When the Principal, Tony Shaw, was originally presented with the Performance and Development Culture initiative, he decided not to apply for accreditation until 2008 because of time constraints and other school and system commitments. However, his SEO suggested that his school was already demonstrating that it had a strong Performance and Development Culture and that it should seek accreditation.

Tony had largely been operating in isolation and he realised that the school was lacking in some areas and wasn’t keeping up-to-date with best practice. It had no induction program – since there had been any graduate teachers in the school since 1998 – and an out of date professional development policy. Even though there was strong evidence of a Performance and Development Culture in the school, there was some work to be done before the school was at accreditation level.
What was the approach taken?

Tony decided to embark on the accreditation process alone. He conducted a Performance and Development Culture audit at the same time as a VELS audit, helping him to identify where there were gaps in processes and documentation. The audit also demonstrated how the different components of the framework were connected and how other improvement initiatives could be integrated into the work.

What has been achieved?

Tony has found that embarking on the Performance and Development Culture journey has helped to develop policies and processes. This had improved teaching practices, feedback to staff and students, the principal and the school.

With a Performance and Development Culture, the learning doesn’t stop. Tony is always evaluating programs, professional development and the allocation of resources in terms of how these will improve individual student outcomes.

Accreditation has provided an opportunity to formally celebrate the achievements of the school and to communicate these achievements to the school community and the wider community.

Where to for Glen Park?

Since achieving accreditation, and as principal of a Reference School in 2007, Tony Shaw has been committed to assisting other small schools towards accreditation. He continues to present to groups of these schools and assist them in any way he can. This process further reinforces the Performance and Development Culture in his own school as Tony expands his knowledge of other schools’ practices.