Floraville Public School

External Validation 2020

Summary Booklet

School determined next steps in the self-assessment process

Future directions to support school improvement

As part of the self–assessment process, the school has identified the following elements as areas for future growth:

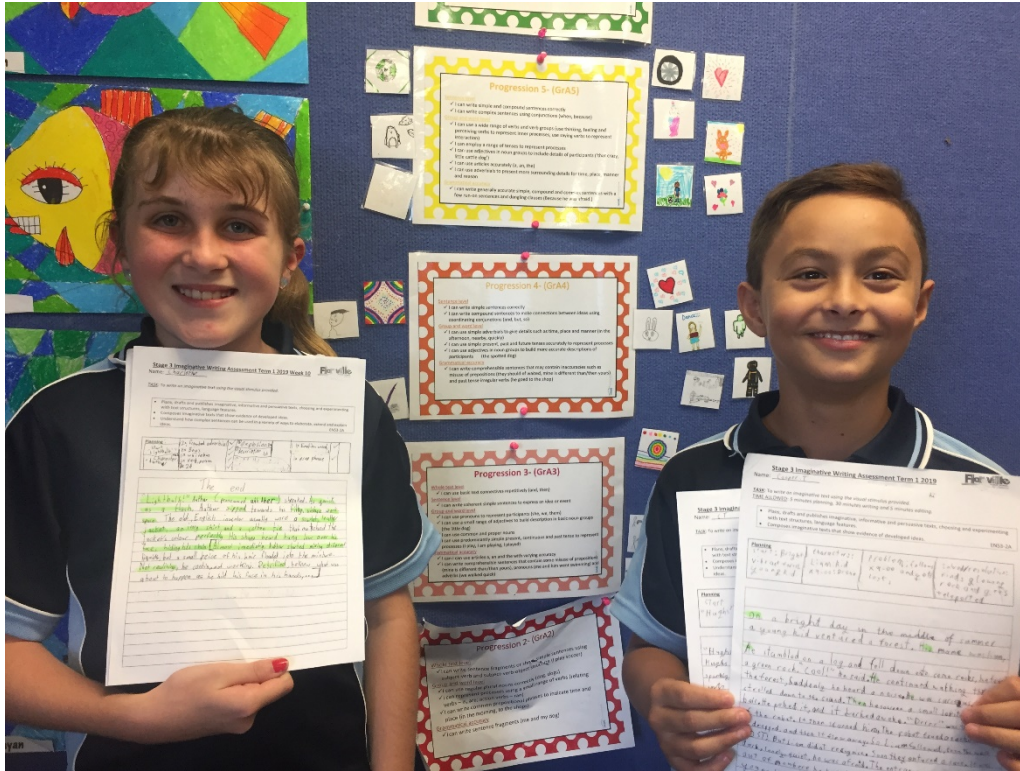| Element	Opportunities for improvement
Educational leadership	To maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence–based teaching.
Professional standards	Strengthen and consolidate the school's processes for accreditation, with greater consideration given to higher levels of accreditation.
Professional standards	Continue to build the school's capacity in the use of Learning Progressions for numeracy.
Assessment	Build school capacity in the use of formative assessment to inform planning for teaching and learning.
Student performance measures	Continue to build the school's capacity in the use of Learning Progressions for numeracy, to impact improvement in the school's value–added NAPLAN data.
Data skills and use	Build staff capacity in data literacy, using SCOUT and other tools to analyse, interpret and extrapolate data.
Reporting	Solicit parent feedback on our reporting process, with an evaluation to inform future plans in reporting to parents.
School planning, implementation and reporting	Enhance processes for the ongoing capture and documentation of evidence, enabling an approach of evaluative thinking.

LEARNING DOMAIN:

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.
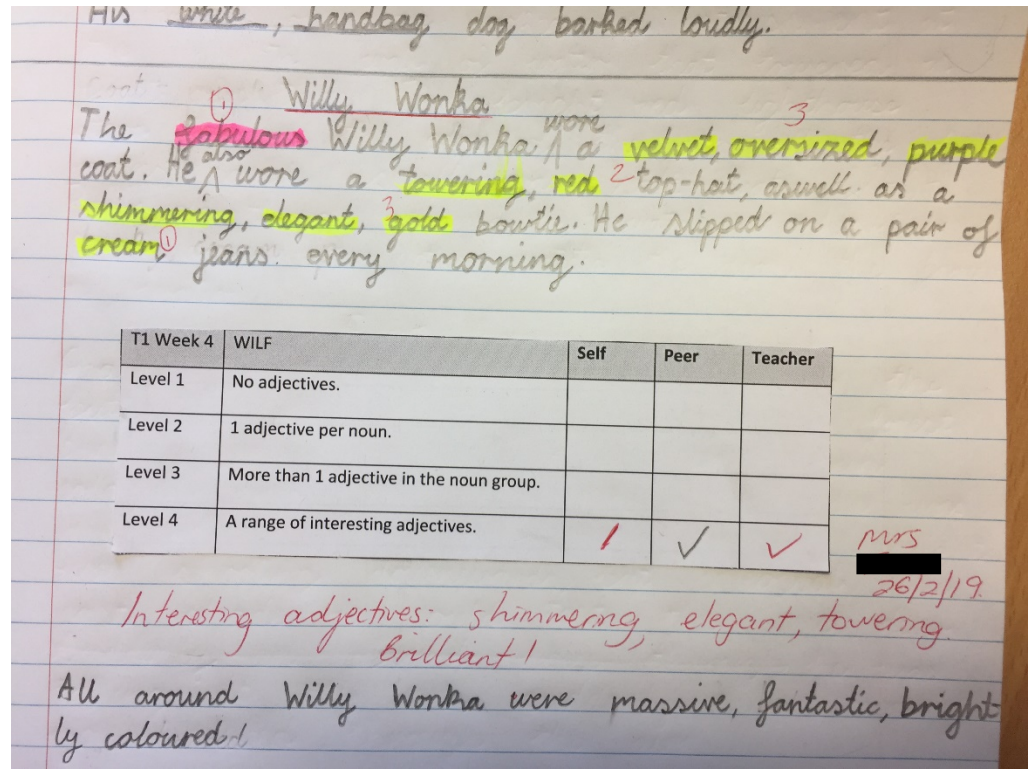
LEARNING CULTURE

WELLBEING

CURRICULUM

ASSESSMENT

REPORTING

STUDENT PERFORMANCE MEASURES

THEMES	DELIVERING	SUSTAINING AND GROWING	EXCELLING
Formative assessment	Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.	Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
Summative assessment	Assessment is planned and undertaken regularly in all classes and data is systematically collected.	Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.	The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.
Student engagement	Students know when and why assessment is undertaken.	Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.	Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.
Whole school monitoring of student learning	There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.	The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.	The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Stage 3 - Class ■ Learning Sprint 4 - Creating Texts Term 3 2019

PRE

High Achievement CrT10	Expected Achievement CrT9	Tier 1 Intervention CrT8	Tier 2 Intervention CrT7	Tier 3 Intervention CrT 6

Total | | 12 | 8 | 6 | 2

POST

High Achievement CrT10	Expected Achievement CrT9	Tier 1 Intervention CrT8	Tier 2 Intervention CrT7	Tier 3 Intervention CrT 6

Total | | 2 | 9 | 8 | 7 | 2

Artefact 3.4a

"I give the students 5 minutes each day to practise addition and subtraction. I go round the room with a class list and take note of what strategies they're using. Some students know friends of ten, some are counting on, some have to count every number on their fingers." Stage 1 Teacher (Reviewing assessment strategies at a Stage meeting)

Artefact 3.4b

Artefact 3.5

28

Exec Meetings: Term 3 Week 2 2019

Meeting Overview

Tuesday, 30 July 2019

Attendees: _____   Apologies: _____

Groups Attended: *None*   Comments: *None*

Others: *None*

Attachments

Agenda

#1   Learning Sprint 3 Data

Sprint data shared and discussed:
- Green growth depicts equivalent to a year level. Big difference between pre test and understanding of what is expected by the end of a sprint.
- Much shift with the middle cohort as well, not just top and bottom.
- CT beginning to understand about initial placement of students. _____ usually looks at the work samples in the first week (consistency).
- Considerations of student context: student absences and students flagged for LST considerations.
- Punctuation - even with growth students are still below expectation

👤 Adam

#2   SDD Survey

Annotation:

This collection of evidence [3.4a, 3.4b, 3.5, 3.6, 3.7] demonstrates our school's pursuit of excellence in the 'Learning' domain, focusing on 'Assessment'.

- Artefacts 3.4a (Learning Progressions Data) and 3.4b (quote from a teacher) demonstrates the pre and post assessment for a writing task against the Learning Progressions, to monitor student achievement and identify gaps in learning. This data and contextual information is reviewed at Stage, Executive and in Learning Support Team meetings to inform planning for particular student groups and individual students. 3.4b provides an example of a formative assessment strategy applied in various contexts.
- Artefact 3.5 (Executive meeting minutes) demonstrates the discussion within the Executive team analysing student progress in writing after learning sprint 3, recognising improvement in student achievement. It reflects the work of the Instructional Leader in responding to trends in student achievement across the school.

Artefact 3.6a

Artefact 3.6b

Annotation:

This collection of evidence [3.4, 3.5, 3.6, 3.7] demonstrates our school's pursuit of excellence in the 'Learning' domain, focusing on 'Assessment'.

- Artefact 3.6a (Bump it Up wall – Learning Progressions) and 3.6b (Writing Feedback Slip) - teachers share the criteria for student assessment, with feedback slips and data walls based upon the Learning Progressions. Formative assessment informs the feedback for students with self-assessment, peer assessment and teacher assessment, providing a clear picture of student achievement. Data walls allow students to track their progress, providing a summative picture (3.6a) of student learning at the end of the learning sprint, while also providing succinct feedback on 'where to next'.

Stage 1: Stg 1 Planning Day Term 2

✏ Edit   🗑 Delete

Meeting Overview | Friday, 28 June 2019

Attendees: ████████████████ Carly Erich,
████████████████
Groups Attended: *None*
Others: *None*

Apologies: ████████████, Simon Mulready
Comments: *None*

Attachments

Agenda

#1 **Learning Sprints review**

👤 All Stage 1 staff

- Learning Sprints review: Share our thoughts/ successes/ issues.
- Analyse class-based Learning Progressions data:
. --> Individual student monitoring on class rolls. Identify growth for each student and areas for improvement.
. --> Plan for future programming/ lessons to address areas of need. Any common areas of need that can be addressed as a Stage?
. --> Identify students who require intervention/ LaS support.
- Learning Progressions data recording process - is it effective? Could it be improved? - All agreed the current process is best practice. Student goals/ data walls have been a good addition.
- Learning Progressions assessment - was is useful? Could it be improved? - All agreed the updated LP assessment format is more effective. Including LP criteria in student writing books should be continued.
- ██████ to share Learning Sprint resource from her Target Team.
- Plan for Sprint 4 (Spelling).

Artefact 3.7

Annotation:
This collection of evidence [3.4, 3.5, 3.6, 3.7] demonstrates our school's pursuit of excellence in the 'Learning' domain, focusing on 'Assessment'.
▪ Artefact 3.7 (Stage Meeting minutes) demonstrates how the school reviews learning progressions data after each writing sprint (every five weeks) to identify the learning progress of individual students and student cohorts. The data is also used by the Learning Support Team (LST) and Executive team to identify students who require intervention and/or learning adjustments. Assessment practices have been discussed and updated based on feedback.

External validation - Executive Summary 2020

School: Floraville Public School

Principal: Mulready, Simon

School Code: 4379

Director, Educational Leadership: McFarlane, Sharon

On 18 June 2020 our school will participate in the external validation panel discussion. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

Floraville Public School's vision is to provide excellence and equity in education. The school has a strong reputation in the local community for excellence in teaching, learning and wellbeing. Set on leafy grounds on the eastern side of Lake Macquarie, the school caters for an enrolment of 540 students. 35 students identify as being of Aboriginal background. The school is committed to collaborative relationships with parents and carers, and benefits from a strong learning partnership with the Belmont Community of Schools.

The process undertaken has provided the school with an opportunity to reflect deeply on its practices and programs through the lens of the School Excellence Framework. A comprehensive self–assessment and evaluation has identified specific areas of strength within the school, and areas for future direction.
 • In completing the self–assessment, a school team consulted with parents, carers and the community through engagement with P&C meetings, school communications (newsletter, website, Facebook) and community surveys. A collaborative, transparent undertaking was consistent with the school's practices for consultation.
 • A high level of teacher agency is evident in the school's approach to planning and evaluation. Every teacher contributes meaningfully to a school Target Team, which lead the Strategic Directions of the School Plan. Teams manage the planning, evaluation, resource allocation and professional learning for their area of responsibility. As a result, the school was well–placed for teachers to make a meaningful contribution to the self–assessment process. While teams contributed in their area of accountability, a whole–school reflection provided an on–the–ground perspective in making judgements against the School Excellence Framework.
 • At the heart of the self–assessment, the face and voice of students was most significant. In addition to the Tell Them From Me surveys, it is the students' achievements, the students' practices and the students' learning which carries the greatest weight. The school's vision is to provide excellence and equity in education for every one of our 540 students.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

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The school has strong practices in Wellbeing, with a highly effective Learning Support Team and explicit processes providing evidence that the school was excelling for the elements of Wellbeing and Learning Culture.

In the element of Assessment, the school has developed effective systems for the tracking of data which identifies the learning progress of students and student cohorts, reflected as sustaining and growing for whole school monitoring of student learning. While the school was excelling in summative assessment, an analysis suggested it was only delivering in formative assessment. This area has been identified as a key item for future directions.

The Value–add data is significant within the evidence set for Student Performance Measures. At the beginning of the current planning cycle, the school made particular investment in a writing project, targeted to Stage 3. With a focus on explicit teaching, success criteria and feedback, the project contributed to strong value add data for Years 5–7 (sustaining and growing). As the project has now been expanded and scaled, K–6, it is anticipated the value–add outcomes will also be evident for Years 3–5 (currently, working towards delivering). The on–balance judgement for Student Performance Measures was delivering.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The greatest area of strength in this domain was Learning and Development, where the school was recognised as excelling for every theme. Central to this success is the apparent culture of continuous improvement within the school and strong collaborative relationships with the Belmont Community of Schools and other professional networks. The school actively seeks to learn from the expertise of others, with lesson observations, collaborative practice and professional learning, driving ongoing, school–wide improvement in teaching and learning.

It was difficult to make a judgement for the theme of explicit teaching in Effective Classroom Practice. While the artefacts suggested the school was excelling, the evidence set was shaped around quality teaching for writing, with limited artefacts from other curriculum areas. Certainly, effective explicit teaching methods were evident, and the on–balance judgement remained with excelling, but the decision for this theme was not easily determined.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Resourcing for instructional leadership has been a recent change in school practice, reflecting current methodologies. While the school can be identified as sustaining and growing in this area of Educational Leadership, it will be important for these practices to be embedded and sustained, as noted in the future directions. The school demonstrates effective practices in distributive leadership and capacity building, with high expectations and a high performance culture. The whole staff, as a professional learning community, are focused and driven to succeed in the current school improvement area – lifting student achievement in mathematics.

The school is recognised as excellent by its community, and is recognised as a leader for its active support (of improvement) in other schools. Hence, the on–balance judgement for Educational Leadership, is excelling.