain includes consideration of the extent to which:

- the school has an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn;
- the plan for curriculum delivery is shared with parents, families and the wider community and feedback is sought on ways to make the school curriculum responsive to local needs;
- staff of the school are familiar with and work within the school's shared curriculum expectations;
- the curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing;
- school leaders focus attention and energy on priority curriculum areas and on ensuring that all students are proficient in the basics, as well as on the appropriate key learning areas in Years 10-12;
- the school curriculum includes a strong focus on the development of cross curricular skills and attributes such as literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding.;
- a priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs;
- the school places a priority on making the curriculum locally relevant and adopts a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills;
- assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg, gaps in knowledge and understanding), and to monitor learning progress across the years of school;
- reporting processes are aligned with the curriculum and designed to provide parents, families and students themselves with information about the achievement of curriculum intentions and progress over time;
- professional development is provided to build staff skills in curriculum planning and development.

SELF-ASSESSMENT RATING - *High*

The school's curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements. The curriculum delivery plan reflects a shared vision (by the school's governing body, principal, school leadership team, and teachers) for the school, and provides a context for delivering the curriculum as detailed in the Australian or other approved curriculum and, where relevant, system curriculum documents.

The school curriculum plan and curriculum delivery (including the time allocated to particular learning) balance requirements to address all learning areas, to give priority to English, mathematics and science, and to embed

the fundamental skills of literacy, numeracy and higher order thinking in all school subjects.

The school leadership team ensures that the enacted curriculum remains a focus for discussion among, and collaboration between, teachers and that the curriculum plan is the reference against which flexible delivery is designed, assessment tasks are developed and student learning is reported. Curriculum delivery is designed to meet the needs of the range of students within each year level as well as those with disabilities and other particular needs.

DOMAIN 7 DIFFERENTIATED TEACHING AND LEARNING

The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need.

The assessment of this domain includes consideration of the extent to which:

- teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support;
- teachers work at understanding where students are in their learning – including their current knowledge, skills, learning difficulties and misunderstandings – to identify starting points for teaching;
- teachers work to ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations;
- teachers consult with parents and with students themselves to ensure that reasonable adjustments are made to meet the needs of students with disabilities, including through the development of individual learning plans;
- teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making;
- teachers encourage and assist students to monitor their own learning and to set goals for future learning;
- communication with parents and families provides information about where students are in their learning, what progress they have made over time, and what they might do to support their children's further learning;
- tailored, early and sustained interventions are in place for students identified as requiring additional support, including students returning to school after a period of absence/disengagement.

SELF-ASSESSMENT RATING - *High*

School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness. This includes the systematic use of assessment instruments (standardised assessment tasks and teacher developed assessment tools) to establish where individuals are in their learning and to identify skill gaps and misunderstandings. Teachers also are encouraged to respond to differences in cultural knowledge and experiences and to cater for individual differences by offering multiple means of representation, engagement and expression.

Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided, including multiple pathways for transition to external studies (eg, apprenticeships) for students in Years 10-12. Students' workbooks also illustrate differentiated tasks and feedback.

Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.

DOMAIN 8 EFFECTIVE PEDAGOGICAL PRACTICES

The school principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school. They take a strong leadership role, encouraging the use of research-based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. All teachers understand and use effective teaching methods – including explicit instruction – to maximise student learning.

The assessment of this domain includes consideration of the extent to which:

- the school leadership team keeps abreast of research on effective teaching practices;
- the school leadership team establishes and communicates clear expectations concerning the use of effective teaching strategies throughout the school;
- school leaders, including the principal, spend time working with teachers, providing feedback on teaching and, where appropriate, modelling effective teaching strategies;
- school leaders actively promote a range of evidence-based teaching strategies, including;
 - creating classroom and applied learning environments in which all students are engaged, challenged, feel safe to take risks and are supported to learn
 - connecting new material to past learning and assisting students to see the continuity in their learning over time
 - demonstrating explicitly what students are to do, discussing this with students, and then questioning and checking that learning is occurring
 - promoting deep learning by emphasising underlying principles, concepts and big ideas that are developed over time
 - setting high expectations for every student’s progress and ambitious targets for improving classroom performances
 - working to build students’ beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success
 - providing regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress
 - routinely evaluating the effectiveness of teaching and using these evaluations to make adjustments to practice;
- school leaders provide teachers with ongoing detailed feedback on their classroom practices.

SELF-ASSESSMENT RATING - *Outstanding*

The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have clear and well-known positions on the kinds of teaching that they wish to see occurring.

All teachers and leaders are committed to identifying, understanding and implementing better teaching methods, and a high priority is given to evidence-based teaching strategies (strategies that have been demonstrated through research and practice to be highly effective).

School leaders spend time working with teachers to improve their teaching practices, including modelling, evaluating and providing feedback on classroom teaching.

DOMAIN 9 SCHOOL-COMMUNITY PARTNERSHIPS

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations. Parents and families are recognised as integral members of the school community and partners in their children's education. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school's partnerships.

The assessment of this domain includes consideration of the extent to which:

- the school builds partnerships with parents, families, local businesses and community organisations (including allied health, family support, counselling and rehabilitation services) to improve opportunities and outcomes for students;
- the school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing;
- identified partners are involved in collaborative planning and are committed to the purposes and objectives of the partnership;
- the senior leadership teams in the partner organisations are involved, committed and play a role in achieving staff commitment and participation within their organisations;
- there is clarity around partner roles and responsibilities;
- major partnership decisions are made collaboratively and partnership activities are designed to make best use of partners' expertise;
- goals, progress and achievements are systematically and regularly monitored and refined as required;
- adequate resources are committed to ensure the effectiveness and success of partnerships;
- the school collects evidence to evaluate whether partnerships are having their intended impact in improving outcomes for students;
- the school's partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations.

SELF-ASSESSMENT RATING - *Outstanding*

The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes. There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (for example, to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training).

Each partnership has been established in response to an identified need. Considerable effort has been put into understanding students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.

Careful consideration has been given to the benefits of the partnership to each participating partner. Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each partnership.

The school's partnerships are being successfully implemented and appear to be adequately resourced and sustainable. There is clear evidence that partnerships are having their intended impact.

School Improvement Plan 2015 - 2017

DOMAIN	RATING	EVIDENCE CONSIDERED	IMPLEMENTATION STRATEGY	TIMEFRAME	SUCCESS MEASURE
1. An explicit improvement agenda	Outstanding	<ul style="list-style-type: none"> • Documented plans (Business Plan, Operational Plans, Performance Conversation Processes, Accountability Processes) • School surveys • Consensus tools (Agreement Gradients) • Dedicated School Review/ Improvement Day (CREEC) • Meeting agenda topics (Staff meetings and School Development Days) • Sharing of Bulletins – sharing of expectations, timelines, including reminders. • School environmental print. • Level of staff/ parental complaints – formal and informal • New method for identifying annual academic winners (data) • Promotion of academic winners throughout the year. • Individual student targets in Operational Plans 	<ol style="list-style-type: none"> 1. Individuals identified in the operational plan (Top 20% and Push Groups) will have their parents notified at the start of the year. 2. Principal to schedule regular ‘reminder’ conversations with teachers regarding individual targets thus maintaining the focus and attention. 3. Maintain the annual ‘Accountability’ meetings as a key component of the Performance Conversation discussions. 4. Structured and supported ‘peer observations’ processes. 	<ol style="list-style-type: none"> 1. 2016 2. 2016 3. 2016 4. 2016 	<ol style="list-style-type: none"> 1. Parent feedback 2. Teacher feedback 3. Teacher feedback 4. Teacher feedback & participation levels

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2. Analysis and discussion of data</p>	<p style="text-align: center;"><i>High</i></p>	<ul style="list-style-type: none"> • Accountability meetings • Dedicated review day (CREEC Day) • Student Profiles • Provision of individual profiles annually • Use of system and school data sources (ACER, OARS, EARS, P-10 Analysis) • Objective selection of award winners • Informal conversations. • Documented Plans –evidence of data used to determine focus) • Meeting Business Plan milestones/ targets • NAPLAN results 	<ol style="list-style-type: none"> 1. Central collection of student performance against school benchmarks each semester and subsequent sharing and discussion. 2. Introduction of ‘Data Leader’ to conduct regular Professional Learning on use of data as part of learning & teaching cycle and support directly to teachers. 3. Principal to schedule regular ‘reminder’ conversations with teachers regarding individual targets thus maintaining the focus and attention. 4. Commence ACER in Science Learning area to support focus. 5. Develop school wide ‘lines of inquiry’ for Phase of Learning teams to assist them ‘drill down’ into the data and determine focus and areas to target across PoD teams. 	<ol style="list-style-type: none"> 1. Sem 1 & 2 2016 2. 2016 3. 2016 4. Term 1 Yr. 4 & Term 4 Yr. 6 2016 5. CREEC 2016 	<ol style="list-style-type: none"> 1. Team Leader feedback 2. Feedback from Data Leader and staff. 3. Teacher Feedback 4. Science Leader and staff Feedback 5. Improved focus on specific areas as reflected in historical system data
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<p style="text-align: center;">3. A culture that promotes learning</p>	<p style="text-align: center;">Outstanding</p>	<ul style="list-style-type: none"> • NAPLAN results • Surveys and the response to survey feedback. • Timetables – Literacy and Numeracy blocks. • Behaviour Records – lack of disruptive behaviours from classes. • Focus on ‘Core Business’ – Teacher Handbook, school environmental print. • Parental involvement in the school – P&C, School Board, attendance at Open Night & Class meetings. • Performance conversation processes. • Attendance officer appointment • Public recognition around performance and learning. • Maintenance of a learning focused culture and climate • Surveys • Staff absence data • Whole school programs. 	<ol style="list-style-type: none"> 1. Homogenous grouping for identified programs – Stars and Cars, iMaths 2. Continue to ‘refine’ the student services process to encourage an even greater focus upon reducing learning difficulties some students face – identification and action processes, Individual Education Plan (develop/ review/ reset) cycle, use of Special Educational Needs report format. 3. Employ School Psychologist additional day to support student services processes. 4. Handover of strategies for specific students to following year teacher with an expectation that the strategies are introduced and closely monitored by the new year’s teacher. 5. Peer observation processes 6. Review communication with parents out of classrooms to bring them more into the learning occurring in class. Including; <ol style="list-style-type: none"> a. Review of Term 1 parent/ teacher meetings format b. Bi-term letter outlining intended learning outcomes c. Invite parents in to observe ‘special’ lessons. 	<ol style="list-style-type: none"> 1. 2016 2. 2016 3. 2016 4. 2015 5. 2016 6. 2016 	<ol style="list-style-type: none"> 1. Teacher feedback and student achievement 2. Staff feedback and volume of students needs addressed 3. Volume of students needs addressed 4. Students need addressed early 2016 at a class level 5. Staff feedback 6. Parent feedback
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4. Targeted use of school resources.	<i>Outstanding</i>	<ul style="list-style-type: none"> • SEN use towards IEPs • Student Services processes • Student profiles • Attendance Officer • Documented Operational Plans • Business Plan • School Benchmark documents • School wide assessment cycle • Reserve accounts target resources to assist instructional delivery. • Meeting Business Plan milestones/ targets • NAPLAN results 	<p>1. Introduction of additional level of distributed leadership – Team leaders in addition to curriculum leaders, Data leaders and school focus leaders (Environment & ICT)</p> <p>2. Improved Phase of Learning (PoD) meeting time by trading in SDD day time to have a PoD meeting each week (60min).</p> <p>3. PoD meetings topics self-determined.</p> <p>4. School focus topics delivered through Team Leaders</p> <p>5. Annual self-assessment process against the recommendation actions.</p> <p>6. Additional time per teacher to the implementation of peer observations.</p> <p>7. Education Assistants allocated to teacher leaders to support within the leaders area of influence. Trade off time used to fund this.</p> <p>8. Continue to promote excellence in staff</p> <p>9. Additional School Psychologist day per week (2 days)</p>	<p>1. 2016</p> <p>2. 2016</p> <p>3. 2016</p> <p>4. 2016</p> <p>5. 2016</p> <p>6. 2016</p> <p>7. 2016</p> <p>8. 2016</p> <p>9. 2016</p>	<p>1. Staff feedback through survey</p> <p>2. Staff feedback through survey</p> <p>3. Staff feedback through survey</p> <p>4. Staff feedback through survey</p> <p>5. Self-assessment Team feedback</p> <p>6. Staff feedback through survey</p> <p>7. Staff feedback through survey</p> <p>8. Number of promotional positions staff achieve – Level 3, Senior Teacher or Deputy Principal</p> <p>9. Student Services and staff feedback</p>
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<p style="text-align: center;">5. An expert teaching team.</p>	<p style="text-align: center;"><i>High</i></p>	<ul style="list-style-type: none"> • Selection processes to date • Communication methods • Consensus processes • Accountability processes • Teacher leaders • EA Professional Learning through Network • Documented Op Plans • School Benchmark documents • Bulletin articles • Professional library • Peer observation process • Number of Senior Teachers on staff • School wide assessment cycle • Student profiles • Meeting Business Plan milestones/ targets • NAPLAN results 	<ol style="list-style-type: none"> 1. Peer observation structures to support ongoing development and sharing of ‘best practice.’ 2. Phase of Development Team Leaders 3. Appoint a ‘Data Leader’ 4. Develop a clear definition for what <i>Professional Learning</i> looks like at Maida Vale PS. (It is not solely when we leave school to receive training) 	<ol style="list-style-type: none"> 1. 2016 2. 2016 3. 2016 4. 2016 	<ol style="list-style-type: none"> 1. Staff feedback 2. Staff feedback 3. Staff feedback and data of attendees at PL sessions 4. Staff feedback
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">6. Systematic curriculum delivery.</p>	<p style="text-align: center;"><i>High</i></p>	<ul style="list-style-type: none"> • School wide, evidence based pedagogy. • School wide evidence based program • School wide Benchmarks set for English and Mathematics against judging standards • School wide benchmarks set for school programs – Sight words, PM benchmarks • School wide assessment cycle • Student profiles • Student Service support • 8. Meeting Business Plan milestones/ targets • 9. NAPLAN results 	<ol style="list-style-type: none"> 1. Maintain current review structures to maintain focus and attention. 2. Continue to develop and improve the gathering of school benchmark documentation 3. Share benchmark documentation with parents 4. Performance conversation between Principal and teachers at an informal level to commence with Principal conversing regularly with staff around important focus areas e.g. target students, student feedback. 5. Clearer focus areas need to be communicated to parents 6. More informative School Annual Report 7. Through the School Board develop a local relevant curriculum. 	<ol style="list-style-type: none"> 1. 2016 2. 2016 3. 2016 4. 2016 5. 2016 6. 2015 7. 2016 	<ol style="list-style-type: none"> 1. Staff feedback 2. Staff feedback and closer alignment to like school grade distribution. 3. Parent feedback 4. Staff feedback 5. Parent feedback 6. Parent and Board feedback 7. School community
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<p style="text-align: center;">7. Differentiated teaching and learning.</p>	<p style="text-align: center;"><i>High</i></p>	<ul style="list-style-type: none"> • Student Service and assistance provided developing IEPs • Student Services and the assistance provided to use SEN reporting • Student profiles • Documented Operational Plans • Whole school common assessment tasks and programs • Meeting Business Plan milestones/ targets • NAPLAN results 	<ol style="list-style-type: none"> 1. Continue to 'refine' the student services process to encourage an even greater focus upon reducing learning difficulties some students face – identification and action processes, Individual Education Plan (develop/ review/ reset) cycle, use of Special Educational Needs report format. 2. Ensure Performance Conversations target teachers not differentiating curriculum 3. Use homogenous groups for target programs/ subjects 	<ol style="list-style-type: none"> 1. 2016 2. 2016 3. 2016 	<ol style="list-style-type: none"> 1. Staff feedback 2. Staff feedback and change in behaviour by teachers concerned. 3. Student result and teacher feedback
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<p style="text-align: center;">8. Effective pedagogical practices.</p>	<p style="text-align: center;"><i>Outstanding</i></p>	<ul style="list-style-type: none"> • Access to Professional Learning by staff (Bulletins, staff meetings, outside agencies) • School Operational Plans • Modelling by teachers and leaders to staff. • Pedagogical practice outlined and expected across the school. • School Performance Conversations – formal and informal • NAPLAN results • Meeting Business Plan milestones/ targets 	<ol style="list-style-type: none"> 1. Peer observation initiative 2. Continue annual review of data and Operation Plans 3. Phase Three of Explicit Teaching Practice – John Fleming into the school to work alongside teachers to identify trends and solutions. 	<p>1. 2016</p>	<ol style="list-style-type: none"> 1. Staff feedback 2. Accountability meeting. 3. Classroom audits 4. Performance Conversations
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<p style="text-align: center;">9. School-community partnerships.</p>	<p style="text-align: center;"><i>Outstanding</i></p>	<ul style="list-style-type: none"> • Student Services processes inclusive of parents and agencies (Case Conferencing) • Communicate between parents and School Psychologist • Leaders and teachers are present and accessible • Use of social media to promote up to date communication • Response to School Board direction and conversations e.g. Arts Focus • School Volunteer Program • Transition into secondary school. • Transition into Kindergarten and PrePrimary • Interagency support <ul style="list-style-type: none"> ○ DCP ○ Rotary ○ Hills Christian ○ Kalamunda Shire ○ Parkerville Care ○ Kalamunda Senior HS ○ Darling Range Sports College 	<p>1. Introduce structured transition into Year 1 with emphasis on parent transition.</p> <p>2. With the School Board develop a local relevant curriculum.</p>	<p>1. 2016</p> <p>2. 2016 - 2017</p>	<p>1. Parent and staff feedback</p> <p>2. Curriculum developed</p>
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NQS School Improvement Plan 2015 - 2017

QUALITY AREA	IMPLEMENTATION STRATEGY	SUCCESS MEASURE
Educational program and practice	<ol style="list-style-type: none"> 1. Individuals identified in the operational plan (Top 20% and Push Groups) will have their parents notified at the start of the year. 2. Principal to schedule regular ‘reminder’ conversations with teachers regarding individual targets thus maintaining the focus and attention. 3. Maintain the annual ‘Accountability’ meetings as a key component of the Performance Conversation discussions. 4. Structured and supported ‘peer observations’ processes. 5. Annual review of whole school program to ensure meeting student needs. 6. Communication with families regarding term direction and focus. 7. School data collection allows for rigour when discussing progress with parents. 	<ol style="list-style-type: none"> 5. Parent feedback 6. Teacher feedback 7. NQS Review cycle
Children’s health and safety	<ol style="list-style-type: none"> 1. End of year meeting with parents from Pre-Primary of children with allergies to inform them of structures and operations in the wider school. 2. Through the School Board a focus upon the ‘health’ of children across the years e.g. personal hygiene in Kindy/ PP 3. Physical education teacher providing FMS and other activities across K – 6 each week. 	<ol style="list-style-type: none"> 1. Parent feedback 2. Teacher feedback 3. NQS Review cycle

Physical Environment	<ol style="list-style-type: none"> 1. Working towards accessing the native bushland and through already established groups e.g. Fathering Project, clean up this area allowing more freedom for student access. 2. New environmental plan promotes sustainable practices and respect for the environment. 	<ol style="list-style-type: none"> 1. Parent feedback 2. Teacher feedback 3. NQS Review cycle
Staffing Arrangement	<ol style="list-style-type: none"> 1. Ratios, qualifications and selection are all meeting necessary requirements. 2. Introduction of additional level of distributed leadership – Team leaders in addition to curriculum leaders, Data leaders and school focus leaders (Environment & ICT) 3. Improved Phase of Learning (PoD) meeting time by trading in SDD day time to have a PoD meeting each week (60min). 4. PoD meetings topics self-determined. 5. School focus topics delivered through Team Leaders 	<ol style="list-style-type: none"> 1. Parent feedback 2. Teacher feedback 3. NQS Review cycle

<p style="text-align: center;">Relationships with Children</p>	<ol style="list-style-type: none"> 1. Continue with current Virtues and Friendly Schools practice. 2. Adhere to school's Pastoral Care policy. 	<ol style="list-style-type: none"> 1. Parent feedback 2. Teacher feedback 3. NQS Review cycle
<p style="text-align: center;">Partnerships with parents</p>	<ol style="list-style-type: none"> 1. Introduce structured transition into Year 1 with emphasis on parent transition. 2. With the School Board develop a local relevant curriculum. 3. Individuals identified in the operational plan (Top 20% and Push Groups) will have their parents notified at the start of the year. 	<ol style="list-style-type: none"> 1. Parent feedback 2. Teacher feedback 3. NQS Review cycle

<p style="text-align: center;">Leadership and Service Management</p>	<p>1. Commitment to continuous improvement – refer to all Domains of the School Improvement Plan for thorough outline of all aspects of this Quality Area.</p>	<p>1. Parent feedback 2. Teacher feedback 3. NQS Review cycle</p>
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