Creaney Primary School

2014

Independent Review Findings

Independent Review of Independent Public Schools
Disclaimer

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

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

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School and Review Details

Principal: Mr Trevor Mitchell
Board Chair: Mr Kevin Goldberg
School Location: 6 Creaney Drive, Kingsley WA 6026
School Classification: PS Class 4A
Number of Students: 332
Reviewers: Mr Kevin Pilkington (Lead) and Mr Lindsay Usher
Review Dates: 25 August, 2 and 3 September 2014

Purpose of the Review

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

The focus of the review is on:

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

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

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

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

Department of Education Services reviewers met with the Principal 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?

Creaney Primary School was established in 1983 and is located in the suburb of Kingsley approximately 20km north of the Perth CBD. The school’s vision is ‘to be part of a community which develops a child who is motivated to reach their potential academically, socially and responsibly, in a caring and supportive environment’. This is further embodied in the school’s motto of ‘CARE’ (community, achievement, respect and excellence).

The school shares a campus with the Creaney Education Support Centre and there is considerable two-way integration and sharing between the two schools. The primary school is built on a cluster model and provides more than adequate areas for teaching and learning and a well-maintained environment for its 354 students. The enrolment is a part of an upward trend with higher numbers of students in the early years. The transition of Year 7 students to secondary education will have a small impact on the overall enrolment. Student attendance at 94.5% is high and student transiency at 9.8% is relatively low and consistent with anecdotal information about families seeking out housing in the school’s intake area. An increasing trend is for parents from outside the intake area to seek enrolment for their children.

The school’s Index of Community Socio-Educational Advantage (ICSEA) is 1048 and is in accord with information provided by the school and parents. The community has undergone a small demographic change with a number of children of different ethnic backgrounds and more diverse family settings including fly-in fly-out parents, single-parent families and students from the Mercy Care facility.

Many staff members are long serving and experienced. A trend in the school is for an increasing number of part-time positions which reflects the changing lifestyle ambitions of staff. Since Creaney Primary School became an IPS, new staff have been employed to provide a mix of experience, gender and specific skill sets to meet the needs of the students. The school aspires to provide high quality teaching and learning by motivated and capable staff.

Community is a key theme being developed through the school’s planning and operations. Developing positive relationships and partnerships is the driver for engaging the community in the life of the school. The school community has a
strong presence in the school and its participation is actively fostered through planned activities and communications such as the parent newsletter and class parent representatives. A strong Parents and Citizens' (P&C) body is active in fundraising and a revamped school website offers parents and the wider community access to the school.

In addition to parent partnerships, the school has fostered relationships with Edith Cowan University to host occupational therapy students; West Coast Speech and Language Centre for teacher support; Primary Extension and Challenge (PEAC) for the development of the Junior PEAC Centre, and with the onsite Creaney Education Support Centre to provide integration of students into mainstream classes and the playground.

The School Board has maintained stable membership and leadership since transitioning from the School Council and is looking to pursue opportunities to enhance its role for the school community. It is planning to be active in marketing and promoting the school while maintaining a well-informed oversight of its educational and financial performance. The Board, while still developing, has contributed strongly to planning for the future and in ensuring that the school maintains its strong profile within the community.
The School’s Self-Review Process

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

The staff have undertaken a comprehensive and thorough analysis of student performance across all areas of literacy and numeracy and in the five school performance areas of the Business Plan 2012–2014. The emphasis has been on meeting student performance targets in literacy and numeracy in the Business Plan and progress in the implementation of strategies and milestones in the school performance areas based on the Department of Education School Improvement and Accountability Framework with reference also made to self-assessment against the National School Improvement Tool.

The Business Plan Review and the 2013 Annual Report provide a comprehensive overview of the school’s performance against the Business Plan targets for literacy and numeracy (Years 3, 5, 7 and early years screening), science, society and environment and attendance. A feature of the target setting is its reporting approach whereby results achieved for each year are highlighted to demonstrate achievement above the target or standard or at, close-to or below-expected target or standard. Targets have been set using comparative information from like-schools to align student achievement with an appropriate standard.

Each target is accompanied by a detailed analysis, the evidence used in making the decisions about achievement and recommendations for future directions. The analysis is of a high standard as exemplified by the quality of the conclusions drawn.

In the school performance area, the self-assessment is based on achievement of a number of goals set for each broad area. The goals are designed to demonstrate a range of best practice milestones and strategies to be implemented that are consistent with accountability requirements, influencing and improving student learning. A comprehensive range of formative and summative assessments and evidence has been utilised to assist in making judgements about the achievement of the goals and the requirements for future directions. The goals set in 2012 are extremely broad and would in many cases ideally have had a longer implementation phase than the period designated. The reviewers noted that this section of the Business Plan was more in tune with an operational plan that sets out the ‘how’ of teaching and learning rather than being able to demonstrate directly how student learning
has improved. As an area for improvement the next Business Plan needs to have a focus on students, improved learning outcomes and adding value to the performance for all students.

The framework for the next Business Plan would be enhanced by developing the current school performance areas into targets that reflect ‘what needs to be done’ by the school to improve student learning in light of the achievements recognised in the school’s self-assessment process. As an area for improvement the school needs to develop a framework for its next Business Plan which focuses on key areas of performance identified in self-review that are to be addressed for improvement in student learning.
School Performance—Student Learning

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

The Business Plan sets out to make every student a successful student, to have highly motivated and effective staff, to embrace parent and community involvement and to be a distinctive and outstanding independent public school. The Plan is also based on: developing a holistic approach to improving aspects of student learning; strengthening the understanding by staff of accountability requirements; establishing the pre-requisites for developing successful students, and developing the enablers for successful students. To achieve these goals the plan has two components, targets for academic performance in literacy, numeracy, science and society and environment (attendance is also included) and goals for the school performance areas of:

- quality teaching and learning
- a safe and engaging learning environment
- effective relationships and partnerships
- effective leadership and management
- effective resource management.

The Principal advised that the school needs to reinforce the accountability requirements with staff by using the school performance area goals as a means of establishing practice that would support an improved learning environment and therefore impact positively on student achievement progress and engagement. The leadership of the school is commended for developing the breadth and scope of the Business Plan and self-review process to cover a broad area of target and goal setting to ensure baseline accountability and practice for improved student learning is established.

The academic areas of literacy and numeracy consist of seven targets:

- three targets focus on achievement by 90% of students above the bands 3, 5 and 6 respectively for Years 3, 5 and 7
- one target is to improve Year 3 spelling and numeracy
- one target is to improve Year 7 reading, writing and grammar
- one target is for 80% of Years 3, 5 and 7 students to demonstrate moderate progress over the testing cycle
• one target is for Years 3, 5 and 7 literacy and numeracy achievement to be at or above like-schools.

The staff’s analysis of data was verified by reference to Schools Online information which demonstrated that in the absence of 2014 NAPLAN data the school was making good progress towards achieving targets. The achievement band targets were met in some, but not all assessments, with Year 5 being noted as below expectations. This was also noted for attention in the Future Directions section of the analysis. Targets to improve specific areas in Years 3 and 7 were achieved with an upward trend in performance. Moderate progress by 80% of students was achieved for Year 3 but not in Years 5 and 7. Against like-schools, Years 3 and 7 met the targets with Year 5 meeting the target only in numeracy. The Year 5 performance was only marginally below the like-school performance but below the similar schools comparison in My School® analysis. The school’s identification of poorer performance in the Year 5 cohort also impacted on progress. Year 3–5 progress was generally in the Higher Progress—Lower Achievement quadrant whereas Year 5–7 performance was generally in the Higher Progress—Higher Achievement quadrant for 2011–2013. Discussion was held with the leadership team about the setting of targets for future planning, with the staff being aware that future targets need to be broader to demonstrate whole-school progress, while operational planning is more suited to fine grained targets and analysis.

The inclusion of an early childhood literacy and numeracy target of equal to or above 0.5 points by mid-year was revised to 0.4 for speaking/listening and reading and 0.9 for numeracy. Data analysis showed that between 50% and 88% of pre-primary students achieved the mid-year targets with all students achieving above the State mean except for writing. Writing remains an ongoing area for improvement. The staff also identified the use of screening at Year 1 and Year 2 levels and a Kindergarten Assessment Tool to provide further performance information for differentiation of the curriculum. Discussion with teachers in the early years affirmed the use of explicit and consistent teaching strategies to develop literacy and numeracy skills, a developing collaborative approach to improved teaching and learning and a focus on using assessments to guide curriculum choice.

The WA Monitoring Standards in Education (WAMSE) assessments provide the basis for targets in science and society and environment for Years 5 and 7. Consistent with other performance data, Year 5 did not reach the target, whereas Year 7 results in science were well above the standard. In Years 5
and 7 society and environment neither group achieved the target of 75% above the State mean. Like-school comparisons and distribution in the bottom 20%, middle 60% and top 20% also formed the targets for science and society and environment. The targets were achieved in science for both Years 5 and 7 and for Year 5 in society and environment. Reviewers noted while the targets were aimed at achieving high standards, the overall performance of the school was 'as expected'. Future directions included establishing new assessments for these areas, maintaining the (just commenced) science specialist role and the specialist science programs and improving the history/Information and Communication Technology (ICT) link.

Overall attendance of 94.5% places the school in a good position to maintain standards of participation. The overall target of 95% was not achieved, however, it was demonstrated that given the increasing number of students absent from school on holidays in term time, the result was considered satisfactory. The staff used some fine-grained targets to determine improvement in specific areas such as Kindergarten, which were achieved. The target for at-risk attendance was not achieved but did improve slightly. Given the small number of students in the category, the reliability of the data is likely to be compromised by one student/family. The data also showed that consideration should be given to focusing on improving the unauthorised absences figure in future planning at an operational level.

The discussions with staff and leadership of the school affirmed that the school had undergone a significant period of detailed analysis of student learning with a strong focus on improvement. It was noted the concept of value-adding was an area of particular future reference for the school, given the supportive home backgrounds and the need to demonstrate improved student learning over longer periods of time than the three years of a DPA. For future directions the reviewers affirm the school's intentions to:

- refine the Business Plan to make it more strategic and whole-school focused with the Operational Plan managing the fine-grained data analysis to contribute to broader targets
- ensure data analysis is more focused on tracking the progress of identified individuals, groups or cohorts (with a special focus on the performance of boys)
- develop further, a focus on staff engagement in self-assessment, understanding data and using diagnostic assessments to ensure positive change takes place to practice and outcomes at the classroom level.
The school, in its review and through discussions with staff and leaders, has identified ICT availability and infrastructure as an issue. The reviewers noted the limited use of ICT (with the exception of electronic whiteboards) in the delivery of the curriculum and a reluctance and lack of knowledge displayed by some staff about the potential benefits of integrating ICT into teaching and learning. The reviewers also noted the low density of laptops and the reliance on a computer laboratory to provide students with the benefits of ICT. The Australian Curriculum General Capabilities for ICT has the expectation that:

students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.

Therefore, the development of ICT plans and infrastructure to ensure staff are trained to integrate ICT into teaching for improved student learning is an area for improvement.
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?*

The staff, parents and students are active in pursuit of their stated vision 'to be part of a community which develops a child who is motivated to reach their potential academically, socially and responsibly, in a caring and supporting environment'. Student learning, while a clear focus of the classroom and evidenced in the targets of the Business Plan, is complemented by student participation in activities that promote leadership, inclusivity, citizenship and social responsibility.

The recurring word offered by parent representatives, teachers and board members when asked to describe the greatest strength of the school is 'caring'. The caring nature of the school extends to parents and teachers and a desire to make everybody feel welcome and valued within the school environment. Awareness of social responsibility and acceptance of others is fostered in a range of extracurricular activities available to students. Assisting with playground supervision in the Creaney Education Support Centre through Play Links, and inclusion of students from the centre in mainstream classes and the playground where appropriate, provide opportunities for students to increase their awareness and acceptance of others. The School Chaplain offers four programs from the Build Up Zone (BUZ) suite of personal development strategies. Assisting in the development of a safe and inclusive environment is the BUZ Power program (Years 6–7) which develops resilience skills, dealing with changing feelings and emotions and BUZ Friends (Years 2–4) which assists younger students develop skills of being a good friend. Student leadership is fostered by participation in Student Council, School Sport Captains, Creaney Speaks, BUZ Rangers and the school production. Through participation in the many and varied opportunities available to students, they are taught to believe in themselves, be resilient and accept others. The school's development of its strong 'caring' ethos that extends to students, staff and the parent community is commended.

The school has effectively identified and deployed strategies and resources to support student learning, engagement and wellbeing as evidenced by implementation of a comprehensive suite of approaches and programs such as:
Creaney Primary School

- adoption of appropriate literacy and numeracy programs delivered in timetabled blocks that are linked to the Australian Curriculum and promote a whole-school approach to pedagogy (explicit teaching)
- phases-of-learning meetings led by the leadership team that reflect on student learning and data to plan for improvement in student outcomes
- differentiated curriculum for both extension of capable students and support for weaker students, e.g., Access to Young Einstein Science program
- access to PEAC, which will improve further in 2015 when the PEAC centre will be based on site
- identification of students at risk and improvements to the student tracking system
- a highly coordinated pastoral care team that provides support to students dealing with emotional, social, health or mental health issues and their families, (chaplain, school nurse, deputy principals and external agencies as required)
- promotion of healthy eating and physical activity (garden project and specialist physical education and health teacher)
- a strong faction system that encourages belonging and participation.

Student attendance and engagement with the curriculum and extracurricular activities on offer is high and strongly supported by reward systems and celebration of success. The reviewers noted the large number of programs offered in the school to support extracurricular activity and teaching in the academic and social domains. These programs, in the main, rely on anecdotal information as to whether they are meeting the intended outcomes. In some cases the outcomes are implied rather than stated and therefore their efficacy is not known. As an area for improvement it is recommended that the leadership team conducts an audit of programs currently in place in the curricular and extracurricular domains, so as to evaluate each program's effectiveness with the intention of maintaining a focus on student learning and improving the use and availability of limited resources. The staff may then be in a position to make judgements on the most effective programs that are improving student learning (achievement, progress and engagement) and consider cutting those programs judged to be least effective or those where analysis determines that the costs outweigh the benefits.

Effective communication channels between the school and home facilitate parent involvement and awareness of what their child is currently involved in
both in the classroom and more widely within the school. Initiatives such as each class having a parent representative as a point of reference, use of a school Facebook page, email, an active and representative P&C, up-to-date website and regular school newsletters deliver effective communication to parents and the community. The results of a satisfaction survey conducted of all parents, with a very high 60% return rate, confirm that parents are very satisfied with the standard of teaching and learning. They also expressed satisfaction with the degree to which the social and emotional needs of their children were being met. The staff are commended on initiatives to ensure open, two-way communications between parents and the school to engage parents in their children’s education and the life of the school.

The school has been very successful in establishing a significant partnership with its most crucial partner, the parent community, which was verified through discussion with stakeholders and from the analysis of the parent satisfaction survey. Parents spoke highly of the approachability of staff, the opportunities to be involved in the school and the level of satisfaction they experienced in the standard of education and level of care provided by the school. The leadership team has been active in engaging parents in key issues that impact on operations and sought the views of parents in areas such as the values to be embedded in teaching and learning and the school vision. The school’s focus and achievement in developing and maintaining positive relationships and partnerships with parents is commended.

The school also has meaningful partnerships with the following organisations that enrich student learning as well as the learning environment:

- schools in the Woodvale Learning Community Cluster
- the onsite Creaney Education Support Centre
- Edith Cowan University School of Occupational Therapy
- Mercy Care (currently 3 students enrolled)
- the joint CAPS (Child and Adolescent Mental Health Services and Primary School) project commencing in 2015
- West Coast Speech and Language Centre
- a range of external private and government agencies on an as-needed basis.

Partnerships, such as outlined above, enhance the school program and provision of support to students and their families through the provision of
collaborative practices for planning, access to expertise, access to counselling and health professionals.
School Performance—Sustainability

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

The comprehensive nature of the school’s Business Plan has required considerable collection of data and information for analysis and review to inform school practice. The process undertaken in the current period of the DPA was extensively based on developing accountability awareness by staff and the implementation of best practice strategies to demonstrate the focus on improving student learning. The scope of the task was extremely large and in the view of the leadership of the school it was ‘what we had to do’ to ensure staff understood their responsibilities and were able to account for the standard of teaching and learning provided to students and the community. It also provided the opportunity to commence the process of developing consistency of practice and the beginnings of teacher collaboration.

There has been recognition by school leadership that the next phase of planning has to focus on developing excellence in practice and in student learning outcomes. It was also evident, given the scope of the goals and targets set in the current Business Plan, that it would be difficult to maintain the same level of broad planning with whole-staff involvement at a meaningful level in self-review processes. It also imposes considerable workload on the leadership of the school that carries the burden of ensuring self-review is undertaken across all school performance areas as well as the academic targets. Leadership has acknowledged the next Business Plan will be refined in numbers of strategies and milestones, with the intent of making it more usable for staff when referencing classroom planning and improvement intentions. The reviewers affirm the use of the accountability requirements with the school’s performance management framework.

As an area of improvement, it is recommended that all staff be engaged in an organised process using collaborative strategies, disciplined dialogue and informed data analysis to evaluate student performance, the success of teaching and learning strategies and programs in improving student learning and achieving excellence.

The School Board has made a successful transition from council to board since becoming an IPS. The Board has developed its operational framework, has engaged in training for its members and undertaken self-review of its practices. Board members demonstrated a developing and keen knowledge of
their responsibilities and were able to affirm their understandings of financial and student performance data and analysis which indicated a healthy interrogative approach. The Board played an active role in the 2012–2014 Business Plan and is preparing for the task of engaging and formulating the next one. It has also taken on active participation in the marketing of the school. The progress of the School Board in representing its community and in supporting the directions of the school is commended.

The leadership of the school by the Principal and deputy principals is highly committed, capable and reflective as indicated by their desire to implement change across the school. As an executive team they provided strong evidence from the analysis of the ‘Effective Leadership and Management’ school performance area in the Business Plan to support their intent of developing an improved and engaged leadership structure. From a sustainability perspective, leadership has put in place a strong culture of accountability and reflection as the basis for future planning.

Evidence from documentation and discussion with the executive and staff leaders confirmed that the leadership structure of the school has commenced its transition to a more distributed model. The introduction of professional learning for staff through the ‘i-Star’ model to encourage greater collaborative decision-making and evaluation of practice is a further step to change the underlying school culture and encourage greater participation in leadership to support practices to improve student learning. As an area for improvement, support for the advancement of the distributed leadership model with a shift from a task-oriented approach to focus on improving student learning is critical for the ongoing success of the school.

Staff capacity building is recognised by leadership as the key to improving teaching and learning and in establishing a more open and collaborative culture that values dialogue about good practice. The Workforce Plan has identified areas of concern and actively sought refreshment of the staff dynamic through the targeted employment of staff. Leadership has also engaged in a process of realigning teachers and class groups to provide a level of refreshment and challenge. Leadership recognises that not all staff are connected in their thinking and practice with notions of collaborative practice, consistency of teaching strategies and developing their pedagogy in response to student needs. It was noted by reviewers that a number of staff felt a limited connection to the notion of school improvement as set out in the Business Plan. Performance management plays a key role in aligning staff to the future directions of the school. Processes are at a stage where more work
is planned in data analysis, target setting and ensuring value-adding is taking place as an outcome of teaching and learning. The professional learning for the 'i-Star' and 'CAPS' along with reflection against the Australian Institute for Teaching and School Leadership Professional Standards are strategies that will support improved reflection, knowledge and skills to support teacher development.
School and Cluster Performance

*Has the cluster met its intended purpose and supported improved student learning?*

The other Woodvale Learning Community Cluster schools were formally reviewed in 2013 during the third year of their DPA. The reviewers did not visit or interview any representatives from those other schools in the cluster during the course of the review of Creaney Primary School. Comments made here reflect only the views of the Creaney Primary School community made to the reviewers.

The purpose of the Woodvale Community Cluster as described to the reviewers is to improve outcomes for the students of all schools involved and to facilitate the Asian Languages hub. The benefits described but not quantified by teachers from Creaney Primary School are:

- collaborative planning and professional learning, particularly in the implementation of the Australian Curriculum
- moderation of student work as teachers come to terms with assessment within the Australian Curriculum
- professional dialogue with colleagues and sharing of ideas through establishing voluntary networks and combined school professional learning days.

The effective transition program established between Woodvale Secondary College and its contributing primary schools is viewed as very positive. Through engagement in a science program conducted at the high school campus, transitioning students are introduced to their new environment over a term of visits. Similarly, participation in the 'Young Einstein' for gifted Year 4–6 students provides an engaging science extension program.

The Department of Education Network Schools and the Woodvale Learning Community Cluster are the same group of schools. School leaders meet twice per term under the umbrella of the Network but also take the opportunity to plan cluster events and programs.
Conclusion

Creaney Primary School staff have gone to great lengths to develop the processes and environment necessary for improved student learning. There is now considerable data and analysis to enable the development of planning structures that will focus staff on achievement, progress and engagement of students to add value to their education and future lives.

Student performance meets all expectations and in the majority of academic assessments the school performs at a level similar to like schools. The school has demonstrated it has a vision and set of values that are embedded in school practice and clearly understood and endorsed by its community.

The school has developed a positive and inclusive learning environment and developed its community focus through an active School Board and P&C with strong partnerships with parents a feature of the school.

Commendations

The following areas are commended:

- the leadership of the school in developing the breadth and scope of the Business Plan and self-review process, to cover a broad area of target and goal setting to ensure that baseline accountability and practice for improved student learning is established
- the strong development of a ‘caring’ ethos that extends to students, staff and the parent community
- the initiatives to ensure open two-way communications between parents and the school to engage them in their child’s education and the life of the school
- the focus and achievement in developing and maintaining positive relationships and partnerships with parents
- the progress of the School Board in representing its community and in supporting the directions of the school.
Areas for Improvement

The following areas for improvement are identified:

- the next Business Plan is to have a focus on students, improved learning outcomes and adding value to existing performance for all students
- a framework is developed for the next Business Plan focused on key areas of performance identified in self-review that are to be addressed for improvement in student learning
- the development of ICT plans and infrastructure to ensure staff are trained to integrate ICT into teaching for improved student learning
- the Principal conducts an audit of programs currently in place in the curricular and extracurricular domains, so as to evaluate each one’s effectiveness with the intention of maintaining a focus on student learning and improving the use and availability of limited resources
- all staff to be engaged in an organised process using reflection, disciplined dialogue and informed data analysis to evaluate student performance, the success of teaching and learning strategies and programs in improving student learning and achieving excellence
- the advancement of the distributed leadership model is to be supported with a shift from a task-oriented approach to focus on improving student learning as critical for the ongoing success of the school.
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 Creaney 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.

6 November 2014

Date

Mr Kevin Finkington, Lead Reviewer

6 November 2014

Date

Mr Lindsay Usher, Reviewer

6 November 2014

Date

Mr Richard Strickland, CEO, Department of Education Services

Date

2014/27212

Independent Review Findings 23