



Department of  
Education

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Public education  
**A world of opportunities**

# Cervantes Primary School

## Public School Review

August 2019

# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years 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 that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Cervantes Primary School is located in a coastal town approximately 250 kilometres north of Perth in the Midwest Education Region. The main industry in Cervantes is crayfishing, with other residents employed in local businesses, mining or government departments.

The school has an Index of Community Socio-Educational Advantage rating of 964 (decile 7). It currently enrolls 44 students from Kindergarten to Year 6.

Cervantes Primary School became an Independent Public School (IPS) in 2012, as a member of the Turquoise Coastal Schools Alliance, along with Jurien Bay District High School and Leeman Primary School.

Multi-age classrooms are kept to small sizes and supported with regular education assistant time. Numeracy and Literacy remain a focus with resources directed to ensure an individualised approach to each. The school's vision of 'The Pinnacle of Learning and Growing Together' reflects a connection to this unique environment and a mission to respect the individuality of each child and encourage them to succeed in a changing world.

## School self-assessment validation

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The Principal submitted a comprehensive and logical representation of school self-assessment.

The following aspects are confirmed:

- The Electronic School Assessment Tool (ESAT) submission provided genuine understanding of the school context.
- The summary statements provided in the ESAT submission assisted reviewers in the overall understanding of evidence presented.
- A range of credible evidence was selected for analysis to support the summaries.
- Staff engagement in the school assessment process was collaborative.
- There was alignment between the performance evidence, judgements about priorities for improvement and strategies to be used.
- A culture of reflection and continuous improvement was evident.
- The school visit yielded detailed information that served to add value to the school self-assessment and assisted with validation. A range of staff, students, Board and community members provided unified endorsement of school directions and operations.

The following recommendation is made:

- Further enhance future input to the ESAT by providing opportunities for staff to submit comments reflective of current observations, analysis and planned actions directly into the tool.

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<b>Relationships and partnerships</b>	
Engaging relationships and partnerships have been established between parents, the community and the school through a common commitment to high expectations for student and school success.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Some staff have taught at the school for a significant time and use personal relationships effectively in promoting support for the school.</li> <li>• The school is seen as an integral part of the community with productive partnerships fostered with various community groups to support student development.</li> <li>• Several members of the School Board have been involved since its inception in 2012, ensuring consistency in the understanding of, and commitment to, school direction.</li> <li>• School surveys are completed annually and information is analysed and shared with staff and Board members. Strategies are enacted in a timely manner in response to the feedback.</li> <li>• Communication processes are endorsed as effective and valued highly by parents, staff and community members.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to promote opportunities for parent involvement in classrooms.</li> </ul>

<b>Learning environment</b>	
A safe, welcoming, respectful and orderly environment has been embedded. An attractive physical environment is complemented by a genuinely inclusive approach to individual and whole-school needs.	
Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Classrooms are well-presented and vibrant, with prominent displays of relevant information conducive to learning.</li> <li>• Behaviour management processes have been developed collaboratively, with expectations modelled and reviewed consistently by staff.</li> <li>• Small student numbers enable learning programs to be individualised to cater effectively for student needs.</li> <li>• All Year 6 students have leadership responsibilities which enhance the learning environment. These include the organisation of club activities for younger students and induction support for those new to the school.</li> <li>• The importance of consistent student attendance is acknowledged, with formalised processes for monitoring and improvement, conducted in an efficient and timely manner.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Engage in the Act, Belong, Commit campaign to become a 'mentally healthy school'.</li> </ul>

## Leadership

The leader has established a strong foundation for future directions through formalised planning processes where staff are cognisant of the purpose of all strategies. Together with clarity of expectations, targeted support and the requisite measures of accountability, staff commitment has been engendered.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Stable and authentic leadership has provided the basis for effective practice in relation to all the domains of the SIAF<sup>1</sup>, which serves as the foundation for school operations.</li> <li>• A desire for consistency in leadership practices and school operations is ensured by proactive succession planning. All change is managed strategically with a whole-school focus.</li> <li>• Distributed leadership opportunities are undertaken enthusiastically by staff who appreciate the leader's trust and feel empowered to fulfil their responsibilities.</li> <li>• PM&amp;D<sup>2</sup> processes are articulated clearly and are engaged in willingly by staff. They appreciate the value of classroom observations in support of this process.</li> <li>• Alignment between planning at the strategic, operational and classroom levels, ensures the consistency of focus on student and staff development.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Use whole-school strategies as the basis for observation and feedback from classroom observations.</li> </ul>

## Use of resources

Planning, decision making, management and monitoring processes for the use of resources, are aligned clearly to school administration and operations. There is a clear and defensible link between the use of resources and the conditions for student success.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• An authentic commitment to use resources to provide personnel to optimise teaching and learning is evident.</li> <li>• The annual school budget includes consideration of future priorities. Careful planning for the use of reserves has enabled the maintenance of optimal staffing levels.</li> <li>• A detailed budget is set annually and links to the school planning are ensured.</li> <li>• Effective monitoring and management by the MCS<sup>3</sup>, Principal, Finance Committee and School Board, enables informed resource decision making.</li> <li>• A contextually relevant workforce plan outlines key challenges for the school and strategies to manage them.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Continue to monitor and respond to the workforce plan to ensure change is managed effectively.</li> </ul>

## Teaching quality

There is a school-wide understanding of the need to build a performance culture around quality teaching to underpin the school's improvement journey. A strong foundation for this commitment is provided by a high level of teacher experience and competence.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Shared beliefs about teaching and learning have been established as a basis for the implementation of effective whole-school practices. Visible learning expectations have been developed based on these beliefs.</li> <li>• The introduction of whole-school approaches is accompanied by targeted professional learning. Collegiality and commitment to shared beliefs encourages a unified approach to implementation.</li> <li>• Fortnightly collaborative sessions for teachers and education assistants have facilitated mutually beneficial forums to focus on student progress.</li> <li>• Staff appreciate the instructional leadership of the Principal in supporting the alignment of individual classroom practice to whole-school planning.</li> <li>• The ICT<sup>4</sup> Strategy has been embedded successfully following the 2014 IPS Review, to focus on integrating digital technology across all learning areas.</li> </ul>
Improvements	<p>The review team support the following action:</p> <ul style="list-style-type: none"> <li>• Develop a digital technologies scope and sequence to include the specific applications of technology suitable for the different Year levels.</li> </ul>

## Student achievement and progress

Due to small student cohorts, assessment of long-term systemic student performance data is problematic. The school is embedding processes to analyse a range of data to inform plans for improvement. This is contributing to an understanding of the value of evidence-based decision-making at the class and whole-school levels.

Effectiveness	<p>The review team validate the following:</p> <ul style="list-style-type: none"> <li>• Systemic and school-based data are used as part of the school self-assessment to inform strategic and action planning. NAPLAN<sup>5</sup> data are deconstructed to analyse individual strengths and weaknesses.</li> <li>• Regular monitoring and review of academic and non-academic student data including: NAPLAN; student report grades; ABE<sup>6</sup>; OEAP<sup>7</sup> data; and behaviour data, is undertaken at the teacher, school and Board levels.</li> <li>• Small student numbers are viewed positively by parents and staff. The authentic focus on individual students by staff with the development of IEPs<sup>8</sup> and differentiated levels of work, is appreciated.</li> <li>• The majority of English and mathematics targets, based on NAPLAN student achievement and progress, are being exceeded.</li> </ul>
Improvements	<p>The review team support the following actions:</p> <ul style="list-style-type: none"> <li>• Continue to review and plan for student achievement with reference to the School Curriculum and Standards Authority expected Year standards.</li> <li>• Refer to these standards in the development of specific, measurable, achievable, realistic, and timely goals for IEPs.</li> </ul>

## Reviewers

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Brett Hunt  
Director, Public School Review

Kaye Brownley  
Principal, Lake King Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'Effective'.

Your next school review is scheduled for 2022.



Stephen Baxter  
A/Deputy Director General, Schools

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## References

- 1 School Improvement and Accountability Framework
- 2 Performance management and development
- 3 Manager Corporate Services
- 4 Information and communication technology
- 5 National Assessment Program – Literacy and Numeracy
- 6 Attitude, behaviour, effort
- 7 On-entry Assessment Program
- 8 Individual education plan