



Government of Western Australia
Department of Education Services

Floreat Park Primary School

2017

Review Findings



Independent Review of
Independent Public Schools

Disclaimer

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School and Review Details

Principal:	Ms Jane Rowlands
Board Chair:	Ms Justine Burnett
School Address:	38 Chandler Ave, Floreat 6014
Number of Students:	617
ICSEA¹	1194 (1)
Reviewers:	Ms Cris Sandri (Lead) Mr Tim Emery
Review Dates:	27 and 28 April 2017

Purpose of the Review

The purpose of the Department of Education Services' independent review is to provide assurance to the principal and school community, the board, the Director General of the Department of Education and the Minister for Education and Training of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

¹ The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal forwarded the school self-review conclusions to the Department of Education Services one month prior to the commencement of the review.

The Department of Education Services' reviewers supplemented the information provided by the principal 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's School Performance Monitoring
- Schools Online reports.

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

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Established in 1951, Floreat Park Primary School became an IPS in 2015. It continues to be characterised by high expectations for student achievement in both academic and non-academic areas and strong parent engagement.

Student enrolment numbers show an upward trend, having increased by 20% since 2015. With student numbers predicted to continue to rise, the provision of adequate accommodation and facilities is high on the strategic agenda. Student attendance remains above the average of both like-schools and Western Australian schools.

Meetings with staff, parents and the board indicate that leadership instability has challenged the school community over the past two years, with nine senior administration changes since 2015. Though school data shows student achievement has not been compromised, the lack of continuity in the leadership is reported by the school board, as having had an impact on the implementation and empowerment of change and the cycle of continuous improvement in the school.

The 2017 self-review against each requirement of the DPA was very comprehensive and thorough. Evidence to support judgements was identified as were needs and directions to inform future planning.

To refocus the school community and with the support and involvement of the board, a comprehensive audit of school practices and a self-review of the business plan was undertaken following the appointment of the substantive principal in Term 4 of 2016 and one new deputy principal in Term 1 2017.

Findings

- The 2015–2017 Business Plan outlines the strategic approach for the school and describes four key priority areas: Successful Students; Excellence in Teaching; Effective Leadership and Positive Relationships. Key objectives, achievement targets and a comprehensive set of operational strategies are identified for each priority area.
- The business plan achievement targets proved difficult to measure. For Priority Area 1, Successful Students, statistically similar schools are identified as the comparison measure for student achievement. Like-school data; however, was considered by the board and leadership team to be more effective and used instead to interrogate, make judgements and measure achievement of the

targets. Measuring achievement targets for Priority Areas 2, 3 and 4 was problematic and proved more difficult.

- The current business plan is available to the school community on the school website, electronically on request or as a hard copy in the front office.

Areas of strength

- The committed and competent staff, supported by engaged parents, who continued to deliver quality programs during the period of leadership instability.
- The comprehensive and collaborative review process.

Area for improvement

- Ensure targets are explicit, specific and measurable and related to having maximum impact on overall student and school performance.

Teaching and Learning

How has the quality of teaching improved and sustained student learning (progress, achievement and engagement)?

Findings

- The business plan highlights four priority areas: Successful Students, Excellence in Teaching, Effective Leadership and Positive Relationships. Measurable achievement targets were set for the first priority area of Successful Students. Data was limited to 2015 and 2016 due to the review occurring early in 2017.
- School Performance Monitoring data over the period 2014–2016 indicates that overall absolute student achievement shows an upward trend. The overall relative achievement is above the expected level in English and at the expected level in mathematics, science and humanities and social sciences. Overall absolute performance is trending up by at least 0.55 standard deviations. Although the overall progress trend is down, it remains within the expected level of performance.
- The first target for Priority Area 1 was to maintain or exceed Year 5 students' literacy results in reading, writing, spelling and grammar and punctuation. The target was achieved in reading, spelling and grammar and punctuation in 2015 and 2016 as all areas showed higher performance than like-schools. In writing, the target to exceed was achieved in 2015 but not in 2016 with a slightly lower average score than like-schools. The number of students performing in the top proficiency bands (6–10) in Year 5 reading exceeded that of like-schools. In writing there was a decline from 24% in 2015 to 10% in 2016 of Year 5 students in the top bands; however, an increase was seen in spelling from 18% in 2015 to 33% in 2016 exceeding like-schools. There was a decline from 55% to 41% from 2015 to 2016 in grammar and punctuation, but maintaining performance close to that of like-schools.
- A Year 5 numeracy target to maintain or exceed Year 5 students' numeracy results was achieved in 2015 and in 2016 exceeded that of like-schools.
- However, National Assessment Program – Literacy and Numeracy (NAPLAN) comparative performance data for Year 5 indicates a declining trend in 2015 and 2016 in numeracy, reading and spelling and a decline in writing and grammar and punctuation in 2016. While remaining within the level of expected performance, close monitoring of these areas is warranted.

- A target to increase Year 3 literacy results in writing, spelling, grammar and punctuation was partially achieved with performance in writing exceeding like-schools. Average scores in spelling were lower than like-schools in 2015 and 2016 and in grammar and punctuation scores were lower in 2015 yet higher in 2016.
- A third literacy target to maintain Year 3 students' reading results was partially achieved due to a lower than like-schools average score in 2015 but higher in 2016. This is reflected in the percentage of students in the top proficiency bands slightly declining from 59% to 57% compared to like-schools which were at 61% and 51% in 2015 and 2016 respectively.
- A second numeracy target to increase Year 3 students' numeracy results was achieved in 2015 and 2016 when compared with like-schools.
- Literacy and numeracy targets were set for Pre-primary students using On-entry assessment. Targets of 1.0 Victorian essential learning standards (VELS) were achieved in 2016 and reset to 1.3 VELS for 2017.
- In science a target was set to source a valid science assessment instrument in order to assess selected year groups and establish an ongoing assessment program. This was achieved and data is collected, collated and analysed to enable the setting of measurable science targets in the future.
- The leadership team and staff have noted that female students achieved significantly lower progress between Year 3 and Year 5 than male students in numeracy, reading and writing in 2016. Attention is being directed by the leadership and staff to address this issue.
- Non-measurable targets were set in Priority Area 2, Excellence in Teaching and serve more as aspirational goals. These included: to build staff capacity for excellence in teaching through attendance at quality and relevant professional learning, for all staff to be committed to a professional learning culture in line with professional learning communities (PLCs) and for all staff to engage in a collaborative approach to improve student achievements. The school reports these have been achieved.
- Teachers are well supported in their learning and attend appropriate professional learning seminars, courses and conferences. Staff link with a strong regional network and local Teacher Development Schools. Teachers are provided with relevant professional reading material for discussion at PLC meetings. A culture of professional learning is evident and teachers are able to access training that is related to the school's priorities. Examples include participation in John Fleming's

explicit teaching program, instruction on the use of guided reading and a six-day course in instructional strategies and interventions promoted through the Dyslexia SPELD Foundation. Activities to deepen teachers' understanding of the curriculum have included a deconstruction of the English curriculum. This contributed to teachers' knowledge of what to teach and on what they were reporting in each year level. Leaders of year-level PLCs follow agendas developed in consultation with the administration team.

- During the period of unstable leadership (2015–2016) there was a loss of direction particularly on whole-school planning and the use of whole-school approaches. This is most evident in the English learning area where despite the high levels of competence of leaders a loss of commitment to whole-school approaches occurred. Staff are aware of this and under the current leadership are working towards being able to establish whole-school cohesion, consistency and continuity in the approaches taken.
- Year-level teachers collaborate frequently to analyse data and to discuss programs and phase of learning leaders seek further opportunities for collaboration. The administration team meets with curriculum leaders to discuss school and business plan priorities. Curriculum teams meet twice per term to analyse data, set learning area priorities, budget, plan resourcing and to evaluate progress. This collaborative approach has become the norm and is seen by all staff to be a positive development in the culture of the school.
- Additional targets were for all staff to be data literate and utilise a range of data to inform their planning for the teaching and learning cycle. Teachers' skills have developed to the extent that the school may reduce the use of services of an external provider to lead data analysis at the school. Staff follow a 'disciplined dialogue' process and triangulate data to determine what student data means and how it can inform teaching practice. Teachers endeavour to differentiate instructional programs and provide remediation and extension within classes.
- In addition to NAPLAN and On-entry assessment, a range of data is collected on all students including results from mandated school-wide assessments, PAT-R, Sound Waves assessments, school-developed common assessment tasks and one minute basic facts tests. A student data tracking system has been developed for all students. Student data is used to identify students who require additional support.
- Specialist programs in music, visual arts, physical education, Italian and science, technology, engineering and mathematics (STEM) are established and are of high quality. Teacher leaders in these areas are effective, enthusiastic and deliver quality programs.

- A survey of staff information and communications technology (ICT) skills informs the professional learning in this area. A range of online programs to support classroom teaching programs include Word Mania, Literacy Planet and Study Ladder, Bug Club and Spellodrome. Imaths is used as a core program in mathematics for Years 1–6 along with Mathletics as an extension and home program. A whole-school project using Book Creator has unified staff in a writing project. Sound Waves is used as a whole-school spelling program and is accessed electronically as well as by text. Staff are encouraged to follow the substitution, augmentation, modification and redefinition technology model to guide and develop the use of ICT. Plans are in place for increasing teacher proficiency in ICT and the mandated implementation of design and technologies and digital technologies in 2018.
- There are 111 students identified as being at educational risk. Thirteen students are funded through a disability allocation. Seventy students have individual education plans (IEPs). IEPs are prepared and reviewed in a case management approach involving parents, teachers, school psychologist, line managers and, when required, external service consultants. Teachers are trained in the use of School of Special Education Needs planning and reporting and this is included in individual teacher performance management plans.
- Staff are familiar with and apply a wave methodology to identify students at risk and the support required. All staff participate in regular professional learning on providing care and managing students with autism. Teachers who have students with special needs attend specific and relevant professional learning. Teachers visit lighthouse schools and access Statewide Services as needed. Wave 2 students are occasionally withdrawn for additional support. A range of interventions are used rather than a specific approach.
- A whole-school approach is evident in mathematics planning with Pre-primary and Year 1 using the Western Australian Curriculum and Assessment Outline and Years 1–6 using Imaths. Whole-school approaches in literacy are limited to the use of the Sound Waves spelling program in Pre-primary–Year 6. In K–1 the approach is eclectic using a range of programs and resources including First Steps, Letters and Sounds and Dr Diana Rigg resources.
- A performance management policy informs an annual process in which staff select two personal growth goals that are linked to school priorities and two standards from the Australian Professional Standards for Teachers. These are included in all teachers' performance management plans. In some areas, due to changes of leadership, the performance management of staff has been informal within a culture of support, learning and development.

- Operational plans have been developed each year of the business plan but are not effective. Three different formats have been used between 2015 and 2017 but are not used to guide year-level operational plans. Standardised whole-school operational planning that is linked to strategic planning and includes an ongoing review process would ensure their use and effectiveness.
- Students participate in a range of curricular and extracurricular programs. These include before-school swimming and athletics, Edu-Dance, chess, netball, public speaking and debating, music ensembles, choir, orchestra, coding club, animatronics and robotics. All Year 6 students are given opportunities to serve as a school leader in a range of leadership activities. These include contributing to assemblies, sustainability activities, buddy programs and citizenship activities.
- Priority Area 3, Effective Leadership, set three achievement targets. The first, to recruit and retain high quality staff, has been achieved in line with increasing student numbers. The appointment of a second permanent deputy principal, strategic placement of teaching staff and all accrued leave being cleared at the end of 2016 augurs well for a settled staffing structure in 2017 and beyond. The second target was to strengthen and promote distributed leadership across the school by establishing high performing leadership teams aligned to professional learning and curriculum. This was achieved as there is evidence of leadership distributed to individual year levels and curriculum areas. The third target, to identify and undertake relevant professional learning in leadership programs has commenced but is still to be fully achieved. Additional professional learning is scheduled during 2017.
- Priority Area 4, Positive Relationships, had several targets. These were to communicate effectively, positively and consistently with the school community, review school surveys to evaluate current practices and respond accordingly, quantify and maintain the high percentage of parents engaged in parent/teacher information sessions, support the parent body in its endeavours to engage the school community in positive social events and partnerships and to make accessible through the school's website relevant school policies, guidelines and general information.
- Examples of strong involvement of parents and effective communication systems to ensure a high level of engagement between the school and parents was evident. The Floreat Park Art Bar is an example of the school's involvement in community events. Showcasing art work from K-6 students along with local artists was a highly successful community event. Community involvement and a close working relationship with the Town of Cambridge are recognised as features of the school's operation.

Areas of strength

- The re-establishment of collaborative approaches to planning, teaching, assessing and moderating students' performance that engage staff and support professional learning.
- A growing culture of distributed and collaborative leadership to ensure cohesive school operations and practices.

Areas for improvement

- Arrest the emerging downward trend that appears across NAPLAN comparative performance results.
- Identify and implement strategies to address the overall lower progress of female students in Year 5 numeracy, reading and writing.
- Standardise whole-school operational planning including a process for ongoing review to ensure effectiveness.

Student Performance Monitoring

How well established are the school's self-assessment practices in accounting for school improvement?

Findings

- Staff review performance data at whole-school, year-level, subgroup and individual student levels. Summaries are prepared that show areas of strength and those that require greater focus. A presentation for parents was held in Term 4 of 2015 and 2016 explaining the school's NAPLAN results. Results are presented to the board, included in the annual report, used in parent interviews and included in the school's newsletter. All students' progress and achievement is monitored and achievement data is entered into a school database.
- The staff, board and administrators use a range of tools and surveys to self-assess. The comprehensive business plan review process helped to verify the school's performance and staff were able to identify data subsets that warrant future focus.
- Teacher grade allocations are not well aligned with NAPLAN student performance results for literacy and numeracy. Staff are aware of this misalignment. Increased professional learning and collaborative moderation is being used to address this.
- In 2016–2017, staff and the board conducted a review of the business plan and the school's performance against the DPA, including programs of instruction. The review process was comprehensive, collaborative and reflective. Priorities for the development of new initiatives were identified as were refinements to current initiatives. This resulted in a set of eight themes to inform the next planning cycle. The review contributed to the cohesive and trusting relationship that exists between staff and the board. The subcommittees established to review business plan priority areas included board members and reported findings to the board in a staged process.
- Following the comprehensive review of the current business plan there is clarity around future directions that build on past practices. The internal review was conducted with a mindset of continuous improvement and augurs well for the future operation of the school.
- Teachers meet with year-level colleagues to plan, set common assessment tasks, moderate work samples and to review students' academic and non-academic progress. Teachers use standardised and teacher-designed

assessments, moderation tasks in English, mathematics and science, checklists, behaviour management records, rubrics and anecdotal records to monitor student performance. Early identification of students at risk is done by way of analysis of On-entry data which is collected in Pre-primary, Year 1 and Year 2. All students' progress and achievement in standardised assessments is recorded and monitored in a central database.

- The annual report details the performance and achievements of students including progress against business plan improvement targets and reports from the school board and the Parents and Citizens' Association (P&C). It is shared widely at the school level and is made publicly available on the school's website. A yearbook complements the school annual report and is another vehicle through which the events and activities conducted in the school are celebrated.

Area of strength

- The rigorous self-review process of the business plan and the school's performance against the DPA.

Area for improvement

- Refine strategies for teacher grade allocation judgements to be better aligned with NAPLAN student results for literacy and numeracy.

Program Delivery

How well has the school performed in providing education programs that promote learning and wellbeing for all students?

Findings

- At Floreat Park Primary School, education programs are designed and delivered to meet the needs of students and are in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997*. The Western Australian curriculum is being implemented according to the mandated timelines. The leadership team and staff are currently reviewing and refining organisational, operational, planning and program delivery practices and procedures to refocus on whole-school direction and approaches.
- School leadership has an explicit improvement agenda that includes:
 - high expectations of staff and students
 - refining and further developing staff data literacy
 - developing and implementing whole-school approaches and practices
 - implementing structures to enable collective professional competencies, collaborative planning and accountability and collective pedagogies
 - implementing a supported distributed leadership model
 - clarifying roles and responsibilities.
- Teachers endeavour to differentiate teaching in response to the needs of students. Strategies implemented to improve teaching and student learning include:
 - a range of interventions for students requiring additional support
 - Imaths and Sound Waves as the beginning of developing whole-school approaches
 - data is used to inform teaching programs and to monitor student progress and achievement
 - plans to further highlight the place of literacy and numeracy blocks in class timetables.
- A comparison of data from parent satisfaction surveys in 2014 and 2016 shows strong positive change in the area of leadership and management. Areas of concern included transition and bullying. Noteworthy positive responses were made to the areas, 'the school provides a wide variety of classwork that suits my child's needs' and, 'the standard of schoolwork expected is appropriate for my

child's ability'. Parents feel the leadership and staff of the school are approachable, there are good means of communication and they appreciate the supportive relationships they have with their child's teacher. Students indicate they feel safe and secure at school and the caring approach modelled by staff is reflected in their behaviour. This was particularly evident in meetings with parents, staff and students, in classroom visits made by reviewers and observations of student interactions in the playground. Discussions with parents and board members confirmed that they felt welcome, engaged and informed.

- Routines and responsibilities in the school support a safe and orderly environment. The Managing Student Behaviour guidelines are explicitly taught and Protective Behaviours are taught as part of the health program. A proactive approach was taken by holding a parent information seminar on cyber safety. There was evidence of a caring culture where students are valued and supported both within the classroom as well as in the playground. Relationships are respectful and appropriate.
- In a range of policy documentation provided and through observations made in the school it is evident that the safety and welfare of all children at the school is a focus of all staff. A number of social development programs have been implemented over time in the school designed to support pastoral care, mental health, emotional regulation skill acquisition, safety including cyber safety and the role of the chaplain. The leadership team and board are currently reviewing the number of programs to refocus and refine current practices into whole-school approaches and ascertain which are the most effective, taking into account the current school context.
- The case management approach implemented by the student services team is comprehensive and focuses on early intervention. Documented plans are in place and detailed monitoring and records for every child are maintained and regularly reviewed. IEPs are prepared for students at educational risk or with special needs. Plans are developed and reviewed in a collaborative case management approach.
- The chaplain's role is considered integral in providing pastoral care to students on a one-to-one basis. A school psychologist is also available for one-to-one referrals and to provide teachers with advice.
- Programs in music, visual arts, physical education and STEM are delivered by specialist teachers from Pre-primary–Year 6. Italian is taught in Years 2–6. There was evidence of the music and art teachers working together to provide students with rich cross-curricular learning experiences.

- Students have the opportunity to access a range of extracurricular and cross-curricular programs such as Primary Extension and Challenge program, additional Year 5 maths extension activities, learning an instrument through the School of Instrumental Music, playing interschool sport and participating in choral singing.
- The school has policies in place to ensure the safety and welfare of students on and away from school premises, and on school activities, in accordance with Department of Education policies. Staff are trained in First Aid and teachers are clearly visible when on playground duty. The playgrounds and play equipment are well maintained and students can enjoy playing without undue risk of injury. Students are well supervised and safety issues concerned with the current construction of additional Pre-primary classrooms are appropriately managed. Students have access to adjoining local council-owned McLean Park which significantly extends the playgrounds of the school.
- A curriculum team was established in 2016 to review progress against the implementation of the National Quality Standard (NQS) in early childhood education. Staff leaders, with parent involvement, conducted internal assessments to review progress. Quality Areas 1–6 were self-rated as ‘working towards’ and Quality Area 7 as ‘met’. The leadership team acknowledges that ongoing processes need to be in place to assure compliance with the NQS.
- A clear line management system is in place with one deputy principal responsible for K–2 and the other for Years 3–6. The principal fosters leadership in others and provides opportunities for development. This approach has renewed interest in several senior teachers who are considering seeking Level 3 classroom teacher status. Curriculum area leaders appreciate the leadership role they have been assigned and seek further opportunities to collaborate with other leaders to strengthen the efficiency of the day-to-day management of the school’s program delivery.

Area of strength

- The distribution of leadership implemented during this business plan contributing significantly to higher levels of ownership and engagement by staff in shaping the future directions of the school.

Areas for improvement

- Select and refocus current social and emotional development programs into whole-school approaches taking into account the current context of the school.
- Embed ongoing processes to ensure compliance with the NQS implementation.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- The permanent manager corporate services was appointed at the end of 2016. Weekly meetings with the principal ensure finances are reviewed and adjusted regularly. A finance committee is in place to review and advise on the management of financial resources. Financial updates are provided to the board at every meeting.
- With the support of the P&C and the community, the board and leadership of the school maintain strong processes to ensure funds and resources are managed in accordance with legislation and policy, and are available to sustain current programs and support future initiatives.
- Considerable effort by the board and leadership team is evident in planning for the increasing pressure on accommodation and facilities from rising student enrolments and associated issues. Community consultations have occurred and a set of principles and priorities have been developed to guide future development. Facilities are being upgraded including the construction of an early childhood facility.
- An effective, proactive and engaged P&C support the school and its community through volunteers and contributing substantially to school improvements and resources. Parents and the community are recognised and valued as partners in the students' education and are integral to the culture of the school. The P&C is active, engaged and committed to working with the board to align generous parent support and funding to grounds and facilities improvements.
- To ensure effective and appropriate human resource planning and management, a workforce plan is in place and primarily the tool used to ensure the sustainability of program delivery that promotes learning and wellbeing for all students. It is thorough and provides guidance for staffing requirements into the future.
- Parents speak with pride, in ownership of and commitment to their school. Strong individual leadership at P&C and board level is a feature.

- With continued engagement and support from the parent body and board, the school is well placed to maintain and improve the facilities and resources to sustain current and intended high quality program delivery.

Area of strength

- A strong, proactive, engaged and committed community offering high levels of support to its school.

School Board

How effective has the board been in carrying out its functions, roles and responsibilities?

Findings

- Board membership is currently representative of the school community and includes members with varied expertise and diverse backgrounds. It complies with the *School Education Act 1999* and *School Education Regulations 2000* regarding membership categories and composition. A challenge acknowledged by the board, particularly in a climate of increasing enrolments, is ensuring membership continues to fully represent the school community.
- Board members evidenced understanding of their functions and role, as prescribed in the *School Education Act 1999*, *School Education Regulations 2000* and departmental policy and expressed an interest in re-examining how these can be further enhanced.
- The board participates in:
 - the endorsement of the DPA
 - review and endorsement of the school's annual report
 - the endorsement and review of the school budget
 - a process for developing and endorsement of the business plan
 - processes to review school performance
 - review, development and endorsement of school-based policies
 - processes to determine satisfaction levels of parents, staff and students, with results reported in the school's annual report
 - the selection of staff and the new principal.
- An effective, committed, capable and focused board with strong leadership assists the leadership team to drive a clear improvement agenda focused on excellence in teaching and learning. The expertise of board members is referenced to support the refinement of whole-school foci, organisational, planning and program delivery practices. Expectations are high and reflect the expectations of the community.
- To ensure the sustainability of its membership and practices, an induction process is in place for newly-appointed board members. Staggered terms ensure succession planning and appropriate turnover and meetings are scheduled in advance.

- To review its own performance, two self-reviews have been completed by the board during this DPA cycle and used to refine and identify areas for improvement and to gauge its effectiveness.
- A close collaborative relationship exists between the board, class representatives and the P&C with common aligned strategic direction.
- The board endeavours to communicate with the broader school community regarding the board's function and activities through regular newsletter updates, reporting in the annual report and open meetings.
- The significant contribution and participation of the board in the school self-review process is acknowledged. The self-review process was thorough, inclusive, open and included contributions from all stakeholders to gain accurate, honest and on-balance judgements. It demonstrated depth, rigour and a collective community desire for high performance and continued improvement. The review led staff and the board to the realisation that targets in three of the priority areas of the business plan were not measurable. This together with a set of findings and conclusions will be addressed in the next business plan. The exemplary review process has provided the school community with a blueprint for future development and improvement.

Areas of strength

- A highly effective, competent and engaged board.
- Strong and proactive communication between the board, school and P&C ensuring strategic alignment with priorities and direction.
- Strong individual leadership at board and P&C levels.

Conclusion

Floreat Park Primary School continues to be a high functioning school with effective governance from a committed, knowledgeable and effective board and complemented by strong support and engagement of the community. Parents and staff have high expectations of successful and effective teaching, learning, engagement and wellbeing for all students.

The school leadership, board, staff and community are committed and united in focusing on appropriate whole-school approaches, practices and procedures ensuring the best outcomes for the students while working in a collegiate and collaborative environment. Staff continue to focus on developing their expertise to provide a learning environment that is safe, caring, academically and socially engaging and challenging.

It was evident to the reviewers that Floreat Park Primary School is an effective school committed to school improvement. From the claims made by the school community and the evidence that was provided, the reviewers are very confident that the school is well placed and has the focus, capacity and community support to maintain current achievements and provide for realistic future improvements.

Declaration

We confirm the information provided is, to the best of our knowledge, true and correct, based on the verification of the evidence provided by Floreat Park Primary School for the Department of Education Services' independent review.

The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mrs Cris Sandri, Lead Reviewer

7 June 2017

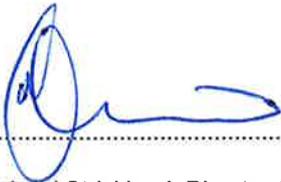
Date



Mr Tim Emery, Reviewer

8 June 2017

Date



Mr Richard Strickland, Director General,
Department of Education Services

14/6/17

Date

