Self-Assessment and Review Framework

2018 - 2020

Aspiri Primary School acknowledges that (as a component of its continuous improvement agenda) the powerful impact leadership teams can have in improving the quality of curriculum, teaching and learning and engagement.

We will create a culture of high expectations, provide clarity about what our teachers are to teach and students are to learn, establish a strong professional learning community and continue our quest to improve teaching practices. We will create a cycle of continuous school improvement based upon the model of ACT, REVIEW, PLAN and one which supports our vision:

> *"….. Aspiri Primary School is a school built around a positive culture; where great behaviour is expected and rewarded, great relationships are forged and nurtured, and engaged and positive students are achieving their very best all of the time. Our school will hold students at the centre of our focus and we will nurture their self-esteem, and resilience. We will teach them to be respectful of themselves, others and our environment, to value their learning and how to make a positive contribution to the society in which they live-at school and beyond."*

The context of school improvement at Aspiri Primary School.

Achieving excellence in schooling, like all fields of human endeavour, requires a commitment to continuous improvement and quality assurance. At Aspiri Primary School we will direct our energies and resources towards the improvement of learning to maximise achievement and realise the potential of all students. We are committed to making a difference and doing things better. We will systematically gather data from a range of sources, plan for the future success of all learners and account for progress through reporting and validating our programs.

Aspiri Primary School will:

• via effective collaboration and engagement, establish and publish a shared and clear vision of the school's values, priorities and strategic directions.

• provide strategic, purposeful and participative curriculum, with a strong focus on student achievement through quality teaching and high expectations.

• manage resources in ways that support the school's vision, student achievement and maintain operational integrity.

In relation to our first two overarching priorities of "Successful Students" and "Excellence in Teaching and Learning " we will:

• set high expectations for learning to challenge and engage our students and identify high standards for all of our students to achieve.

• have a strong focus on quality teaching in every classroom and a commitment to professional learning.

• deliver a curriculum that provides our students with a solid foundation in core knowledge, understandings, skills and values while being responsive to individual needs.

• have structures and processes to identify, support and monitor the needs and performance of each individual student.

• ensure that all of our students can access and participate fully in the school's learning programs and promote the involvement of all students in the life of the school

In relation to our third overarching priority of "Engaged Parents and Community " we will:

• actively encourage and support parents to be involved in their children's learning.

• foster a genuine collaborative relationship with the school community.

• celebrate and promote student, family and community achievements.

Sourcing evidence to inform planning and set targets

At Aspiri Primary School, our data and evidence will be relevant, fair and balanced, followed by analysis that is valid and trustworthy. It will contribute to an understanding of our performance at both local and system levels.

We will measure our performance by comparing our results with:

• previous student and school results to find evidence of school improvement and growth over time.

• school priorities and improvement targets to find evidence that strategies are having an impact.

• WA and National points of comparison to demonstrate evidence of achievement against Like Schools and State level outcomes.

Throughout our three-year cycle of school self assessment leading to improvement our school will also use evidence to:

• assess the quality of programs

• inform planning and set targets

• report on key indicators of school improvement.

NAPLAN , Department of Education Pre Primary On Entry Assessment and Teacher judgments from the Student Achievement Information System (SAIS) are key annual assessments which provide the school with in-depth comparative and longitudinal data about individual students and cohorts. Aspiri Primary School will use this data to judge its performance against statistically similar schools as identified by the Index of Community Socio-Educational Advantage (ICSEA) scales. (Like Schools and State level comparisons) . (2018) Aspiri Primary School has yet to be allocated an ICSEA score, however it is expected to be around 1000. The average Australian school ICSEA is 1000.

In the first year of this plan, a key part of our data collection will comprise the use of a Baseline testing program. This is designed to review the capabilities of all students entering APS in order to determine entry level capabilities across Literacy and Numeracy domains . Over time, the data resources will expand to incorporate NAPLAN and SAIS data. We will also access data from On Entry and AEDC summaries where available, surveys and anecdotal commentaries disaggregated to District, School, cohort and individual student level.

Aligning to this and overlayed against the NAPLAN data across each year will be SAIS data which is a collection of information obtained from teacher judgements made during semester reporting processes.

Similar to NAPLAN, this information can also be applied across whole school ,cohort and individual student levels as required.

Self-assessment matrix

A self-assessment matrix has been developed to help Aspiri Primary School identify what we will assess and when, areas requiring a stronger focus, priorities for improvement and baseline data against which we can report progress.

The matrix will inform the following questions:

• How are our students going?

• As a school, what are we doing well?

• As a school, what do we need to improve?

• How will we measure our improvement?

School Planning.

The school _Business Plan_ is a blueprint that outlines what our community values in terms of our students capabilities and local context as well as how the school plans to achieve improved levels of student, staff and community participation and performance over a three year period. As a public document it provides a whole school focus for continual improvement over the full three-year term of the school review cycle. The school Business Plan will be made available on our school's website.

The school Business Plan will include:

• a statement of school context, purpose and profile.

• identified priorities.

• broad improvement targets .

• major actions (particularly whole school strategies).

• resources (system and school provided).

• a timeframe.

• expected outcomes.

Below this, annual _Operational Plans_ for Learning areas and programs set out how the school Business Plan will be progressed in that year. Operational Plans are internal to the school and will be developed in close consultation with school staff. Typically they include:

• the school Business Plan priorities and improvement targets being addressed.

• specific strategies that will be employed.

• who is responsible for implementing the strategies.

• a timeframe for implementation.

• resources.

• ways that the implementation will be evaluated.

Planning then will occur at the classroom level. _Classroom planning_ is central to school improvement as it is what our teachers will do in their classrooms that impact most directly on student achievement.

We will aim to prioritise our strategic intentions in ways that provide the best balance between available resources (including human, physical and financial resources) and the expectations of students, parents , community , stakeholders and the Department of Education .

We will endeavour to ensure that APS staff set achievable priorities, whilst at the same time providing the school with a broad range of challenges for each year of the cycle in order to foster continuous improvement.

Students with additional needs

For some students with higher needs and indeed diagnosed intellectual disabilities, mapping their performance and progress in the same ways as for other students may not be meaningful. It is important nevertheless, that the performance and progress of all students should be monitored, recorded and reported. Personalised learning plans are developed in consultation with parents/caregivers and set learning goals appropriate to the student's needs. Judgements about the standards of student achievement, both academic and non-academic, may be measured by the extent to which goals in personalised learning plans are achieved.

Reporting

Aspiri Primary School has a responsibility to report to its community on its performance and achievements. While we use a range of formal and informal means to communicate with our community, the Annual School Report provides the key mechanism for Aspiri Primary School to report formally to its community, the Director General and the general public. The Annual report draws upon evidence from the annual assessment of our school's progress against our strategic priorities, objectives and targets identified in the Business Plan. The Annual Report also allows schools to communicate changes in direction that have occurred through the Self Review and planning processes.

In addition, classroom teachers will complete comprehensive individual semester reports for students. Students will be encouraged to be active participants in assessment and reporting processes.

Parents will be engaged at all stages of a child's education with staff and the school actively seeking out and communicating with families and caregivers via formal and informal dialogue and meetings.

Aspiri Primary School Self Assessment and Review Framework .

Table: 3 Year Cycle: List of key actions.

Year One:

- **School receives its new Delivery and Performance Agreement (DPA) from the Director General and the school Business Plan is developed incorporating the new DPA and contextual considerations.**

- **Operational Plans are updated aligning to the updated Business Plan.**

- **System Surveys and identified data collection actioned as per the Matrix.**

- **Self-Assessment and monitoring actioned as per the Matrix**

- **Review, planning and reporting actioned as identified in schedules.**

Year Two

- **Review the School Business Plan and adjust where necessary**

- **Operational Plans are updated aligning to the updated Business Plan.**

- **System Surveys and identified data collection actioned as per the Matrix.**

- **Self-Assessment and monitoring actioned as per the Matrix**

- **Review, planning and reporting actioned as identified in schedules.**

- **Annual report prepared and published.**

Year Three

- **Review the School Business Plan and adjust where necessary.**

- **Operational Plans are updated aligning to the updated Business Plan.**

- **System Surveys and identified data collection actioned as per the Matrix.**

- **Public School Review (PSR) participation (3rd yr of IPS Cycle)**

- **Review, planning and reporting actioned as identified in schedules incorporating PSR outcomes and actions.**

Aspiri Primary School Self Assessment and Review Framework .

Table: 3 year schedule of activities—term by term:

	Term One	Term Two	Term Three	Term Four
Year 1	• Receive Delivery Performance Agreement • Business Plan developed, reviewed and endorsed by Staff and Board • Operational Plans developed to align • DPA, Business Plan published on newsletter and website	• Assessment schedule actioned • Survey of stakeholders? (May-June) Parents	• Data collated and reviewed including: ⇒ On Entry Assessment ⇒ AEDC ⇒ SAIS ⇒ Parent Survey outcomes.	• Self Assessment including: ⇒ Review of data and other information ⇒ Adjustment of Business Plan if required via Board and staff ⇒ Start Year 1 Annual Report
Year 2	• Adjust Business Plan if required. • Operational Plans adjusted and published . • Annual report (Year 1) completed, ratified and published	• Assessment schedule actioned • Survey of stakeholders? (May-June) • Survey of staff/students (May-June)	• Data collated and reviewed including: ⇒ NAPLAN ⇒ On Entry Assessment ⇒ AEDC ⇒ SAIS	• Review of data. • Strategic priorities identified for next year. • Start Year 2 Annual Report
Year 3	• Adjust Business Plan if required. • Operational Plans adjusted and published • Annual report (Year 2) completed, ratified and published	• Assessment schedule actioned • Survey of stakeholders? (May-June) • Survey of staff/students (May-June) • Complete Public School Review process	• Confirm external PBS validation process and Participate • Data collated and reviewed including: ⇒ NAPLAN ⇒ On Entry Assessment ⇒ AEDC ⇒ SAIS	• DoE data reviewed and input included in data set. • Formulate new 3 Year Business Plan • Operational plans for next year • Start Year 3 Annual Report

Aspiri Primary School Self Assessment and Review Framework .

Table: Annual Assessment Activity matrix for key data:

Year Levels	Learning Area	Assessment	Timeline
K - PP	English	APS Student Literacy Profile	Semester
	Mathematics	APS Student Numeracy Profile	Semester
	Standardised Assessment	On Entry Testing (PP) Semester 1 and 2 Student Progress Report	Year Semester
1 - 6	English	APS Student Literacy Profile Writing Sample	Semester
	Mathematics	APS Student Numeracy Profile	Semester
	Standardised Assessment	NAPLAN Year 3 and 5 Semester 1 and 2 Student Progress Report	Year Semester

Aspiri PS Reporting Schedule

Semester /Year		Sem. 1	Sem. 1	Sem. 2	Sem. 2
Learning Area	**Years**	**PP**	**1 - 6**	**PP**	**1 - 6**
English (Australian Curriculum)	Reading and Viewing	✓	✓	✓	✓
	Writing	✓	✓	✓	✓
	Listening and Speaking	✓	✓	✓	✓
Maths (Australian Curriculum)	Number and Algebra	✓	✓	✓	✓
	Measurement and Geometry	✓	✓	✓	✓
	Statistics and Probability	✓	✓		
Science (Australian Curriculum)	Science Inquiry Skills	✓	✓		
	Science as a Human Endeavour			✓	✓
	Biological Sciences				
	Chemical Sciences			✓	✓
	Earth and Space Sciences	✓	✓		
	Physical Sciences				
Humanities and Social Sciences (Australian Curriculum)	History	✓	✓		
	Geography			✓	✓
	Economics and Business				
	Civics and Citizenship				
The Arts	Art Skills and Processes	✓	✓	✓	✓
	Art Ideas		✓	✓	
	Art Responses				✓
	Arts in Society				
Technology and Enterprise	Technology Process	✓	✓	✓	✓
	Materials			✓	✓
	Information				
	Systems		✓		
Health and Phys. Ed.	Knowledge and Understanding		✓	✓	✓
	Self-Management				✓
	Interpersonal Skills		✓		
	Skills for Physical Activity	✓	✓	✓	✓

Aspiri Primary School Self Assessment and Review Framework .

Table: Policy and Planning review cycle and ownership matrix.

School	Cycle	Date	Board	Cycle

• Aboriginal /EALD Education Plan (Cultural Stds Framework)	(2 years) - All staff	2019	• Annual Report
			  ♦ Board Chair preamble
			  ♦ Review and Ratify
				•　annually
				begins 2019

• Assessment and Reporting Plan	(3 years) - All	2019		
• Attendance Policy	(2 years) - All staff	2019	• Business Plan	- ongoing
• Behaviour Management	(2 years) - All staff	2019	• Board Performance (Self-Review)	- annually
• Budget	(annually) - Admin			

• Data	(annually) - All staff		• Data
			  ♦ Academic
			    ◊ NAPLAN
			    ◊ SAIS
			  ♦ Non-Academic
			    ◊ ABE
			    ◊ Surveys
			    ◊ Attendance
				- annually

• Emergency Management	(2 years) - All staff	2019		
• Excursion Policy • + worksheets / checklists	(3 years) - All staff	2019		
• ICT Policy	(2 years) - All staff	2019		

• Operational Plans
  ♦ Whole School
    ◊ Literacy
    ◊ Numeracy
    ◊ Science
	(annually) - All staff			

			• Priorities for next year	- annually
• Performance Management Template	(2 years) - Admin	2019	• School leadership performance	- annually
• Priorities – Bus Plan Update	(annually) - All			
• Reserve Account Management Plan	(2 years) - Admin	2019	• Self-Assessment and Review Policy	- 2 years
• Teaching and Learning	updated annually		• Business Plan	- annually

• Satisfaction Surveys
•
  ♦ Parents
  ♦ Students
  ♦ Staff
	(3 year cycle, 1/ year)
	2018
	2019
	2020
			• Surveys
			  ♦ Parents
			  ♦ Students
			  ♦ Staff
				- (3 year cycle, 1/ year)

• Staff Intentions Survey	(annually) - All			
• Workforce Plan Update	(annually) – Admin			

Aspiri Primary School Self Assessment and Review Framework .

School Self-Assessment and Review – Plans and Policy Status Monitoring template.

Plan / policy	Status	Comment
• **Aboriginal /EALD Education Plan**		In progress 2018. Review 2019.
• **Assessment and Reporting Plan**		In progress 2018. . Review 2019.
• **Attendance Policy**		In progress 2018. . Review 2019.
• **Behaviour Management Policy**		In progress 2018. . Review 2019.
• **Business Plan 2018-2020**		In progress 2018. . Review 2019.
• **Emergency Management**		In progress 2018. . Review 2019.
• **Excursion Policy** • **+ worksheets / checklists**		Completed 2015. Review 2017.
• **ICT Policy**		In progress 2018. . Review 2019.

• **Operational Plans**
  ♦ **Whole School**
    ◊ **Literacy**
    ◊ **Numeracy**
    ◊ **Science**
		In progress 2018. Review annually or as required.

• **Performance Management Template**		In progress 2018. . Review 2019.
• **Priorities – Business Plan Update**		In progress 2018. . Review 2019.
• **Reserve Account Management Plan**		As required.
Risk Management assessment		In progress 2018. Review annually or as required.

• **Satisfaction Surveys**
  ♦ **Parents**
  ♦ **Students**
  ♦ **Staff**
		To be completed as per cycle attached

• **Self Assessment and Review Framework**		In progress 2018. . Review 2019.
• **Staff Intentions Survey**		Due late 2018. . Review 2019.
• **Workforce Management Plan**		In progress 2018. Review annually or as required.

Aspiri Primary School Self Assessment and Review Framework .

Table: 2018-2020 Business Plan review template.

Focus	Information/ data source	Status	Comment
Successful students:			
· Whole of School planning incorporating Australian Curriculum Phase 1 to 3 into all Operational plans where appropriate with a clear and relentless focus on quality Literacy and Numeracy outcomes using timetabled Literacy and Numeracy Blocks as a core strategy. *(Success for all Students)*			
· Provide targeted learning support for identified Aboriginal/ SAER / EAL/D and PEAC students. *(Success for all Students)*			
· Implementation and embedding of school values "HEART" and "House" based pastoral care system across the school with a focus upon Health and Well-being strategies and support. *(A capable and responsive organisation)*			
· Attendance, target strong overall attendance rates across all cohorts and a reduction in the rate of "Unexplained Absences" *(Improved student attendance, engagement and behaviour)*			
· Identify and implement Early Intervention strategies in the Early Years. *(Success for all Students)*			
Excellence in Teaching and Learning			
· Embed in Operational planning across the whole school pedagogy based upon Explicit/ Direct Instruction strategies and quality modelling practices. *(High quality teaching)*			
· Development of a whole school self- review and accountability process that is rigorous, relevant, transparent and effective. *(A capable and responsive organisation)*			
· Develop a Workforce Management Plan that has a 3 year focus upon identifying future needs as well as attracting and retaining quality teachers and support staff.			
· Recruit teaching staff that are willing and capable of engaging in collaborative and peer to peer based professional practices. *(High quality teaching)*			
· Identify and support Aspirant Leadership team members. *(High quality Leadership)*			
· Support staff in engaging in quality, targeted PL that is aligned to Performance Management on a school, regional and state level. *(High quality teaching)*			
· Work towards meeting the audit and implementation requirements of the NQS for our school. *(A capable and responsive organisation)*			
· Incorporate the Principles and Practices of the EYLF and Kindergarten Curriculum Guidelines into planning and practice. *(A capable and responsive organisation)*			
Engaged Parent and Community Partners			
· Develop positive relationships with parents in the classroom, the school and across the broader school community. *(A capable and responsive organisation)*			
· Participate in the Nicholson Network Schools Cluster activities relevant to the needs of APS. *(A capable and responsive organisation)*			
· Establish and develop an effective School Board and P&C incorporating appropriate training and development. *(A capable and responsive organisation)*			Board and P&C elections 2019
· We will engage with external agencies relevant to the support needs of our students. *(A capable and responsive organisation)*			

Aspiri Primary School Self Assessment and Review Framework .

School Board Self-Assessment and Review Monitoring checklist template.

Statement	Status	Comment
Our school has a cycle of school self-review		
The cycle is published and available		
Staff and the Board/Council are aware of this cycle and re-view		
The review includes the quality of teaching		
The review includes the quality of learning environment		
The review includes the quality of relationships		
The review includes the quality of leadership		
The review includes the quality of resource alignment		
Strong self-assessment is embedded in day-to-day practice		
School-wide culture of self-reflection		
All staff know their role and expectations		
Staff are involved in data gathering and analysis		
All staff are proficient in data analysis		
All teachers analyse data of their individual classes		
Data covers both academic and non-academic progress		
Sources of data include students, teachers and parents		
Data analysis is linked to teacher performance management		
The Board/Council is involved in examining the analysis of data		
All the Board/Council members are proficient in data analy-sis		
Data analysis and conclusions drawn lead to action		

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