



Government of Western Australia  
Department of Education Services

# Winterfold 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

<b>Principal:</b>	Mr Steve Berry
<b>Board Chair:</b>	Mr Martin Hess
<b>School Location:</b>	41 Annie St, Beaconsfield WA 6162
<b>School Classification:</b>	PS 4A
<b>Number of Students:</b>	319
<b>Reviewers:</b>	Ms Megan Phillips (Lead) and Ms Vicki Jack
<b>Review Dates:</b>	12, 21 and 22 May 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?***

Winterfold Primary School is a small Independent Public School (IPS) with a strong community focus situated in Beaconsfield, south east of Fremantle. The school enrolls children aged four to 12 and caters for student diversity. The school was built in the 1950s and includes a child care facility forming part of the infrastructure of the school.

The Index of Community Socio-Educational Advantage (ICSEA) for the school is 974 (My School®) with 35% of students in the bottom quartile and 16% in the top quartile of the ICSEA distribution.

Student enrolment at the school has increased from 212 in 2009 to 319 in 2014. The student population is culturally diverse with an increasing number of Aboriginal and English as an additional language or dialect (EAL/D) students, predominantly in the early childhood and junior years. Next year's transition of Year 7 students to secondary school will, it is anticipated, see the school's enrolment return to the mid-280s.

The flexibility of the IPS structure has enabled the school to employ teachers and support staff to cater for the specific needs of the student population.

Given the success of its programs for students with special needs, both educational and pastoral, places at Winterfold Primary School are regularly sought by the Regional Education Office and the Department for Child Protection and Family Support. The positive reputation of the school for its readiness to embrace children with a range of learning and behavioural difficulties was evident to the reviewers and confirmed by staff, students, parents and board members.

The school employs a principal and deputy principal, 37 teaching staff and 13 non-teaching staff with 50% of teachers working part-time. The Workforce Plan states these work arrangements create organisational and fiscal impacts in regards to additional professional learning costs. There is one Level 3 classroom teacher and five senior teachers on staff. Average sick leave for teaching staff over the past four years is 3.8 days per year and for non-teaching staff is 7.83 days per year. The school has an extremely low resignation and retirement rate; however, a number of staff have accrued

significant levels of long-service leave entitlements, which, according to the Workforce Plan, requires management to minimise the impact of salary cost for the Department of Education and regulate the number of experienced staff on leave at any point in time. Currently, the Principal takes one day per week as long service leave with the position not back-filled.

Partnerships with Fremantle City Council, South Fremantle Senior High School, Fremantle Language Development Centre, SciTech and local businesses such as Bunnings have added value to the learning programs provided by the school.

The school's facilities include a kindergarten block, a transportable pre-primary building, junior, middle and senior teaching blocks, a performing arts centre, a living garden and two ovals. Two Building Education Revolution (BER) buildings, an undercover assembly area and library were completed in 2011. The school is currently developing a visual arts centre. At the moment, the school utilises vacant classrooms for other purposes such as a literacy and numeracy room and a culture room.

## 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 *Independent Self-Review, Data Collection and Analysis 2012–2014* document provided by the Principal, shows evidence of the school's annual self-review cycle. This document is a schedule which consists only of the collection and dissemination of data. The school has developed a suite of strategic operational plans to complement the Business Plan 2012–2014. This supporting documentation includes operational plans in literacy, numeracy and science and detailed self-assessment working documents for the areas of teaching, student support, student services, behaviour management and attendance.

The school's analysis of performance against its 2013 operational plans, predominantly around the impact of inputs (strategies) in the four identified priority areas, as well as workforce planning and satisfaction surveys, provide evidence of a self-assessment process related to operational planning; however, the link to Business Plan targets needs to be more explicit.

Analyses of achievement and progress by the specialist literacy and numeracy teachers by phases of education (K to Year 3 and Years 4 to 7) and individual students were available and discussed with reviewers. This information, coupled with over-time variations to documented literacy and numeracy strategies, provide further evidence of the school's self-review.

The Principal provides the Board with an overview of student performance, particularly in relation to the impact of identified strategies on educational progress and pastoral wellbeing. The Board receives an annual presentation by the Principal on the students' NAPLAN performance. Board minutes indicate the Board is invited to endorse school recommendations and reports prepared by the Principal.

The reviewers were provided with an overview of community, staff and student surveys that summarised stakeholder viewpoints about the school's leadership, curriculum offerings, program delivery and the learning environment. The focus of examination of the responses was on positive ratings only, which limits the depth of the information available to inform planning for improvement. Feedback from parents and staff during the review verifies the positive findings of the surveys.

The analysis provided by the school of the *Staff Survey of Principal's Leadership* shows staff ratings were highest in: *Promoting a positive image of the school, its staff and learning programs across the school community* (outstanding/highly proficient: 94.8%). Similarly, the Principal's efforts with community are positively acknowledged—*Relates well with the community and improves networks* (outstanding/highly proficient: 89.5%). The next highest ratings of the Principal's leadership are: *Shows confidence in others to take on leadership roles* (outstanding/highly proficient: 89.5%) and *Promotes multiculturalism and counters discrimination* (outstanding/highly proficient: 84.3%).

Survey feedback also identified areas of the Principal's leadership for an improvement focus:

- *Senses how people are feeling, as well as the tone of the school* (needs development: 27.8%)
- *Challenges underperformance at all levels, including staff where required* (needs development: 16.7%)
- *Inspires and motivates others* (needs development: 11.1%)
- *Is respectful and fair in his interactions with staff, parents and children* (needs development: 11.1%).

Similarly, the analysis of the *Parent Satisfaction Survey–2013* provided by the school shows parents' ratings were high in a number of responses including the strongest ratings in—*This school is well organised and runs smoothly* (strongly agree/agree: 95.7%). The efforts of school staff are complimented by parents in the response: *This school's staff are approachable and are willing to talk about my child's progress* (strongly agree/agree: 95.5%) and *The school encourages a sense of pride and achievement and a sense of self-worth* (strongly agree/agree: 93.5%). The next highest survey rating recognised that *the school has clear goals and a positive school identity* (strongly agree/agree: 93.5%).

Parent responses were of lower rating against:

- *I receive helpful information about my child's progress and achievements* (disagree/strongly disagree: 22.8%)
- *This school assists my child with the development of understandings and skills that he/she will need beyond school* (disagree: 15.6%)
- *At this school, my child's interests and talents are being developed* (disagree: 15.2%).

The school provided an analysis of student survey results which showed the overall student responses were very positive with the top three positive responses being in the categories of 'Perceived Value of Education', 'Quality

of Teaching' and 'Attitude to teachers'. The lowest student responses were of 'Perception of Safety'. The school indicates: 'The year groups which had the most positive attitude to school were the Year 5s and 6s, however, the Years 3s and 4s were only 3% behind with the Year 7s having the least positive attitude to school coming in 8.5% behind.' These are areas which need to be addressed.

Whilst the school paid considerable attention to operational areas such as student learning and the learning environment, predominantly in relation to intervention strategies, nominal consideration has been given to governance, strategic leadership and in-depth self-review of the school's performance. These should be focus areas in future improvement planning and subsequent actions.

The inclusion of external voices and support, will strengthen the school's capacity for self-review, provide opportunities for professional learning and growth both at the staff and Board levels as well as positioning the school for greater sense of engagement and empowerment in the school community. Concerted attention needs to be given to the incorporation of external views in school-review and action to address these views.

## School Performance—Student Learning

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

The stated intent of the *Winterfold Primary School Business Plan 2012–2014* is to promote optimum learning and opportunities for students to actively engage with the curriculum. The four priority areas in the Business Plan are literacy, numeracy, science and student services. The key strategies, as outlined in the Business Plan are: the employment of a literacy specialist, a numeracy specialist, a science coordinator and an EAL/D specialist; increasing support from external agencies; the introduction of the PATHS program; the adoption of the Australian Curriculum in the areas of English, mathematics, science, history and geography.

To collect evidence in support of the school's self-review, the reviewers took the opportunity to speak with board members, parents, community members, school leaders, specialist teachers, learning support co-ordinator, teaching and non-teaching staff and students. These conversations were complemented by visits to classrooms.

Throughout the review the consistency of evidence presented supported the school's claim of the existence of a very strong culture of a whole-school approach to developing a relevant curriculum through which all students become successful learners.

The reviewers verified the analysis provided in the school's *Review of Business Plan* document, that the school 'was not on track to achieve the 2014 NAPLAN targets' set in writing (Years 3, 5 and 7), spelling (Years 3 and 5), grammar and punctuation (Years 3 and 5) and numeracy (Year 5). The MySchool<sup>®</sup> and School Performance Measurement System (SPMS) data indicated trends of declining student literacy and numeracy performance in Year 3 to Year 5 writing, spelling and numeracy (2010 to 2012) as well as Year 3 to Year 5 to Year 7 reading, writing, spelling, grammar and punctuation, and numeracy (2009 to 2013).

At the time of the review, while the school did not meet its identified targets for literacy and numeracy, it did demonstrate considerable improvement in individual student performance on a range of other assessment tools. Evidence was presented indicating that over the life of the Business Plan, the school had identified opportunities and adopted actions to address potential 'gaps' in student literacy and numeracy learning. For instance, in discussions

with the Aboriginal Islander Education Officer (AIEO) and the Speech Therapist about the performance of Aboriginal children, references made to pre and post-testing assessments show the *Cracking the Code* program has made a significant difference to Aboriginal kindergarten students' language acquisition. The 'above expectations' performance of students was attributed to the outstanding level of staff commitment, particularly in ensuring professional learning is embedded into classroom practice.

There was anecdotal evidence of a strong emphasis on and collaborative approach towards explicit teaching. The use of a variety of student performance data to plan learning experiences was evident during both the literacy and numeracy blocks.

Teachers from Kindergarten to Year 3 reported that explicit teaching and support from specialist teachers and education assistants in the gathering and analysis of data were continuing to improve student outcomes. During visits to the Year 4 to 7 classrooms, teaching staff readily referred to NAPLAN data, Diana Rigg phonics and spelling data as well as MTS (numeracy) data as informing their teaching program. Analysis of the data at classroom level is informing appropriate student groupings and relevant learning activities.

Additional anecdotal evidence in the form of staff, student and parent feedback coupled with student work samples and classroom observations by reviewers provided evidence of student engagement and active participation in learning.

This was supported by members of the school community who attributed this success to the holistic approach adopted by the school. Students in the early years of schooling, including those observed in Kindergarten and Pre-Primary were fully engaged in their learning activities and readily conversed with reviewers about what they were doing. Conversations with students, during structured learning activities in Year 4 to Year 7 classrooms, demonstrated a strong understanding of the task, the outcomes that were being sought and their learning journey. Student work displayed around each classroom demonstrated learning progression.

Year 6 and Year 7 students were able to discuss their literacy and numeracy progress and achievement. They were able to talk about their learning, particularly since the introduction of the Australian Curriculum.

A key strategy of the Business Plan, to build staff capacity to deliver quality learning opportunities, was the appointment of "two specialist teachers funded

from the Literacy and Numeracy Partnership Program and Schools Special Program Resource Agreement special purpose grants to work across the entire teaching staff in literacy and numeracy”. Teaching and non-teaching staff acknowledged the specialist teachers as being of the highest quality, approachable, willing to work as colleagues in the classroom and as leaders in their field of expertise.

The school’s target for student performance in science was to have equivalent or better distribution of WASME results (20/60/20) in Year 5 and Year 7. There was evidence of improved relative assessment performance from Year 5 to Year 7 (2011 to 2013) as well as Year 7 (2013) performance with the school’s WAMSE results having an equivalent or better distribution to like-schools in the 20/60/20 distributions. However, Year 5 (2012 and 2013) and Year 7 (2012) school WASME results were below like-schools in the 20/60/20 distributions. Discussions with the science coordinator indicated that improved student performance was strongly aligned with the teaching of science gaining momentum across the school. The use of Primary Connections resource materials accompanied by an ongoing partnership with SciTech has enabled staff to access free professional development and in-school support resulting in staff developing their core skills and growing in confidence. In 2012, three teachers taught one Australian Curriculum science sub-strand per term.

The leadership team and specialist staff acknowledged discrepancies between teacher judgements and student performance data in the areas of mathematics, science and society and environment. Their analysis demonstrated a need for greater in-school moderation via common assessment tasks, a stronger focus on using ACARA exemplars and structured professional conversations to progress staff understandings of the expectations of the Australian Curriculum.

Whilst no target was set in relation to EAL/D students, a strategy of “early identification of, and programs for EAL/D students” was outlined in the Business Plan. The EAL/D specialist presented data that substantiated the improved performance of EAL/D students resulting from formal, structured intervention. Moreover, evidence provided demonstrated that support provided to EAL/D students was complementary to students’ classroom learning program.

Parents, school staff and external service providers were complimentary of the school’s ability to engage students. In particular, students with special

needs: those with disabilities, learning difficulties, attendance or behaviour management issues, are well taught; with high levels of care demonstrated by school staff.

The school has well defined operational practices to identify and address the learning and wellbeing requirements of students with special needs. The adopted practices incorporate individual or group education plans (IEPs/GEPs) focused on: literacy, numeracy and/or socio-emotional needs; case conferences involving a range of health professionals (external providers), learning specialists, school staff and parents, and quality in-class and playground support provided by skilled education assistants.

The use of IEPs/GEPs as working documents ensures:

- short and long-term goals are mutually agreed and well documented
- staff work together in support of the child, the family and each other
- excellent communication exists between all interested parties
- student achievements are celebrated and new goals set as required.

Staff were acknowledged by the school psychologist as being 'quite good' at recognising the escalation process for children, consequently, poor behaviour is addressed at the appropriate time, thereby minimising the potential for staff-student conflict.

The Business Plan stated two targets associated with student attendance. Firstly, to maintain 'regular' attendees at exceeding like-schools level and secondly, to continue to exceed like-schools and maintain 'at risk' students' attendance under 20%. Over a three-year period, data showed whole-school student attendance at Winterfold Primary School remained constant, mirroring that of the State.

When the attendance data was analysed by sub-groups and categories, the emphasis placed on individualised case management of students and their families (inclusive of regular phone, email and mail contact, home visits, parenting support and access to specialised support services) for non-attendees in both the at risk and moderate categories resulted in improved attendance (above State level). Over the same timeframe, student attendance in the indicated category remained the same (below the State level). However, early indications suggest that the recent introduction of new incentive-based strategies targeted at addressing the attendance of Aboriginal

students in the indicated category, is having a positive impact. The school achieved both student attendance targets as stated in the Business Plan.

The implementation of the PATHS program for Kindergarten to Year 5 students was identified as a key strategy to foster emotional and social wellbeing in the Business Plan. Consequently, the school invested significant funding in purchasing resources and implementing the program. Anecdotal evidence presented by the leadership team and learning support coordinator indicated the program has been relatively successful only in the junior primary section of the school. However, at this point in time there has been no comprehensive review of the program or analysis of the contributing factors to confirm the perceived successful adoption in the junior years (Pre-primary to Year 2) and/or the low level of uptake in other year levels.

A key strategy in the school's Business Plan was engagement with external service providers to improve student academic and non-academic performance. Evidence presented demonstrated engagement with both public and private organisations such as the Fremantle Language Development Centre, Child and Adolescent Mental Health Services (CAMHS), School Psychology Service and SciTech had supported improved student performance. All interviewees acknowledged the importance of these productive partnerships (and others).

Evidence of one successful partnership was the school's relationship with the Fremantle Language Development Centre. Through the school's demonstrated strong commitment to the partnership they have been able to successfully implement *Cracking the Code*.

## 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 vision of Winterfold Primary School to promote optimum learning and opportunities for students to engage positively with the curriculum is evident and embedded in the culture of the school.

Over the period of the Business Plan the school has focused on building the capacity of teachers and education assistants to support students with complex needs. The school's capacity to retain staff has enabled sustainability of practices whilst the enrolment of new students with differing needs has necessitated continued professional growth. The school provides support time to focus on occupational safety and health issues. The care of students and staff is afforded utmost priority. However, in the context of the health and wellbeing of both students and staff, kindergarten teaching and non-teaching staff raised their concern about access to immediate support. Staff concerns, stemming from their "need to feel safe" when working with a child with severe behavioural issues, were reinforced to the reviewers during discussions with kindergarten staff and through classroom observations. The reviewers recommend dialogue between leadership and kindergarten staff to investigate ways of supporting staff in the management of the issues raised.

Through surveys and structured conversations, upper-primary students, summarised their wellbeing as follows: felt very safe at the school; confident of emergency procedures; understood and were able to abide by school rules. They also acknowledged there were very few 'bullying' incidents. Students were able to articulate the mechanisms of communication between the school and their parents such as newsletters, phone calls and communication diaries. Overall, students felt they had a voice in the school and some decision making in areas such as clubs, school assemblies and charity events. Most importantly, students generally felt 'listened to' by staff.

Some students raised with the reviewers concerns they believed were affecting their confidence and self-esteem. These concerns were ongoing and had not been resolved. The concerns were, however, verified by the Principal in discussion with the reviewers. In the light of these concerns raised by the students with the reviewers, it is recommended that the Principal gives urgent attention to the school's policies and procedures for receiving, investigating,

managing and resolving the complaints and concerns of students relating to their wellbeing.

Lunch-time clubs were acknowledged by both students and staff as a good initiative that provided students with an opportunity to mix with students from all year groups whilst participating in a range of extra-curricular groups such as maths, iPads, gardening, table tennis, science, sketching and literacy. Furthermore, the use of faction tokens as a reward for positive behaviour was recognised by students as another effective wellbeing program.

Winterfold Primary School has an Aboriginal population of 45 students. The Business Plan has a target of “our AIEO will maintain strong relationships with all Aboriginal students, and where necessary, their families”. The recent appointment of an AIEO has resulted in the adoption of a range of new and innovative strategies aimed at maximising Aboriginal student and parent engagement. The philosophy adopted by the AIEO, ‘trust and believe’, is readily reflected through all culture room extra-curricular art activities and a ‘walking bus’. According to school staff, strong links have been established between Aboriginal young people at school and at home. Aboriginal students now frequently demonstrate ownership and responsibility as they engage with targeted strategies, resulting in improved punctuality, attendance and engagement. Succession planning, including a commitment to retain the culture room, has been implemented to address the departure of the current AIEO in second semester.

Conversations with a number of stakeholders from the school community mirrored the results provided by the *Parent Survey 2013*. Overall, the school community viewed the school as a welcoming and friendly place, where their points of view, ideas and concerns were valued and treated with respect by the administration and staff. However, areas for the school to further investigate according to survey results, as referred to on pages 6 and 7 of this report, include the communication by the school with parents and their children regarding student progress and achievement, skills development, help from teachers, opinions about educational programs, and bullying.

Comments from the School Board, students and parents supported by classroom observations were complimentary of the administration, specialist and classroom teachers and non-teaching staff employed at Winterfold Primary School.

Additionally, parents and students commented on the willingness of staff to listen, their accessibility and responsiveness to the needs of individual

students and their families. These qualities were recognised as always existing at the school (prior to IPS status); starting from the moment a family first made contact with the Principal. The Principal's and hence the school's response was described as always being inclusive of all cultures, disabilities and learning needs.

On the whole, the reviewers noted a pleasant and harmonious atmosphere across the campus during the review visit. Further, many members of the school community commented on the positive, respectful nature of the environment as being a high point of their involvement with the school.

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## School Performance—Sustainability

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

A whole-school agenda to support continuing improvement of student learning is developing with ongoing planning for improvement being managed by the Principal. Data analysis of student performance occurs at different levels across the school with strong support from the literacy and numeracy specialists and meaningful use of information by classroom teachers to plan sequential student learning experiences.

As evidenced in the school's document—'*Overall Recommendations*'—for the next phase of strategic business planning, preference has been given to information generated from the evaluation of previous inputs/strategies as opposed to the establishment of student performance improvement targets. However, it is pertinent to note that during the review, it became apparent through discussions with staff, parents and School Board members that the '*Overall Recommendations*' had not been widely discussed or understood by key stakeholders.

Sustainability of the *Cracking the Code* program is addressed by: the participation of education assistants in professional development and program delivery; the number of total staff undertaking professional development workshops; school level availability of resources, and an ongoing commitment by the Fremantle Language Development Centre to provide support as requested by the school.

Discussions were undertaken with staff regarding the school's self-review data during which the leadership team expressed greater understanding of the need for staff to deeply analyse targets and set specific milestones across all curriculum areas when devising the next Business Plan.

Aspects of reporting to the Board and community should be more rigorous with significant need currently existing to expand the level of involvement of the Board in the school's strategic decision-making and planning.

Whilst strong commitment to the school and encouragement in sustaining the school's improvement agenda is demonstrated by the School Board, its involvement in promoting optimum student learning and curriculum uptake for all students is currently at the infancy stage of development. Board members

demonstrated a strong willingness to grow, develop and take on a more meaningful role, indicating an appetite for further training in order to improve their governance responsibilities.

The flexibility to manage the school's one-line budget has enabled the employment of specialist personnel and provided the school with the appropriate resources to support the programs designed to improve and extend the progress of students.

Interactions with parents highlighted potential opportunities to engage with parents and school community members to further develop their understanding of key facets of education provision at the school, such as the role of the School Board, school budgeting and expenditure, flexibilities of being an Independent Public School, the Western Australian Curriculum and Assessment Outline and NAPLAN.

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## Conclusion

Comments from a multitude of sources including external service providers, parents, teaching and non-teaching staff, board members and the school's leadership team confirmed that the adoption, over three years, of a holistic, multifaceted approach with shoulder-to-shoulder support has made a significant improvement in student attendance, behaviour, engagement, empowerment and work performance. Consistent mention was made of the incidence of enrolment of students with behavioural issues and the school's ensuing success at re-engaging these students in learning.

The self-review cycle at Winterfold Primary School demonstrates that a reflective and responsive attitude towards self-review and whole-school improvement is developing. This approach and associated documentation, including the development of operational plans, reflections and reviews of student performance data is indicative of a school in the early stages of development as an IPS.

Despite the school making every effort to ensure students are engaged in challenging and meaningful learning and their achievements celebrated, at the time of the review, some Business Plan targets as referenced in the school's documentation were not on track to be met. This is supported by the school's documentation. However, additional student literacy and numeracy performance data indicated current strategies are having positive results, with across-the-school literacy and numeracy results showing improvement in individual performance. Current strategies including the engagement of part-time and visiting support staff, such as a speech therapist, school psychologist, chaplain and specialist teachers are making strong inroads into the desired progress across all classes, engaging students at their point of need and assisting them to improve their educational, social and behavioural outcomes.

The Board, school leadership and staff exhibit a strong commitment to providing a safe and supportive environment in order to maximise the likelihood of all students achieving to their potential. The reviewers affirm this commitment; however, evidence provided through school documentation and discussion with stakeholders indicated some concerns were not addressed sufficiently to allay the underlying issues. Processes need to be reviewed to ensure that issues raised are fully resolved and stakeholders are empowered

to play their part in providing a safe and supportive environment in which all students have the opportunity to achieve to their potential.

Thorough interrogation of student performance data and improved execution of evidence-based decision making will ensure Winterfold Primary School is in a position to maintain its existing levels of achievement and improve its performance.

### Commendations

The following areas are commended:

- improved individual student performance resulting from the literacy and numeracy strategies implemented
- empowering and increasing confidence of classroom teachers through engagement of part-time and visiting support staff, (speech therapist, chaplain, AIEO, EAL/D specialists)
- the positive engagement and improving of regular attendance resulting from initiatives such as the 'walking school bus' and the culture room
- meeting the needs of the students at risk through increased provision of support and pastoral care.

### Areas for Improvement

The following areas for improvement are identified:

- investigate provision of appropriate training to enable clarification of the role of board members
- plan and undertake consultation between all stakeholders (Board, specialists, teaching staff, administration) in compiling the next Business Plan, with specific milestones included to indicate progress towards achievable targets
- develop a culture of critical self-reflection through deep interrogation of data and evidence, including community survey responses, to further drive school improvement
- report and explain to the Board the progress of targets in priority areas such as literacy, numeracy, adoption of Western Australian Curriculum

learning areas and management of students at risk, in order for members to endorse or question school policy, planning and monitoring of progress

- monitor more closely the provision for students at educational risk from the point of enrolment, including:
  - collaboration between the classroom teacher, learning support co-ordinator and leadership
  - provision of resources and timetabled support
  - planning and professional learning
- give urgent consideration to the effectiveness of the school's policies and procedures for receiving, investigating, managing and resolving the complaints and concerns of students.

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## 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 Winterfold 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.

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Ms Megan Phillips, Lead Reviewer  
Date

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Ms Vicki Jack, Reviewer  
Date

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Mr Richard Strickland, CEO, Department of Education Services  
Date