Shaping the future

The Standard

Public School Review

The Standard

Following the implementation of Public School Reviews in 2018, building, validating and explicitly articulating a Standard was identified as a key area for development.

The starting point for building a Standard is defining what is going to be measured. In this case, it is the school performance for each of the five 'enabling' domains of the School Improvement and Accountability Framework (SIAF). Research has shown these domains have the greatest impact on student achievement and progress.

Having a clearly articulated Standard strengthens common understandings about what all schools should look for when reflecting on their performance. It will also strengthen the consistency of the validation component of the Public School Review process.

Following extensive research and acting on the advice of renowned experts in this field, the Standard describes what would reasonably be expected of schools.

Using the SIAF framework an overview statement, domain foci and elaborations are provided.

Domain overview statement

This is an introductory statement providing a level of context relating to the key understandings about the impact of each SIAF domain on school performance.

Domain foci – What to look for in each domain

For each domain there are a set of indicators. A combination of all the indicators across the domains, make up the Standard.

Whilst all the domains and their specific foci are important, schools may determine that at a point in time, a greater focus is required on some over others.

Domain elaborations – What you would see in terms of evidence

The domain elaborations provide examples of what might constitute evidence to support schools' judgements.

The quality of the evidence upon which school judgements are made is crucial to the self- assessment and review process.

When making judgements about school performance, it is important to make the link between evidence relating to the five enabling domains and their impact on student achievement and progress.

Summary

The introduction of the Standard is designed to assist schools to advance the quality of their self-assessment and review processes. Further, it will maximise review team consistency in the validation phase of the Public School Review process.

In any decision regarding whether performance has met a standard, there are only two elements that can impact on the decision.

1. A common understanding of the Standard
2. Evidence presented as demonstration of meeting the Standard

Educators have a big advantage over many other professions in that the teaching practices required to make judgements against standards is inherent in the work of schools and staff.

Relationships and partnerships

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

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

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

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

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 the School Curriculum and Standards Authority expectations
- Leaders provide guidance and instructional support to staff
- Staff are provided with opportunities to lead
- Professional review provides performance feedback for staff

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

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

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

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

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

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.

Domain foci

- 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

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.

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