



Department of
Education

Shaping the future

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

Context

Cervantes Primary School is located in a coastal town approximately 250 kilometres north of Perth in the Midwest Education Region.

The school has an Index of Community Socio-Educational Advantage rating of 955 (decile 8).

It currently enrolls 47 students from Kindergarten to Year 6 and became an Independent Public School in 2012.

The first Public School Review of Cervantes Primary School was conducted in Term 3, 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 an informative self-assessment.

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

- School Board members and parent representatives participated passionately in validation discussions, reflecting a strong sense of ownership, investment and engagement in the school's ongoing development.
- Collaborative strategies were used to engage all staff and the School Board in identifying the evidence to submit for each domain.
- The candid and genuine participation of staff during the visit demonstrated a commitment to continuous improvement through a robust ability to self-reflect.
- The Principal reported the process provided further validation for the staff on their identification as a Quality Teaching Strategy – Lead School.
- The validation visit provided additional information that added value to the school's self-assessment submitted through the Electronic School Assessment Tool (ESAT).

The following recommendation is made:

- Supporting a more comprehensive self-reflection, take into consideration the breadth of the domain foci and elaborations when conducting the school's self-assessment and selecting evidence for the ESAT.

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Relationships and partnerships

The fostering of positive and inclusive relationships, underpinned by a unified focus on student progress has resulted in high staff morale and strong community support for the school.

Commendations

The review team validate the following:

- Staff collaboration is constructive and purposeful. Through regular 'early close' meetings, an environment characterised by trust, respect and a balance of peer accountability and peer support is evident, creating a culture of collective staff efficacy.
- The School Board reinforces how important the school is to the community by demonstrating a strong sense of ownership and willingness to be involved. School Board members, one of whom has served on the Board since its inception in 2012, report that outside input is valued and given consideration by the school leadership.
- Seesaw, Connect, newsletters and 'Class Chatter' are effectively used to communicate with parents and the broader community.
- The Principal's active connections within the community are proactively harnessed to support the school.

Recommendation

The review team support the following:

- Maintain and expand partnerships with community groups and businesses, building connection to the school through a range of different staff members.

Learning environment

The attention given to care, respect and order have created a welcoming and safe environment for students and staff. Classrooms are physically inviting, and the interactions between staff and students promote learning.

Commendations

The review team validate the following:

- Shared school values and expectations drive a strongly embedded Positive Behaviour Support approach used to manage student behaviour.
- Development of a comprehensive students at educational risk strategy has meant procedures are clear, consistent and enacted in a timely manner to meet the needs of students.
- The Wellbeing and Engagement Census provides data to monitor the wellbeing of students from Year 4 to Year 6. The data is analysed and informs planning. Students use this data to set personal goals.
- Student voice is recognised through a variety of decision making opportunities which include choosing rewards and informing the purchase of playground equipment.
- A focus on developing resilience through the implementation of the Second Step Social-Emotional Learning program supports student wellbeing.
- A willingness to explore opportunities to enhance the physical environment has led to the reinvigoration of the school's kitchen garden which in turn extends learning opportunities for students beyond the classroom.

Recommendation

The review team support the following:

- Continue to create a positive learning environment by further developing the school's Care for Country Strategy and being culturally responsive.

Leadership

The Principal leads by example, with high expectations for all staff and a clear focus on success for all students, creating a culture of trust, connection, collaboration and collective responsibility.

Commendations

The review team validate the following:

- The school's vision of 'respecting the individuality of every child and encouraging them to succeed in an ever changing world' underpins all strategic decision making.
- The Principal is an instructional leader who models respectful and inclusive practices that encourage staff to be active and invested participants in all aspects of school development.
- Staff capacity and collective efficacy is built through a co-design approach to school improvement.
- All staff participate in a systematic process to review the achievement of school targets. This reflective approach informs future implementation of the school's business plan.
- Change is implemented in a thoughtful, timely and inclusive manner. Staff are provided with professional learning and supported to trial new approaches that align with shared beliefs about teaching and learning to improve student outcomes.
- The inclusive and supportive approach to leadership creates extensive opportunities for staff to undertake leadership roles. All staff contributions are valued.

Recommendation

The review team support the following:

- Formalise a process of observation and feedback to supplement the coaching approach used to manage and develop staff performance.

Use of resources

The Principal and manager of corporate services (MCS) are united in leading the strategic management of the school's physical, financial and human resources.

Commendations

The review team validate the following:

- The MCS leads clear processes for the planning, monitoring and reporting of the school's resources and finances.
- The MCS and Principal upskill staff and School Board members as appropriate to their roles and responsibilities.
- The workforce plan is comprehensive in identifying and planning for the impact of future trends in student enrolments. This plan provides vital information that supports the annual budgeting process.
- Analysis of student data is regularly conducted to refine and refocus the responsibilities of education assistants (EAs) and direct deployment to maximise support for students.
- Information is shared in a transparent manner with the School Board. Budget and monthly reports are provided that make explicit the impact of maintaining 3 classes and allocation of resources to support student learning.

Recommendations

The review team support the following:

- Continue to review the workforce plan with particular attention being paid to succession planning.
- Make more explicit links between the resources required to enact the business plan and the school budget.
- Create a furniture replacement plan.

Teaching quality

Research, evidence, consultation, collaboration and support are the foundation upon which quality teaching is developed at Cervantes Primary School.

Commendations

The review team validate the following:

- The Cervantes Primary School High Impact Teaching (HIT) framework, informed by evidence-based research, makes explicit the teaching beliefs and expectations of staff at the school.
- Teachers have created and embedded an explicit teaching model to be used across all learning areas when introducing students to new concepts and skills. The model is aligned to the schools' HIT framework.
- A clear understanding of the Western Australian Curriculum is a core component of the teaching quality at the school. Scope and sequence documents are created to ensure the curriculum is delivered in a systematic and seamless manner within the school's 3 multi-age classes.
- The school's teaching beliefs and expectations influence the work of EA's who are regarded as essential and integral colleagues in the provision of instruction and support for all students.
- Extensive ongoing collaboration, sharing of practice, mentoring and coaching supports staff to deliver low variance, high impact instruction.

Recommendation

The review team support the following:

- Continue to review and refine the provision for extension of academically able students.

Student achievement and progress

The collection of systemic and school-based data is purposeful, rigorous and comprehensive. Data literate staff analyse and reflect on student achievement and plan for high academic progress for every child.

Commendations

The review team validate the following:

- Student achievement in the NAPLAN¹ is consistently above the levels attained by students in like schools.
- All student achievement and progress data is collected, collated and analysed at a whole-school level utilising a traffic light system. This approach makes visible the academic journey for every child. It tracks students requiring support or extension and provides information in respect to the success of interventions.
- A regular use of a variety of tools, including data walls, has enabled staff to effectively review specific sets of student achievement data and use this information to inform planning and differentiate learning.
- SMART goals are used to track the progress of students identified as requiring tier 2 or tier 3 support. The analysis of this finer grained level of detail helps focus the interventions and supports provided.
- Business and operational plans have targets and articulate strategies that demonstrate a commitment to improve levels of student achievement and progress. There is a focus on every child making high year-on-year progress.

Recommendation

The review team support the following:

- Engage with other schools to expand and develop moderation processes that improve alignment between grade allocation and student achievement.

Reviewers

Gary Crocetta
Director, Public School Review

Jemima Tomlinson
Principal, Waddington 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.

Your next school review is to be scheduled for 2026. You will be formally notified in the 2 terms leading up to your school's scheduled review.



Melesha Sands
Deputy Director General, Schools

References

- 1 National Assessment Program – Literacy and Numeracy