



Government of Western Australia
Department of Education Services

Neerigen Brook Primary School

2016

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 the Department of Education and the Minister for Education.

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School and Review Details

Principal:	Mrs Jane Wescott
Board Chair:	Mr Paul Tye
School Location:	Seventh Rd, Armadale WA
Number of Students:	387 (Semester 2 2015)
Reviewers:	Dr Marion Milton (Lead) Dr Lesley Payne
Review Dates:	23 and 24 March 2016
Initial Review	2012

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of the Department 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.

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 well-being
- 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. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school 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.

Reviewers analysed the evidence presented in the school's self-review documentation to verify achievement and developed lines of inquiry where further verification was required.

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, 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?

Neerigen Brook Primary School is located in Armadale, in the south-east metropolitan area of Perth. It was established in 1970, giving the school a long history in the community. The school is set in spacious grounds and the building interiors have undergone recent renovations. Education is provided for students from Kindergarten to Year 6 as well as through Playgroup and a Kick Start program (for three year olds).

With an Index of Community Socio-Educational Advantage (ICSEA) of 886 in 2013/2014 and 905 in 2015, the community includes a large proportion of families with high levels of socio-economic disadvantage. The socio-economic quartiles table for 2013 placed 66% of students in the lowest quartile. This increased to 77% in 2014, and in 2015 was again 66%, with 1% in the top quartile. There has been an increasingly multicultural mix in the school population, including 42 (11%) Aboriginal students, and 85 (22%) students from language backgrounds other than English.

In Semester 2, 2015 there were 387 (361.8 FTE) students (194 girls and 193 boys) enrolled from Kindergarten to Year 6. Two students were under the care of the Department of Child Protection and Family Services (DCPFS) and five received Disability Resourcing Services Support; however, there were 72 (18.6%) with an imputed disability.

Student transiency rates are high at 40% in 2014 and early 2015, and 32% in Semester 2, 2015. Overall attendance rates were reported as similar to like schools in 2013 and 2014. In 2015, the overall attendance rate (90%) was above like schools (88.3%), but below WA public schools (92.7%). The Indigenous student attendance rate had increased to 79.9% and was above like schools. However, the regular attendance rate of students was 60%, whereas the WA public school rate was 78%. The proportion of students in all at risk attendance categories was greater than WA public schools each year from 2013–2015, although there was some improvement in 2015. The irregular attendance and behaviour of some students are of concern and have triggered a renewed focus on improving those factors.

The staffing profile at the end of 2015 included the Principal and two deputy principals, along with 26 teachers (21 FTE) and 20 (13.5 FTE) support staff.

There were two Level 3 classroom teachers (one of whom is on extended parental leave) and one senior teacher. In 2015, 81% of the teaching staff was permanent. The current workforce plan indicates that the gender imbalance (88.7% female) needs to be addressed in future staff selections and the proportion of potential retirees requires consideration. Staff transience has been notable recently, as since the beginning of 2014 there have been three principals and six deputy principals, which has had an impact on the direction and continuity of programs. The Principal was appointed in Term 4 2014, who, along with two new deputy principals, is providing stability.

The strength of partnerships that support student learning and the full service provided to students and families are a source of school pride. A mobile therapy service is a valued partnership that provides speech and occupational screening in the early years, followed by therapy for the identified students and suggestions for teachers to better support students in class. Auditory and visual screening partnerships have been established as well as links with departmental and other agencies. Networks with the local secondary schools are being developed to foster smoother transitions and more focused programs in science and Aboriginal engagement.

The Board consists of the Principal and two staff members, three parents including a representative from the Parents and Citizens' Association (P&C), and five community members, plus the Chair, who has been in the role for five years. The Board holds regular meetings and maintains detailed minutes indicating that they are kept informed of the Business Plan, National Assessment Program—Literacy and Numeracy (NAPLAN) results and new programs. The Board is engaged with the school via assemblies and awards, as well as through reports in newsletters and the Annual Report. In addition, the Board has provided additional funding and links to community groups to support learning programs and innovations.

An improvement agenda has been put in place and resources, particularly technology, have been updated. The skilling of staff is ongoing to support improved student learning and behaviour. These improvements align with the Business Plan and aim to cater for projected increased numbers and the growing multicultural nature of the community.

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?

As one of the first schools to become an Independent Public School, the leadership team at that time opted to write a five-year Business Plan, from 2010–2014. Although a self-review occurred prior to the first Independent Review in 2012, there is little evidence remaining at the school of any follow-up actions that may have been made and little documentation relating to self-review practices; although there is some information about progress towards targets in the operational plans from 2013 and 2014. Further, no evidence was available at the school to indicate whether a new DPA and/or Business Plan were written prior to 2014. In 2014, a draft Business Plan (2015–2017) was written by the then principal, against the old DPA. Discussions with staff indicate that neither of those previous Business plans were used as working documents by teachers.

Following staff reflections and a review of student achievement and progress at the end of 2014, the Business Plan was re-drafted by the current Principal. New focus areas explicitly reference the National School Improvement Tool (NSIT). The Board and staff provided feedback before the Business Plan was finalised and endorsed by the Board at the commencement of 2015. The Business Plan outlines strategic directions to implement an improvement agenda and a culture that promotes learning. Targets are listed in the areas of student achievement, attendance, finance, student engagement and community. Teachers, the executive team and education assistants indicated the Business Plan has become a working document and forms the core of operational plans. A document indicating the connections between the DPA, Business Plan and the self-review process provides clear links and pathways for staff to follow.

A self-review schedule has been developed which provides details of the assessment tools, the personnel responsible for data collection, the time frame for collection and for reporting to the Board. The self-review is supported by formalised 'disciplined dialogues' between staff in cohorts (year levels) and collaborative teams (e.g., Years 3–6). Reviewers viewed documentary evidence of cohort summaries of the dialogues which include sections for 'the evidence', 'what it means' and follow-up 'actions'. Reviews of student achievement and progress on NAPLAN assessments are undertaken

and considered along with a range of other assessments including On-entry assessment in Pre-primary (PP), Years 1 and 2; phonological awareness; concepts of print; sight words; *PM Benchmark*; *Westwood Basic Number Facts* and *PATMaths* along with teacher-made assessments. A comparison of teacher judgements with formal assessment data indicates that teachers tend to give lower grades. This has been noted by staff and teams now undertake moderation exercises. Discussions with the executive team confirm that the self-review practices provide clear expectations for the interrogation of data and expectations for quality teaching.

Survey data also forms part of the self-review practices and reviewers saw evidence of surveys undertaken by the Board, staff, students and parents, and evidence of the follow-up of recommendations.

There were two recommendations from the review in 2012: that the full service model be evaluated; that the school adopt comprehensive ongoing needs surveys. Reviewers can confirm that both of these items were included in the 2015 self-review and that consequent changes have been implemented.

The executive team is commended for embedding a collaborative and supportive approach to the collection and reflection on data to determine student progress, behaviour and attendance, and to improve teaching practice.

School Performance—Student Learning

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

Evidence of the improvement of learning, as measured in reviews against Business Plan targets between the 2012 Independent Review and 2015, is limited. This is due to missing documents along with Business Plans that cover periods outside and overlapping the Independent Review from 2013–2015.

In the current Business Plan (2015–2017), four of the performance targets for NAPLAN testing are to be measured in 2016 relative to 2014 data. A fifth target relates to ‘increases 2015–2017’. Validating progress towards or achievement of those academic targets was not possible. It is recommended that once a new DPA is endorsed, a new Business Plan be written to comply with the requirement for the DPA and the Business Plan to cover the same time frame (e.g., 2016–2018).

Further, the operational plans over past years reveal specific targets in academic areas that do not necessarily align with the Business Plan targets or focus areas. It is recommended that SMART targets related to focus areas are written in the Business Plan. They can then be augmented with yearly milestones and more specific cohort related targets in the operational plans.

Reviewers were able to review Annual Reports and operational plans along with departmental information on student achievement and progress. The Annual Report for 2013 presents information about student achievement on NAPLAN and Western Australian Monitoring Standards in Education (WAMSE) assessments and attendance. The NAPLAN graphs demonstrate performances better than like schools in all areas except for those in Year 5 English. In science, Year 5 student results were similar to those in like schools except that there were fewer students at Neerigen Brook Primary School in the top 20%. Year 7 students performed well compared to like schools with fewer in the bottom 20% than in like schools, more in the middle group, and slightly fewer in the top 20%. In society and environment assessments, there were fewer Year 5 and Year 7 students in the bottom 20% and more in the middle than in like schools WAMSE. The 2014 operational plans presented progress towards Business Plan targets through tables of gains in NAPLAN points from Year 3–5 and Year 5–7 between 2011 and 2013 compared to like and State schools. Following the change in leadership at the beginning of

2014, and consultations with staff, fewer assessments were undertaken and it is unclear whether operational plan targets were revisited as there were further leadership changes.

The Annual Report for 2014 presented comparative NAPLAN data for Years 3, 5 and 7 over the previous five-year period. The Year 5 and 7 results were above those of like schools in 2014, although results against all WA Public schools were lower than expected. A downward trend in Year 3 NAPLAN results was highlighted to be addressed through a review of the school approach and learning programs. The need to keep the 40% transience rate in mind was noted. Overall attendance data was reported as 88.4% and below the 90% required for regular attendance.

In 2015, a comprehensive review of student learning was initiated and collaborative teams were developed to interrogate the data to inform teaching. Through whole-school meetings and external coaching, followed by work in teams, a change has been reported in staff perceptions related to the purpose and usefulness of assessment as a tool to guide teaching. The 2015 Annual Report indicated that the Year 5 students performed at or above like schools in all areas except writing. The trend data for Year 3–5 was also noted as being positive in most areas. Confirmation of student progress and achievement compared with like schools in NAPLAN (2013 to 2015) data indicated that students in Years 3–5 showed higher progress/higher achievement in reading, lower progress/higher achievement in numeracy, spelling and grammar and punctuation, and lower progress/lower achievement in writing. As a result, a whole-school literacy block and emphasis on writing has been implemented. The block has a specific common format, language and approaches.

Trend data for Year 3 is noted as improving from 2014 in all areas except numeracy. Explicit teaching of mathematical foundations, in a whole-school mathematics block, with similar common components and rigorous, purposeful teaching has been implemented. Further, new whole-school scope and sequence documents have been developed in the academic areas to provide direction and coherence. In other areas, there is an increased focus on science, with a specialist teacher, purpose-built laboratory and links with the Science Technology Engineering Mathematics (STEM) projects at a local secondary school, where Years 5 and 6 students take classes in robotics and science.

A new music program (choir and recorders) began in 2015 and some students take part in the School of Instrumental Music program.

There is also a renewed focus on early intervention in literacy and numeracy in response to cumulative data from On-entry assessments that indicate more than two-thirds of children entering Year 1 are below the expected starting point. As a result, teachers are using explicit teaching practices for oral language, phonological awareness, sight words and basic number facts and programs such as *Letters and Sounds* to address these concerns.

Additionally, the National Quality Standard (NQS) K–2 are listed as focus points for early intervention. Further, a senior teacher trained in early childhood education has been employed with the Pre-Kindergarten group and the coherence of programs across the pre-school years has been a priority.

Since 2014, there has been a concerted effort to embed a purposeful plan, teach, assess, cycle, so that teaching is informed, inclusive and differentiated according to student need. Teachers confirmed that the information gained from assessments is used to target teaching.

A current target is to increase the percentage of students gaining 'A' and 'B' grades. When students receive a 'D' or 'E' grade in English or mathematics, they are deemed to be at risk. A learning support coordinator leads a committee to oversee the learning of students who come under that category. The coordinator is currently developing detailed profiles of all of those students so there can be a consistent approach across the school and useful records kept over time. A substantial number of students are on individual education plans (IEPs) or group education plans (GEPs) as well as some on individual behaviour plans (IBPs) and individual attendance plans (IAPs). Reviewers viewed some of those plans and discussions with staff indicate the plans are regularly updated.

Students who are from English as an additional language or dialect (EAL/D) backgrounds have been identified as a subgroup that needs a clearer focus for teaching. Likewise, students who are achieving in the mid-range but who may have potential to achieve more have been identified as needing targeted learning. Another subgroup is Aboriginal students. Attendance is the biggest inhibiting factor to learning with this group and new measures have been introduced which are having a positive impact. These include Breakfast Bowl, Indigenous girls' and boys' clubs and Clontarf football training which are managed by the Aboriginal and Islander Education Officer (AIEO). An attendance committee has been put in place to monitor all students'

attendance and to address the attendance of those in the moderate and severe at risk categories. Attendance in 2015 improved in all categories.

Discussions with teaching and support staff, parents and students confirm increasing the progress and achievement of all students is a high priority at the school. Students commented that teachers expect them to do their best and take time to explain and help those who need it. Parents of students with learning difficulties or disabilities spoke positively of the support their children receive in their learning.

School Performance—Quality of the Learning Environment

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

A review of school culture and expectations of learning was undertaken in Term 4, 2014, when the incoming Principal identified a cultural belief amongst some staff, and others that children in Armadale couldn't learn well. This 'self-fulfilling prophecy' attitude and lens of low expectation was ubiquitous; although other teachers worked contrary to this trend and expressed frustration with the view.

Changing this culture was a high priority, with a focus on high expectations, academic excellence and ensuring that all children have the skills needed to be active and resilient citizens. These statements feature prominently in the school's Annual Report although not in the Business Plan. An increased expectation of what children in low SEI schools are capable of achieving has refocused attention on a culture of learning and the importance of purposeful lessons across the school. This is promoted by the school's vision statement, To 'strive to achieve', which was changed from 'All Different All Equal' by a previous principal in 2014. Reviewers noticed engaged students, orderly classrooms, and positive interactions throughout. Discussions with teaching and support staff confirmed a positive shift in culture. The executive team and staff are commended for making substantial changes to processes and expectations such that the culture of the school has become more positive.

An explicit improvement agenda was adopted which included peer observation, modelling, coaching and development of staff understanding of the importance of operational plans and the links to teachers' Plan-Teach-Assess cycles. Morning meetings and *The First Six Weeks of School (Responsive Classrooms)* were introduced to encourage the development of positive classroom culture. All areas of teaching and learning were reviewed under *What's Working Well and Even Better If...?* and programs introduced to improve the learning environment. *Positive Behaviour Support* was introduced in 2014; led by an enthusiastic team of parents and staff members with the accompanying acronym BEST (Be safe, Excel, Show Respect and Take Responsibility) incorporated into the Behaviour Management Policy.

Advancement via Individual Responsibility (AVID) is another program that has been successfully adopted and integrated across all areas of the school. With

its focus on instructional strategies to build communication, self-advocacy, note-taking strategies, critical thinking, study skills, organisational tools, time management and goal-setting, the staff are enthusiastic about its possibilities for their students and already see improvement in attitudes and behaviour.

Brilliant Kids Morning Tea was introduced where each term students have the opportunity to provide feedback about programs and other aspects of the school. The focus on supporting classroom instruction and reducing disruptive behaviours aligns with the recommendation in the 2012 IPS Review.

The reviewers were able to confirm through discussions with parents and students that creating an inclusive learning environment that caters for the diverse needs of students and improves student learning is a high priority for Neerigen Brook Primary School. The administration team is commended for the change management approach of consultation, collaboration and gradual implementation of new strategies that has brought about these changes.

Classrooms are well resourced with programs designed to meet the needs of students including EAL/D and students at educational risk. Data from 2013 and 2014 indicated minimal numbers of students with documented plans but the introduction of a 0.4 FTE Learning Support Coordinator, increasing psychologist time from 0.2 to 0.4 FTE and a whole-school approach, has seen the development and implementation of appropriate documented plans. The administration team states that EAL/D students, while not yet catered for with rigour across the school, as there is varied understanding of the EAL/D Progress Maps, a consultant will be used to support the effective differentiation of EAL/D students' programs and the development of a school action plan in 2016. The learning support coordinator, school psychologist and administration team meet fortnightly to review and prioritise the students referred to the students at educational risk team.

Professional learning has included introductions to Autism and Dyslexia, the impact of trauma on learning, how to write documented plans and use them as working documents, body breaks (classroom exercise breaks for student to improve learning and behaviour), an introduction to behaviour escalation profiles and differentiating the curriculum. Professional learning sessions were supported with coaching and modelling of strategies to reduce the number of disruptive behaviours (as per 2012 IPS Review recommendation).

Indicative of the school's focus on developing proactive strategies, is the establishment of a sensory room, in which students with emotional and

behavioural issues can spend productive time in a softly furnished, quiet environment. Time is embedded in students documented plans for education assistant time to support its use and to proactively de-escalate student behaviour and support their emotional regulation, need for body breaks and social skills.

A case management approach is being instituted for targeted students to improve attendance and behaviour, including support from Complex Attention and Hyperactivity Service (CAHDS), Canning Primary Behaviour Centre, The Department of Child Protection and Family Services, Save the Children and DET Regional Office, including the Aboriginal Coordinator. Speech and occupational therapists provide screening, intervention and support as part of the focus on early intervention.

Although not mentioned in the Business Plan, information and communications technology (ICT) is a high priority with 0.8 FTE allocation for a teacher who works across the school developing cyber safety, curriculum, and student skills, including coding, as well as supporting teacher skill development and integration across learning areas. The staff is commended for the focus on ICT curriculum and skill development where a large number of its students do not have access to this technology and learning at home.

Implementation of the NQS began in 2015 with the development of an Early Childhood Vision statement, staff completing a personal reflection tool and an audit of Quality Area 3— Physical Environment.

Communication with parents and their engagement in the life of the school is a focus of the 2010–2014 Business Plan, with a Full Service Model outlined. A review in Term 4, 2014 instigated by the change in Principal and the 2012 IPS Review, in addition to a review through ‘disciplined dialogue’ with staff in alignment with the 2012 recommendations, has resulted in the model being re-aligned to focus on students and early intervention. Services presently include daily Breakfast Bowl, three-year-old *Kickstart* program, out-of-school hours and vacation care, Playgroup, Community Health Nurse, Chaplain, Positive Parenting Program and Circle of Security group. To further support parents to develop a safe home environment for children, the school hosted free Legal Services through Communicare.

The school has developed several effective partnerships with parents, the community and external agencies. The AIEO has worked to develop positive relationships with parents and the community. This has included the addition

of the role of badged attendance officer, attending interagency meetings for at-risk students, home visits, liaising with the executive team and Clontarf to build mentoring and opportunities for positive role models to work within the school. The organisation of elder morning teas brings together the school's Indigenous students with the elders from the area who access the local Home Help service. The Boys' and Girls' Clubs, which are organised to promote engagement and attendance, are supported by the Kelmscott police, the Champion Centre, Save the Children and the network's Aboriginal Coordinator.

Other partnerships include Down South Therapy for screening, professional learning and assistance in classrooms; the EAR Bus; Challis Parent Child Centre for Positive Parent sessions; and Helping Hands before and after school care.

The volunteer program was rejuvenated in 2015 to focus on students and includes community involvement in playgroup, the library and volunteers listening to children read. Parent/volunteer information sessions are planned to refine the volunteer program and help provide the skills needed to support student learning in the school.

Parents are kept informed by learning journeys, students-at-educational-risk conferences, parent information sessions and regular phone calls from teachers to parents. Snapshots on Facebook, newsletters and the website are further communication avenues. The School Board's open day in Term 4, 2014 attracted community representation on the Board. The P&C are actively represented on the Board and support school activities such as the Parents and Community Members Actively Networking (PACMAN) initiative utilised by the Chaplain and the P&C.

National School Opinion Surveys for parents, staff and students were undertaken in 2014. The data from these surveys was analysed and discussed in team meetings, and Disciplined Dialogues in 2015. Results were then summarised as a guide to whole-school action. It was noted that bullying and behaviour were common areas of concern. These are areas of priority for improvement at the school and confirmed the implementation of the positive behaviour strategies and common values in all classrooms.

Observations made during the visit, along with evidence through discussions with parents, students and teachers, confirmed positive relationships exist between the school and parents and that Neerigen Brook Primary School is

working with its diverse community of learners to challenge and support students to achieve improved educational outcomes.

School Performance—Sustainability

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

The school has embedded self-review processes and analysis of the learning of all students in academic and non-academic areas which have clearly identified areas of improvement, although the links to the Business Plan and the DPA are not clear. Planning that sets targets to improve student learning are in place for operational plans but not clearly articulated in the Business Plan. The sustainability of the school's programs and strategies for future student learning will be enhanced by making the link from the Business Plan, operation plans and classroom targets and implementation explicit.

Through discussions, reviewers confirmed School Board members were very supportive of the school and willing to contribute to its ongoing development. Board members indicated that they are well informed about school programs, performance and operations. The 2015 self-review recommended a priority was to focus on a shared understanding of the Board's role. In discussions, members acknowledged the need to be clearer about their roles and responsibilities in relation to the evaluation of Business Plan targets and strategic oversight of requirements of the DPA. They also agreed that given the current turnover of members there was a need for further training and formal induction. It is recommended the School Board pursue training and induction of new Board members and review its role and responsibilities, particularly with regard to the development, monitoring, analysis and communication of Business Plan targets and strategic oversight.

It was also noted that while the Board has ensured processes to determine parent, teacher and student satisfaction, and some analysis was undertaken, the surveys have not been reported in the Annual Report. It is recommended that the school report on the analysis and results of surveys in the Annual Reports as required by the DPA.

Leadership and expertise of staff are being developed and supported by the Principal and deputy principals. Peer observations, modelling and coaching have raised staff awareness of what proficient and expert teaching looks like and provided feedback on specific whole-school expectations such as Guided Reading which has supported the development of consistency among teachers. The staff is commended for its commitment to peer observation and

collaborative practices to assist teachers understand what proficient and expert teaching looks like.

A regular and consistent performance management process has been introduced for teachers, education assistants and school officers, utilising The Growth Model. Teacher reflections are made against the Australian Professional Standards for Teachers.

A distributive leadership model was introduced in 2015 to support leadership across the school in alignment with the Business Plan and the affirmation of the school recommendation in the 2012 IPS Review. Expressions of interest were called for IT coach, AVID committee/coordinator, learning support coordinator, English, mathematics and aspirant deputy principal. The teachers selected for these roles were provided with ongoing coaching, professional learning and support and the administration team is looking at ways to further build capacity in order to improve student learning within the school.

Attendees of professional learning provide feedback to staff through school development days, staff meetings and collaborative meetings. Teachers, with the support of the administration team, provide mentoring to graduate teachers.

There are appropriate resources to sustain the current programs and for future initiatives. Staff, students and parents report there is an emphasis on the quality of teaching and learning and the reviewers affirm the school has a sustainable learning environment within the constraints of its context.

Conclusion

The recent, thorough self-review conducted by Neerigen Brook Primary School staff and the consequent changes made to programs and processes have provided clear direction. Student achievement and progress is developing and early intervention is being targeted.

Whole-school planning has generated a coherent approach to the curriculum and to data collection. Assessments of learning are now used to target teaching through differentiated lessons. There has also been the adoption of innovative new programs to focus on student engagement and behaviour. A safe, supportive and well-resourced learning environment has been developed, that alongside partnerships, enhance learning programs and the student experience.

Strong leadership from the Principal and executive team has embedded collaborative networks and a school-wide commitment to ongoing improvement for staff and students. The introduction of a distributed leadership model and building staff expertise ensures the school is well placed to address future challenges in the next business cycle.

Commendations

The following areas are commended:

- the executive team for embedding a collaborative and supportive approach to the collection of, and reflection on data, to determine student progress, behaviour and attendance and to improve teaching practice
- the staff for its commitment to peer observation and collaborative practices to assist teachers understand what proficient and expert teaching looks like
- the staff for the focus on ICT curriculum and skill development where a large number of students do not have access to this technology and learning at home
- the executive team for making substantial changes to processes and expectations that have had a positive impact on school culture.

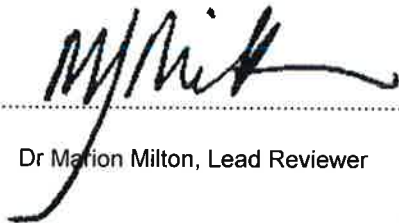
Areas for Improvement

The following areas for improvement are identified:

- the Business Plan to comply with the requirements of the DPA and cover the same time frame
- SMART targets in the Business Plan link to both the school focus areas and targets in the operational plans
- analysis and results of satisfaction surveys to be reported in the Annual Report, as per requirements of the DPA
- the School Board pursue training and induction of new board members and review its role and responsibilities, particularly with regard to the development, monitoring, analysis and communication of Business Plan targets and strategic oversight.

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 Neerigen Brook 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.



Dr Marion Milton, Lead Reviewer

21 April 2016

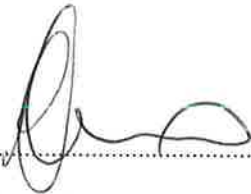
Date



Dr Lesley Payne, Reviewer

22 April 2016

Date



Mr Richard Strickland, Director General,
Department of Education Services

13/5/2016

Date