



Government of Western Australia
Department of Education Services

Applecross Primary School

2017

Review Findings



Independent Review of
Independent Public Schools

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School and Review Details

Principal:	Mr Kim Guelfi
Board Chair:	Ms Sanchia Dashlouty
School Address:	65 Kintail Rd, Applecross WA 6153
Number of Students:	557
ICSEA¹	1164 (1)
Reviewers:	Ms Cris Sandri (Lead) Ms Barbara Browne
Review Dates:	4 and 5 April 2017
Initial Review Year:	2014

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)?

Applecross Primary School is described as a place where historical settings meet a contemporary innovative learning environment. A strong sense of community and pride in the heritage status of original buildings on the school site is evident. The school continues to endeavour to align itself with the high aspirations and expectations of the local community while focusing on the development of the whole child.

The ICSEA has risen slightly from 1151 in 2014 to 1164 in 2017. The community is culturally diverse with 33% of students from language backgrounds other than English. Student enrolment numbers show an upward trend, with overall attendance rates remaining above both like-schools and Western Australian public schools.

The Aboriginal heritage of the area on which the school stands is recognised and honoured. The bushland surrounding the school has been restored, highlighting the scar trees that are within the grounds. Newly erected information boards have been installed. In working closely with Aboriginal elders and academics from surrounding universities, the school community acknowledges the strong ties to the land and the significant contribution Aboriginal people have made to the area.

Findings

- During the first two years of this DPA, the school has experienced considerable staff changes beginning with the promotion of the substantive principal in September 2015, with an acting principal subsequently appointed until the end of the year. At the beginning of 2016 another acting principal and several new teaching staff were appointed with the substantive principal appointed in August 2016.
- The 2017 self-review against the requirements of the DPA showed a 'high achieved' level in all areas.
- The Business Plan 2015–2017 cites:
 - the school motto as excellence in the community
 - the vision to provide an innovative learning community
 - the purpose to strive for excellence with strategic and visionary thinking

- a set of shared values to describe how things are done, and what one will see, hear and feel in the school as a result.

These clearly reflect the context of the school and have an impact on the school's response to strategic planning.

- The current business plan outlines the strategic approach for the school; describes key focus areas, strategies, school performance milestones and student improvement targets. The school board, staff and community were involved in the development of the current business plan; however, it was critically appraised during 2016 by the board, principal and leadership team with the view to modifying some of the directions outlined in the plan. Consequently during 2017, a revised plan will be developed to reflect the direction the school board has sanctioned for the school.
- It was noted that the school's 2016 self-review process indicated data gained from measurement of six of the 12 targets was not as productive or useful as expected. The opportunity was taken with the support of the board, to discontinue these data collection tools in 2017 and seek alternatives.
- 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. It is included for all new enrolments.
- No recommendations for improvement were made following the previous Department of Education Services' independent review in 2014 that required action in this business plan.

Area of strength

- The comprehensive and robust review process.

Area for improvement

- Setting of clear, explicit and measurable improvement targets.

Teaching and Learning

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

Findings

- Five key focus areas are identified in the Business Plan 2015–2017: Curriculum, Expert Teaching, Learning Environment, Resources and Partnership. A set of strategies and milestones complement each focus area. Achievement targets are identified for the focus areas of curriculum, expert teaching and learning environments, with aspirations rather than targets described for resourcing and partnerships.
- The curriculum focus area includes targets in numeracy, science and in literacy for reading, writing and spelling.
- Following review of the reading target—to maintain or improve performance levels on the Australian Council for Educational Research (ACER) Progress Achievement Tests (PAT)—Reading Comprehension, the staff determined that this testing regime and collated data, though useful for individual student planning, was not useful for indicating whole-of-school trends or patterns. As a result, school leadership and staff decided not to continue this data collection beyond 2016. An alternative testing instrument is currently being considered.
- The second reading target to match or exceed performance of like-schools in National Assessment Program – Literacy and Numeracy (NAPLAN) results indicated the target is not met at this stage. The 2016 results; however, show the Year 3 mean of 483 remains well within the mean score range of 456–503 for like-schools. Similarly in Year 5, the mean of 557 remains well within the mean range of 510–564 for like-schools.
- Three targets were set in writing. The tool to measure the first target regarding increasing the number of students achieving aspirational targets proved not to be useful as a measurement of student progress. As a replacement, the staff have developed an extensive document to be used from 2017 that outlines standards of skills and achievements expected of each child K–6.
- The second writing target to maintain or increase the percentage of Year 5 students achieving in the top NAPLAN proficiency band (8 and above) has been achieved (13.43%) against both like-schools (9.48%) and all Western Australian Public Schools (3.2%). Similarly, the third target to maintain or increase the percentage of Year 3 students achieving in the top NAPLAN proficiency band (6

and above) has been strongly achieved (44.77%) against both like-schools (29.62%) and all Western Australian Public Schools (12.2%).

- Spelling target referred to the percentage of Year 3 students achieving in the top NAPLAN proficiency band. Once again the school performance (55.22%) was strongly achieved against both like-schools (39%) and all Western Australian Public Schools (20.4%).
- Two numeracy targets were set. Firstly to increase the number of students achieving aspirational targets. Once again the tool to measure this target was deemed to be of little use by staff and the leadership team for recording and measuring student attainment. An extensive document is currently being developed that outlines standards of skills and achievements expected of each child K–6.
- The second numeracy target referred to both Year 3 and 5 NAPLAN results matching or exceeding the performance of like-schools. Though this target has not been met yet, 2016 results for Year 3 of 441 and Year 5 of 538 remain well within the range of scores for like-schools of 424–489 for Year 3, and 523–567 for Year 5.
- The school has acknowledged the need to address the performance levels of all students in the middle and lower proficiency bands in both numeracy and literacy.
- The science target required increased student performance as measured by the PAT in science. In reviewing data collection and content during 2016, it was concluded by staff and the leadership team that this instrument was not suitable for the collection of science data across the school. With the support of the board, a review of this collection regime is currently being undertaken to analyse 2017 data.
- The expert teaching focus target to increase the percentage of staff engaged in professional learning communities is developing with class teachers increasingly engaged in new practices, whole-school approaches and the building of expert professional teams.
- To address identified learning deficiencies in oral language, the K–2 team trialled the Walker Learning approach in 2016. This common approach to teaching is fully implemented across K–2 to imbed a play-based investigative/enquiry approach to learning.
- Though all staff participate in a performance management process that focuses on school and personal/professional priorities, the leadership team has identified

the need to refine this process to better complement the focus on developing the expert teacher and establishing professional teams reflecting the requirements of the system for coaching, mentoring and peer feedback.

- Heavy investment in information and communication technologies (ICT) infrastructure has ensured students and staff are able to access up to date online communications. Wireless technology enables students to access the internet anywhere in the school grounds. Active Coding classes and the use of drones is a feature of student experiences. The school is currently leading an initiative offered by Curtin University with a cluster of 10 schools, the Deeply Reflective Engagement and Mastery (DREAM) project, to ensure digital technology remains relevant and at the forefront of teaching and learning at Applecross Primary School.
- Learning environment targets included improving the positive emotions of students in Years 3–6 and improving resilience, attitude, coping skills, work management and engagement of students in Years 3–6 as measured by the ACER Social/emotional Wellness Survey. The 2016 self-review concluded that this instrument was not suitable. Anecdotal classroom data together with non-academic semester reporting data suggests a need to address student resiliency skills. The staff and leadership team are reviewing this aspect of the business plan for 2017 analysis.
- Aspirations for improvement were set for the key focus areas of resources and partnerships. Though aspirations were not measured, most identified strategies were achieved. Consideration needs to be given to the selection and inclusion of areas as key strategic foci and to having explicit, clear and measurable improvement targets intended to have maximum impact on overall student and school improvement for each area.

Areas of strength

- The introduction of a K–2 play-based pedagogy.
- Staff involvement, innovation and leadership in digital technology.

Areas for improvement

- The next business plan should include targets to improve the performance of students in the middle and lower proficiency bands.
- Embed a whole-school performance development/management process to complement the development of an expert teaching team.

- Embed a whole-school monitoring process to ensure a clear link between classroom planning, operational planning and strategic planning.
- Refine and refocus whole-school practices and programs to support the development of life skills including resilience in students.

Student Performance Monitoring

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

Findings

- The principal and leadership team lead all staff in collaborative processes to interrogate and analyse NAPLAN data. Comprehensive review documentation of 2016 performance is available detailing comparison to past performance, like-schools and geographically close schools. In addition is a summary of performance against the targets set in the Business Plan 2015–2017.
- NAPLAN 2016 overall absolute student performance data shows an unchanged trend from 2015 results. Though still within the expected range, overall relative achievement data from 2015 to 2016 indicates a downward trend. Despite this, overall progress remains in the expected range and shows an improvement in all areas except reading.
- Operationally, the school structure is in two sub-schools: K–2 and 3–6 lead by the two deputy principals. Each sub-school meet regularly allowing for a more specific focus at year level and on the phase of learning. A committee structure ensures representation from each learning phase for each committee. Together the structure enables collaboration, monitoring and accountability at the horizontal and vertical level across the school and learning areas. Staff relationships are supportive, collegiate and respectful.
- As indicated in-school performance and monitoring system data, teacher grade allocation judgements are not well aligned with NAPLAN student achievement results for numeracy and literacy. The school has recognised the need to further address teacher learning and practice in this critical area of assessment.
- The self-assessment audit against the National Quality Standard (NQS) indicated the school is working towards meeting Quality Area 2 and Quality Area 3. All other standards have been met. The Office of Early Childhood Development and Learning, Department of Education conducted an external validation of the self-review audit in November 2016.
- The performance and achievement of the school, including progress against business plan targets, is detailed in comprehensive, publicly available annual reports. Results of opinion surveys, board and Parents and Citizens' Association (P&C) updates as well as notable events are included and provide the community with an overview of the achievements and activities of the school. It is

noted; however, that the key focus areas of resources and partnerships are not included.

- The increased cultural diversity in the student population influences program delivery and the inclusion of specialist English as an additional language or dialect (EAL/D) teaching staff to meet the specific needs of these students and high parent expectations for their children's academic achievement is acknowledged and implemented in the school.

Area for improvement

- Develop practices to align teacher judgements to student progress and achievement.

Program Delivery

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

Findings

- At Applecross Primary School, education programs that 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* are provided. The Western Australian curriculum is being implemented according to the mandated timelines.
- Whole-school approaches to planning, pedagogy and program delivery are being refined. The development of a whole-school literacy plan; the proposed equivalent for numeracy, based on the ENVISION mathematics program for PP–6; technology based around the DREAM project and the cross-curricula principles of science, technology, engineering, the arts and mathematics (STEAM), augurs well for providing students with rich, seamless learning experiences. The scope and sequence programs for Years K–2 are based on the Early Years Framework and the Kathy Walker experiential play-based learning philosophy. The SMART words program is used throughout the school to address an identified need to improve spelling, grammar and punctuation.
- In conjunction with Curtin University, the school is a ‘lighthouse’ school in the DREAM project. There is a clear path forward for increasing teacher proficiency in ICT and the mandated implementation of design and technologies and digital technologies in 2018. The leadership, staff and board identified a focus to revive science through cross-curricula links to technology and the arts. The Rosalie Pavilion has recently been renovated and is currently being established as a science resource centre. Considerable resources have been spent in upgrading facilities, hardware and software infrastructure including Wi-Fi throughout the school, enabling a more flexible use of spaces and enhancing student learning.
- Programs in music, physical education, health and the arts are delivered by specialist teachers from Years 1–6. French is taught in Years 3–6. There was strong evidence of the French, music and art teachers working together to provide students with cross-curricula learning experiences. The annual school musical productions and art exhibitions featured strongly.
- Students have the opportunity to extend and enrich their learning experiences through a range of extra and cross-curricula programs such as the Primary

Extension and Challenge program, additional literacy boost classes, doing maths-online, learning an instrument through the School of Instrumental Music, playing interschool sport, joining a learning extension group that oversees projects such as designing and building a play-based nature playground and joining the school choir.

- Teachers and parents have enthusiastically embraced the introduction of the Kathy Walker pedagogy in K–2 after the initial concerns raised by both groups were addressed. Teachers and parents now perceive the program as a wonderful opportunity to develop the ‘whole student’ through play-based experiential learning and complementing explicit teaching of literacy and numeracy skills. Teachers feel they ‘know’ their students at a much deeper level than previously.
- As a result of implementation of the Walker Learning program in K–2, the classroom environment has been changed to be more investigative/enquiry-based. Staff and parents report experiences are provided for children to develop skills for life including resilience, problem solving, creativity thinking skills, self-concept and intrinsic motivation. Consideration is occurring as to how this approach can be adapted, refined and extended into Years 3–6 to continue to develop these life skills in a whole-of-school focus. The K–2 team, led by the deputy principal, are to be complimented on the way in which they implemented the Kathy Walker program as a valuable model in how to manage ‘change processes’ when implementing programs to improve both academic and non-academic student learning.
- There is a strong culture of continuous improvement and innovation at the school. This culture should be further strengthened with the impending completion and implementation of the ‘Measuring Our Effectiveness’ self-review initiative as it begins to direct policies and procedures including school planning, staff selection and induction.
- Individual educational plans and group educational plans are prepared for students at educational risk or having special needs. Plans are developed and reviewed in a collaborative case management approach. The increased time allocation for the learning support coordinator, is providing for a more effective monitoring and delivery of programs for students. Teachers and parents appreciate the high level of support and communication between them and the team led by the learning support coordinator. EAL/D students are supported by specialist staff. Parents, teachers and board members spoke very highly of the programs and believe that the differentiated curriculum and support the students receive has made a difference in their learning experiences.

- A set of values developed by the school community form the basis of student behaviour expectations. Bright colourful displays of these values and the associated behaviours are displayed in several places throughout the school.
- Students participate in leadership programs, are acknowledged for displaying values and participate in events through the year to develop citizenship skills supported by the chaplain and values committee. There is ample opportunity for students to become 'leaders' at several different levels including school prefect, house leader, duty ranger, class monitor, flag bearer or conducting the morning fitness program.
- There was evidence of strong communication networks between teachers, parents and students. National School Opinion Survey results were very positive indicating that parents held a high level of satisfaction with the school. Discussions with parents and board members confirmed that they felt welcome, engaged and informed. Students felt they were safe at school, all were treated equally by staff and that students accepted each other without prejudice; they felt confident to approach staff if this was not the case.
- Routines and responsibilities in the school support a safe and orderly environment. The Managing Student Behaviour guidelines are explicitly taught and Protective Behaviours is taught as part of the health program. Students indicated they felt safe at school and were aware of procedures should there be an emergency. There was evidence of a caring culture where students were valued and supported both within the classroom as well as in the playground. Relationships were respectful and appropriate.
- Board members, staff and parents acknowledge the increasing trend in anxiety levels in students within the school and broader societal community. They support the teaching of the Promoting Alternative Thinking Strategies program in Years 1–6 and the You Can Do It program in Years K–PP. Both programs target the development of social and emotional competencies and increasing resilience. The art and physical education teachers have introduction meditation in their programs.
- The chaplain's role is considered integral in providing pastoral care to students on a one-to-one basis. Students 'see' the chaplain as an adult, other than a teacher, whom they can approach often in the playground at recess and lunch. A psychologist is also available for one-to-one referrals and to provide teachers with advice.
- 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. Students assist as duty rangers during recess and lunch; they too wear 'high-vis' vests. A dedicated telephone phone is available when on school excursions. Supervision of the K–2 area is based on NQS principles outlined in Quality Area 2 Children's Health and Safety, and Quality Area 3 Physical Environment.

- The playgrounds and play equipment at the school are well maintained and students can enjoy playing without undue risks of injury.
- The day-to-day management of the school's program delivery is efficient. The principal's leadership style is one of empowerment and accountability. Staff indicated they appreciated this and are now more willing to take on additional duties and responsibilities such as becoming leaders in their own curriculum teams, being coordinators of one of the 12 committees, or being the resource teacher for science and technology.
- One deputy principal is responsible for K–2 and the other for Years 3–6. The deputy principals are highly visible around the school and there is an 'open door' culture. Teachers expressed their appreciation of the high level of support and inspiration they receive from each deputy principal. They felt trusted to deliver programs to encourage all students to do their best through discovery, opportunity and challenge.
- Teachers appreciated the recent decision of the leadership team not to change recently introduced new teaching and learning programs until they have been thoroughly trialled and data collected over an extended period. This decision has provided a sense of security among teachers and should lead to meaningful data being collected on which to make changes in the future.
- The workforce plan is 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 up to 2021.
- The school has a recent history of key staff, including administrators, leaving for a variety of reasons and at short notice. This situation appears to be stabilising; however, a risk to sustainability remains and needs managing as best as is possible within the constraints of the system. Having IPS status is acknowledged by the administration and board as being a valuable tool in recruiting staff and the recently produced document 'Measuring Our Effectiveness' should provide additional guidance when selecting new staff.
- Currently staff are implementing common teaching approaches across the school.

Area of strength

- The acknowledgement by the staff, parents and board of the importance of a balance between academic excellence and mental, social and emotional wellbeing.

Areas for improvement

- Revive and embed the science program within STEAM, to take full advantage of the upgraded dedicated science facility.
- Refine and embed whole-school approaches to planning, pedagogy and program delivery.

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 school has streamlined processes, through a revamped cycle of meetings, to align the allocation of human and financial resources to support strategic targets in the business plan and operational priorities. The nature and structure of this cyclic scheduling of meetings provides staff with increased opportunities for reporting on progress towards targets and priorities and for articulating their requests for physical resources and/or for professional learning. The shift to teaching team and committee level meetings, means resources are allocated and used more effectively and efficiently and teachers feel more empowered in the process.
- The school uses funds flexibly to provide teachers with professional learning and additional time to become more proficient in their teaching. The intention is that then teachers will mentor other staff. The implementation of the technologies learning area in 2018 will be led by a core of teachers who have been part of the DREAM project.
- Resources were allocated for a consultant to deliver a series of classroom lessons using technologies as part of the STEAM program. This series of incursions provided teachers with the opportunity to develop their skills and confidence to implement technology into their teaching programs.
- The school receives targeted funds for chaplaincy. It has purchased extra time for the chaplain in response to the overwhelming positive feedback from staff and the school community.
- The workforce plan details a list of staff members, a description of their role such as higher duties, full-time equivalent (FTE) status, permanent versus temporary, full-time or part-time, long service leave liability, the year long service leave is due and general comments such as 'possible replacement needed', 'aspirant leader', 'could secure promotion' and 'keen to transfer closer to home'. Included also in the plan is a forecast staffing profile to 2021 based on predicted student enrolment. This data provides a sound basis upon which to base future planning and to ensure sustainability of current and intended program delivery.

- The school is experiencing a change in the traditional demographic of its school population with increased enrolments of EAL/D students. The school is aware this poses a challenge for workforce planning.
- The school, together with the financial contribution from the P&C, is well positioned to sustain the current and intended program delivery. The parent body is active in raising considerable sums of money towards projects to improve the school grounds and environment and for additional teaching and learning resources. The school is aware that it needs to be strategic in allocating additional resources for teaching and learning programs so that it continues to support students with disabilities and the increasing enrolments of EAL/D students

Area of strength

- The strong financial support provided by the P&C.

School Board

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

Findings

- The board membership is representative of the school community and complies with the *School Education Act 1999* and *School Education Regulations 2000* which specify the membership categories and composition. The board members have been inducted and showed understanding of their functions and role, as prescribed in the *School Education Act 1999*, *School Education Regulations 2000* and Department policy. Currently there is no community representative on the board. An open meeting is held each year.
- A close working relationship exists between the P&C and the board. Each working towards common goals for the benefit of the students and each having clearly understood roles, purposes and functions.
- The school is fortunate to have a board whose members come from a wide range of professions associated with education, strategic planning and management. This strong skill set is recognised by the principal and provides valuable input into the endorsement of the DPA.
- Board members receive, analyse and provide advice on:
 - financial reports
 - the results of school audits and reviews
 - school policy review and development
 - school performance and student improvement targets, as detailed in the school's business plan.
- The board plays a role in reviewing school assessment data and listening to anecdotal evidence in identifying what is working well and what needs to be improved. This process is ongoing, particularly when the board reviews the progress and achievement towards business plan targets. The board members trust in the educational leadership of the principal when asked to endorse learning programs, existing and new, to improve student learning. Members also recognised they had a role in explaining and supporting decisions made by the board to members of the wider school community.

- The board communicates with the broader school community through a variety of mediums including various digital platforms. Board members endeavour to make contact and to have informal conversations with members of the wider community at the fortnightly assemblies and before and after school. It was recognised by the board that the increasing student enrolment presents a challenge in communicating the board's function and activities.
- Though evidence of a formal review process was not available, there was evidence of a culture of self-reflection and continuous improvement in endeavouring to make the board function more effectively.
- The board membership is relatively stable with a smooth transition taking place to a new chair in 2017. Processes are in place to induct new members. Consideration is being given to further strengthening the induction process with a process specific to 'what it means to be on the board at Applecross Primary School'. There was evidence that members are aware of the importance of sustainability of their membership and practices.
- As the school moves into its third DPA, the board is encouraged to critically review and refine its functions and processes to take full advantage of its development and governance role.

Area of strength

- The strong sense of awareness and purpose of board members to address the strategic challenges faced by the school in the near future, particularly those associated with:
 - the changing demographic of the school community
 - achieving a balance between maintaining academic performance and overall student wellbeing.

Areas for improvement

- The board review its own effectiveness and performance as per DPA requirements.
- The board critically review and refine its functions and processes to take full advantage of its development and governance role.

Conclusion

Applecross Primary School continues to be a well respected, high functioning and high performing school. A clear improvement agenda focused on student wellbeing and achievement is evident in a safe and nurturing learning environment.

There is evidence of a strong school community culture focused on the development of the whole child. High expectations of all students and staff are embodied in academic and non-academic improvements and supported by high levels of parent engagement.

Despite disruption to the leadership and staff during 2015 and 2016, overall school performance data indicates the standard of student progress and achievement has not been unduly affected, confirming the school remains effective.

An effective, highly competent and involved board is in place with members committed to being fully and closely engaged in their governance role as the school moves into its third DPA.

The school community takes great pride in the heritage status of the school's original buildings dating from 1905. All the buildings and facilities remain functional and in use in the educational program including a function centre, original principal's house and a period classroom of 1913.

Though students continue to perform well with student results in the top 15% of all Australian schools, the school has recognised and is addressing the student progress trend.

The leadership and staff have a focus on further developing a strong collegial and collaborative culture that is intent on building professional capacity and excellence in learning and teaching.

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 Applecross 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.



Ms Cris Sandri, Lead Reviewer

31 May 2017

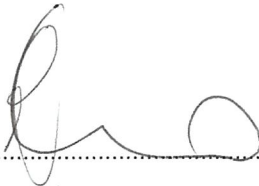
Date



Ms Barbara Browne, Reviewer

31 May 2017

Date



Mr Richard Strickland, Director General,
Department of Education Services

6/6/17

Date