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| **Relationships and Partnerships (Public School Review)** |

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| **Domain overview statement** | | | | | | |
| Positive school climates, good relationships with communities and strong parent support are powerful influences in school success. Schools mobilise parents and communities to attain goals for improved student performance. Positive relationships fostered by leadership teams contribute to high staff morale and job satisfaction. | | | | | | |
| **Domain foci** | | | | | | |
| Professional relationships between staff are enabled through collaboration | Staff, student and parent relationships are respectful | Clear communications are evident, both within the school and with key stakeholders | Parent and carer satisfaction feedback is sought and acted on | The Council or Board fulfils its role in supporting school governance | Community partnerships are sustainable | The local community values its school |
| Team meetings  Committees  Year level collabs  PBiS  H & WB  H QT & L  Minutes  Plans – operational | Community satisfaction survey(s)  Student surveys  Reporting to Parents face to face meetings  SAER meetings / plans | N & V  Business & Operational Plans  Staff & Team meetings  Email  CONNECT  Website  Class meetings and processes | Community satisfaction survey(s)  Student surveys  COVID survey  SAER meetings  RTP meetings  Board  P & C | Board minutes  PBiS reform  Uniform review and change  RTP initiative  Student voice  iPads initiative | Lynwood Cell  ROE Network  STEM enterprise schools work as a TDS school | Community satisfaction survey(s)  COVID survey  P & C numbers / events  School Board  City of Canning involvement on Board and with Piazza |
| **Domain elaborations** | | | | | | |
| * The school seeks to develop a positive climate based on trust and respect between staff. * It provides opportunities for staff to collaborate, focusing on understanding student progress and improving teaching practice by, taking advantage of their combined skills and experience. * Staff-student relationships are respectful and provide a foundation for addressing students’ needs and successes. There is a focus on building relations between staff that are constructive and purposeful. * Strategies are implemented to address relational challenges in a respectful manner. There is an expectation that relationships between staff, students and parents are cordial allowing people to focus on their work. * Staff understand that respectful relationships and culturally responsive practices with Aboriginal students, their families and communities are essential in addressing the student needs and the expectations of communities. Attention is paid to establishing reliable communication systems for within the school and with families and stakeholders. Staff and parents understand these communication processes and report satisfaction with the school’s approaches. * Measures are in place to seek parent and community feedback regarding satisfaction with school operations. Feedback is acted on to build a positive school reputation. * School governance is facilitated through the operations of School Council/Board members. The involvement of Council/Board members in supporting the school’s strategic directions and understanding its performance, strengthens their governance role. * Partnerships have been established with service providers, community organisations, local government and businesses, to the benefit of individual students and the broader learning programs. | | | | | | |
| **Learning Environment (Public School Review)** | | | | | | |

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| **Domain overview statement** | | | | | |
| Schools strive to establish a safe, positive and supportive learning environment for students and staff. They create programs to address student attendance, behaviour, engagement and retention and implement strategies to provide support for all students, particularly those at educational risk. | | | | | |
| **Domain foci** | | | | | |
| The learning environment is safe, caring, inclusive and culturally responsive | Student behaviour, attendance and engagement strategies enhance student learning | The health and wellbeing of students and staff is enhanced | Students at Educational Risk are identified, supported and monitored for improvement | Student voice informs decision making | The physical environment adds value to the student learning experience |
| Community satisfaction survey(s)  Student surveys  Business Plan – PCL Team/committee  NQS | PBiS  Attendance practices and procedures  CMS  RTP | Highway Heroes / PATHS  PBiS  NQS | SAER policy and procedures  Documented Plans  School assessment process  RTP  PAT  Neale  On Entry  NAPLAN letters and Sounds | PBiS  PCL – outside play spaces  Student leaders | NQS  Community satisfaction survey(s)  Student surveys |
| **Domain elaborations** | | | | | |
| * Leaders and staff work together for the good of the school. * Staff recognise the importance of providing a culturally responsive learning environment where students feel welcome, safe and valued. * They build on the strengths of Aboriginal students and create culturally safe environments to engage them in their learning. * The school has implemented approaches to manage student behaviour. Students and staff engage in accordance with the agreed expectations. Teachers are supported to implement the processes and protocols across the school. * The school has developed agreed strategies to promote regular attendance. Student attendance rates are monitored regularly with parents and students supported where there are identified attendance concerns. * A focus on the health and wellbeing of students and staff is evident. School-wide programs have been implemented to monitor the health and wellbeing of students and identify particular learning needs. * Teachers are supported to implement teaching practices to meet the special learning needs of students. Processes to identify, support and monitor the improvement of students at educational risk are in place. * Student voice has a place in school decision making. * The school works with parents, Government agencies and the broader community to create a physical learning environment that is safe, motivating and engaging for students. | | | | | |
| **Leadership (Public School Review)** | | | | | |

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| **Domain overview statement** | | | | | | |
| School leaders are concerned with leadership practice and how it is exercised and transacted. They facilitate organisational change and growth, achieving alignment between management obligations, professional responsibilities and accountability. Clarity of vision and a reliable sense of direction are leadership traits which create confidence and trust in both staff and the wider school community. | | | | | | |
| **Domain foci** | | | | | | |
| School vision/priorities and direction align with the Department’s expectations | School planning is evidence-based and aligns with the learning needs of students | Change is applied in a timely, informed and inclusive manner | Strategic and operational planning guides classroom practice and is aligned to SCSA expectations | Leaders provide guidance and instructional support to staff | Staff are provided with opportunities to lead | Professional review provides performance feedback for staff |
| Business Plan  Operational Plans | Operational Plans  PAT  Neale  Progress maps  On entry  NAPLAN  Letters and Sounds  CATs  HITs  Instructional Model  Year level Collaboratives  Team meetings | Transformation leadership model/framework  Business Plan  Focus area leaders / impact coaches  Gradual release of responsibility model  SDDs & Staff meeting agendas | Business Plan  Operational Plan  Impact Coaches/Leaders  Instructional Model and HITS | Leaders/Impact Coaches (coaching model)  Line management structure  Performance development  CMIS PL  Class observations | Leaders/Impact Coaches | Performance Development process |
| **Domain elaborations** | | | | | | |
| * Leaders encourage a shared vision, based on the belief that all students can learn and grow. * They establish an understanding and acceptance of the core values expected and required by the Department to achieve the school’s vision. * School leaders and staff have deepened their understandings about Aboriginal histories, peoples, cultures and languages, including local and national contexts. Opportunities are created for teachers to engage in developing plans based on school performance. * Resource management practices align with planning strategies. They also reflect the common goal of guiding classroom practice to enhance student performance. Leaders ensure commitment to the expectations of the School Curriculum and Standards Authority is evident. * Change is introduced in response to an identified need with new ideas explored for improved school performance. * Pedagogical approaches are promoted by leaders as a means to achieving consistency in curriculum content delivery. * There is a focus on developing staff capability through instructional leadership. * Leaders are alert to the need for staff to be given the opportunities to lead and work to create these opportunities. * Professional review and staff development processes are based on the regular sharing of feedback. | | | | | | |
| **Use of Resources (Public School Review)** | | | | | | |

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| **Domain overview statement** | | | | |
| Schools manage resources in a targeted manner, maximising the learning outcomes for all students. Staff engage in systems and practices relating to financial and resource management by contributing to school-wide decision making. Supplementary funding provided to the school is used to underpin targeted support programs and required teaching and learning adjustments. | | | | |
| **Domain foci** | | | | |
| Financial management complies with the expectations of the Funding Agreement for Schools | Resource allocation decision making is evidence-based | Budget and resource management practices support school planning | Use of Student Characteristics and Targeted Initiative funding assists student learning | Workforce planning and management practices align with student needs |
| Finance Committee  Board minutes  Audits – self and system  Policies and procedures known by staff | Disabilities resourcing  EAs  Teachers / class structure(s)  Leaders/Coaches  Support programs  PL – the what / when and how  Workload | Operational Plan links  Finance Committee  Admin Meetings and review | Disabilities resourcing  EAs  Mental Health leader  Inclusivity Leader and planning | Workforce Plan  Student profile  Student assessment trend data |
| **Domain elaborations** | | | | |
| * Processes and practices have been established for managing financial and human resources. The finance committee members assist with financial oversight. * To support school governance, the School Council/Board are kept informed of the school’s financial management processes and their impact on strategic planning and student learning. * The school has made links between their budgeting and their plans. * Priorities identified within the school’s strategic plans and annual operational plans, inform financial planning and the budget allocation processes. * The school has established systems to identify the learning needs of students. The school’s physical assets and resource acquisitions and improvements are managed through replacement and maintenance planning. * Additional funding such as Student and School Characteristics funding and Targeted Initiatives, are used to implement teaching and learning adjustments to support the learning needs of identified students. * School leaders incorporate funding allocated to the school for Aboriginal students into targeted plans for Aboriginal student improvement. * The leaders pay attention to workforce planning. The knowledge, experience and skills of staff required to achieve the school’s strategic objectives in this context, inform workforce management practices. | | | | |
| **Teaching Quality (Public School Review)** | | | | |

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| **Domain overview statement** | | | | | | |
| Schools invest significantly in creating and sustaining the conditions under which quality teaching can prosper. Research shows that quality teaching, above all other influences, is the most important factor in supporting student achievement. An ethos of shared ownership for the success of all students defines schools where quality teaching is evident. | | | | | | |
| **Domain foci** | | | | | | |
| Shared beliefs about teaching and learning support school-wide practices | Staff collaborate to plan for, act on, and assess student learning | Teaching programs align with content outlined in the WA Curriculum | Differentiated teaching exists to cater for the learning needs of students | Analysis of systemic and school-based data informs teaching plans | Assessment and reporting on student achievement informs students and parents | Professional learning builds staff teaching capability |
| Business Plan  Operational Plans  Instructional Model  PBiS  CMS | Leaders/Impact Coaches  Collaborative DOTT  Team meetings  SDD and staff meetings | Operational Plans  PATHS to Highway Heroes | SAER processes and guidelines  Literacy and Numeracy teaching blocks | PAT  On Entry  Cracking the Code  Neale  NAPLAN  Letters and Sounds  Progress Maps  Attendance  Behaviour  Discipline Dialogue approach  Community Satisfaction survey(s)  Leaders/Impact Coaches  Line Managers | RTP face to face meetings Term 1  Semester reports  SAER guidelines/processes | Instructional practice focus  PBiS  LA Leaders/Impact Coaches  Performance Development  CMS  Highway Heroes  Data analysis |
| **Domain elaborations** | | | | | | |
| * There is common agreement about how students learn and what good teaching practice involves. * The leaders and staff share expectations for their own performance and for the progress of their students by giving and receiving feedback in a safe and respectful way. * The school’s strategic and operational planning is aligned and provides a blueprint for the delivery of the WA Curriculum, across the school. * Teachers use culturally responsive approaches to the selection of resources for, and instruction in, embedding Aboriginal perspectives in classroom practice. * Identifying the learning needs of students is a focus. Staff differentiate their practice to address each student’s learning needs. * Staff use student data to inform conversations about student wellbeing, achievement and progress to target future planning. * The importance of data literacy among staff is understood. * There are systems to collect and analyse data including student achievement and progress as well as non-academic measures such as attendance and behaviour. * Information is used to advise parents of student progress and to assist the school to set targets for improvement. Processes exist to assess and report on student achievement and progress. * There is an understanding of the need for professional growth focused on developing teacher and support staff capabilities. | | | | | | |
| **Student Achievement and Progress (Public School Review)** | | | | | | |

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| **Domain overview statement** | | | | |
| Communicating clearly about student progress, teachers can build parent confidence in their judgements about standards of achievement. While reassurance can be derived from the coherence of data analysis, equally telling information relating to student performance often comes from the insightful judgements teachers and support staff make from daily observations and school-based assessments. Therefore, judgements about student achievement and progress should be a blend of standardised and school-based instruments in combination with an integrated set of observations, daily records and student feedback. | | | | |
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| Plans demonstrate a commitment to improve student achievement and progress | Systemic and school-based data are used to assess student progress | Student achievement and progress aligns with contextually similar schools | Students attain their respective achievement standard in literacy and numeracy | Levels of student achievement and progress align with grade allocation |
| Business Plan targets  Operational Plans  Year level plans / action linked to school data | School data suite  NAPLAN  Board minutes  Academic and non-academic data sets | Executive summary of performance over time (Board & staff meetings) | Executive summary of performance over time (Board & staff meetings) | SAIS tool  Moderation |
| **Domain elaborations** | | | | |
| Assessing student achievement and progress is an ongoing procedure involving the analysis of data. This informs plans for improvement in student progress and achievement.  There is an understanding of the need to align evidence and professional judgement, with classroom planning decisions prompted through noting changes in student performance.  School plans include improvement targets to focus the efforts of staff on improved student achievement.  Teachers analyse the achievement and progress of Aboriginal students and adjust their teaching practices as required.  There is an understanding of the need to ensure the reliability of student performance information and teacher judgements. Staff use data sets and work samples of colleagues to moderate their judgements.  The establishment of a student assessment database for the school assists in longitudinal, individual and cohort tracking processes.  School leaders and staff guide discussions to ensure connections exist between student achievement data in literacy and numeracy and decisions relating to planning. An understanding of expected standards of achievement form part of these discussions.  Moderation processes promote alignment between student achievement and progress and grade allocations. Staff understand and accept that improvement targets for both individual and groups of students must be guided by evidence. | | | | |