



VALIDATION REPORT FOR THE PERIOD 2009 - 2011

Site: Greenwith Primary School Principal: Sandra Mauger

VALIDATION PANEL: WENDY MOORE, JULIE FULLGRABE & CHRIS DOLAN (Convenor)

The DECS Improvement and Accountability framework (DIAf) states that "validation verifies the quality of site self review processes, the findings of site self-review and the effectiveness of the improvement actions undertaken over the three year cycle".

Self Review Processes	<p>I can verify that the self-review processes have met the standards outlined in the DIAf policy guidelines: (<i>Evidence Based, Inquiry Focused, Collaborative, Well Managed, Comprehensive, Actioned</i>)</p> <p>For the period, 2009 – 2011, there is substantial evidence that processes have been implemented to ensure that the DIAf Self Review standards have been met. The school's evidenced-based and inquiry-focussed approach has drawn on a range data and information from multiple sources (including NAPLAN, DIAf review, perception and opinion data and school-based assessment and survey information). The use of data has, in turn, created amongst staff and the school community an expectation that the setting of priorities and the making of decisions will be strongly evidenced based and will draw of multiple data sources. Strong evidence of collaboration exists, with staff sub-school teams appearing to be well organised, highly functional and focussed on learner improvement. The comprehensive and inclusive nature of self review and the emphasis on improvement actions is evidenced by extensive documentation of DIAf processes. In this work, the focus on the principles <i>Listen and Respond, Set Directions</i> and <i>Share Leadership</i> has been well conceived and strategic. The development of the Quality Teaching priority from self review findings has given rise to significant change actions and greater consistency in practice across the school.</p>
Improvement Cycle	<p>I can verify that effective plans and processes have been developed to address the findings of the self-review. (<i>Clear cycle of improvement developed with issues identified, targets articulated, actions planned, resources allocated, progress monitored and reviewed; plans and processes linked to site Improvement Plan, Annual Report and Performance Plan; evidence of whole site processes and commitment</i>)</p> <p>The effective differentiation of leadership roles was noted as evidence of aligning school structures to the improvement priorities identified in self review. This has helped create a concerted effort to gain planned improvements. The panel also noted that stakeholders, including teachers, SSOs and Governing Council representative, have been collaboratively involved in the development of the school's various plans. These plans have strong links with site data and to national, system and regional priorities and are part of a responsive improvement cycle which takes account of emerging opportunities and new information. For example, the 2011 Strategic Plan reflects the school's desire to engage with current national curriculum developments and to plan for the involvement of all members of the school community in this initiative. In the improvement cycle, Annual Reporting is exemplary in providing rich data and information while remaining accessible to the school community. The implementation of a whole-of-school assessment agreement has produced a range of new data and evidence which, in the 2011 Strategic Plan, has been used to develop SMARTA targets and inform desired outcomes and strategies. Performance development planning connects directly to the SLP and attention is being paid to linking the process directly with the DECS Teaching for Effective Learning (TfEL) framework.</p>
Evidence of outcomes	<p>I can verify that improvements in quality of outcomes over time have been evident. (<i>Multiple measures of data demonstrate improvement</i>)</p> <p>There is evidence there have been a significant number of improvements in the period 2009-11 at Greenwith Primary School. The outcomes of these include improvements in:</p> <ul style="list-style-type: none"> processes implemented to support the 'Quality Teaching' priority, including the whole-of-school agreement on assessment; systematic collection and analysis of a range of data; use of data in students reports and parent teacher interviews; consistent procedures for monitoring attendance; broad opportunities for staff professional learning; staff satisfaction and wellbeing as evidenced by psychological health and staff opinion data; reading, grammar and spelling in Year 7 and numeracy in Year 5 as measured by NAPLAN Mean Scores, 2008-10; reading and numeracy growth in Years 3-5 and Years 5-7 as evidenced by lower representation of students in the bottom 25 per nationally, according to 2010 NAPLAN data; consistently strong performance in Years 3,5 and 7 literacy and numeracy compared with regional data.

Further Comments:

The panel greatly appreciated the preparation undertaken by the leadership team to ensure a comprehensive understanding was gained and an authentic process of validation completed. The panel also noted the school's attention to detail in its processes and documentation, the collaborative culture amongst staff and the friendly and supportive environment in the school. Students present as positive, articulate and confident, parents are highly supportive and the leadership team form a stable and coherent group who are trusted in the school community.

Commendations:

- The capacity of the substantive Principal to develop and integrate a range of self review processes into a coherent blueprint for school improvement (including the effective documentation of these processes) and of the current acting Principal in building a very credible leadership profile and enacting important improvements.
- Establishment of a quality teaching priority across the school, including supporting and challenging of practice, expert use of data, use of an aligned system of performance development, creating team structures to promote collaboration and problem-solving and formulating of whole-of-school agreements about teaching and assessment.
- The school's use of early identification and targeted support for identified students as part of a comprehensive focus on quality intervention.
- Embedding of the school's values across a range of operations and practices producing improved levels of regard and recognition.
- Strong alignment of resources to school priorities, including the provision of release time and professional learning for staff, aligning of leadership roles to site priorities and the use of portfolio groups to monitor and implement each priority.
- Comprehensive engagement with the Regional focus on Comprehension, including NAR standards in NAPLAN and Running Records.
- Strong sharing and clear delineation of leadership roles, producing a strong team ethos amongst leaders, high levels of confidence in school leadership and considerable potential for capacity building.
- A viable and well recognised 'student voice' focus providing a structured opportunity to involve students in the life and decision-making of the school.
- Strong parent regard for the school and involvement in transition processes, volunteer work, planning and governance.

Recommendations:

The following recommendations arise from panel discussion after examination of the range of evidence provided in the validation process. They are intended to support improvement initiatives, some of which are already underway;

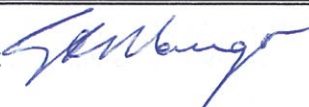
- Extend the inquiry focus to involve all staff in resolving key questions related to teaching practice and learner improvement – such an initiative would better shape and guide the work of learning teams.
- Follow-up and improve DIAf self review processes to gain deeper and more useful information from participants so that clearer links can be made to improvement priorities.
- Use Teaching for Effective Learning (TfEL) more concertedly to guide quality pedagogy and to inform practice in personalised and differentiated learning
- Create documentation for each of the school's committees to clarify role and purpose, membership, group norms, attendance expectations and relationship to school decision-making.
- Link current structures (e.g. committees, site priorities) to explicit opportunities for shared leadership and delegated responsibility.
- Take opportunities to work beyond Greenwith PS to network with colleagues, share best practice and undertake shared development and inquiry activities.
- Attend to the relationship with Greenwith Kindergarten, with a view to revitalising the transition process.

Signed:



Date: 27 / 9 / 11

Signed:



Date: 27 / 9 / 11

(Regional Director/Assistant Regional Director)

(Site Leader)

Signed:



Date: 27 / 9 / 11

(Governing Council Chairperson).

This signature indicates that the GC Chair is aware of the outcome of the site validation process.