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.

The Department of Education Services does not endorse any commercial organisation, product or service mentioned in this report.

The Department of Education Services can only guarantee the authenticity of original documents. This document is uncontrolled once printed.

To help people with disabilities obtain access to information, this document can be provided in alternative format on request. Please contact ips@des.wa.gov.au with specific requests or telephone 08 9441 1900.
School and Review Details

Principal: Ms Anne Fraser
Board Chair: Ms Claudia Renner
School Location: 58 Osmaston Road Carine WA
School Classification: PS Class 5
Number of Students: 555
Reviewers: Ms Georgina Detiuk (Lead)
Mr Kevin Pilkington
Review Dates: 16 and 17 November 2015

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.

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 well-being
- 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. The school sent its self-review documentation to the IPS Review Team, Department of Education Services one month prior to the commencement of the review.

The IPS reviewers supplemented the information provided by the school 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.

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

An agenda for the review visit was subsequently negotiated with the Principal to enable the gathering of evidence to verify claims made by the school. During the review visit the reviewers sourced evidence to support the school's self-review claims through observation and discussion with leaders, 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?

Carine Primary School is located in the well-established north-western suburb of Carine, approximately 10kms from the city. The suburb has a high Index of Community Socio-Educational Advantage of 1134 placing it amongst the most affluent of the Australian demographic. Established in 1978, the school rapidly grew with the surrounding suburb and quickly reached over 750 students. The school is a Level 5 primary school with 555 students from Kindergarten to Year 6. It has well-established traditions and an enviable reputation in the area.

The school is situated on a well-maintained and beautifully presented site which shares a common boundary with Carine Senior High School, creating an education precinct. A mixture of 1970s classrooms and buildings are complemented by some new facilities which together with the recently refurbished administration block, combine to provide a well-resourced and stimulating learning environment.

Family backgrounds are varied with the majority of parents Australian, university educated and/or working in their own business. Ten per cent of students come from a non-English speaking background and in most cases English is the language spoken in the home. There are very few Aboriginal students at the school and a small number of students are in the care of the CEO of Child Protection and Family Support. Attendance rates are well above WA public schools and above like-school rates. The student transiency rate of 5.5% is not an issue affecting student achievement.

The majority of the 32 teaching staff have been at the school for a considerable time and take great pride in the school's achievements and reputation. As an IPS, there has been a focus on recruiting staff that will enable the continuation of established practices and also inject new ideas and skills. The workforce, which has a median age of 51 years, comprises a good blend of experienced, mid-career and some beginning teachers enabling succession planning. The 13 support staff are similarly predominately long-term members of staff who bring experience and skill to their positions. The Workforce Plan is well structured and plans for staff taking long-service leave and pending retirements.
The staff have established partnerships with external organisations and educational institutions that contribute considerably to student learning. The Parents and Citizens’ Association (P&C) is active and well supported by parents in all activities. The P&C contributes significantly to school funds, through its fundraising activities, enabling the purchase of additional resources and the undertaking of projects.

The School Board is engaged and has a sound understanding of its role and responsibilities. Well led and comprising members from the community, parents, P&C and school staff, they collectively bring a wide skill set to the effective governance of the school. The Board is high functioning and provides strong support to the Principal and the school.
The School's Self-Review Process

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

The Business Plan 2013–2015 contains targets relating to four priority areas. The staff has engaged in rigorous annual self-review of all priority areas through gathering and analysing appropriate data sets in a collaborative and focused manner. The use of the school management information system (MIS) provides the constant recording of relevant data to make judgements on progress and performance. The Business Plan and its targets are well understood and owned by the staff who all demonstrated sound knowledge and had participated in analysis. Much of the analysis is staff led, through a distributed leadership model and is collated at senior leadership level. Discussion of progress against the targets forms a part of the agenda of each Board meeting.

The key measures of success in Priority 1: Academic Excellence and Success for All Students are based on student academic achievement in literacy, numeracy, science and history, geography, students at educational risk and improved learning and teaching through using technology. Close analysis of comprehensive data sets that are reliable due to exemplary embedded practice enables accurate teacher judgement. All eight learning areas are included and progress is monitored at an individual, cohort and school level. Extremely fine-grained analysis allows individual progress targets to be included in individual education plans.

The staff are very clear that improved student learning is a key objective, embracing and supporting programs and processes that provide for social and emotional development in order to produce students who are inquisitive and will become contributing citizens of society. The Business Plan and DPA together inform the school’s direction. The school and the Board align with the Department of Education’s key foci and the ideals of the Western Australian Curriculum. The reviewers affirm the judgement of the staff that these obligations of the DPA are being met.

The school’s self-review processes indicate that student academic achievement shines out as its strength. The desire to maintain and improve this outcome remains a focus of the school and will see it included in the next Business Plan.
Improving upon already very high achievement levels is a challenge, but the staff are constantly looking for and trialling strategies that will result in improved outcomes for students. An area identified for improvement in future planning is the need to continue investigating how to effectively assess those programs and strategies that are more difficult to measure. An ongoing area for the future, identified by the staff, will be the need to continually reflect on and scrutinise current teaching strategies. This is in order to ensure that all teachers' repertoires expand to include and focus on those proven strategies which have the greatest effect-size, thus continually improving the quality of the teaching based on contemporary research such as that provided by John Hattie.

The school staff and the Board have analysed, collaborated and reflected upon the success of the current Business Plan and DPA to inform future planning.
School Performance—Student Learning

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

The Business Plan 2013–2015 is closely aligned to the Department of Education Strategic Plan for Western Australian Public Schools and Key Objectives of the Classroom First initiative. Supported by impressive and functional annual operational plans for all learning areas, scope and sequence documents, year-level and workforce planning, the Business Plan provides the direction for the staff’s actions and intent on providing for the priority areas of:

1. Academic excellence and success for all students
2. A safe supportive and sustainable environment
3. High-quality teaching and leadership
4. A distinctive school, capable, effective and responsive to the needs of students.

Strategies to be implemented and milestones to demonstrate progress are key elements of each priority.

Academic excellence and success for all students includes targets to demonstrate proposed improved achievement in English, mathematics, science, history (moving to history and social sciences (HASS), geography and students at educational risk. The review team verifies the school self-review to be an accurate, comprehensive and continuous self-review analysis of student and school performance over time.

Three targets were set in English.

- *The English achievement for Year 3, 5 and 7 students in NAPLAN assessments will match or exceed those of statistically like schools.* This target was achieved consistently for years 2012–2014 and for Years 3 and 5 in 2015.
- *The NAPLAN school mean for English will be above the mean of like schools across Australia* was achieved 2012–2014 in all years tested in reading, writing, spelling and grammar and punctuation.
To maintain or increase the percentage of students in the top 20% across Years 3, 5 and 7 was an aspirational target. Taking average achievement 2012–2014, 53% of Year 3 students, 39% of Year 5 students and 49% in Year 7 achieved in the top 20% compared to like schools with 38%, 41% and 44% respectively.

In mathematics the three targets were:

- **Numeracy achievement of matched Year 3 and Year 5 students will equate to or exceed their predicted achievement over the two-year NAPLAN assessment cycle.** This was achieved with the exception of 11% of Year 5 students.

- **Achievement of NAPLAN results which are at least consistent with statistically similar schools in numeracy.** This was achieved by Year 3 in 2012–2015. Close analysis of Year 5 results confirmed performance inconsistent with like schools, and although at expected level, there has been a concerning downward trend. Year 7 performed at expected level (2012–2014), although not consistently matching that of like schools and with the trend remaining the same.

- **Aspiring to increase the percentage of students in the top 20% when compared to previous NAPLAN data** was not achieved, although NAPLAN data shows that of the 65 students in Year 3 in 2015, 46% achieved in the top 20% and of the 54 Year 5 students in 2015, 41% achieved in the top 20%. Analysis of data and subsequent operational planning identified the need to focus on students understanding the language of mathematics, interpreting questions and in developing proficiency in automatic responses to basic number facts.

The staff are commended on the detailed analysis of NAPLAN data, subsequent comprehensive planning of operational targets and reflection on teaching strategies for improvement of identified student cohorts who are within the middle range of performance in English and mathematics.

In science, three targets were set.

- **Increase the percentage of Year 5 and Year 7 students achieving in the top 20% as measured through Western Australian Monitoring Standards in Education.** The school has consistently had a high number of students in the top 20% and this aspirational target was not achieved; although performance was similar to like schools and in 2013 Year 7 performed above like schools.
At least 30% of students will be above the 'C' exemplars on common assessment tasks. This was achieved; however, the staff determined this target was set too low.

Eighty per cent of students have a good understanding of science as a human endeavour has been achieved as recorded through the science survey. Reviewers noted the high level of commitment of staff to year-level planning, robust scope and sequence of curriculum delivery and focus on the language of science with intent to equip students with knowledge of science as 'Human Endeavour' and with skills to promote on-going interest in science in secondary school.

The targets to increase the percentage of Year 5 and Year 7 students achieving in the top 20% in Science and Society and Environment was aspirational. Year 5 and Year 7 achieved results similar to like schools, with Year 7 achieving above like schools in 2013.

The history target for at least 30% of students to be above the 'C' exemplars in all years for historical inquiry and historical concepts was achieved.

The staff had anticipated geography would be implemented during the period of the current Business Plan. Staff members have engaged in professional learning on what teaching geography entails. Links have been made with the ACARA resources and with a focus to integrate geography, history, literacy and numeracy, information communication technology and with the School Curriculum and Standard Authority (SCSA) discipline of history and social sciences (HASS), a learning area identified to be included in the next iteration of the Business Plan. The staff are commended on the high level of student understanding of HASS and also of science, particularly in the context of science as a 'Human Endeavour', as shown in the student survey results and endorsed by reviewers in discussion with students and in viewing the presentation and content of some student assignments.

The outcome of the students at educational risk target: to reduce the percentage of students at educational risk between 2013–2015 through whole-school approaches to mathematics and English and through refining the students at educational risk processes, is commended. A whole-school approach has been diligently managed, students have progressed to be no longer classified as students at educational risk and allowance has been made for variability in identifying student cohorts. Students identified through NAPLAN as performing below the National benchmark in literacy and numeracy have an individual education plan.
Teachers develop group education plans and individual behaviour plans in consultation with parents, the School Psychologist and the Speech Therapist and referral to outside agencies as required.

The target for at least 80% of parents of students at educational risk to agree that school processes are effective, has been achieved. Of the 12 parents of students at risk responding to the survey, 100% agreed the school has proactive practices enabling participation and understanding of their child’s individual education program. Special education needs applications have been successful in achieving additional support and resources contributing to sustaining learning and teaching adjustments for individual students and supported by education assistants.

Reviewers verify intervention strategies are in place for early years’ students. Staff have utilised the Kindergarten Assessment Test (KAT), the Rainbow Assessment Test (RAT Revised) and speech screening for Kindergarten and On-Entry for Pre-primary. The school has employed a speech therapist to guide the needs of the 25% of Kindergarten students identified with delay in either phonemic or comprehension development with discussion to extend the service to Pre-primary in 2016. Planning for 2016 includes extending the Early Years Framework and the National Quality Standard to be incorporated into K–2 learning, teaching and assessment programs.

The school participates in the Early Years’ Education (EYES) district initiative offering extension opportunities for students in Years 1 and 2. Selection of students is based on the mandated On-Entry tests, detailed classroom assessments and validated checklists. Additionally, the school participates in the Primary and Extension and Challenge program (PEAC). Selection of students for the final round of PEAC for 2015 included sixteen Carine Primary School students.

Encouragement for teachers to develop and use innovative strategies to improve student outcomes and enrich learning experiences is evident in:

- the application of information communication technology to explicit teaching and curriculum differentiation
- the Carine Writing and Speaking Year 4 Club—a commendable oral language initiative based on the roles, skills and etiquette of Toastmasters
- participation in the International Competitions and Assessments for Schools and the Australian Primary Schools Mathematical Olympiads
- Mindfulness, Mind Up and Smiling Mind for student and staff well-being
• explicit teaching model (I do, You do, We do)
• implementation of Higher Order Thinking Skills (HOTS) K-6.

Curriculum leaders developed and administered data-gathering instruments to gain Year 4–6 students’ perception of the impact of explicit teaching and HOTS on their learning, and for teachers to ascertain the extent to which the strategies were incorporated in their planning. Feedback showed a high degree of engagement by staff and students.

The non-academic target of a high standard of student behaviour will be maintained and monitored through the Behaviour Management Information System, is being achieved. Supporting data includes the high percentage of students responding to the questions on attitude, behaviour and effort as consistently practised.

Student attendance in 2012 was 94.4%, in 2013, 94.8% and 2014, 95% indicating the target: student attendance levels are monitored and maintained at the already existing high levels, is being achieved through the consistent communication to parents on the impact of regular attendance on a student’s performance and engagement, and the active support of teachers to the school policies and procedures.

The Board Chair, Principal, and staff are cognisant of setting ‘SMART’ targets and have identified a premise for developing the next iteration of the Business Plan in taking the words of Michelangelo in that “the great danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark.”
School Performance—Quality of the Learning Environment

*How well has the school performed in creating an environment that promotes learning and well-being for all students and the attainment of the school vision?*

Commencing as an IPS provided the impetus for a comprehensive collaborative process involving the School Board, staff and parent representatives to reflect on and update the school vision. 'Quality Teaching providing opportunities for growth in student achievement' was adopted; a vision which has guided a strong professional commitment and accountability in the operations of the school in creating a safe, supportive and sustainable environment with students displaying excellent values, behaviour and attendance and where there is a culture of continual improvement in all facets of school life.

In recognising the key to successful development of student academic expectations and social emotional outcomes, the staff have committed to a whole-school approach to a positive learning environment. There has been an emphasis on explicitly teaching the school values of: care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, responsibility, understanding, tolerance and inclusion and respect. The school Code of Conduct is based on respecting people, property, personal best and safety. Staff have adopted a set of 'Service Values' and have a clear focus on the school’s core values which are prominent in the structure and operations of the school. Through interviews and observation, it was evident that the school values, the motto ‘Our Best Always’ and relevance of the school shield depicting the partnership between school, home, and the community and between student, teachers and parents were embedded in practices.

Underpinning the school vision and values is a focus on a set of beliefs that:

- every child matters every day
- every minute of instructional time counts
- quality teachers teach explicitly, sequentially and intentionally
- learning experiences are planned and differentiated to meet student needs
- learning experiences connect with students' existing knowledge and skills
- all students can be high achievers
- team planning is essential.
All staff take a collective responsibility for all students, supporting them to problem solve and develop resilience. Students support each other through a student buddy system. Student leadership is promoted and valued. Reviewers met with a group of student representatives from Year 1 to Year 6, student councillors and faction captains and were assured the school motto is known, respected and practised, and with the ‘Three P’s and S‘ (respecting people, property and personal best and safety), hold significance in students identifying as a ‘Carine Kid’.

The school participates in the Waterwise program and has adopted a whole-school approach in promoting practices for a sustainable environment through recycling, waste management, solar panels and a planned approach to upgrading school buildings and grounds.

Priority 3, High-Quality Teaching and Leadership, is aimed at having quality educational leadership and effective teaching in every classroom, using strategies such as cooperative learning, instructional strategies, thinking skills and change management. Three targets were identified:

- **Quality teaching leads to improvement in academic achievement, is demonstrated by the school’s performance in achieving the NAPLAN targets in English and mathematics.**

That the school has achieved or exceeded the performance of like schools can be attributed to the staff culture of high expectations and continual improvement through critical analysis and systematic use of data to inform the development of appropriate strategies to improve student learning. An explicit and intentional teaching model has been adopted in all classes K–6 providing a uniform approach to teaching and learning experiences for students and is closely aligned to the content of the Western Australian Curriculum. The evidence of whole-school consistency in pedagogy based on research practices aimed at supporting staff is commendable.

- **Collaborative improvement planning by staff at school and network levels is demonstrated through the school’s Managing Information System (MIS) and the successful implementation of ACARA Phase 1, has been achieved.**

Whole-school plans have been developed in all Phase 1 learning areas moderated against exemplars and NAPLAN.
Reviewers were provided agendas and minutes of Carine Network meetings confirming a high level of staff engagement in professional learning and moderation opportunities at a network level. Staff are commended on the high level of engagement in professional collaborative conversations which are stimulated by collection of quality data and analysis in order to make informed decisions for subsequent improvement planning.

- **Performance Management processes demonstrate the leadership team supports, encourages and provides resources for staff to take on leadership roles and continually upgrade skills.**

This target has been achieved. Through documentation, observation during class visits, discussion with the executive leadership, curriculum, learning area and year-level teachers, the reviewers verified that the school has a strong commitment and resource allocation for building staff capacity and enhancing teacher confidence and performance. Professional learning is well resourced, consistent with whole-school directions and implementation of the Western Australian Curriculum, complemented through targeted professional development opportunities. The knowledge and skills of in-house staff are used to advantage. Staff performance management processes are supported by the Leadership Team and linked to implementation of the Business Plan, operational plans and with reference to the Professional Standards for Teachers in Western Australia for teacher reflection, line management and peer feedback.

Extending the instructional repertoire of strategies for teachers has been significant through collaborative planning, professional learning, peer observations and sharing of professional expertise. Education assistants are valued. They facilitate implementation of class teacher differentiated planning and provision is made for appropriate professional learning related to their roles. Supported by an informed Principal and executive leadership team, and facilitated through classroom release time and common time allocated for DOTT, an effective distributed leadership model contributes to school-wide improvement by curriculum leaders for each phase of schooling, learning area and year-level teams. Staff engage in the whole-school assessment cycle, with an emphasis on developing, assessing and moderating year-level common tasks and student achievement against exemplars and NAPLAN. The successful emphasis on ensuring staff are making consistent judgements of student achievement is commendable. This is also verified by the Department of Education Management Information System.
There is an emphasis on whole-school classroom management, with professional learning a priority in the induction of newly appointed teachers.

The school has one Level 3 teacher. The associated course of professional learning for aspirant teachers to attain Level 3 status is encouraged by the Principal. The school has established an effective process for provisional teachers to attain registered status and the high standard of teacher professional portfolios is commended.

Priority 4: A distinctive school, capable, effective and responsive to the needs of Carine Students is underpinned by the intent to support and promote staff well-being, encourage participation in quality professional learning opportunities for improving student achievement.

The school has a recognised strong focus on literacy, numeracy and science and additionally, students are provided a range of high-quality academic and co-curricular opportunities within which they can engage and achieve their personal best. Specialist areas of German language (to be replaced by French in 2016), health and physical education and music provide creative pursuits. Specialist teachers embrace the whole-school explicit and intentional teaching model and participate fully in all aspects of school improvement through staff meetings and school development days. Music is valued and students participate in the School of Instrumental Music, the school orchestra, choirs, the Annual Western Australian Government Schools’ Music concert, at assemblies and ANZAC and Australian citizenship ceremonies, retirement homes and shopping centres.

Parents are valued and welcomed partners in supporting the learning environment and student learning. Surveys of parents provide a regular source of feedback regarding their high level of satisfaction with the school. The most recent survey of parents, teachers and students resulted in uniform high ratings for students being encouraged to do their best, and in feeling safe at school. The Board and Principal have taken note of the low number of respondents for the 2014 Parent survey and have discussed potential strategies for increasing the number of responses.

Volunteers enable the Support a Reader Program and parents assist in classroom and sporting activities. The staff strive to provide effective and efficient communication with parents through strategies such as high-quality and informative newsletters, email, school app, school website and the use of ‘Messageyou Schools’ regarding absences or urgent notifications.
Parent professional learning workshops such as the *Triple P* are conducted. The P&C provides a parent ‘buddy system’ of class representatives who reinforce school communication. The P&C is active and conducts successful biennial fetes and provides extensive funding for school resources. A database of parent skill is maintained and utilised to support student learning.

Productive partnerships have been established at a broader community level. Staff actively participate in the Carine Network of Schools which provides a range of collaborative opportunities for skilling staff, sharing expertise and resources. Partnership with the Carine Senior High School has continued to provide a focus on effective transitioning of students to high school, continuity of the core learning areas of English, mathematics, science and history programs, in providing working experience for secondary students and conversations pertinent to analysis of the Year 7 NAPLAN results. Partnership with Edith Cowan University supports the training, mentoring and placement of pre-service teachers and provides opportunities for flexibility in workforce planning and classroom support. Students also conveyed to reviewers their enthusiasm and generous support for an orphanage in Bali, through a partnership with Bikabele, a Western Australian organisation caring for children orphaned through a myriad circumstances mostly relating to poverty.
School Performance—Sustainability

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

The embedded self-review practices of the school are commendable and allow teachers to make informed decisions regarding planning for improved student outcomes at individual, classroom and cohort levels. Detailed mapping of all data and meticulous analysis inform all planning at a whole-school level. Very structured in its approach to data analysis, the staff make the most of available data and act upon the information. Areas of identified 'weakness' become a focus for improvement. The culture of the school is reflective, aiming for continual improvement. High expectations are reinforced to students through the school motto, “Our Best Always” with the understanding that our best today may not be our best tomorrow.

The Principal and staff are supported by an effective Board which has developed strong governance processes over the course of the first triennium of being an IPS. Members bring multiple skills and informed expert advice in pertinent areas relating to board roles and responsibilities e.g., finance, marketing, education, law, industrial relations and literacy. Minutes of meetings, and discussion with the Board Chair and members confirm the Board is well informed and active in:

- interrogating data relative to the targets of the Business Plan as part of the cycle of review
- examining financial statements
- involvement in the production of the annual report
- conducting the annual survey of satisfaction.

The Board has a process of induction for new members and some members have attended training provided by the Department of Education. The Board aims to be transparent and present itself to the community through publication of Board reports, advertising its membership and their associated skills and background experience and attending school functions. However, parents interviewed had little knowledge of who was on the Board or what its function was. Consideration of ways to raise the profile of the Board is recommended. The Board is functioning very well and has established practices that will enable it to oversee the school through the term of the next DPA.
The Board is commended for achieving membership which represents the whole school community and for developing strong governance practice that supports the school in setting and maintaining direction.

The Principal and Senior Leadership Team model a style of leadership that is reflective, considered, and always seeking to improve. The established distributed leadership in the school has enabled many teacher leaders to develop and lead teaching and learning in the school. Phase-of-learning leadership positions, and curriculum leadership and student support positions, are all with teacher leaders. Senior leadership members mentor, coach and provide access to resources, facilitate professional learning around pedagogy, current educational theory and practice. Consequently, staff show genuine ownership, enthusiasm and support for the embedded practices of the school. The Senior Leadership Team is commended for its inclusive approach to creating genuine leadership opportunities and fostering those willing to accept the challenge.

The staff have established practices of collaborative planning and sharing at a whole-school level and within phases-of-learning, resulting in shared understandings and acceptance of accountability for their own performance and their students' learning. This practice is self-sustaining as the predominately stable staff move into the second phase of introducing the Western Australian Curriculum. Staff display an intimate knowledge of the management information system and other practices in the school that support student learning. Due to the low turnover of staff, the leadership of the school has had to be strategic in providing timely professional learning and direction to maintain motivation and enthusiasm at high levels. When the opportunity has arisen to recruit new staff, the Principal has been strategic and successful in adding to the skill set. The staff are commended for their professionalism, engagement and collaboration which result in quality teaching and learning.

The Principal has invested heavily in procuring extra resources and programs to improve student learning. Examples include the appointment of a speech therapist, extra education assistant time, licences for software, state-of-the-art ICT hardware, and literacy and numeracy programs. The resource allocations align with the priorities of the Business Plan and the school's financial position suggests it is well placed to sustain these into the future.
The targets of Priority Area 1 in the 2013–2015 Business Plan were specific quantifiable targets that related directly to achievement and improving student learning. The targets of Priority Areas 3 and 4 directly contribute to student learning outcomes but proved difficult to quantify or qualify, and in some cases, were not targets, but strategies which contributed to the priority.

The new Business Plan for 2016–2018 is currently under development through a consultative and collaborative process involving the teaching staff and the Board. Discussions with school leaders confirmed that in setting future targets, both qualitative and quantitative targets should be included, with consideration given to how progress toward the target can best be assessed using available data.
Conclusion

The alignment of the Business Plan, operational plans, and self-review processes has enabled the staff to meet the roles and responsibilities of the DPA. Strong leadership by the Principal promotes a culture of improvement which is supported by committed and professional staff who engage in effective distributed leadership, strong collaborative practices, and shared understandings of high expectations for student engagement, progress and achievement.

A safe, welcoming, caring and sustainable learning environment is evident, where parents are welcome as partners, where there is a supportive and informed School Board. Students have a sense of belonging and opportunity to be a 'Carine Kid' equipped with knowledge, skills and confidence to pursue their dreams, create their own successful futures and be contributors in the communities in which they live.

Commendations

The following areas are commended:

- the embedded self-review practices of the school
- the detailed analysis of NAPLAN data, subsequent comprehensive planning of operational targets and reflection on teaching strategies for improvement of identified student cohorts who are within the middle range of performance in English and mathematics
- the high level of student understanding of HASS and also of science, particularly in the context of science as a 'Human Endeavour'
- the whole-school approach to students at educational risk which has been diligently managed, enabling students to progress
- the successful emphasis on ensuring staff are making consistent judgements of student achievement
- the high level of engagement of staff in professional collaborative conversations which are stimulated by collection of quality data and analysis in order to make informed decisions for subsequent improvement planning
• whole-school consistency in pedagogy based on research practices aimed at supporting staff
• the development and implementation of the Carine Writing and Speaking Year 4 Club oral language initiative
• the high standard of teacher professional portfolios
• the Board for achieving membership which represents the whole school community and for developing strong governance practice that supports the school in setting and maintaining direction.
• senior leadership’s inclusive approach to creating genuine leadership opportunities and fostering those willing to accept the challenge
• the staff professionalism, engagement and collaboration resulting in quality teaching and learning.

Areas for Improvement

The following areas for improvement are identified:

• implementation of board self-reflection practices to raise the profile of the Board across the school community
• inclusion of both qualitative and quantitative targets in setting the 2016–18 Business Plan targets, with consideration given to how progress toward the target can best be assessed using available data.
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 Carine 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.

Ms. Georgina Detiuk, Lead Reviewer

Date: 16 December 2015

Mr. Kevin Pilkington, Reviewer

Date: 16 December 2015

Mr. Richard Strickland, Director General,
Department of Education Services

Date: 13/1/16