Appendix 1 – Site Validation Report

Barossa Region
Validation Report

Site: Gawler Primary School
Leader: Eddy Spear

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”.

<table>
<thead>
<tr>
<th>Self Review Processes</th>
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<tbody>
<tr>
<td>I can verify that the self-review processes have met the standards outlined in the DIAf policy guidelines: (evidence based, inquiry focussed, collaborative, well managed, comprehensive, actioned)</td>
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<td>Comments:</td>
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<td>It is evident that the Gawler Primary School Improvement Plan 2011 (GPSIP) priorities are influencing and improving teaching and learning across the school. It has become a living document that is informing the actions, decisions and directions of the school. The whole school community have engaged with achievement data and the analysis of this data has formed the targets for an improvement agenda. Staff are investigating new literacy approaches to address identified student learning needs.</td>
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<td>Staff have detailed knowledge about literacy standards and where students sit within these. Staff professional development and school structures are supportive for the achievement of the GPSIP targets. The school has developed a whole school agreement about spelling and literacy testing where the screening is comprehensive.</td>
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<td>The self review process is better understood by staff, is discussed and transparent.</td>
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<th>Improvement Cycle</th>
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<td>I can verify that effective plans and processes have been developed to address the findings of the self-review. (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)</td>
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<td>Comments:</td>
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<td>There is a clear cycle of improvement, based on the DECS Improvement and Accountability Framework (DIAf) that is owned and understood by all stakeholders through clear communication and decision making structures. Teachers are engaged in ongoing monitoring of student progress and strategies are in place to support individual needs. Teachers document and track learning progress of students and a building sense of achievement and success is underpinning a changing culture. A greater focus on explicit teaching is resulting in evidence that is documented and used to inform next steps. Attention to Negotiated Education Plans (NEP) and Individual Learning Plans (ILP’s) has resulted in authentic documents that inform classroom programs and practice.</td>
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<td>The GPSIP and Annual Report documents are compliant and are used as artefacts to track changes over time. There is a performance management structure that is connected to the GPSIP and is evident in classroom practice.</td>
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<td>The Student Representative Council (SRC) representatives were able to articulate their role within the school and that their voice was heard at each level, including the Governing Council.</td>
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I can verify that improvements in quality of outcomes over time have been evident. (Multiple measures of data demonstrate improvement)

Comments:
A variety of student achievement data were utilised to screen, and then monitor student learning, intervention and support programs for a number of students have improved learning outcomes and behaviour. There is detailed tracking and follow up of identified cohorts. Improvements in Numeracy NAPLAN have resulted in students moving out of the lower and into the higher growth percentages. While there is some concern about attendance data, strategies are in place to address this concern.

Staff have a clear collective purpose to address the targets in the GPSIP. A clear picture of each student’s performance is the moral purpose underpinning the new culture and learning improvements across the school. The evidence provided by classroom data drives the teaching and learning program.

Parents and Governing Council representatives articulated explicit knowledge about the site priorities, improvements that were occurring and the impact on their child’s learning results.

Further Comments:
The self review agenda was planned to engage panel members in a cross section of evidence collection in order to validate the process. Presentations with the leadership team and interviews with School Support Officers (SSO’s), parents, teachers and students provided the panel with a comprehensive view of the teaching and learning program at Gawler Primary School and its ongoing journey of improvement. This was supported by documented evidence including copies of the Gawler Primary School Improvement Plans, Annual Reports for the last 3 years and a variety of data and documents that supported each of the priority areas as handouts. The panel would like to thank staff and students for their time and effort in the preparation and implementation of the day.

Commendations:
- The school is developing a culture that has a focus on learning, high expectations and achievement for every student.
- All staff are committed to forming positive relationships with students, parents and each other.
- The school is clear about its vision and purpose and all staff are connected through their teaching and learning programs.
- The Play pals program explicitly developing student social skills.
- Resource based learning is explicitly linked to the literacy program collaboratively developed with some class teachers.
- Student representatives were polite, articulate and confident in their sharing of their role in the decision making structure of the school.
- Investment in the professional development of School Support Officers (SSO’s). Responsibilities and roles are explicitly defined and support programs are directed by teachers.
- Staff were willing to change the way they do things to meet the needs of students and this has resulted in some innovative practice.
- Thoroughly documented Literacy Support and Testing Package.
- Progress with the use of technology as a learning tool continues with the whole school wireless set up.
- The new Non-Instruction Time (NIT) structure has been designed to support teacher collaboration and joint programming and planning.
- The Aboriginal and Torres Strait Islander (ATSI) numeracy group is an innovative approach and has continued to develop despite some staff changes.
- Parents are supportive of the improvement agenda and recognise the influence this has had on their children’s education.
- There has been strong leadership in implementing strategies, theory and language from the Principals as Literacy Leaders (PALLs) project. This is ongoing.
- Leadership and staff are working together to address behaviour issues and this was identified by parents as impacting on the tone and culture of the school.
- Weekly assemblies and awards were valued by parents.
- The leadership team is working effectively and collaboratively to support improved learning outcomes for all students.
Recommendations for future planning:

- While there is a significant improvement in student behaviour, an opportunity exists to explore restorative practices and *Strategies for Managing Abuse Related Trauma (SMART)* training.
- Class groupings for next year be considered to maintain positive staff, student, parent relationships. Staff could explore vertically grouped junior primary classes to address this relationship issue.
- Further exploration of differentiated curriculum linked to *Teaching for Effective Learning (TIEL)* to build on existing good practice.
- Mapping current school literacy agreements against the content within the Australian Curriculum.
- Explicit integration of literacy and numeracy development into other subject areas of the curriculum to further enhance the achievement of basic skills. There is permission to focus on the core business contained within the GPSIP in programming and planning.
- Curriculum induction is resourced through teacher mentoring.

Signed: [Signature]  Date: 24 August /2011  Signed: [Signature]  Date: /August /2011

(Regional Director)  (Principal)

Signed: [Signature]  Date: / August /2011

(Governing Council Chairperson).

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

**Note:** This Validation Report has been completed by the Regional Director and is informed by regional documentation and performance management processes. It is usually completed as a summative report at the end of a 3 year cycle.