

School Excellence - External validation panel report 2021

School:	Windang Public School	School Code:	1992
Principal:	Loreta Kocovska	Director, Educational Leadership:	Kathy Rembisz
Lead Panellist:	Glynis Lugnan	Peer Principal:	Cathie McMaster

School team members: Alisa Mcdonald, Emily Ferguson, Ambre Chapman

The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the process being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.

Domain	Validation panel comments
Learning	<p>In the domain of Learning the school's self-assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework.</p> <p>In the element of Wellbeing the evidence presented indicates the school is operating at the Excelling stage.</p> <p>In the element of Curriculum the evidence presented indicates the school is operating at the Delivering stage.</p> <p>In the element of Reporting the evidence presented indicates the school is operating at the Excelling stage.</p> <p>In the element of Student performance measures the evidence presented indicates the school is operating at the Excelling stage.</p>
Teaching	<p>In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.</p>
Leading	<p>In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.</p>

School determined next steps in the self-assessment process

At Windang Public School, we will build on our evaluative practices and processes through continuing to utilise and refine whole school planned approach to self-assessment by:

* scheduling executive meetings and staff meetings, twice a term, allowing staff to focus on their self-selected initiative to develop, implement and monitor progress of the Strategic Improvement Plan.

* committing financial resources towards our staff Collaboration/Data/Planning days (two per term) to continue to develop staff's capacity in the identification and analysis of quality data sets. In conjunction with identifying both qualitative and quantitative data sources which includes both school level data and systems-based data. For example:

- NSW DoE Best Start Kindergarten
- NSW DoE Phonics Screening Check
- Synthetic Phonics Assessment via the Sound Waves Program
- NSW DoE Phonological awareness diagnostic
- NSW DoE Interview for Student Reasoning (IfSR) for Number and place value
- Literacy Learning Progressions
- Numeracy Learning Progressions
- NAPLAN data
- SCOUT - Value added data
- NSW DoE Check-In Assessments
- PAT Assessment for Literacy
- PAT Assessment for Numeracy
- Student work samples
- Student attendance data
- Student reflections written on their academic reports
- Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations, engagement)
- Tell Them From Me (TTFM) Social-Emotional Outcomes
- Tell Them From Me (TTFM) Drivers of Student Outcomes

* planning Executive Meeting agenda to monitor, select and upload data sets to SPaRO

* strengthening student, parent and community voice in the self-assessment practices through regular consultation eg focus groups, surveys and interviews.

* Using the language from The School Excellence Framework as a foundation for evaluation along with the evidence-based "Using the 14 Parameters as System and School Self-Assessment tool for Improvement" developed by Lyn Sharratt.

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
Effective classroom practice	<ul style="list-style-type: none"> • All teachers will engage in high impact professional learning on the Literacy and Numeracy Learning progressions so that they can effectively identify student learning needs and plan next steps. • All teachers will participate in high impact professional learning in continuing to develop their capacity in explicit teaching of Reading. • All teachers will participate in high impact professional learning and collaborative practice in the explicit teaching of Mathematics.
Wellbeing	<ul style="list-style-type: none"> • All teachers will contribute to the ongoing development of whole school strategies which support and foster a school wide culture of high expectations for learning, engagement, behaviour and attendance. • All teachers engage in extensive professional learning to support the implementation of future focused practices that provide students with explicit, challenging and authentic learning experiences for students to develop greater capacities for grit, resilience, empathy, altruism and the ability to think creatively, communicate and work with others. • The executive will lead professional learning to build staff capacity in understanding the domains of the Wellbeing Framework for Schools. • All teachers will engage in professional learning to increase their knowledge, understanding and practices in The Berry Street Model, Ian Luscombe BehaveAbility Model, Choice theory/reality therapy along with continuing professional learning associated with the school's current SURF model. These models and strategies all complement the teachers repertoire to ensure a consistent, strategic and school approach to classroom management and student wellbeing that is informed by research and best practice.
Curriculum	<ul style="list-style-type: none"> • Teachers will engage in professional learning to reflect on their current practice in high potential implementing the High Potential Gifted policy and plan for further improvement. • Teachers will engage in professional learning associated with the new syllabi due for release next year. • Differentiation will be visible in teaching learning programs and in effective classroom practice.