



Government of Western Australia
Department of Education Services

Deanmore Primary School

2014

Independent Review Findings



Independent Review of
Independent Public Schools

Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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School and Review Details

Principal:	Jeanette Metcalf
Board Chair:	Samantha Maddern
School Location:	21 Deanmore Road, Karrinyup WA 6018
School Classification:	PS Class 5
Number of Students:	461
Reviewers:	Greg Clune (Lead reviewer), Joanne Taggart and Christine Gammon
Review Dates:	9, 15 and 16 September 2014

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement, progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.

Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School*[®] website
- the Department of Education School Performance Monitoring System
- Schools Online reports.

Department of Education Services reviewers met with the Principal, the Board Chair and key staff on day one to determine the school's conclusions from its self-review. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.

School Context

What are the important features of this school's context that have an impact on student learning?

Deanmore Primary School is located in the western coastal suburb of Karrinyup, 11 kilometres from Perth. It has provided public education since 1961. The last decade has seen significant urban infill and a shift from relatively low density housing to medium density. The resultant socio-economic and residential changes have increased demand for high-standard public education: the excellent reputation of the school is reported to be a factor in housing purchasing decisions. The school's index of Community and Socio-Educational Advantage of 1124 places it in the first decile of schools with 84% of students in the top two quartiles. According to Schools Online and My School® there is very little diversity of student background with few EAL/D students but 13.4% student transiency. However, the school's leaders consider there is little transiency but an increasing diversity in its demographic and student profiles, particularly in EAL/D and special needs students, which may need to be considered as part of the next Business Plan. Overseas born students/families are mainly from the United Kingdom.

Demolition of the original school buildings and construction of a new school in 2009 has accommodated enrolment expansion from 185 in 2006 to 461 in 2014. This rapid growth has focused the school's energies on maintaining a cohesive school community, which has been a hallmark of the school for many years. With the transfer of Year 7 students to secondary schooling, it is likely the school population will stabilise around 450. There is high demand for Early Childhood Education (ECE) places: in 2014, 45% of students are Years 1, 2 and 3, with this proportion likely to increase in 2015. The expansion of ECE numbers is reflected in the Workforce Plan focus on skilling teachers and assistants to ensure there is a continuing high level of expertise to cater for these classes and to support a focus on strengthening ECE.

The school is surrounded by bushland. Grounds are spacious and well maintained and include an oval, several playgrounds and an early years' sensory play area. The school design is typical of recently constructed public schools with a series of learning 'pods' in which classrooms surround a large internal open space. The potential impact of the new layout of the buildings and the increase in student numbers has been managed successfully by the

staff. Collaborative and cooperative processes have been strengthened to maintain the high level of cohesion which has been a longstanding feature of the school community. Specialist spaces include music room, science laboratory and canteen. The learning environment is supplemented by information and communication technology (ICT) with electronic whiteboards and laptops available throughout the school.

Over the period of the DPA and Business Plan, the focus of the school's workforce planning has been on catering for the rapid increase in enrolments by identifying gaps in the provision of staff. This has been expressed as additional full-time equivalent (FTE) requirements across the school to ensure all educational provisions are addressed. The IPS staffing flexibility has enabled the principal to be proactive in recruiting staff to match the identified needs through, for example, increased classroom teaching, education assistant and specialist (literacy, Australian Curriculum, music) appointments. The role of the new Deputy Principal, since 2012, has been to maintain the breadth of the curriculum and to strengthen capacity to collate and analyse data. The Workforce Plan operates from a premise of providing the very best teaching and non-teaching staff to balance the professional skills available across the school. The Plan provides for commitment to quality professional learning directly related to the targets of the Business Plan. The Principal anticipates there will be no loss of staff when Year 7 students transfer to secondary schooling because of the growth in ECE enrolments.

A strong co-curricular program, which includes a suite of academic placement courses, supplements the teaching and learning programs. These courses are offered before school, one day a week, by teachers in science, music, sport and ICT, notably robotics, animations, drumming, and ukulele. There is a strong commitment to providing a sound range of challenging opportunities which is evident in the support shown by staff, students and parents.

The School Board is an engaged group of parents, community members and staff. It is committed to meeting the compliance requirements of the DPA and is actively involved in receiving information and exercising oversight of student performance, resource management and policy formulation. There is strong Board leadership and the skills of members are diverse and relevant to the functioning of the school. The Board reviews its own performance, participates in training and is actively involved in planning for future improvement.

Deanmore Primary School is a well-resourced school offering a balanced and challenging education by a dedicated and focused staff. The distributed style

of leadership is appropriate to the increased size of the school, addressing educational and pastoral needs and the physical layout.

Through the independent review process, parents and students confirmed the evidence of survey data by expressing high levels of satisfaction with the school.

The School's Self-Review Process

How effective was the school's self-review in accounting for its performance during the period of the DPA and Business Plan?

Staff have undertaken a thorough, reflective, data-informed review process focused on examining the targets of the Business Plan to address all areas of student learning. There has been comprehensive and critical assessment of student achievement data which is based on teacher assessments, systemic assessments and other evidence. Documentation provided and discussion with school leaders and the school community verified transparent review of performance. Areas of underperformance and strength have been identified, the value of certain targets has been assessed and action plans and future focus areas developed. The review process is supported by a collaborative and co-responsible leadership model which focuses on developing the skills of staff and respecting their professional decision-making. Self-review is embedded in the practice of the school. Discussion with staff indicates critical engagement in the improvement processes for both academic and non-academic areas of its operations. Reflection on performance against the targets of the Business Plan has resulted in a better-informed and skilled staff with increased capacity to respond to data.

The Business Plan was aligned to the priorities of the Department of Education's Strategic Plan for WA Public Schools 2012–2015, Classrooms First Strategy, Focus 2012 and the Early Years of Schooling recommendations. Targets addressed a number of academic and non-academic issues and were specific and measurable, although a future Business Plan could make a clearer distinction between targets and annual operational plans. The staff have transparently assessed the degree to which the targets were achieved. Findings for each target have been analysed and consequent improvement plans developed. The teaching staff demonstrated there has been comprehensive analysis of student data which has been used to inform teaching and learning and planning. The comprehensive nature of the Business Plan and the self-review process demonstrates the staff are addressing all the elements of the DPA. While the Business Plan targets were very broad and all-encompassing, the school's deployment of the Business Plan has been effective and there is balanced delivery across the learning areas of the curriculum.

There is a strategic approach to the school improvement agenda informed by comprehensive data gathering and analysis of all aspects of the school's programs. The review process includes staff performance and feedback from the Board, parents, students and staff. It is noticeable that, at key points, the Board is involved in considering the analysis of data, the progress of school planning and the overall delivery of the DPA and Business Plan. The self-review processes, with identification of strengths and areas for improvement in student learning, will contribute directly to the formulation of the next Business Plan.

School Performance—Student Learning

How well has the school performed in improving learning (achievement, progress and engagement) for all students?

The Principal provided extensive evidence of data analysis of the student learning targets. Conversations with staff and visits to classrooms verified claims and showed there is a consistency of approach across the school—there is a consistent dialogue, understanding and implementation of strategies (such as the grouping of students in classrooms according to academic ability) from Kindergarten to Year 7. Individual student analyses by classroom teachers, for both the academic and non-academic dimensions, are embedded in the school's culture. There is a school-wide systematic approach to an improvement agenda, which provides for wide-ranging student engagement via, for example, the Advanced Placement Courses and the After School Hours Activities programs. This is reflected also in the scoping and sequencing for literacy and numeracy and the support for student health and wellbeing. Implementation through the identification of areas for improvement was particularly evident at pod (ECE, middle and upper primary) and year levels. An active volunteers program supports learning through the involvement of retired educators who are able to provide individualised and small-group assistance in the classroom.

The school data demonstrates there has been sound academic progress with the stable cohort; however, there is recognition of the school-wide priority to enhance value-adding. This will be demonstrated by increased numbers in the top 20%, fewer in the middle 60% and the bottom 20% groups, and student progress in various diagnostic assessments and like-school comparisons. Because the school's ICSEA places it in the top percentile band, its performance compared to like-schools must be a priority for ongoing examination and careful construction of targets for the next Business Plan.

Business Plan targets included NAPLAN numeracy and literacy outcomes, ECE, attendance, student wellbeing, staffing quality and workforce plans, application of ICT, governance and implementation of specific projects. The targets blend both academic and non-academic learning outcomes and operational/procedural tasks. The school has assessed the largely numerical data which has been used to inform planning for improvement and future directions. A key learning for the school has been the importance of targeting literacy and numeracy in the early years.

Academic targets were expressed as NAPLAN targets in numeracy and literacy and West Australian Monitoring Standards in Education (WAMSE) for science. The school's assessment has been thorough and sustained over the period of the Business Plan. The analysis of and response to each target is indicated in the following sections.¹

Literacy targets and outcomes:

- i. Ensure 80% of students at or below national minimum standard in Year 3 2011 achieve results at or above national minimum standard in 2013.*

The target was not achieved. The school's assessment identified four students to whom the target applied; however, subsequent assessment by an educational psychologist revealed that these four students had particular learning needs which were best addressed by placing them on the school's register for students at educational risk and providing them with more realistic interventions through a number of strategies including individual education plans (IEPs), additional diagnostic testing and psychologist support. The staff redeveloped the policy and procedures for students at educational risk and student profile templates to improve tracking of identified students. Early identification tools have been trialled and implemented to ensure students at risk are identified and there is targeted intervention.

- ii. Arrest the downward trend in Year 5 spelling, reading, grammar and punctuation by 2013.*

The target was achieved. The NAPLAN data for 2011 provided the benchmark for this outcome. Results for reading and grammar and punctuation showed an upward trend from 2011 with 2013 results above like-schools for the first time since 2009. Spelling results trended upwards and were similar to like-schools; however, 2014 data shows some decline in these results with below like-school outcomes. Improvement plans for 2012–2014 were developed to sustain these outcomes and included English priority plans with explicit expectations, promotion of targeted professional learning and the introduction of learning programs such as Soundwaves, 7 Steps to Writing Success, Phonemic Awareness Screening Tests and Words Their Way

¹ The 2014 NAPLAN data became available one business day prior to day two of the independent review. The results were provided to the reviewers by the school leadership team on day two. The staff referred to the 2014 results; however, these results did not technically fall within the time frame of the Independent Review. They are included here in the discussion of targets and outcomes but it is acknowledged that the school did not have the opportunity to fully incorporate the new results into the self-review.

inventory. An education assistant was employed to support intervention for students at educational risk.

- iii. Maintain the percentage of Year 3 and 5 students whose literacy results are at or above like-schools in 2013 and beyond.*

Progress is being made to achieve this target. The school acknowledges this target lacked specificity as is evident in the following. Year 3 achievement was similar to like-schools but there were fewer students in the top 20% in writing, punctuation and grammar. The percentage of Year 5 results was similar to like-schools in reading but for other areas of literacy, the percentage of students in the top 20% was less than like-schools. There were fewer students in the bottom 20% than like-schools for spelling, reading and grammar but there was a significant increase in students in the bottom 20% for writing with that percentage significantly above like-schools. The staff concluded they were not adding value sufficiently and needed to focus on lifting the achievement of students in the middle cohort (60%). This would be achieved through more effective curriculum differentiation, development of a whole-school spelling policy and an emphasis on etymology and morphology in the middle years.

Numeracy targets and outcomes:

- i. Increase the percentage of Year 5 and 7 students in top 20% for numeracy.*

The target was not achieved. The percentage of Year 5 students performing in the top 20% for numeracy remained static in 2012 and 2013. Year 7 students performing in the top 20% for numeracy decreased from 2012 to 2013 but increased significantly in 2014, although the percentage of Year 7 students in the top 20% for numeracy remains below like-schools. The staff determined there was a need to focus on the middle cohort (60%) through the use of more comprehensive diagnostic assessment to provide a broader range of data, identification of students at educational risk, targeted IEPs and development of curriculum leadership in mathematics through targeted professional learning. Other strategies implemented included the use of DOTT structured to provide uninterrupted literacy and numeracy blocks in Years 1 to 3, an emphasis on developing mathematical concepts in Kindergarten to Year 3, use of the Signposts text and integrated use of ICT to facilitate numeracy outcomes. A mathematics priority plan has been developed to provide systematic approaches across the school and a mathematics specialist will be

employed, or identified from within current staff, to support professional learning for all staff.

ii. Arrest the downward trend in Year 5 numeracy by 2013.

Progress is being made to achieve this target. Year 5 numeracy results remained static from 2011 to 2013 (with a slight upward trend for 2014, while Year 5 results have remained similar to like-schools from 2012 to 2014). Strategies to promote achievement in mathematics have included the provision of uninterrupted daily time blocks, application of Mathletics and use of ICT to assist with teaching and learning. A key element of the Mathematics Priority Plan is a focus on developing essential mathematical concepts in the early years.

The target for science:

i. Increase the percentage of students in top 20% of the State in WAMSE by 2013.

Progress is being made to achieve this target. The percentage of Year 5 students in the top 20% increased significantly from 2011 to 2013 with the top 20% and the middle 60% similar to like-schools, while the bottom 20% was slightly greater than like-schools. Year 7 students in the top 20% decreased slightly from 2011 to 2013 with the top 20% lower than like-schools. There was improvement from Year 5 2011 to Year 7 2013, from below the predicted school mean, to within the predicted school mean. From 2014, the staff will implement other diagnostic strategies, such as PAT Science, to monitor science outcomes in addition to relying on teacher judgements. Developing a common science assessment in the Ocean Net² group of schools is an option to be considered for the future. A specialist science teacher was employed from 2011 and the time for science was increased from 60 to 70 minutes per week. Professional support for teachers will develop their skills with the intention in future to integrate science across the curriculum for all years. Survey results indicate students have a very positive attitude to science.

Attendance targets and outcomes:

i. The percentage of students in the regular attendance category will increase to 89% or above by 2013.

² The Ocean Net is a network of schools in the area, comprising the Deanmore, Scarborough, Doubleview, Yaluma and Newborough primary schools.

Progress is being made to achieve this target. Regular attendance was 86% in 2013 which is above attendance rates for public schools in all years. There is an emphasis on the importance of attendance, with a "Better Attendance, Better Outcomes" focus, especially in the early years where attendance is less regular. Attendance data is monitored regularly through SAMS, cohort attendance is checked for emerging patterns and individual students are identified and tracked. Whole-school awards and acknowledgement of exemplary attendance in school reports are strategies used to emphasise the value of attendance.

- ii. The percentage of students in the severe attendance risk category will remain at 0%.*

Progress is being made to achieve this target. Only 0.7% of students were in the severe risk category, which was an improvement from 0.9% in 2012. The staff recognise the number of students is negligible and students identified are usually on extended holidays. The deputy principal works with identified students.

- iii. The percentage of students in the moderate risk category will decrease to 0.5% by 2013.*

The target was not met. Students in this category increased from 0.3% in 2012 to 2.1% in 2013. Extended holidays were a factor in this outcome as were specific individual student issues.

- iv. The percentage of students in the indicated risk category will decrease to 9% by 2013.*

The target was not met, with an increase from 8.5% in 2012 to 11.1% in 2013. Clear procedures have been developed to monitor and track students. A plan to improve attendance will be part of the next Business Plan.

- v. Maintain a 0% suspension rate.*

Progress is being made to achieve this target. At 0.4%, this target applied to very few students. Challenging student behaviours are addressed promptly and the school's policy is to withdraw students from class. Where necessary, there is a team approach with parents, teachers, psychology services and outside agencies. A school-funded education assistant is available to support students with behavioural issues.

Targets were established for Early Childhood Education:

- i. Eighty per cent of students will reach a progression point 0.5 or above for speaking and listening, and reading by 2013.*

Progress is being made to achieve this target. In 2013, 74% of students reached the target in speaking and listening and 78% in reading. (The target was met in 2014 with 90% reaching the target for speaking and listening; reading results were close to target at 78%). Achievement in these three elements was well above State results. Analysis of 2012 on-entry testing and school-funded retesting of identified students showed significant gains in scores across all areas of literacy and numeracy, for example, the number of students 'at risk' in writing reduced from 52% to 12%. Similar patterns occurred for 2013 on-entry testing. There is targeted professional learning for kindergarten and pre-primary teachers intended to raise standards and ensure quality teaching in the ECE area. Targeted literacy teaching occurs for ability groups in pre-primary classes. The intention of the next Business Plan is to focus on ECE writing, provide more moderation and continue to build skills and phonemic awareness. The focus on embedding teacher expertise will be an ongoing component of workforce planning.

- ii. One hundred per cent of students will be at progression point 0.5 or above for numeracy by 2013.*

Progress is being made to achieve this target. The rates for 2013 and 2014 were 98.5% and 98% which were well above State results. On-entry data is analysed and discussed with pre-primary teachers by the end of Term 1 and baseline data used to identify students at risk for both literacy and numeracy. Students who continue to be at risk in Semester 2 are included in the students at educational risk program.

- iii. Implement universal access for Kindergarten and compulsory Pre-Primary.*

These targets were State Government policies that the school was required to implement. The school is also making progress with three staff members attending professional learning to prepare for compliance with the implementation of the self-review of the National Quality Standard (NQS), required by the end of in 2015. A staff/parent committee has been formed to support implementation.

- iv. Ensure rigour in ECE through implementation of Department of Education Early Years of Schooling recommendations by 2012.*

This was a process target which was implemented through professional learning and collaborative planning in phonemic awareness, screening testing to identify students at risk and the implementation of a synthetic phonics program (*Jolly Phonics*).

Targets were articulated to promote high quality teaching to:

- i. *build staff capacity for excellence in teaching through whole-staff attendance at quality, relevant professional learning and involvement in networks*
- ii. *develop teacher expertise in curriculum differentiation through whole-staff attendance at professional learning*
- iii. *develop and implement strategic workforce plans*
- iv. *monitor staff capacity to engage in the use of information technology to deliver improved learning opportunities for students through whole-staff ICT survey.*

These have been achieved/implemented through a wide range of strategies and involvement which have included teacher performance development using the Australian Institute for Teaching and School Leadership (AITSL) standards, staff committees to enhance distributive and co-responsible leadership, linking professional learning directly to the targets of the Business Plan, targeted staff recruitment and support and resourcing for the effective use of ICT in teaching and learning.

The intention to develop a whole-school plan for the implementation of the Australian Curriculum was realised. The school is well placed for implementation of Phase 2 of the Australian Curriculum.

To meet the *Distinctive Schools* priority of the Strategic Plan for WA Public Schools, the school framed management targets to:

- i. *promote the structures of IPS governance*
- ii. *develop partnerships in setting directions*
- iii. *compile a register of parent expertise to support curriculum delivery*
- iv. *appoint an events coordinator to schedule whole school and community events*
- v. *develop a plan for managing reduced enrolments in 2015 as Year 7 students enter secondary studies*
- vi. *complete the sustainability school project/school farm by 2013*
- vii. *complete the Garden of Reflection by 2013*

- viii. *develop a whole-school plan for student mental health and wellbeing by the end of 2012*
- ix. *(ensure) staff and community familiarity with guiding documents.*

A whole-school plan to provide for the mental health and wellbeing of students was achieved by becoming a *Kids Matter* school in 2012. This was an extension of the *SDERA* program which previously provided a background for student safety and wellbeing. An action team of staff and parents leads the *Kids Matter* initiative which is guided by the school's *Mental Health and Wellbeing Plan 2013–2014*. The action team communicates with staff, parents and the Board to provide strategies and ideas for student health. Parents are supported with strategies, ideas, literature and workshops on pertinent matters such as cyber bullying. A staff survey identified areas of concern for focus and professional learning. The school's response to the tragic circumstances of flight MH17 reflects positively on its pastoral care and strong sense of community. The school's approach to the wellbeing of all members of its community has been very evident as it journeys through the moments of enormous sadness and anguish to ensure there is healing and recovery. It is testament to the school's holistic embrace of every child and support for staff and parents.

All Distinctive Schools priorities have been met.

The school staff have considered the data and developed action plans to support improved student learning. There appears to be a great deal of professional and collaborative conversation and action stimulated by the data collected by the school. The challenge for the school is to use the data to identify themes and patterns of student performance outcomes, to inform specific targets. These will be critical to the development of the next Business Plan, together with a close analysis of 'what works and what doesn't?' It was articulated that future improvement will be supported by more closely identifying and addressing the diversity of student needs, continued development of common planning to ensure consistent practice across all years, a focus on ECE and the ongoing use of targeted professional learning to sustain teachers in the delivery of high-quality teaching and learning. Throughout the independent review, staff demonstrated a focus on sustained and improved outcomes for all students. They are aware of strengths and areas for improvement and are working proactively to sustain and address these.

School Performance—Quality of the Learning Environment

How well has the school performed in creating an environment that promotes learning and wellbeing for all students and the attainment of the school vision?

All documentation and discussion with school leaders, staff, parents, Board and students provided assurance that there is an embedded culture of providing the best possible environment for student learning and achievement. There is collaborative and focused analysis of outcomes for continued improvement. There is a very strong commitment to the achievement of the Business Plan and other targets. The Business Plan is a 'living' document to which there is a strong professional commitment and accountability. The staff is not reliant entirely on the NAPLAN data and is increasingly seeking other evidence to inform directions and actions.

Deanmore Primary School provides an open and inclusive learning environment in which all are valued and supported. This is illustrated by the rapid integration of students who, when enrolled from other schools adjust, achieve well and are happy. Students and parents affirm the welcoming and inclusive culture of the school with parents observing induction strategies which helped them feel comfortable in the school community. There is a diverse range of strategies and opportunities to promote the holistic development of all students through, for example:

- the Academic Placement Courses, which provide interest-based extension programs for students in a range of activities (as mentioned earlier) before school
- the physical education and sport programs aimed at engaging every student in physical activity, including the Active After Schools Program; all school community members commented on the effectiveness of this initiative
- access to PEAC and provision of students at educational risk programs.

Resources support learning in and out of the classroom—the kindergarten sensory playground, gardens and the sustainability program are indicative of the commitment to provide resources and experiences which stimulate enquiry and learning and add value to the canvas of the school. The proactive approach to wellbeing supports the school's commitment to individual health.

The leadership structure and use of committees (literacy, numeracy, science and environment, health and others which exercise responsibility for key learning areas and non-academic programs of the school) reflect a collaborative and co-responsibility model of leadership which promotes the school's commitment to improvement. The classrooms provide evidence of high standards and strategies to engage and support all students. The use of small groups based on ability levels reflects a concern to provide for improvement for all students, as does the teacher collection and application of individual student data to inform classroom strategies and focus. School behavioural records and survey data indicate the school provides a safe and supportive environment, with the school having great success in retaining students who have had poor experiences at other schools.

Survey data and conversation with parents indicate high levels of parent satisfaction. Communication with parents is active through regular newsletters, email, blogs, website and open access to teachers. They consider the school provides a caring and inclusive place, in which students are individually valued, nurtured, encouraged and have opportunities to develop interests and skills. Parents commented on the school being welcoming and supportive because staff work on developing positive relationships with them and their students. There is a sense of strong parent support and partnership: "There is a great synergy between parents, teachers and students".

School Performance—Sustainability

How well placed is the school to sustain and improve its performance into the next planning cycle?

The staff's constant reference to the Business Plan has resulted in an enhanced self-assessment for improvement focus. Every staff and pod meeting agenda is set out under the headings of the Business Plan's Strategic Areas to ensure targeted reflection and planning. Staff members understand and are able to influence the Business Plan which directs their teaching—they have developed good knowledge of the processes and are able to make purposeful contributions to its review and development. The staff have access to a range of data which is used in analysis and in directing change. There appears to be sound whole-school engagement with self-review processes which are embedded in the accountability requirements of the DPA and the targets of the Business Plan. The Business Plan has provided a comprehensive guide for school improvement: it has proved to be a useful tool in the induction process for new staff to engage them in the 'Deanmore Way'. School leadership fosters continuous improvement through collaborative procedures: staff are developing their professional competencies to ensure improvement is fostered. There is a commitment to developing in-house leadership to aid in sustainability of the improvement agenda. The ECE section provided a good example of the school's processes through the committee and pod structures for the implementation of the NQS framework which also involved interested and skilled parents. Staff members accept that they are accountable to the Business Plan.

The School Board is actively engaged in the cyclical process of review and improvement through thorough reporting which enables it to participate in informed consideration of the targets and directions of the school. Members were well informed about the IPS review process and received copies of all documentation prepared for the review. They have a clear understanding of their role including in the development of the school community. The Board exercises a monitoring role in budget management and is satisfied with the progress of the school and its achievements. The Business Plan defines the work of the Board. Members believe they bring requisite skills to the Board to enable them to effectively comment on school matters and to shape and promote the vision for the future of the school. The Board will have significant involvement in shaping the next Business Plan.

The school is well resourced with sufficient professional, physical and financial resources to sustain its initiatives. Workforce planning focuses on the future and is responsive to identified needs and sustaining the programs offered.

The processes used to identify the learning needs of the students and responsive strategies are well-developed at whole-school, team and individual student levels. The school has embedded evidence-based review processes to inform its progress in meeting its priorities and associated student learning targets. Deanmore Primary School is well placed to sustain its improvement framework to maintain and extend its current levels of achievement.

Conclusion

Deanmore Primary School leadership and staff provided substantial evidence to demonstrate they have thoroughly analysed progress against the commitments made in the DPA and Business Plan. The data gathered and the analyses undertaken provide clear direction for the next Business Plan. The school has strong and embedded leadership and strategies to support improvement: there is purposeful commitment from all staff. Students are provided with opportunities to develop and enrich their interests and skills in an inclusive and caring environment. The school has prepared a thorough improvement framework which is likely to ensure it sustains and extends its effective programs.

Commendations

The following areas are commended:

- the sustained comprehensive education which takes account of all learning areas
- the scope of diagnostic data gathering (beyond NAPLAN) and moderation between teachers
- the organisation of agenda and programs around the targets of the Business Plan
- the collaborative and distributed planning processes which engage staff within the pods and in a consistent dialogue about improvement across the whole school
- the engagement of the students and parents in the events and activities of the school
- the positive interaction and mutual support between staff, students, Board and parents
- the provision of a caring and nurturing educational experience for all students
- the good sense of community inclusion and teamwork through the education assistants who are trusted to use their initiative and make judgements
- the volunteers program which provides additional and highly experienced support for individualised learning.

Areas for Improvement

The following areas for improvement are identified:

- continue to focus on enhancing student attainment, particularly in shifting students from the middle to upper levels of NAPLAN achievement, to ensure comparability with like-schools
- gather data and targets beyond NAPLAN to establish targets for individual and cohort achievement in academic and non-academic areas
- differentiate between targets for the Business Plan and operational strategies which are better placed within operational plans
- continue to identify themes and patterns of student performance through longitudinal study of individual student progress, to inform specific targets
- explore resources available nationally for Australian Curriculum implementation.

Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Deanmore Primary School as part of the Department of Education Services' independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.



Greg Clune, Lead Reviewer

27 October 2014

Date



Christine Gammon, Reviewer

27 October 2014

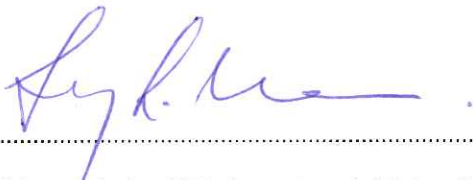
Date



Joanne Taggart, Reviewer

27 October 2014

Date



Terry Werner, Acting CEO, Department of Education Services

29-10-2014

Date