



Department of
Education

Shaping the future

Chidlow Primary School

Public School Review

Public School Review

Purpose

All Western Australian public schools are reviewed 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 about the performance of public schools in delivering high quality education to students. The review acknowledges the achievements of the school and gives feedback to support the Principal and staff with their improvement planning.

Initially conducted on a 3 year cycle, subsequent reviews are determined to occur on a one, 3 or 5 year timeframe.

The Principal provides the review team with a self-assessment of the school's performance based on evidence from the school. Information to be validated by the review team is considered before and during the school visit. This forms the basis for the Public School Review report and determines when the next review will occur. The report is provided to the Principal and the regional Director of Education.

Expectations of schools

The Statement of Expectation (the Statement) makes clear and public the expectations and responsibilities of schools and the Department of Education (the Department) in student achievement and progress.

The Statement is between; the Department, represented by the Director General; the school, represented by the Principal; and is noted by the school council/board, represented by the Chair.

The Statement sets out the expectations of Principals in relation to the delivery of the 2020-2024 strategic directions *Every student, every classroom, every day*, and *Building on Strength*.

The Statement will underpin each school's strategic planning and self-assessment and will form part of the school's Public School Review. It will also support the Principal Professional Review.

Public School Review – The Standard

A Standard has been developed across the domains of the School Improvement and Accountability Framework to describe essential indicators of performance. The selection of the indicators is based on literature research and historical reviews of school performance in Western Australian public schools.

The purpose is to better ensure that judgements about student performance are standardised and objective. Indicators describe what is evident in schools functioning 'as expected' within each domain.

The Standard defines the expected level of school performance. Judgements are made in relation to the Standard. External validation is also based on evidence presented relating to the Standard.

For further information or resources in alternative formats for people with accessibility needs, please contact PublicSchoolAccountability.PublicSchoolReview@education.wa.edu.au

Context

Opened in 1897, Chidlow Primary School is located within the North Metropolitan Education Region, 13 kilometres east of Mundaring and approximately 40 kilometres east of the Perth central business district.

Chidlow Primary School gained Independent Public School status in 2017.

Currently there are 134 students enrolled from Kindergarten to Year 6.

The school has an Index of Community Socio-Educational Advantage rating of 994 (decile 5).

The School Board and Parent and Citizens' Association (P&C) support the school.

The first Public School Review of Chidlow Primary School was conducted in Term 4, 2019. This 2023 Public School Review report provides a current point of reference for the school's next cycle of school improvement.

School self-assessment validation

The Principal submitted a comprehensive school self-assessment.

The following aspects of the school's self-assessment process are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided an overview of each domain that gave an understanding of the school context as well as strategic and operational planned directions.
- The newly appointed Principal found the review process undertaken provided an audit, reflection and understanding of the existing direction and performance of the school and acknowledgement of the strengths and skill sets of staff.
- In preparation for the Public School Review, staff contributed collaboratively to each of the 6 domains of the Standard. Consensus and general agreement on the selection of evidence and planned future actions resulted from the discussions that ensued.
- It was generally agreed the review and validation process was a positive opportunity. It provided opportunities to collaborate and work together across the school, affirmation of what is working well and informed the direction of future planning through the feedback and recommendations.
- A walk through the school grounds and classrooms at the commencement of the validation visit added value to the review process. Teachers welcomed the review team and Principal into their classrooms while preparing for the start of the day.
- A range of staff, students and parents engaged enthusiastically during the validation visit contributing to discussions and elaborating on the evidence provided, significantly enhancing the ESAT submission.

The following recommendations are made:

- In future submissions, consider using the ESAT platform to refine the collection and analysis of data to provide alignment between judgements, evidence and planned actions, giving a succinct account of school performance.
- Continue to build a culture of reflection and continuous improvement using the ESAT to record judgements and observations as part of the ongoing school self-assessment cycle.

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Relationships and partnerships

Staff value and understand the benefits of partnering with families and how their input contributes to the learning experience. The importance of building positive and caring relationships is a feature of the school's drive for improvement.

Commendations

The review team validate the following:

- The P&C, together with 'Friends of the P&C' and School Board, are highly valued for their work. The Board provides guiding advice and oversight of governance, whilst the P&C coordinates events, raising funds and fostering a strong sense of community and connection.
- Through parent survey data, conversations and P&C feedback, the school has responded to the request for improved communication between school and home and have refined the communication processes. This has included the development of a parent handbook.
- Seesaw is an effective means of communicating with families and is used by all classrooms to provide up-to-date information to parents about what is happening in the classroom. Older students use this platform to record their work, which is then viewed as a visual diary by parents.
- The school has established partnerships with a range of organisations including the Hill's Education Community (HEC) and other external agencies. This is providing enriched learning opportunities for students and valuable professional development and networking for staff.

Recommendations

The review team support the following:

- Further develop opportunities for staff collaboration to provide input into school operations and decisions.
- Continue to make links with the Aboriginal and broader community to seek their advice, guidance and input in establishing a culturally responsive environment, and in the development of the Cultural Action Plan and Reconciliation Action Plan.

Learning environment

Guided by 'what is right for the child', staff provide strong advocacy for students. Knowing the 'back story' of every child, a collective staff responsiveness exists creating a welcoming, engaging and close-knit community.

Commendations

The review team validate the following:

- Responding to student behaviour data, the school has reviewed and reinvigorated the Positive Behaviour Support initiative. The expected behaviours framework, embedded through whole-school explicit teaching and articulated for parents, ensures consistency of application and messaging across the school.
- The health and wellbeing of students and staff is supported through active involvement in activities such as the running and skipping clubs. The school psychologist, chaplain and engagement with Zones of Regulation strengthen support for students.
- The school psychologist assists in developing strategies to meet the needs of Students at Educational Risk. This input extends to liaising with education assistants (EAs), external services and the EA special needs in delivery of the intervention program.
- The school is focused on increasing the effectiveness of student leaders. Trialling a leadership passport model is giving students the opportunity to demonstrate and develop their skills throughout Year 5 in preparation for a leadership role in Year 6.

Recommendations

The review team support the following:

- Continue to develop and provide further opportunities for students, from Kindergarten to Year 6, to have a voice and contribute to the decisions of the school.
- Progress the intention for the school to review the Aboriginal Cultural Standards Framework and plan for improvement with a focus on embedding it throughout the learning areas. Ensure staff have access to professional learning specific to the local cultural context.

Leadership
The leaders work as a united team holding school-wide responsibilities, reflective of their particular strengths. Building relational trust and teacher efficacy are key imperatives that define the work of the Principal.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Due to the recent changes to the executive leadership team, the Principal has focused on the provision of role clarity of leaders for the awareness of the school community. The development of a document to establish transparency of leadership roles and responsibility provides clear school operational communication for all staff. • Change management processes are well considered, with the school taking a strategic and measured approach to the introduction of new initiatives. As evidenced in the introduction to Talk for Writing (T4W), change is managed in a timely, informed and inclusive manner, maximising staff buy-in and leading to successful outcomes. • The collaboratively developed business plan provides clarity of intent and actions. Shared and reviewed with staff and the Board, the Status Review document facilitates the monitoring and mapping of future actions required to achieve the business plan targets. • A distributed leadership structure is developing. To progress this, the Principal has encouraged those eligible to apply for senior teacher status. This is further supported through the school's participation in the Western Australian Future Leaders Framework initiative with the HEC.
Recommendations
<p>The review team support the following:</p> <ul style="list-style-type: none"> • In consultation with staff and aligned to the Business Plan, develop operational plans and scope and sequences for the core learning areas. Include measurable targets and milestones, focused on improved student progress. • Building on the Status Review document, develop a School Improvement Action plan, aligned to the Business Plan, providing a blueprint for all staff and community on the strategic direction of the school. • Continue to build the instructional leadership model to impact directly on classroom practice. Embed whole-school processes and programs that create low variability and consistency of teaching practice.
Use of resources
Both newly appointed, the Principal and the manager corporate services (MCS) have been proactive in seeking professional learning and support from the Department's finance consultant, including MCS induction and a financial compliance check, to ensure all processes are accurate.
Commendations
<p>The review team validate the following:</p> <ul style="list-style-type: none"> • Aligned to the business plan targets, professional learning for staff is a priority in ensuring staff have the capacity to implement the agreed school programs with consistency. • Annual budgets align to the school's planning documents and are targeted to meet students' needs. The MCS and Principal provide financial professional learning for staff. This, together with the Financial Management Handbook, is building their understanding of school resourcing and making the links to school planning. • Reserve accounts and replacement schedules are planned to accommodate a staggered replacement schedule. This is noted in the computer equipment resource reserve and the replacement of iPads, laptops, interactive panels and admin desktops ranging from 2022–2027. • The development of a workforce roles and responsibilities document has mitigated the risks associated with turnover of staff, assisting succession planning for staff entering new roles.
Recommendation
<p>The review team support the following:</p> <ul style="list-style-type: none"> • Continue to develop the financial literacy and responsibilities of staff in relation to school resourcing.

Teaching quality

An emerging collaborative culture is promoting the exchange of teaching knowledge, experience and skill. This is contributing to a shared understanding, by staff, of what quality teaching and learning looks, feels and sounds like at Chidlow Primary School.

Commendations

The review team validate the following:

- Provision of professional learning including Literacy Impact, Science of Reading, T4W, Sounds-Write, and Spelling Mastery is building teachers' capacity to implement the whole-school programs.
- Teachers are developing an awareness of data to inform classroom practice and curriculum differentiation. This includes data collected through Brightpath assessments, Westwood Basic Number Facts, parent surveys, attendance reporting and NAPLAN¹ results.
- Parents are provided feedback throughout the year through a variety of processes including formal reporting, informal conversations, goal setting and case conferences. Students receive direct feedback during lessons augmented through rubrics and goal setting.

Recommendations

The review team support the following:

- To ensure whole-school collective understanding and alignment of the school direction, progress the development of a teaching and learning framework, providing a reference point for staff and to support induction processes.
- Aligned to the Quality Teaching Strategy Teaching for Impact statement, build on and further strengthen a consistent, collaborative approach to create a reflective teaching culture delivering impactful, low variance, connected practice school-wide.
- Continue to embed classroom observations and feedback to review, monitor and support teachers in the implementation of the agreed pedagogy and instructional model, with fidelity, across the school.
- Maintain a focus on, and further develop, teacher capacity in the use of data and feedback from students, to measure the impact of their teaching on student learning.

Student achievement and progress

A growing awareness of the role that data has in reviewing performance, is emerging. This is resulting in a greater focus by staff on the analysis and use of system and school-based data to track student progress and achievement.

Commendations

The review team validate the following:

- Introduction and utilisation of the school based assessment tool in Reporting to Parents provides an accessible platform for staff to enter data and share during collaborative planning staff meetings.
- Opportunities to moderate, at both a school and network level, common assessment tasks rubrics and the Brightpath Writing assessment is building staff confidence in making accurate grade allocations.
- 2022 Year 3 NAPLAN Reading achievement is significantly better than like schools with more students demonstrating excellent achievement.

Recommendations

The review team support the following:

- Continue to develop staff data literacy through a disciplined dialogue model, to increase understanding and proficiency in the use of systemic and school-based data to inform planning at the whole-school, cohort, classroom and individual level.
- Continue to monitor closely the impact and consistency in the implementation of agreed whole-school programs, pedagogy, the instructional model and interventions on learning outcomes for students.

Reviewers

Maxine Augustson
Director, Public School Review

Jeremy Hadlow
Principal, Spencer Park Primary School
Peer Reviewer

Endorsement

Based on this report, I endorse the commendations and recommendations made by the review team regarding your school's performance.

The timeframe for the next review process focusing on the teaching quality domain only, will be Term 3, 2024.

Should the school meet the Standard for these domains, the next Public School Review of your school, inclusive of all domains, will be scheduled for 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy