



Government of Western Australia
Department of Education Services

Aubin Grove 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

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| Principal: | Mr Frank Pansini |
| Board Chair: | Mr Paul Hayllor |
| School Location: | 85 Camden Boulevard, Aubin Grove WA 6164 |
| School Classification: | PS Class 5 |
| Number of Students: | 866 |
| Reviewers: | Mr John Garnaut (Lead) and Mr Gerry Chapman |
| Review Dates: | 6, 13 and 14 August 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 and the Board Chair 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?

Aubin Grove Primary School, located in the City of Cockburn, is a Class 5 primary school which commenced in 2011 in the rapidly expanding southern corridor of the Perth metropolitan area. Opening with an enrolment of 315 students from Kindergarten to Year 6 it has experienced rapid growth in student numbers (now 866) and building infrastructure. On opening, 80% of the enrolment was in the age range of Kindergarten to Year 2. Currently 63% (546 students) of the total 2014 enrolment is in Kindergarten to Year 2. With this ongoing consistent enrolment pattern in Kindergarten and Pre-Primary and the current high proportion of the student population in K–Year 2 the school will continue to grow rapidly as these cohorts replace currently smaller upper primary cohorts, exerting considerable pressure on resources and space.

The staff and the School Board have implemented sound planning processes to prepare for the growing resourcing needs. School cost centres and planning committees are budgeting and purchasing to accommodate the increasing cohorts.

The school is characterised by modern, purpose-built classrooms providing practical and flexible learning spaces. The rapidly increasing enrolment has necessitated the use of an additional 18 transportable classrooms and whilst the school has been able to place these strategically to date, the projected enrolment for 2015 will require another five or six rooms, significantly reducing space for children to play and areas for horticulture and gardens.

The school has an Index of Community Socio-Educational Advantage (ICSEA) of 1070 placing it in the 3rd decile. It has a supportive parent and local community who take an active interest and have a keen involvement in the school. Parents value education and demonstrate a willingness to invest in their children's schooling. Up to 60% of parents work in professional, managerial, small business and government occupations. There is strong parental support for, and participation in, school programs. The 80% fees collection rate contributes to resourcing across the school.

There is a trend of increasing numbers of children (5%–6% of enrolment) from families with parents who work in fly-in fly-out occupations. In some instances

this impacts adversely on student attendance and performance as students are taken out of school during the term to participate in family holidays.

Notwithstanding this, school attendance rates are still higher than like-schools at 95.7%

There is a diverse multicultural mix of families with approximately 20% coming from the Asian subcontinent and South-East Asia. This has required an increased resourcing of English as an additional language or dialect (EAL/D) and use of the Intensive Language Centre to meet the specific learning needs of these children. School leaders reported the very positive attitudes to learning of this student cohort. Student transiency is relatively low at 15.3%.

The school was granted Independent Public School status in its second year of operation and this has enabled careful and strategic staff merit selection (80%) to match the school's ethos and teaching requirements. Concurrently, the school has developed a strong ethos and set of values closely aligned to parent, staff and community expectations. Independent Public School flexibility has also enabled the leadership team to profile the staff to meet specific student learning needs by employing merit-selected specialist teachers and education assistants and increasing the number of deputy principals to four (3.0 FTE). The role of education assistants in supporting teaching and learning is greatly valued by staff, students and parents.

The staff gender distribution is 93.1% female and 6.9% male. The Principal reported an expectation of a significant number of parental leave applications. This will require additional staff selection when leave is required and suitable job sharing for some returning staff. The school Workforce Development Plan recognises the staff gender imbalance and describes strategies to attract male applicants to advertised positions.

The staff resignation rate is relatively low (2.4% teaching and 3.6% non-teaching). All staff interviewed were highly supportive of the culture and working environment and wanted to continue at the school.

Aubin Grove Primary School has developed strategic partnerships with Atwell College and the Cockburn Centre Education Network aimed at sharing pedagogy, moderation processes and effective transition processes for students to secondary school. Local real estate businesses provide support and sponsorship. The school engages the support of local businesses and has benefited from its initiative to establish and maintain a local business directory or register of trades for parent access.

The School Board has rapidly established effective processes that are contributing to school development and improvement. Board leadership, role clarity, policy engagement and communications with the school and wider community are adding value to education provision at Aubin Grove Primary 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?

The school's self-review processes are impressive. They align to the DPA and Business Plan and closely link to the various operational plans. The Business Plan identifies eight targets, of which six relate to student performance, one to attendance and one to resourcing. Each target has been thoroughly analysed through collaborative staff processes and recommendations formulated to inform teaching, learning and target setting for the next cycle.

Additionally, the Business Plan identifies five key focus areas including Students, Building Community, Staff, Learning Environment and Environmental Responsibility. Relevant strategies for each focus area are identified and milestones for achieving the strategies are set. Milestones are assessed and analysed to ascertain the extent to which implementation has been achieved and with what degree of success. They are additionally modified and adjusted to effect ongoing improvements to student learning and to meet the priorities of the next planning cycle.

The curriculum leadership team actively provides strategic leadership and support to staff across the school in the analysis of student academic performance data. This data is systematically gathered and analysed, across all phases of schooling, to ascertain the extent to which the learning targets and milestones have been achieved. Staff, across the school, use the data to provide specifically targeted whole-school strategies and programs to address the specific learning needs of individual students and ability groups. The data is also used to formulate individual and group education plans.

Non-academic data including staff, student and community surveys, is also gathered, analysed and recommendations formulated and actioned. Attendance data is analysed to determine attendance rates and specific recommendations are made for sustaining improvement. Voluntary contribution rates are monitored to achieve greater than 80% collection.

Whole-of-school academic and non-academic performance data is analysed and a summary presented to the School Board as part of the school accountability process and to the wider community through the Annual Report.

Looking forward, the school has identified key areas for inclusion in the second Business Plan (2015–2017) focused on further embedding whole-school strategies, consolidating a health-promoting school, enhancing the school as a professional learning community, building stronger community links and developing environmentally sustainable practices.

Interviews with school leaders, staff and parents indicated the ongoing, evidence-based, critical self-assessment that is apparent at all levels of school operations.

School Performance—Student Learning

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

An impressive array of critical success factors for high-level teaching and learning are evident at the school. Being a new school, with IPS status, the Principal has been able to select staff from competitive fields that strongly support the school's educational values, philosophy, and whole-of-school approaches. New staff induction processes, professional learning programs, performance management processes, community engagement, collaborative team structures, good instructional leadership and school resourcing align to provide a cohesive focus on teaching and learning.

The school's 2013 Annual Report and the report by school leadership to the Board confirmed that all targets of the 2012–2014 Business Plan had been achieved except for the early years' target relating to on-entry assessment. Targets have been achieved in overall Year 3 literacy and numeracy; reading, writing and numeracy achievement of same cohort Year 3 and 5 students; Year 5 science; attendance, and resourcing. Discussions with the Principal and curriculum leadership team indicated that target setting in the next Business Plan would be facilitated by the availability of benchmark data, and the next set of targets would be more specific and challenging. School leaders reported the difficulty in setting specific targets in the inaugural Business Plan because of the lack of benchmark data in new schools.

In addition to targets, the staff has monitored, using a 'traffic light' system, sets of 'milestones' relating to school plan focus areas such as curriculum, student learning, staff development, leadership development, community engagement, the learning environment and environmental responsibility. The monitoring of targets and milestones is a comprehensive process, well led by the curriculum leadership team, with involvement of all school staff and the School Board.

The desktop review of the student performance data confirmed the assessment by school leaders that standardised tests such as the National Assessment Plan—Literacy and Numeracy (NAPLAN), and Western Australian Literacy and Numeracy Assessment (WALNA) in science and society and environment, demonstrate that students are performing at or above that expected of statistically similar schools. Performance in literacy and numeracy in these tests has improved significantly in comparison with statistically similar

schools since 2011, particularly at Year 3 level. School analysis of student academic performance has been comprehensive involving comparisons with like or statistically similar schools, and consideration of sub-groups such as Aboriginal students and gender.

The whole-school student performance management information system clearly outlines to all staff the required system level and school level academic and non-academic data requirements to inform school planning, and the timeframes for these tests.

The Principal confirmed there were no specially funded programs registered in the DPA requiring monitoring.

Interviews with early years' teaching staff indicated their high level of understanding and readiness for implementation of the Early Years' Learning Framework. On-Entry Assessment, literacy progression points and numeracy development points provide valuable data to guide early years' programs. School leaders have analysed the data from the Australian Early Development Index (AEDI) to gain a greater understanding of the early childhood cohort of students.

A range of well-structured school policies and procedures guide staff including the school assessment policy, homework policy, policy and procedures for students at educational risk and an early years' philosophy. The expertise of staff is recognised through their involvement in a range of key school committees that guide teaching and learning, including committees for literacy, numeracy, science, arts, early childhood, information and communication technology (ICT), humanitarian issues, physical activity, environmental sustainability and cooperative learning. School communication is facilitated by having representatives from the various phase-of-schooling teams on these committees.

Interviews with curriculum leaders and teachers indicated that the school is embracing the Australian Curriculum in English, mathematics, science and history and is strongly placed to meet Commonwealth Government implementation timelines. They also indicated appropriate utilisation of the Curriculum Framework for planning in other learning areas.

Interviews with teachers and support staff demonstrated that the academic and non-academic performance and socio-emotional development of every student at the school is being carefully monitored, with significant attention to differentiated curriculum, and catering for the needs of students requiring

program adjustments, including those who would benefit from enhanced academic challenge. The school indicated that the concentrated focus on meeting the differing needs of all students obviated the need to provide for distinct cohorts of students. Reviewer observation of teacher class profiles or progress files confirmed this comprehensive focus on meeting the academic, social and emotional needs of all students.

The curriculum leadership team is impressive in providing an oversight of the student performance management information system, student performance data analysis, the internal reporting requirements of staff and the reporting of student performance to the School Board and through the Annual Report. Processes are particularly impressive in the English and mathematics learning areas where standardised test data is readily available. An area for improvement is the reporting of student performance in the health and physical education (HPE), technology and enterprise (T&E), arts and languages (Japanese) learning areas where reporting is currently mostly focused on staff inputs, and student achievements not aligned to the major outcomes of the learning areas. It is recommended that the curriculum leadership team consider the implementation of reporting processes in the HPE, Arts, T&E and languages learning areas that more closely align with major learning area outcomes that are planned to be achieved.

Meeting with specialist teachers in the HPE, T&E, Arts and languages learning areas demonstrated their important contribution to student learning at the school. Specialist programs are impressive and commence in pre-primary enabling the early development of basic skills and understandings. Staff demonstrated passion, high-level specialist knowledge in their learning areas and a commitment to collaborate with other teaching staff to optimise student learning. Individual student learning would benefit from increased attention to whole-of-school curriculum approaches (e.g., literacy, numeracy, learning technologies) in these specialist programs.

The important contribution of support staff to student learning at Aubin Grove Primary School is acknowledged. Interviews with a number of education assistants demonstrated the valuable roles they play in supporting individual students with disabilities and learning difficulties. They work collaboratively with teaching staff and are flexible in their roles ensuring maximum benefit for students from this important school resource.

A feature of school planning is whole-of-school approaches to literacy, numeracy, science, ICT and cooperative learning (Kagan model). Interviews

with school leaders and staff indicated that the whole-of-school approach to literacy was embedded (although always under review) whilst other areas are in development mode requiring consolidation. Staff indicated their understanding of the importance of these cohesive approaches to curriculum planning and their willingness to collaborate in implementation. Staff reported satisfaction with the flexibility and capacity for them to make professional judgements within the whole-school planning frameworks. Curriculum leaders support other staff with their implementation of whole-of-school approaches and model good practice in classrooms. The 1:1 MacBook program is an excellent example of collaborative and consultative school processes that generate staff and community support for a new education initiative.

High standards of student achievement are being achieved as a result of very good educational leadership, strong team structures that support staff development and commitment, cohesive curriculum planning, evidenced-based pedagogical practices and a supportive community.

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?

In its early stages of development, Aubin Grove Primary School is establishing a school culture that is highly supportive of quality teaching and high standards of student achievement. School characteristics observed by the reviewers include an ongoing self-critical approach to core business, high expectations of staff and students, instructional leadership, distributed curriculum leadership through the curriculum leadership team, very good planning and effective collaborative team structures, with teachers having 'time to talk' about teaching and learning. The school purpose, 'to ensure that every student is a successful student', is enacted through the four ideals of 'learn, enjoy, aspire and focus' and a strong values set.

The staff have adopted and comprehensively implemented the 'FISH' philosophy that guides the work, behaviour and relationships of staff, students and a growing number of parents. The simple philosophy based around the concepts of 'making their day', 'being there', 'choosing your attitude' and 'play' has established a culture where staff and students care for each other, feel supported in their work and learning, and take responsibility for self-management. The philosophy is explicitly taught and expected in every class. Staff reported that the positive culture of the school and the very low occurrence of serious behaviour management incidents is an outcome of the school-wide acceptance of this philosophy. Interviews with many staff and student representatives demonstrated widespread commitment to the 'FISH' philosophy.

The STARS team (Support Team for At Risk Students), comprising the learning support coordinator, school psychologist, chaplain, and representatives from the four phase-of-schooling collaborative teams, provides excellent direction for pastoral care and support for teachers working with children at educational risk. The team monitors and reviews the policy and procedures for students at educational risk, coordinates case conference approaches to support teachers having difficulty providing for high need students, maintains the register of students at educational risk, and liaises with external agencies to provide additional support to students. They also provide support to staff in their development of documented plans for at-risk

students. All Aboriginal students have a personalised education plan. A consistent approach to students at educational risk is implemented across the school.

A range of relevant policies guide student service and pastoral care practices at the school including the policy and procedures for students at educational risk, the Communicating with Families Policy, Behaviour Management Policy and the Code of Conduct. Policies are well written and collaboratively developed.

Staff organisation into phase-of-schooling teams contributes strongly to cohesive curriculum. In these teams, staff discuss and agree on processes for curriculum planning, pedagogical approaches, moderation, common assessment tasks, student performance data analysis and reporting.

There is comprehensive provision for students identified as capable of high levels of academic performance. It includes a range of strategies including differentiated curriculum in each class, in-school academic extension programs in which Year 1–6 students participate, a focus on high-order thinking skills, PEAC, extra-curricular extension programs provided by Atwell College, and participation in student academic competitions such as the Maths Olympiad and the Tournament of Minds. Meeting with parents confirmed their strong support for school initiatives in providing academic extension.

Students and staff informed the reviewers of the wide range of co-curricular initiatives organised through the school that complement and extend their learning. They include School of Instrumental Music programs, the school choir, the Maths Olympiad, school sporting involvement and the Wakakirri Arts Festival. The Snack Shack (school canteen) complements student learning in health while environmental projects complement the humanities and social sciences curriculum. Staff also reported the benefits derived from the extensive parent volunteer support in classrooms particularly in the early years of schooling.

Attendance data indicates student attendance is above State average. School leaders report that the major reasons for non-attendance are family holidays in term time, and fly-in fly-out parents seeking to be with their children in school time. A range of appropriate initiatives has been implemented by the staff and the Board to inform parents of the negative impact of this on children's learning. The target for attendance in the Business Plan was readily

achieved and the Principal has indicated the need for a more specific and challenging target in the next Business Plan.

New staff induction, staff performance management and professional learning opportunities contribute to the ongoing improvement and cohesiveness of staff practice. Staff induction is staged over time, is supported by staff mentors and teacher observation and has a strong focus on the school philosophy and beliefs and whole-school approaches to teaching and learning. Staff performance management is well organised involving staff self-reflection against the Australian Institute for Teaching and School Leadership (AITSL) standards for quality teaching. Professional learning is aligned to the individual needs of staff and the directions of the Business Plan. The Principal indicated 'coaching skills' may be a focus of future professional learning.

Class visits confirmed the attractive learning environments of classrooms and the excellent use of technology to enhance student learning.

The principal has implemented satisfaction surveys for students, staff and parents to elicit perceptions about school performance and to inform school planning. The school has carefully analysed the surveys, communicated the results and addressed areas of concern. Results of the analysis of the parent survey are published in the Annual Report. The Annual Report should also include summary information on the analysis of student and staff satisfaction surveys. (*Australian Education Regulations 2013, Division 3, Subdivision H.*)

Staff and students benefit from partnerships and cooperative arrangements with other schools and agencies. Through the Cockburn Central Education Network, teacher development is facilitated through the sharing of good practice, professional learning opportunities and collaborative moderation processes. Links with Atwell College enhance student transition to secondary education, provide academic extension and provide leadership opportunities for secondary students in refereeing primary school sport. Local businesses have contributed resources to support the school with the establishment of the nature playground being a prime example.

School leadership has established the structures and processes that ensure a safe and inclusive learning environment for children. Staff work collaboratively using evidenced-based teaching and learning strategies, and differentiated curriculum to ensure the needs of all children are being met. High levels of respect were observed in staff relationships, and relationships between staff and students, and parents.

School Performance—Sustainability

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

The staff are commended for the impressive organisational culture being established that will enable the maintenance and ongoing improvement to the current good teaching and learning practices. Planning and self-review processes, distributed leadership, team and committee structures, policy development processes, staff management and levels of community engagement contribute to a high level of sustainability at the school.

Reviewers' analysis of additional information provided by the school demonstrated the comprehensive approach and whole-of-staff engagement with school planning. The Business Plan provides high-level strategic directions for school development and is supported by operational plans in key strategic curriculum and operational areas, including whole-of-school approaches. Class-level planning is clearly responsive to student needs and the directions of key school planning documents. The high level of staff involvement in school planning processes has built commitment to whole-school directions, contributing to sustainable school practices.

Critical self-assessment is evident at all levels of school operations and is becoming embedded in school culture. The objective and critical approach to self-assessment in whole-of-school, school leadership, class teacher, support staff and School Board contexts is commended.

Leadership structures and processes enhance the sustainability of good practice. Instructional leadership is clearly evident in the enactment of the roles of Principal, deputy principals, curriculum leadership team and committee leaders. All have a clear focus on supporting teachers in their work. Effective distributed leadership is evident with clear role descriptions for each leadership function. Leadership opportunities are readily available to staff resulting in good succession planning for leadership roles in the school. Evidence of the constructive and supportive leadership culture at the school is the ready acceptance by staff of class observation and teacher support processes.

Board members, parents, staff and students were highly complimentary of the Principal's leadership of all aspects of the school.

Teaching and support staff indicated the leadership team provided clear and focused direction for the school with open, transparent and inclusive processes. The leadership team is commended for providing outstanding distributed instructional leadership and developing a whole-school learning community cognisant of its achievements and mindful of future challenges.

Stable team and committee structures contribute to the school's sustainability. Committees, with clear role descriptions, and representation from all phase-of-schooling teams, support school planning for improvement in key areas such as whole-of-school curriculum, literacy, numeracy, science, learning technology, humanitarian issues, physical activity and student services. Timetabling has enabled phase-of-schooling teams to meet weekly to discuss key curriculum and pedagogical directions and cohort and individual student needs. Planned staff linkages between phase-of-schooling teams and the various committees enable good communication across the school. The curriculum leadership team structure is particularly effective with direct links to all phase-of-schooling teams, facilitating the implementation of key curriculum and pedagogical directions.

Policy development processes are collaborative and consultative, involving strategic leadership, the engagement of school staff and appropriate involvement of the Board.

Staff performance management and professional learning processes are effective and support the sustainability of school directions. Interviews with teachers and education assistants confirmed that staff are encouraged to work collaboratively and collegially towards whole-school goals for school improvement and feel supported in innovating and implementing improved processes and practices. Teachers also feel supported and comfortable having experienced staff in their classrooms providing coaching and support. The school has a comprehensive staff induction process aimed at providing new staff to the school with a smooth and seamless transition. This is supported by experienced mentor teachers and collegial support processes enabling new teachers to provide quality teaching from the outset.

The administration team is proactively planning to meet resourcing needs as the school rapidly expands. This includes regular meetings with the Department of Education Facilities Program Delivery Team regarding buildings and infrastructure needs. A proactive approach is evident for school resourcing, an example being the ICT and literacy committees planning two

years in advance to project expected funding requirements, thus ensuring future student learning needs are adequately resourced.

The Workforce Plan is forward thinking and clearly identifies human resourcing issues. Planned actions include the recruitment of high-quality staff, accommodating for the growing number of staff taking and returning from maternity leave, and addressing the gender imbalance.

The Board is contributing strongly to school development and sustainability. Leadership of the Board is strategic and effective and membership is characterised by a good blend of skills and experience. Interviews with board members and evidence from the minutes of board meetings clearly demonstrated the high level understanding of the Board's governance role and the separation of the Board's responsibilities from the responsibilities of the Principal. It actively pursues parental involvement and feedback on major whole-school projects and programs, impressive examples being the 1:1 Macbooks program and the development of the nature playground. The election of members with sponsorship and marketing skills has significantly enhanced the Board's and the school's capacity in these fields. New member induction and training and succession planning are impressive. The Board is fully informed and engaged in all aspects of school performance.

The Board is commended for providing the school with outstanding support and strategic governance of the highest order.

The important structures and processes that underpin quality schooling are being firmly established, building sustainability of current good practice, and opportunity for on-going improvement.

Conclusion

Aubin Grove Primary School is an impressive school which has demonstrated very good and improving levels of student achievement. In the third year of the current DPA, the school has demonstrated a commitment to thorough planning, careful monitoring of the achievement of the targets and milestones of the Business Plan, and responding to student performance data and other information about school performance to plan for improvement.

Critical, evidenced-based self-assessment at individual staff, leadership and School Board levels elicit ongoing refinements and improvements to school operations. Staff exhibit passion and a high level of commitment to implementing curriculum that is evidence-based and delivered in ways that suit a range of student learning styles. Through collaborative processes they plan a curriculum that is cohesive across K–6 years of schooling and differentiated to address individual learning needs.

The 'FISH' philosophy pervades the school and guides the behaviour and relationships of staff and students, contributing to the safe, supportive and inclusive learning environment. Pastoral care processes and provision for students with learning difficulties or in need of academic extension are well planned and supported. A positive feature of the school is the extensive commitment by staff to co-curricular activity which adds depth to education provision.

Processes to sustain current good practice and ensure ongoing improvement are well established. Distributed instructional leadership, quality new staff induction programs, performance management processes, phase-of-schooling team and committee structures have established an environment where staff are confident and well supported in their roles.

Through the flexible use of resources and local selection of staff, the school is benefitting from IPS status. The Board is adding significant value to school development and contributing to the strong sense of community that is evident. Parents, staff and students acknowledge the very positive school culture that is driving the growth and very good reputation of this school.

Commendations

The following areas are commended:

- the impressive organisational culture being established that will enable the maintenance and ongoing improvement to the current good teaching and learning practices
- the objective and critical approach to self-assessment in whole-of-school, school leadership, class teacher, support staff and School Board contexts
- provision of outstanding distributed instructional leadership and developing a whole-school learning community cognisant of its achievements and mindful of future challenges
- the School Board for providing the school with outstanding support and high-order strategic governance.

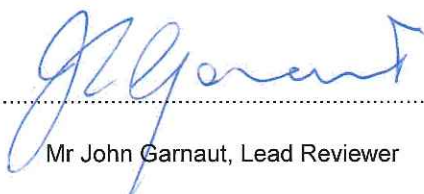
Areas for Improvement

The following area for improvement is identified:

- the curriculum leadership team consider the implementation of reporting processes in the health and physical education, arts, technology and enterprise and languages learning areas that more closely align with major learning area outcomes that are planned to be achieved.

Declaration

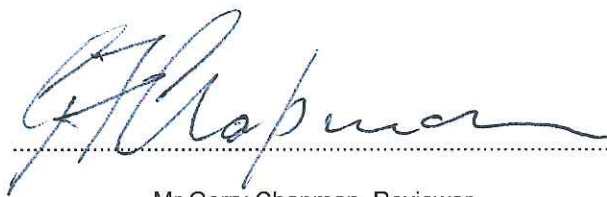
We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Aubin Grove Primary School as part of the Department of Education Services' independent review process.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



Mr John Garnaut, Lead Reviewer

30 September 2014

Date



Mr Gerry Chapman, Reviewer

30 September 2014

Date



Mr Terry Werner, Acting CEO, Department of Education Services

3-10-2014.

Date