Ellen Stirling Primary School

2017

Review Findings

Independent Public School Review

Disclaimer

This document reports the findings of the review of Ellen Stirling Primary School.

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

The Department of Education 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 ipsreview@des.wa.gov.au with specific requests or telephone 08 9441 1900.

School and Review Details

Principal:	Dr Dean Goldspink
Board Chair:	Ms Sharon Craig
School Address:	23 Strathmore Parkway, Ellenbrook WA 6069
Number of Students:	820
ICSEA[1]	983
Reviewers:	Ms Margaret Brede (Lead)
	Professor Marion Milton
Review Dates:	23 and 24 August 2017

Purpose of the Review

The purpose of this review is to provide assurance to the principal and school community, the board and the Director General of the Department of Education of the extent to which the school staff and board have met the commitments of the Delivery and Performance Agreement (DPA). The review verifies the degree to which there are effective processes in place bringing about improved student learning.

---

[1] The Index of Community Socio-Educational Advantage (ICSEA) is a scale of socio-educational advantage that is computed for each school. It allows for comparisons to be made between schools that are matched according to their socio-educational advantage, allowing fair comparisons of NAPLAN results between schools with students who have a similar ICSEA. The median ICSEA value is 1000.
http://www.acara.edu.au/_resources/Fact_Sheet_-_About_ICSEA.pdf

Review Methodology

Underpinning the review methodology is the understanding that the principal is required to ensure the roles and responsibilities of the DPA are met; school performance and student improvement targets and priorities, as detailed in the school's business plan, are assessed, reviewed annually and an annual report made publicly available. The review seeks to determine the extent to which these commitments have been met.

The principal provided the school self-review conclusions to the reviewers one month prior to the commencement of the review.

The reviewers supplemented the information provided by the principal with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the *My School®* website

- School Performance Monitoring

- Schools Online reports.

Reviewers analysed the evidence presented in the school self-review documentation to verify achievement of the DPA and business plan commitments, and developed lines of inquiry where further in-school verification was required.

An agenda for the site visit was negotiated with the principal to enable the gathering of evidence to verify claims made in the school self-review statements. During the review visit the reviewers sourced evidence to support the claims through observation and discussion with leaders, teaching and support staff, board members, parents and students where required. Where the school belongs to an Independent Public School (IPS) cluster of schools the review considers whether the purpose of the cluster has been met and the benefits to the school.

The evidence provided by the principal, along with information gathered by the reviewers prior to and during the review visit, was used as the basis for judgements made in verifying how well the school staff and board have met the commitments of the DPA and business plan.

Business Plan

How effective was the business plan in responding to the school's context and improving student learning (progress, achievement and engagement)?

Ellen Stirling Primary School, located in the North Metropolitan Education Region, is one of eight collaborative neighbouring schools. This network of schools has a shared vision and combined professional learning opportunities, dedicated to support increasing student performance. The school campus is well maintained, spread out and includes 12 demountable classrooms. The school motto, "Explore, Discover, Grow" emanates from the school vision of a safe, supportive environment in which students are encouraged to reach their potential.

Student numbers have steadily increased from 186 students when the school commenced in 2008, to 802 in 2017, due to housing developments making Ellenbrook one of the fastest growing suburbs in Perth. New schools will open nearby in 2018 and consequently there is a projected drop in enrolments over the next three years. The school has an ICSEA of 983 with 58% in the middle quartiles and 8% in the upper quartile. Overall student attendance rates are above like-schools and Western Australian public schools.

The current school principal commenced at the school in 2009, and returned after a break in 2016. There are 43 teaching and 33 support staff serving a multicultural community. Twenty-one per cent of students come from language backgrounds other than English (LBOTE), representing 20 different ethnicities. There are nine students under the care of the Department of Communities and 21 students accessing disability allocation through the student-centred funding model. These factors are considerations that impact on student learning and teaching provisions.

Findings

- The Business Plan 2015–17 indicates that increased student performance is at the core of the focus on improvement, through four priority areas. The areas, in line with the priorities of the Strategic Plan for WA Public Schools 2012–15, are: "success for all students, distinctive schools, high quality teaching and leadership, and a capable and responsive organisation." Strategies to address the priorities are described in the business plan. For Priority 1, success for all students, key strategies are listed for literacy, numeracy, science, behaviour management, inclusive curriculum and specialist programs. The Business Plan 2015–17 was discussed and ratified by the school board.

- National Assessment Program – Literacy and Numeracy (NAPLAN) student improvement targets are outlined in the Business Plan 2015–17. It is stated that these targets are part of an ongoing cycle of assessment and performance

monitoring. All academic targets in the current business plan are related to improving the proportion of students in achievement bands. None of the targets are related to progress from Year 3 to Year 5, although progress during this business plan period has been mostly positive compared with like-schools and Western Australian public schools.

- The principal and executive team indicated their intention to broaden the academic targets in the next business plan to include more learning areas, On-entry assessments and National Quality Standard (NQS) early years goals. They will add non-academic targets for behaviour. They also stated their intention to set annual targets so teachers could better gauge progress towards the final goal.

- None of the current targets relate to subgroups of students, such as those who speak English as an additional language or dialect (EAL/D), Aboriginal students or those with a disability except to state that the latter will be monitored through individual education plans (IEPs).

- Discussions with staff indicate that they are aware of the targets and frequently review student progress in relation to them.

- This is the first review for the school since it became an IPS.

- The business plan is made available on the school website, as are the annual reports. Parents are notified of these postings via the fortnightly newsletter, which is published electronically on the school website. Parents interviewed by the reviewers indicated little knowledge of the business plan although some were aware of the annual report, but had not read either document.

Areas of strength

- The academic targets in the Business Plan 2015–17 are clear and measurable.

- Teaching staff are cognisant of the targets and regularly review progress towards them.

Areas for improvement

- Establish targets in Business Plan 2018–20 for:

  o other academic areas

  o early childhood for On-entry assessments and NQS improvements

  o non-academic targets for behaviour

- cohorts of Aboriginal students, EAL/D students, and students with learning difficulties.

- Indicate dates by which targets are to be achieved.

- Show links between the business plan and operational plans.

Teaching and Learning

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

Findings

- The school's self-reviews of the Business Plan 2015–17 academic targets detail the following findings relating to student progress and achievement in NAPLAN literacy and numeracy.

  o All three targets for Year 3 numeracy were achieved. The first "to decrease the percentage of students in Band 2" moved from 28% in 2015 to 17% in 2017. The second "to increase the percentage of students in Band 5" was achieved, rising from 17% in Band 5 and above in 2015 to 29% in Band 5 and above in 2017. The third "to equal or better like-schools" was assessed as achieved with 97% at or above the national minimum standard and like-schools with 95%.

  o The first of four targets for Year 5 numeracy "to decrease the percentage of students in Band 4" was achieved moving from 29% in 2015 to 18% in 2017. The second, "to increase the percentage of students in Band 8" was not achieved, with 4% in 2015 and 2017. The third, "to increase the percentage of students in Band 6" was achieved, rising from 23% in 2015 to 27% in 2017. The fourth target, "to equal or better like-schools" was assessed as achieved with 96% at or above the national minimum standard and like-schools with 94%.

  o The first of two targets for Year 3 writing "to equal or better like-schools" was assessed as achieved with 99% at or above the national minimum standard and like-schools with 97%. The second target, "to increase the percentage of students in Band 6" was not achieved with 8% in 2015 and 3% in 2017.

  o The first of two Year 5 writing targets "to equal or better like-schools" was assessed as achieved with 89% at or above the national minimum standard and like-schools with 88%. The second target was not achieved with the percentage of students in Bands 7 and 8 remaining static at 9% for both 2015 and 2017.

  o Reading targets in Year 3 and Year 5 were "to achieve a level equal to like-schools or higher" and "to increase the percentage of students in the top bands." The first was achieved for Year 3 with 94% at or above the national minimum standard and like-schools with 92% but not for Year 5 with 85% at or above the national minimum standard and like-schools with 92%. The second target was achieved for Year 3 with 21% in Bands 5 and 6 in 2015

and 35% in 2017. Year 5 also achieved the target with 19% in Bands 7 and 8 in 2015 and 24% in 2017.

- In summary, 11 of the 15 literacy and numeracy targets in the business plan were assessed as achieved and the school's policies and practice ensure that IEPs are in place to monitor students achieving below the national minimum standard. IEPs are reviewed at the end of each term and form a part of the teacher's performance management.

- Preliminary analysis and staff discussion of 2017 NAPLAN results are also focusing on the performance of Aboriginal students and those with EAL/D with the intention to identify targets for the next business plan that highlight their progress and achievement.

- School leaders present NAPLAN data to staff for further analysis and discussion. These reflections, along with regularly conducted common assessment tasks and an agreed schedule of literacy and numeracy assessments are used to inform adjustments to targets, strategies and programs.

- The executive team of the principal and associate principals have developed a comprehensive structure of staff roles and responsibilities that enables identified teacher leaders to coordinate curriculum and phase of learning committees. Between them these committees have coordinated the development of a range of whole-school documents including scope and sequence tables, operational plans and an assessment schedule that enables oversight of program implementation, assessment of student learning and analysis of resultant data.

- School leaders demonstrated a clear commitment to a reliance on evidence in the selection of programs for trial and implementation. The expansion of the school leadership team beyond the executive to include five phase of learning leaders has supported a model that effectively trials identified evidence-based learning programs. Staff are kept informed of the progress of trials by the leadership team and where appropriate are included in the trials. Leaders are then available for training on initiatives and teachers are provided with modelling and observational opportunities. The model is further enhanced with communication to staff of current and future plans through a document outlining a three-year schedule identifying programs currently in place, those requiring refinement and new programs planned for implementation. This process is well-received by staff who expressed a confidence in the trial process, appreciation for the effective implementation process and for the clarity this model provided.

- Initially, collaborative meetings were held in year groups but with the changed focus to develop greater whole-school practices and procedures, these meetings evolved to become phase of learning groups across year levels. Reflection by

school leaders indicated a need for greater structure to these collaborative meetings and explicit agendas for action were set which staff report has had a very positive impact on their productivity. The timetable flexibility in schools this size allowed sufficient time to be allocated within shared duties other than teaching time to support regular meeting times for both year group and phase of learning meetings. This has increased the consistency of practices across the school with significant opportunities for moderation of common assessment tasks. Teachers reported that this structure has facilitated improved communication, effective collaboration and shared ownership and effective implementation of curriculum initiatives.

- The school has embedded performance management practices. Teachers are required to maintain a personal performance management book containing a staff-generated list of basic expectations of teachers and their classroom practice. Individual goals, professional learning records, reflections against the Australian Professional Standards for Teachers and regular classroom observations by associate principals and the principal form the basis of personal improvement plans. Education assistants also participate in annual performance management for which they expressed a preference to the reviewers for individual performance meetings rather than group meetings. Teachers believe they benefit from this process and the professional feedback they receive.

Areas of strength

- The distribution of leadership to establish effective teacher-led curriculum and phase of learning committees.

- The effective model for program identification, trial and implementation.

- The use of timetable flexibility to support effective staff collaboration.

Area for improvement

- Identify targets that specifically focus on the progress and achievement of Aboriginal and EAL/D students.

Student Performance Monitoring

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

Findings

- A statement in the Business Plan 2015–17 indicates that progress and achievement of NAPLAN goals are reviewed annually. Discussions with the leadership team and teachers ratified that statement. The self-review indicated areas of strength and areas needing improvement. The self-review document also reveals the annual review is discussed with board members and results are portrayed in the annual reports, 2015 and 2016.

- A whole-school assessment schedule is in place, in which a range of assessments is outlined in English and mathematics learning areas, to be undertaken each term by individual year groups. These include standardised assessments, diagnostic tests, informal assessments and moderation of common assessment tasks.

- Discussions with staff revealed that they conduct ongoing regular collaborative and comprehensive analysis of student performance based on an extensive range of evidence in addition to those listed above. These include On-entry assessment, Waddington reading and spelling, Phonological Awareness, as well as moderated teacher judgements of common assessment tasks in science and humanities and social sciences. Teachers stated that they find the analysis very useful to identify areas of student need, plus content or concepts that require re-teaching, that leads to responsive collaborative planning. They use the information they gain from this wide range of assessments to give parents and students feedback on the latter's progress. Specialist teachers demonstrated how they undertake ongoing assessment in physical education and information and communications technology (ICT) to inform their teaching. Discussions with staff indicated they were conversant with the operational plans and used them as functional working documents.

- Members of the leadership team indicated that as an outcome of their involvement in the Fogarty EDvance program, they have reviewed current assessments and will be modifying and altering them next year. This will be done for more consistency through the school and to link to intended new teaching and learning programs.

- Annual reviews of the extent to which business plan targets are achieved and student performance is progressing as expected, are conducted and interrogated at staff meetings to determine areas for teaching and learning focus.

- An annual report is prepared and made available on the school website. Annual reports in 2015 and 2016 provided information related to achievement of NAPLAN targets and set priorities for the coming year. The small number of parents who met with reviewers, were only vaguely aware of the annual reports and none had read them.

- Practices for the sustainability of effective performance monitoring include a strong leadership team building up the expertise of inexperienced staff through modelling and support, provision of training, effective performance management and the establishment of collaborative teams.

Areas of strength

- Whole-school approach to performance monitoring through assessment, moderation and identification of areas of need.

- Strong leadership and modelling in the area of performance monitoring.

- Collaboration within year and phase groups to develop and moderate common assessment tasks.

- The thorough employment of performance monitoring to inform planning at every level.

Areas for improvement

- Incorporate a broader range of targets and analysis in the business plan and annual reviews and indicate how this informs and translates into classroom practice and future priorities.

- Interrogate data to analyse performance of underachieving cohorts including students from Aboriginal and EAL/D backgrounds, not only to monitor cohort performance, but to target differentiated and informed teaching.

Program Delivery

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

Findings

- From the evidence provided and through discussions with the principal, associate principals and school leaders the reviewers are confident that the programs offered by the school are designed and delivered to meet the needs of the students and in accordance with the requirements of the *School Education Act 1999*, *School Education Regulations 2000* and the *School Curriculum and Standards Authority Act 1997.*

- The school endeavours to ensure the safety and wellbeing of the students on-site and away from school in a number of ways. There are policies in place for incursions, excursions and camps in accordance with Department of Education policies.

- Students clearly reported to the reviewers that they feel safe at school and they have confidence that any bullying issues are dealt with in a consistent and fair manner that works towards a positive resolution. Students and parents described the practice of student leaders wearing identifying coloured hats that make them a source of support, advice and general assistance in the playground. The five foundations of the social and emotional program 'You Can Do It!' and the associated embedded language were evident in discussions with students and on display throughout the school. Staff and student wellbeing is supported through the services of a school psychologist and a chaplain two days per week.

- All classes from Kindergarten to Year 6 participate in appropriate protective behaviours as a part of the health and physical education curriculum.

- Staff report they have reflected on the Aboriginal Cultural Standards Framework but are yet to fully implement it. The school leaders and staff should continue to work towards engagement with the framework "to reflect on their own, and the school's, behaviours and practices" in order to improve the school's cultural responsiveness to the needs of Aboriginal students.

- Parents, teachers and school leaders indicated to reviewers that historically student behaviour problems were a significant issue at the school. In recent years the impact of the whole-school behaviour management plan that includes six clear steps of progression has resulted in their perception that responsible, caring student behaviour is now a strength of the school. All parties report that it

is the consistency of application of the Canter style policy across the school at all times that has resulted in students being absolutely clear about expectations and consequences with which they are mostly complying.

- Teachers described the effective use of the class-based daily behaviour record on which they can simply record any individual behavioural issues arising in the classroom. This sheet is taken with the class when they transition to specialist classes so behaviours continue to be monitored consistently by all staff throughout the day.

- The school accesses a range of community resources and personnel in order to provide an educational environment to meet the needs of all enrolled students. There are currently nine students under the guardianship of the Department of Communities for whom IEPs are developed and monitored with positive support from Department of Communities case managers. There are also 23 students, accessing disability allocation, for whom the school accesses support from the consulting teacher with the School of Special Educational Needs: Disabilities (SSEND) and representatives from the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) teams. Teacher leaders have also received professional learning and in-school support through a partnership with the North East Metropolitan Language Development Centre (NEMLDC). This has produced a semantics screening tool for Kindergarten students, a phonological awareness program, a data collection tool and analysis support. Through the NEMLDC the school has also accessed the services of a speech pathology student from Murdoch University.

- An associate principal has registered the school with the Fathering Project to set up a school-based DADS group to provide opportunities for fathers to engage with their children through a range of organised activities after school hours and at weekends. There has been an enthusiastic uptake of these events every term.

- The school's growing multicultural clientele currently includes 16% of students with a LBOTE who the school has identified from NAPLAN data as a cohort in need of further support. In 2016 an EAL/D specialist teacher worked with students and provided support and professional learning to the staff in the use of the EAL/D progress maps. This teacher is no longer available to the school on a regular basis so the school is encouraged to continue their efforts to identify another specialist to ensure the language and learning needs of these students are addressed and their progress maximised.

- Although literacy and numeracy blocks have been an established part of the school timetable for several years, staff identified a lack of consistency in the scheduling. With the demands of program initiatives to address the literacy and

numeracy targets, the school has shifted the recess and lunch breaks in the daily timetable to consolidate the inviolable literacy and numeracy blocks.

- Specialist programs are in place for ICT, physical education and performing arts, including music and drama. A language other than English was offered until 2016 but the school has elected from 2017 to focus on cross-curricular cultural studies with one semester devoted to Indonesia and one semester to a European culture.

- The early childhood teams have used the On-entry data to 'back-map' from the School Curriculum and Standards Authority documents to adjust the literacy and numeracy plans, including streaming across two of the four class groups for writing in order to better target the needs of the students.

- Parents and students report they have experienced an effective induction process in place for students coming into the school, including individualised arrangements for students with special needs, and an equally effective transition process into Ellenbrook Secondary College.

- The curriculum is complemented by a number of whole-school activities that are highly valued and deemed an identifying feature by the community. These include the aerobic dance program JumpJam in which a selected group of students travelled to New Zealand to represent the school in a competitive event and the annual environmental, science-focused Earth Day held at the school for all students.

- Since embarking on the Fogarty EDvance whole-school improvement program in 2016, the school leaders have set up expanded leadership structures and processes to effectively assess, trial and implement a range of literacy programs and strategies with the aim to develop consistent, data-driven practices across the school. In discussions with reviewers school leaders and staff expressed a commitment to this model and an eagerness to initiate similar approaches to numeracy teaching and learning with the Fogarty EDvance program into 2018. This commitment augurs well for the sustainability of the whole-school practices under way and anticipated for the near future.

Areas of strength

- The comprehensive behaviour management policy that is applied consistently by all staff which has had an ongoing positive impact on student behaviour and school tone.

- The organisation of the DADS group to provide opportunities for fathers to participate in activities with their children.

- The commitment of school leaders and teachers to the whole-school initiatives developed through participation in the Fogarty EDvance program.

Areas for improvement

- Continue efforts to identify and employ an EAL/D specialist teacher.

- Continue to work towards engagement with the Aboriginal Cultural Standards Framework "to reflect on their own, and the school's, behaviours and practices" in order to improve the school's cultural responsiveness to the needs of Aboriginal students.

Resourcing and Support

How well has the school established systems to monitor and review the allocation of resources to meet strategic and operational priorities?

Findings

- Staff participate in annual reflections through their curriculum committee roles to develop operational plans, linked to the business plan, that inform ongoing strategies and resourcing. The reflection processes are formally structured to include a thorough review of the year, associated student performance, anticipated targets and strategies for the year ahead, resources required and appropriate means for implementation evaluation. This process is conducted for each learning area.

- ICT is well-resourced with computers and tablets available to support teaching and learning from Kindergarten to Year 6, including the Meraki software program that enables efficient management of the hardware resources by the ICT specialist teacher.

- A number of partnerships outside the school support the school community and enhance the learning opportunities for students.

    o Teachers participate in the Ellenbrook network hub with regular meetings and professional learning days throughout the year, including taking a leadership role through hosting other schools to view the Kindergarten to Year 2 oral narrative program.

    o Government and private schools in the area for interschool sporting activities as a part of the Ellenbrook Interschool Sports Association.

    o Support specific professional learning through relationships with teacher development schools such as Ashdale Primary School and Dunsborough Primary School.

    o The involvement of the Commonwealth Scientific and Industrial Research Organisation (CSIRO) through the Scientist in Schools program, the City of Swan, Murdoch University and the Western Swamp Tortoise Association in the annual environmental science/sustainability Earth Day.

    o The engagement with Department of Communities case managers, consulting teachers with the SSEN:D and SEN-BE as required.

    o Regular support through consultation and school visits from the NEMLDC and Speech Pathology students from Murdoch University.

o   Personnel, equipment and resources from Bunnings for the DADS group.

- The school provided a workforce report but has yet to develop a formal analysis and a workforce plan to address the future staffing requirements, although there have been strategic, targeted staffing decisions made using the flexibility of their IPS status, particularly in regard to fixed-term employees.

- The systems, processes and organisation in place augurs well for the school's ability to sustain the programs in place and develop future programs in a measured, manageable timeframe.

Area of strength

- The effective engagement of a wide range of service providers to support staff in providing the optimal learning environment and opportunities for students.

Area for improvement

- Develop a comprehensive workforce plan to sustain and develop the school's learning programs.

School Board

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

Findings

- The school board consists of five parent members, three teaching staff and the principal. There are no community members and the cultural diversity of the parent body is not represented. As such, board membership is only partially representative of the school community. The board chair and members stated that they have tried multiple ways to obtain new members but have had great difficulty in attracting anyone to date. There have been several open meetings, communicated to parents through the newsletter; however, no-one, apart from members, has attended. The chair and principal acknowledge that busy parents do not always read the newsletter, so it is not an effective way of communicating about the board. The board chair indicated that she intends to speak at assembly and invite parents to attend the next meeting.

- Minutes of board meetings through 2015, 2016 and 2017 were made available to reviewers and indicate that the board is functioning appropriately and as could be expected for a board that has been in operation for less than three years. Therefore, reviewers acknowledge that the board functions as prescribed in the *School Education Act 1999*, S*chool Education Regulations 2000* and Department policy.

- A new board chair was elected in 2017, who, as a previous board member and with recent board training, has developed knowledge of the role and responsibilities of the board and the position of board chair.

- Minutes and discussions with board members confirm that the board receives relevant monthly financial reports, the results of school audits and reviews, and are involved in: the endorsement of the DPA; the review and endorsement of the school's annual report and review and endorsement of the school budget and business plan. The board receives information on the review of school performance. It is also involved in processes to determine satisfaction levels of parents, staff and students.

- Discussion with the principal and board chair indicated that they had both gleaned a much greater understanding of board roles and responsibilities from recent board training, and saw the value of training for all board members. While board members had previously been informed of the availability of online training

modules and given related documents, discussions with some members indicated little knowledge of the content.

- Board members stated that they found the way the self-review and new annual reports have been written and colour coded made it easier to understand how the school is progressing against targets and which priorities and learning areas needed to be addressed.

- Staff, student and parent surveys were undertaken and reveal positive responses overall. Some areas of concern for both parents and students were gleaned from the comments sections and these have been considered and addressed where appropriate. Some of the results of surveys were portrayed in the annual reports. The board have not yet undertaken a self-survey but intend to do so later in the year.

- Discussions with parents indicated that they had little knowledge of the board, who board members were or their role or responsibilities; therefore, reviewers conclude and board members agree, that previous attempts to communicate with the wider school community about the board and its role have not been effective.

- While current board members are keen and mostly long serving, there is no succession plan for members or for the position of chair, so sustainability may be affected.

Area of strength

- Keen and committed board members with longevity at the school.

Areas for improvement

- Encourage all board members to undertake board training.

- Establish and document induction processes for new members.

- Introduce a succession plan with staggered membership terms for members.

- Create greater board visibility within the wider school community.

    Identify the skills of current board members and target new prospective members with complementary skills to current members, including the induction of a community representative.

Conclusion

Students, parents and staff at Ellen Stirling Primary School express a very strong sense of community and engagement despite the significant size of the school. Their pride in the school's achievements, while acknowledging the challenges addressed since its foundation in 2008, is apparent.

School leaders are showing a very strong commitment to the academic development opportunities presented through their involvement in the Fogarty EDvance program. Their enthusiastic involvement is already having significant impacts on whole-school structures and practices resulting in very positive support from staff.

With the work currently completed on the school improvement planning, building towards the next business plan, it seems the staff and the board sees the school entering an exciting phase of renewal within the next three-year cycle.

Declaration

We confirm the information in this document is, to the best of our knowledge and based on the verification of the evidence provided by Ellen Stirling Primary School, true and correct.
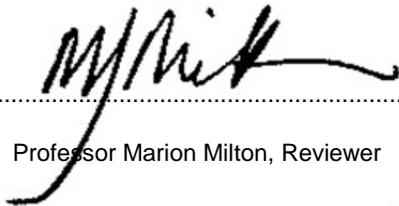
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.

....
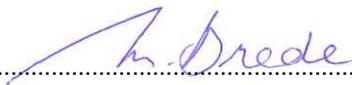
Ms Margaret Brede, Lead Reviewer

...................19 September 2017.................

Date

....

Professor Marion Milton, Reviewer

...................19 September 2017.................

Date

....

Mr Ken Perris, Director,
Independent Public School Review

...................27 September 2017.................

Date