



Department of
Education

Shaping the future

Canning Vale 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 1994, Canning Vale Primary School is located 21 kilometres from the Perth central business district, in the South Metropolitan Education Region.

The school has an Index of Community and Socio-Educational Advantage rating of 1052 (decile 3). It currently enrolls 432 students from Kindergarten to Year 6 and became an Independent Public School in 2012.

Canning Vale Primary School has the support of a School Board and the Parents and Citizens' Association (P&C).

The first Public School Review of Canning Vale Primary School was conducted in Term 1, 2019. This 2023 Public School Review report provides a current point of reference for the next cycle of school improvement.

School self-assessment validation

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

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

- The recently appointed Principal led a reflective process of self-assessment that engaged a broad number of school and community representatives.
- Input from stakeholders with long-term experience in the school served to affirm the school's successes and areas for potential growth through the self-assessment process.
- The Electronic School Assessment Tool (ESAT) submission featured succinct and poignant commentary on the impact of programs in improving student learning. There was a clear articulation throughout the ESAT of future directions for the school's strategy and operations.
- The direct and indirect references to domain foci throughout the submission supported the school's assessment of having met the Standard across all domains.
- A student led tour at the commencement of the day was focused on validating the evidence and observations that had been presented across the domains of the Standard.
- A wide cross-section of the staff and a group of student leaders provided valuable input to validation day meetings. Participants were knowledgeable as to the content, structure and key themes of the ESAT submission.
- Board members and P&C representatives, informed and with clear knowledge of school priorities and plans, added value to the school's self-assessment.

The following recommendation is made:

- Consider use of either the planned data schedule, and/or the ESAT, on an ongoing basis to streamline, where practical, future approaches to Public School Review.

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Relationships and partnerships

Exemplified by the high degree of participation in the whole-school morning walking group on the oval, the unity of the school community is on display each day. Parents, families and students have a strong sense of what the school stands for.

Commendations

The review team validate the following:

- Students value the school's reward programs, the rigour of their learning led by teachers and the thorough way in which they are prepared for the secondary school environment. Popular programs in music and science are supplemented with extracurricular activities such as public speaking, the Art Angels and Eco Team.
- Volunteers work throughout the school to support and mentor students. Opportunities are provided for secondary students to undertake work placements and the school frequently hosts pre-service teachers.
- There are strong communicative relationships between staff and parents. Parents place great value in the collaborative staff teams, demonstrated by the wrap around support of teaching teams.
- The School Board has insight of school strategy. Members are provided with formal induction and Department training in their roles. The Board seeks to maintain a balance of members in each membership category.
- A dedicated group of P&C representatives balance fundraising events for library and playground resources with opportunities to connect families socially, fostering a sense of community.
- The school routinely collects, analyses and responds to community satisfaction data via official surveys.

Recommendation

The review team support the following:

- Consider the administration of the National Schools Opinion Survey during second semester to help guide drafting of the new business plan.

Learning environment

Consistent, restorative approaches, evident among teaching and school support staff, are key to the success of an effective and safe learning environment that nurtures the wellbeing of all community members.

Commendations

The review team validate the following:

- Parent testimonials narrate the high levels of support that students with additional learning needs experience from staff and leaders. This includes tailored partnership in the review of individual learning plans.
- The chaplain fosters positive mental health in students through individual and family meetings. The chaplain also partners with teachers in the collaborative delivery of the recently re-aligned health program.
- With a recent increase in the number of enrolments of students with English as an Additional Language or Dialect (EAL/D) the school is focusing its attention on meeting the needs of these students through instruction and classroom support.
- The team of education assistants special needs, are attuned to the requirements of their students and collaborate with staff to integrate adjustments to learning programs through thorough planning.
- From the foundation rose garden, the 6 seasons in Aboriginal culture mural, to the meticulous maintenance of the school, effort is made to retain the 'new school' environment despite the approach of its 30-year anniversary.

Recommendations

The review team support the following:

- Investigate intervention options for students in need of extension in their learning and those not progressing as expected, identified through diagnostic assessments as Tier 2.
- Develop a timeline outlining implementation measures to move the school from cultural awareness to cultural responsiveness and incorporate this in the business plan.

Leadership

The school has recently seen a change of leadership. Staff and community members have worked alongside the new team to both preserve and review all elements of the school's culture in the best interests of growth.

Commendations

The review team validate the following:

- The Principal is appreciated for the measured approach taken to change processes throughout the school. Staff are keen to take the time to achieve the desired outcomes of recently introduced changes before any further review.
- Students have good knowledge of, and a level of input into, the policies that affect them, exemplified through the introduction of the revised Good Standing policy. Leadership opportunities are available as student councillors, faction captains and peer mentors, as well as participation on extra-curricular teams.
- Opportunities for staff to undertake leadership roles, based on their expertise and leadership attributes, are provided and support for their growth as leaders is accessed through professional learning. The School Improvement Team is a committee where staff can develop as leaders.
- The senior and early years learning teams are currently focused on ensuring alignment in the approach and practice of all staff. Leaders of these teams are pivotal to delivering consistency for students.
- The school has engaged with the Western Australian Future Leaders Framework through the Nicholson Network of schools, as well as partnering with Statewide Services in accessing leadership support from Teacher Development Schools.

Recommendations

The review team support the following:

- Consult broadly with staff on the development and implementation of the 2024-2026 Business Plan, inform the community and adopt feedback where appropriate.
- Explore the most efficient distributed leadership structure to meet students' learning needs and support staff to grow as leaders.

Use of resources

There is a strong link between spending and providing for the needs of the school community and its students. Flexible budgeting has assisted the school during a time of rapid changes to the local profile.

Commendations

The review team validate the following:

- A Finance Committee represents the wider staff with members drawn from many roles across the school, while the Board receives and endorses regular financial reports, ensuring transparency of decision making.
- A committed staff member leads the provision of support to other staff for the implementation of ICT¹ in classrooms. Staff favour the use of iPads and are currently consulting on a Bring Your Own Device program in senior years.
- Staff in the finance team are focused on the re-establishment of the asset and resource replacement schedule to future proof school funds, supported by healthy reserve account balances.
- The manager corporate services (MCS) has an aptitude for new tasks aligned to the role and has recently successfully completed the aspirant and newly appointed MCS courses through the Leadership Institute.
- The links between the financial support team in the onsite Canning Vale Education Support Centre are vital in ensuring collegial networking and shared expertise, extending to trust based consultation between Principals on key site decision making.

Recommendations

The review team support the following:

- Continue aligning strategic and operational plans, including the allocation of budgets to areas of priority to support transparency and guide staff in implementation.
- Progress plans for the succession of staff in leadership and key positions within the workforce, with consideration given to potential future retirements.

Teaching quality

Many staff have participated in high impact instructional coaching through an external provider and this has led to a more consistent delivery of instruction to students in classrooms using evidence-based approaches.

Commendations

The review team validate the following:

- The School Improvement Team has been established to drive the development of scope and sequence documents for all learning areas and the authentic embedding of Aboriginal perspectives in the curriculum.
- The access to professional learning on instruction has led to a shared dialogue between staff on their beliefs about what constitutes quality teaching.
- Staff are adept at reflecting on their practice and implementing changes based on the priorities of the school and needs of students.
- The adoption of shared practices in classrooms extends to the specialist areas where students enjoy the consistency of instruction used in their generalist classrooms by skilled specialist teachers.
- Staff frequently assess the impact of their teaching on students' learning through shared data analysis.
- Quality differentiated practice in classrooms and, where appropriate, withdrawn intervention is supporting the growing cohort of students with EAL/D to thrive in their learning.

Recommendations

The review team support the following:

- Develop a formalised instructional framework that embeds already consistent teaching practice and is aligned with the Quality Teaching Strategy, Teaching for Impact statement.
- Coordinate the collation of a unified staff handbook and induction resource drawing together the updated, currently established policies.
- Drive the creation of effective and efficiency enhancing scope and sequence documents for all curriculum areas to mirror the work already completed for English.

Student achievement and progress

There are formal and informal opportunities for families to discuss students' progress and achievements with staff. Seesaw and Connect are used to convey information about student progress and assessments in a timely manner with families.

Commendations

The review team validate the following:

- Student achievement and progress information is presented to the Board and discussed as the cornerstone of key decision making on the implementation of programs and approaches.
- There are high levels of student achievement being consistently attained with students outperforming students in like schools in all categories of the 2023 NAPLAN² data.
- The use of a commercial analysis tool alongside the P-10 analysis in Reporting to Parents allows staff to track the progress and performance data of their students. Students at educational risk are tracked at the classroom level.
- There is a detailed assessment schedule in place encompassing assessments in Brightpath and Progressive Achievement Tests. Staff value the quick feedback provided through the recently introduced E-Write Brightpath tool.
- The Kindergarten Assessment Tool is conducted with students in full over the school year to better inform planning and transition of data to Pre-primary teachers.

Recommendation

The review team support the following:

- Ensure accountability to the assessment schedule, including the provision of feedback to staff on data trends and student progress, facilitating handover and transition of student data between teachers.

Reviewers

Rohan Smith
Director, Public School Review

Glenn Rondoni
Principal, White Gum Valley 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.

You will receive formal notification in the 2 terms leading up to your school's scheduled review. This notification will be provided in 2026.



Melesha Sands
Deputy Director General, Schools

References

- 1 Information and communications technology
- 2 National Assessment Program – Literacy and Numeracy