SCHOOL VALIDATION REPORT

SITE: Elizabeth East Primary School  PRINCIPAL: Helen Tunney

The DECS Improvement and Accountability framework (DIAf) states that "validation verifies the quality of the self-review process, outcomes reported and actions proposed".

### Panel feedback on the evidence that:
- the school's ongoing self-review processes meet the standards outlined in the DIAf guidelines and
- effective plans and processes are in place to address the findings of self-review

The panel was satisfied that the school's self-review processes met all the standards outlined in the DIAf guidelines. The focus of the review was in relation to progress against the SILA Review 2009 and the key priorities of Literacy, Special Needs, Numeracy, Behaviour and Attendance as outlined in the Site Improvement Plan. It is acknowledged that the new leadership at the school from 2011 initiated and implemented SILA recommendations and the establishment of key priorities.

There is clear evidence of data collection and analysis processes for attendance monitoring, running records, writing, reading, NAPLAN, ATSI, GOM, ESL, Number and Behaviour. These findings have influenced current practices and will inform future improvement.

The leadership has had a clear and focused change agenda that is linked to the vision and purpose and supported by site improvement plans and operational plans that have clear targets.

There was a mid-year review of the 2012 Site Improvement plan with the leadership team to monitor progress.

### Panel feedback on the evidence of effective processes to develop quality teaching and learning:

It was evident from the presentations by various leaders in the school that there has been a deliberate focus on Literacy, Numeracy, Wellbeing, Intervention and Support and Attendance over the past 18 months. Resources have been targeted for these key priorities. Outcomes of this work include Literacy handbook, introduction of literacy blocks, a literacy scope and sequence R-7, scope and sequence R-7 Wellbeing, student assessment folder to support teachers and used for parent interviews, a whole school approach to Assess, Plan Teach cycle, wave 1,2&3 intervention model informed by data and a Maths and Numeracy plan.

There is the provision of structured professional learning every week related to the Student Improvement Plan key priorities and regular performance improvement meetings for all staff. There has been some uptake on the Gradual Release of Responsibility and the Big 6.

SSO's are involved in professional learning linked to their work and clarity has been provided to the function of their role and their working relationship between the teacher and the child.

### Panel feedback on the evidence of effective processes to develop curriculum coherence:

There are structures and processes in place for staff to plan and program collaboratively. Processes include Professional Learning Teams, performance improvement meetings and key priority area meetings. There has been the development of a whole school scope and sequence R-7 in Literacy and Wellbeing and an Assessment Plan which provides clarity and consistency for teachers. The assess, plan, teach cycle is currently across the school and supported by data analysis each term. The processes to support NEP students, ATSI, ESL and STAR students have been streamlined to provide explicit information to inform teachers for their teaching and programming.

There was also evidence of whole school agreements being developed for implementation around oral language and hand-writing.
Panel feedback on the evidence of improvements in the quality of learner outcomes over time:
Detailed analysis of NAPLAN data and Running Records and each child's progress is monitored and visually displayed. In 2012 80% of year 2 children are at the Northern Adelaide Region Running Record Standard. There are conversations about children and their progress using data, meetings with teachers and Snapshots. There is evidence of improvements in the following areas: the quality and effectiveness of intervention programs, a positive culture with a focus on learning, high expectations linked to the Northern Adelaide standards, scope and sequence for Literacy and Wellbeing to support learning, attendance monitoring, consistency of literacy strategies and teaching and learning in comprehension.
Assessment Folders.

Panel feedback on the evidence of leadership for whole school improvement:
The panel were able to appreciate the cultural growth within the school that has occurred based on the vision and values supported by performance improvement practices, professional learning teams, meeting structures and decision making processes. There are leadership roles for each of the key priorities to support whole school improvement and the leadership team collaborate on the school change agenda as outlined in the Site Improvement Plan. Each of these key priorities had a detailed action plan for the focus for 2012. In some areas they had highlighted future intentions beyond 2012. The leadership team also review and monitor their progress as outlined against their targets in the Site Improvement Plan. All policies and agreements are well documented and made accessible for all staff.

Commendations:
There is a clear sense of direction at the school and the leadership are working towards this being completely shared and owned by staff, students and parents. The panel felt that there was clear evidence that the leadership was focused on curriculum and student learning.
There was a clear documented Site Improvement Plan. The school had put into place a range of structures and practices to address the SILA recommendations and these included:
1. Whole school literacy focus with the introduction of literacy blocks, Assessment Plan, staff literacy folder, R-7 scope and sequence, Assessment folder, use of data by classroom teachers and introduction of the Big 6.
2. The focus of Learning for Wellbeing and the development and implementation of the R-7 scope and sequence for Wellbeing which has supported Behaviour Management processes. Data is used to monitor progress and the panel saw the initiative of teachers being part of the individual case management team of wave 3 behaviour students as a positive strategy.
3. WAVE 1, 2 & 3 – the strengthening of identification processes for intervention and support and the quality of support then provided.
4. Implementation of Mathematics/Numeracy in line with the Australian Curriculum is a strong start for the school.
5. Leadership role for each of the identified priority areas.
6. Attendance focus – the close monitoring of chronic non-attenders to school, home visits where required and the explicit data collection and monitoring of actions and outcomes.

Recommendations:
It is recommended that Elizabeth East Primary school:
1. Investigate and implement a whole school agreement and practice for pedagogical approaches to ensure consistency, rigour and differentiation across the site.
2. Strengthen the mathematical knowledge, skills and understanding of teachers and embed the agreed pedagogical approaches to consolidate a whole school approach to Mathematics and Numeracy. It was seen that Ann Baker's Professional learning in 2013 to be an excellent component of a planned whole school approach.
3. The leadership and staff explore self-review processes and identify the elements of self-review that are the responsibility and function of the work for leadership and the self-review processes that are necessary and the responsibility for teachers and their focus on improving student achievement.

Signed: [Signature]
(Regional Director/Assistant Regional Director)
Date: 21/1/2012

Signed: [Signature]
(Principal)

The Governing Council has been informed of the outcome of Validation.

Signed: [Signature]
(Governing Council Chairperson)
Date: 8/1/12

Note: This Validation Report has been completed by the Regional Director/Assistant 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.