

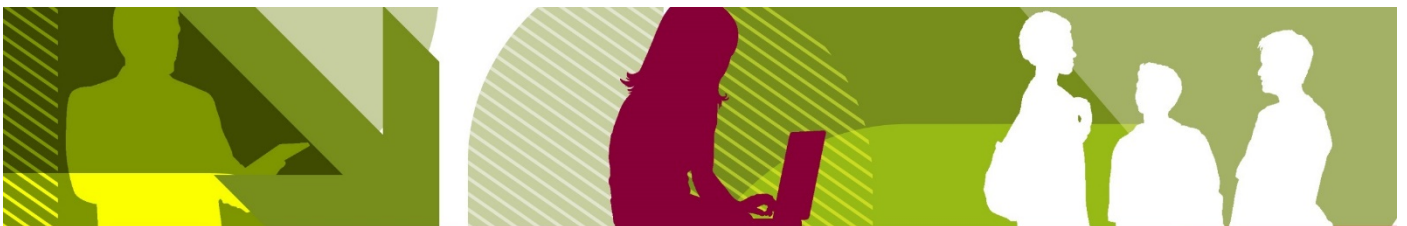


Government of Western Australia
Department of Education

Bungaree Primary School

2017

Review Findings



Independent Public School Review

Disclaimer

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School and Review Details

Principal:	Ms Sharon Albers-Smith
Board Chair:	Mr Lars Johannesson
School Address:	9 Centaurus Street, Rockingham WA 6168
Number of Students:	266
ICSEA¹	961
Reviewers:	Ms Georgina Detiuk (Lead) Ms Lyn Caudle
Review Dates:	4 and 5 September 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.

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)?

Bungaree Primary School, which opened in 1969 is located approximately 40 kilometres south-west of Perth within the City of Rockingham. The school enrolls 266 students from Kindergarten to Year 6 and in 2015 became an independent public school (IPS). Student transiency is 32.3%.

As part of the reprofiling of the school, the logo and student uniform have been redesigned and a prominent display of the school motto "Choose Respect" is positioned at the entrance of the school. The school has large classrooms and play areas, and specialist areas for science and music.

Peel Language Development School has four satellite classes on the Bungaree school site and a cooperative partnership has enabled opportunities for students of both schools.

Findings

- The 2015–17 Business Plan includes the school vision and the values of learning, excellence, equality and care.

The business plan comprises four key strategic directions each with aims, core strategies and targets:

- high quality teaching and school leadership
- community cohesion
- vibrant learning environment
- learning success.

Discussion with school staff and the board chair confirmed the business plan was developed with little input from staff or board members. The business plan is complemented by a parent focus document and a summary of the core strategies, all professionally printed and made available in Term 3 of 2015.

- In December 2015 the leadership team comprising the principal and two associate principals accepted an offer to join the integrated leadership, management support program of Fogarty Edvance. Through this program a school improvement plan was developed in 2016 with three specific themes for improvement:
 - pre-conditions for learning

- improving outcomes for reading, writing and 'number' (numeracy) against system expectations from below to equivalent or better than like-schools
- building a sustainable and professional culture of improvement.
- The newly appointed principal became acutely aware there were no self-assessment structures in place and while targets had been set, these had not been monitored during 2015 and 2016. The business plan had not had a high profile with staff or the school board. Assessment of student learning and disciplined staff dialogue had occurred around school improvement; however, there was not a whole-school improvement model in place. To address this, a cyclical review framework was developed focused on who is involved in the self-review process, what is the outcome and how success is measured. This process led to the development of a data-driven school plan, aligning with the DPA, the 2015–17 Business Plan and the school improvement focus through the Fogarty Edvance program.
- To address the impending reviewer verification of the school self-assessment, the principal, supported by the associate principals and staff, embarked on a process of using the newly developed self-assessment model in collecting, collating and constructing documentation. This exercise included documented back-tracking of the key strategic directions of the business plan and for each of the eight curriculum areas, consideration of how the school has addressed each subsection of the DPA and documented tracking of involvement in the Fogarty Edvance school improvement program. The principal and staff are commended on their commitment to this reflective journey.
- The leadership team, staff and the chair of the board expressed to reviewers that in the process of preparation for the school review, it became clear that the 2015–17 Business Plan had not provided the strategic direction for the school. It was discerned that targets were mainly strategies which were not measurable and had not impacted on or driven overall school performance for the duration of the business plan.
- The business plan is available to the school community through the school website.

Area of strength

- Committing to a reflective review process and collating detailed documentation.

Areas for improvement

- Develop an effective business plan that indicates the long-term strategic direction for the school and is used as the framework for student improvement throughout the full duration of the plan.
- Include in the next business plan specific, measurable, achievable, relevant and time limited (SMART) targets that embody the school mission, aims and values and are informed by relevant data.
- Engage in the strategic and cyclical process for reviewing business plan targets and progress against the DPA throughout the full duration of the plan.

Teaching and Learning

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

Findings

- An examination of testing data reveals mixed student performance results. National Assessment Program – Literacy and Numeracy (NAPLAN) performance during 2015–17 indicates some downward trends. Average Year 3 and Year 5 reading and numeracy are consistently below like-schools, as is Year 5 spelling. Some improvement was evident in Year 5 writing and spelling this year, with grammar and punctuation moving above like-schools. Year 3 results saw a downward movement this year in writing, spelling and grammar and punctuation.
- A high level of transiency has been a factor influencing the performance of some students over time. Many new students are in at risk categories. Examination of the stable cohort from Year 3 to Year 5 indicates higher progress and higher achievement than like-schools in writing and grammar and punctuation, as well as higher progress and lower achievement in spelling. Lower progress and lower achievement occurred for numeracy and reading.
- 2016 grade allocations in Year 5 numeracy indicate a significantly higher level of D grades (53.6%) compared to like-schools (19.2%) and a higher level of C grades (65.4%) compared to like-schools (47.6%) in reading. Year 3 reading grade distribution indicates 36.3% of students achieved D and E grades compared to 25.7% for like-schools. Numeracy grades of D and E comprised 34.4% compared to 20% in like-schools. These figures indicate some attention to grading practices and moderation may be needed across the school.
- Participation in the Improving Literacy and Numeracy Partnership in 2015 and 2016 showed progress in whole-school approaches. Planning for improvement in literacy and numeracy has shown specific targets for improvement at phase and classroom level. Case management approaches have been used for students indicated as being at risk.
- The school is now focusing on early years learning and has introduced the Let's Decode program and direct instruction, with associated professional learning for staff.
- Whole-school approaches to teaching are being developed, such as literacy and numeracy blocks and strategies such as warm ups and learning goals. Lesson observation through a system of 'walk throughs' by school leaders and team

discussion are contributing to a deeper understanding of instructional practice. Professional Learning Communities (PLCs) have been set up in each phase of learning area with common duties other than teaching time allocated for collaborative purposes and meeting with school leaders. This structure aligns with performance management processes for teachers.

- Science, physical education and music are delivered by specialist teachers across the school and have developed positive profiles in the school community through special projects, performances and competitions. The science teacher who received the WA Premier's Primary Teacher of the Year award in 2016 has engaged students in a range of programs linked to the local environment through relationships with various organisations. Innovative program development, a partnership with Scitech and leading the Peron North science network have helped raise the profile of the subject and the school. The school performs in a variety of music events in the community. Participation by students in community sporting events as well as whole-school fitness classes gives opportunities for all students to do well.
- A recent focus on the development of digital technology has seen the purchase of digital projectors for each classroom, iPads and applications for use across the school. The science teacher is leading teacher development in this area and has been allocated additional time to work closely with staff to increase their skills.
- The Western Australian Curriculum and Assessment Outline implementation is on track, with humanities and social sciences in the early stages of scope and sequence development. A committee has been formed to oversee and plan for implementation this year. A survey of parents has been conducted prior to the introduction of a language other than English in 2018. Visual art is delivered by classroom teachers but there was no evidence of a whole-school scope and sequence outline. No health scope and sequence was evident to the reviewers and for coherent curriculum coverage, a whole-school plan will be necessary. Music has a well-developed whole-school outline developed and implemented by the specialist teacher.
- A high level of investment in professional learning in literacy and numeracy programs and instructional strategies has been undertaken over the life of the current business plan, providing an effective basis for the next phase of improvement in classroom practice.
- A move to provide opportunities for teacher leadership development has seen the establishment of an aspirant group focused on gaining Level 3 classroom teacher status. Teachers have also been given the opportunity to lead committees and school leaders have been given opportunities such as Growth

Coaching training and train the trainer, peer observation and professional learning.

Areas of strength

- Engaging students in a range of programs linked to the local environment through relationships with various organisations.
- Providing effective leadership in science.
- Investing in professional learning in literacy and numeracy programs and instructional strategies.

Areas for improvement

- Utilise data on student performance more effectively to set targets to raise student performance at classroom and whole-school levels.
- Review approaches to assessment, including moderation of teacher judgements and student grade allocations.

Student Performance Monitoring

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

Findings

- The current business plan has few measurable student achievement targets; however, many of the operational plans have included specific achievement targets. Some further development is required to ensure a consistent process so these targets are effectively assessed and used to modify teacher practice in the classroom.
- While the annual reports have included some commentary on progress against the business plan strategies, there has been a trend to include data which more appropriately belongs in internal reviews of operational plans, such as year by year Oxford Sight Words and PM Benchmark Reading Assessment Resources. Simplifying the level of detail included in the business plan may be beneficial for a wider reading audience.
- A range of data is collected on student performance across all year levels, including Progressive Achievement Tests, PM Benchmark Reading Assessment Resources, Oxford Sight Words and Westwood One Minute Maths Assessment. The Educational Assessment Reporting System and Customised NAPLAN Analysis Platform are used to assist staff in analysis of student performance. The leadership team has participated in training in data analysis.
- A whole-school assessment outline indicates the type of assessment, the year group and the time the testing is to take place. It is evident that data from these assessments are discussed at team and whole-school level but the link to changing classroom practice as a result of examination of student performance data is not yet widely used as basis for setting improvement targets for classroom teachers. Until this year there has been no systematic annual review of whole-school performance targets and links to future improvement planning have not been evident in documentation. To date the data has had some superficial analysis but lack of effective follow-up action.
- In 2016 the introduction of the Fogarty Edvance program resulted in analysis by the leadership team of school community surveys and organisation health to produce improvement planning targets which have been linked to the business plan. At this time, staff had not been involved but the school review process for 2017–18 involves staff input through whole-staff and team meetings.

- The self-review process established this year outlines the involvement of staff, students, teams and the board and how measurement of progress is made. The reviewers endorse the school's self-review summary statement: "In 2017 it has been clear to the leadership team that while the professional learning that has been provided to the school has had a big impact on instructional practice there has not been enough monitoring of the data to see how successful it has been on student learning. While we are good at collecting, analysing and feeding back the data, we have not monitored the progress regularly to drive the planning. This has become a focus for us in 2017." This summary gives a clear indication that the school is aware of the steps necessary to further develop their processes to utilise their student performance data and to modify teacher classroom practices for better differentiation of learning.
- A system of teacher observation has been introduced to help improve practices, including walk throughs by school leaders and peer observation. Combined with developing more effective self-reviews in the performance development process, these approaches should lift the effectiveness of teacher use of data to improve student achievement.
- An external audit of implementation of the National Quality Standard was conducted in 2016 and the school was assessed as 'meeting' only two of the seven quality areas being Quality Area 2, children's health and safety, and Quality Area 6, collaborative partnerships with families and community. The other five quality areas were assessed as 'working towards' with the school already having plans in place for an outdoor play area and more effective student performance tracking through the use of a data wall.
- This year the early years PLCs conducted an analysis of their On-entry data to plan and improve outcomes through the setting of explicit literacy targets and strategies for Years PP–2. The early years are the crucial foundation for student improvement for achievement across the school and this is a good basis for further work with teachers to modify their instructional strategies to better focus on individual student needs.
- Under the leadership of the new principal, there is now a strong focus on more strategic planning and review of performance data which is directed to inform teacher practice and to provide more effective differentiated learning for students. Planning under way for the next business cycle indicates this approach will become better embedded in the school's improvement practices.

Area of strength

- Focusing on more strategic planning and review of performance data to inform teacher practice and to provide more effective differentiated learning for students.

Areas for improvement

- Review and report on school programs and priority areas in a more coherent and purposeful way by selection of key performance data linked to identified targets and milestones.
- Ensure consistent, whole-school practices enable further effectiveness of the work done to date through classroom practices that are aligned to the agreed approaches.
- Make full use of On-entry data to drive planning for improvement using targeted strategies in the classroom.

Program Delivery

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

Findings

- Evidence through documentation and discussion with teachers verified the school is compliant in implementing the Western Australian Curriculum and Assessment Outline; Belonging, Being and Becoming – Early Years Learning Framework; and Kindergarten Curriculum Guidelines.
- Detailed incursion/excursion risk management procedures are in place in accordance with Department of Education policies ensuring the safety and welfare of students in activities on school premises and away from school. Evacuation and lockdown procedures are prominently displayed including provision should these be required at recess and lunch breaks.
- A reflective review of strategic direction two of the business plan, “community cohesion” indicated activities and strategies addressing the nominated targets had continued over the course of the plan. There has been productive partnership, support, investment and grants to the school community by a wide range of Australian, international and local businesses and clubs. These have included donations for the healthy eating program enabling the school to provide breakfast twice weekly and sandwiches daily for students, donations for school camps, a strong volunteers program, tree planting, Awesome Arts, playground equipment, sponsorship and awards for student graduation, employment of a chaplain, a partnership for students to participate in the local Anzac service and an intergenerational partnership with elderly people in a local respite village. A transition program with Rockingham Senior High School has been implemented for students of the Year 6 cohort.
- The school has valued the contribution of the school volunteers through EdConnect Australia. A group of volunteers work weekly with students from Year 1 to Year 6.
- Initiatives to increase parent/carer involvement in the school have included workshops for literacy and numeracy, science and resilience, ‘Kindy’ meet and greet, participation in surveys such as drug and alcohol awareness, and responding to the new school uniform policy. The school is actively encouraging parent attendance at school assemblies although data recorded during the second and third terms of 2017 indicates the number of parents attending has not increased.

- A reflective review of strategic direction three of the business plan “vibrant learning community” included commentary on:
 - improving the results of students at educational risk
 - increasing interagency collaboration
 - responses from students regarding key aspects of school performance, including the learning environment.

Analysis in terms of effectiveness of strategies has not formed part of the commentary.

- The process of providing for students at educational risk (SAER) has been of constant concern to the school leadership and staff. Students with special needs, those under the care of the Department of Communities and those who require educational adjustments are provided with individual education plans (IEPs). A Special Educational Needs (SEN) reporting framework was introduced by the School of Special Educational Needs: Disability (SSEN-D) team and staff participated in professional learning to develop IEPs and group education plans (GEPs). The demands of several students with challenging behaviours and the experience of several critical incidents, including lockdowns at the school, led to referral to the School of Special Educational Needs: Behaviour and Engagement (SSEN:BE) team. Funding support was provided to enable short-term employment of an Aboriginal and Islander education officer. SSEN-D has provided professional learning for staff in meeting the needs of students with autism. Various management processes and structures have been introduced with a view to ensuring appropriate and timely assessment of students and that planning is relevant and progress of students is monitored. A strong SAER committee is now in place comprising the principal, three associate principals and the school psychologist. Meetings are held weekly and minutes of these meetings confirm individual student progress is being monitored. The principal is working with teachers to ensure IEPs are detailed and responsive to student needs. A SEN report is provided to parents of these students as well as a modified mainstream report.
- During 2016, the school encountered many critical incidents including lockdowns pertaining to highly challenging and often extremely violent behaviour by a small number of students. Student suspensions increased by 1.9% in 2016 to 6.9% of students, compared to 1% at like-schools. Disruption to the school was further exacerbated by staff leave liability requiring leave to be taken by members of the leadership team and a recent change of principal. Instability of school leadership was further compounded by what was reported to be a long selection process before the current principal was appointed to a substantive position in Term 2, 2017.

- When the disruptive behaviour continued into Term 1 of 2017, urgent attention was focused on developing a clearly defined behaviour management procedures. A major factor in stabilising the learning environment during 2017 has been the development and implementation of the whole-school comprehensive behaviour management guide. Through a collaborative process staff identified behaviours causing disruption to teaching and learning in the classroom and behaviours causing serious disruption at school or putting the safety of others at risk. A comprehensive matrix was developed detailing each category of behaviour with a corresponding chain of responsibility. There is clear distinction between minor and major behaviours. A system of recording during Term 2 and Term 3 in 2017 is providing data on improved student behaviours and identifying any trend of behaviours requiring a refocus for whole-school planning and teaching. The number of students making inappropriate behaviour choices has reduced across the school with students showing increased engagement in their classroom learning. Implementation of the behaviour matrix has empowered students, staff and the community providing clear behavioural expectations and associated consequences. Students from Pre-primary to Year 6 enthusiastically conveyed to reviewers their understanding of the matrix, that they are encouraged to make the right choices, to take responsibility for their behaviour and by so doing maintain their status of 'good standing'. Recognition of 'good standing' is celebrated by students participating in a fun day at school. The school is commended on the positive approach taken in guiding students to make appropriate choices of behaviour.
- Students representative of all year levels were invited to a 'Brilliant Kids Morning Tea' during which they provided feedback on their perceptions of the school leadership, relationships between teachers and students, descriptors of the learning environment, teaching and learning and resources. Their input has been documented and includes comments such as "The school behaviour matrix makes us behave better", "We have warnings that tell us to stop and think about our behaviour" and "School leaders choose respect."
- The school has maintained a student leadership team comprising a cross-section of Year 4 and Year 5 students to fulfil the roles of head boy and girl, school and information technology councillors and faction captains. A defined selection process is documented and criteria include parental endorsement, satisfactory school attendance, an understanding of the roles and responsibilities of a leadership team, an interview and delivery of a speech to peers. Reviewers observed the confidence of the student leadership team as they performed their various roles at a school assembly.
- Efficiency in the day-to day management of the school's program delivery has been enhanced by the distributed leadership structure. This comprises PLCs

which are aligned to the phases of schooling and staff committees with responsibilities including cost centre management for each of the curriculum learning areas. There is evidence of development of whole-school operational plans and alignment of literacy and numeracy blocks to further facilitate a consistent and uniform approach to curriculum implementation.

- Education assistants (EAs) and support staff fulfil a significant role in the school participating as members of school teams and willingly sharing innovative ideas and strategies. Class teachers use their time and expertise to assist in identifying students at risk and in implementing extension and challenge programs.
- Through the Fogarty Edvance program the leadership team has participated in the Organisational Health Index survey. Detailed documentation of the survey is available and members of the leadership team are now in a position to reflect on the data, to continue to ask the questions related to the organisational health of the school and to continue to research solutions for school improvement.

Areas of strength

- Implementing a constructive approach to students making the right choices and taking responsibility for their behaviour.
- Developing a comprehensive behaviour matrix.
- Linking productively with a wide range of organisations and clubs.

Resourcing and Support

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

Findings

- The school has thorough and efficient financial and resource management processes. There is evidence that the finance committee have input into decisions regarding budgetary allocations and financial reports are presented to the school board. Currently a review is taking place as to the effectiveness of cost centre allocations and research into cost effectiveness of new programs such as Spelling Mastery. The school has a wide range of programs and resources and investigation into the effectiveness of existing resources would be beneficial. Some attention to accounting for targeted initiatives and student subgroups as outlined in the Funding Agreement for Schools would enable clearer oversight when reporting to the board. Planning documents have some areas of resource allocation but further explicit details in all areas would clarify and enable monitoring of expenditure against identified priorities.
- The school enlisted support from the SSEN:BE team and has invested resources by appointing additional EAs to support these students and staff. In addition, support for literacy and numeracy has been given additional resources to supplement the phonics program. Additional support staff have been funded by the school for students with special needs, students in need of literacy assistance and Aboriginal students.
- Teacher development has been recognised as a significant area for resourcing and the school has invested in this through professional learning opportunities and enabling some time for a key information and communications technology teacher to work with staff. A group of aspirants for Level 3 classroom teacher status has also been supported.
- Digital applications and hardware have been a significant investment over the time of the business plan and the Parents and Citizens' Association has begun fundraising to enhance and increase the school's supply of equipment. Replacement reserves are carefully monitored for future planning.
- Workforce planning includes a gap analysis for future needs and consideration is given to gender balance and succession planning in view of the current staff profile. Development of teacher leadership is also pursued in the school's plans to enhance its workforce.

Area of strength

- Supplementing opportunities for students including extension activities, increasing student engagement and providing support for students at risk.

Area for improvement

- Apply clear and consistent links to resourcing when planning improvement strategies.

School Board

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

- Board Membership and composition of the board complies with the *School Education Act 1999* and with the *School Education Regulations 2000*. A Code of Conduct for board members has been documented. A Bungaree School Board Terms of Reference document is to be reviewed to ensure clarity in tenure of membership, functions of the board, sustainability and appropriate succession planning will occur.
- In recording of minutes of board meetings there is lack of consistency in registering attendees and addressing potential conflicts of interest.
- The record of minutes indicates the board has received monthly financial statements and results of parent, staff and student surveys. Members have engaged in discussion on the school uniform, school signage, fencing and front entrance of the school, promoting the school motto “Choose Respect”, safety of students and the possibility of a ‘kiss and drive’ plan, webpage and Facebook launch.
- The 2015 and 2016 board minutes also provide evidence that the principal has presented to the board information on the DPA, NAPLAN, the business plan, annual report and staff profiling of the workforce plan. There is also a record of some information being presented to the board on the challenges the school was experiencing with unacceptable behaviour of several students. The chair conveyed to reviewers that the board had operated during 2015 and 2016 with a limited understanding of the function of a school board or the role of members in governance of the school, continuing to operate in a role of endorsing documents and supporting decisions already made.
- In 2017, reporting by the principal has extended to the process of a school self-review. This has provided insight to the requirement of the board to be fully aware of the accountability requirements of the DPA and in the implementation of the business plan. The chair expressed an increased understanding of the need to lead the board to ensure a continuous adherence to the objectives of the current and next business plan and in particular, scrutiny of data and due diligence in lines of inquiry of school matters pertinent to the function of the board.

- An induction pack has been compiled for new board members. Training opportunities for board members are to be pursued; this is a matter which during the IPS journey has been limited due to a lack of opportunities and limited available time of board members.
- The board has monitored the attendance pattern of members and conducted an anonymous review survey by its members on board performance. Comprehensive feedback confirmed the need for member training and increased understanding of the elements of the DPA, functions of the board, role of members and efficiency and effectiveness of board meetings.
- Discussion with a parent group indicated a lack of knowledge of the board. The chair confirmed avenues should be pursued to increase community awareness of the roles and activities of the board.
- The board chair conveyed to reviewers the benefit of regular communication with the principal and confidence that the working relationship established will contribute to the board's effectiveness. The board is now taking an active role in ensuring the accountability of the DPA is met; the development, endorsement and review of the annual budget and the next business plan; and in development and endorsement of the annual report.

Area of strength

- Referencing further development of the board to the survey feedback on board effectiveness.

Areas for improvement

- Ensure the board takes an active role in monitoring the business plan, including interrogation of the school's data and review processes ensuring improvements in students' performance.
- Provide training to board members.
- Increase community awareness of the school board.

Conclusion

Bungaree Primary School has experienced some challenges during the initial years as an IPS. Staff are commended on responding to the school's unique context and for their perseverance in implementing strategies to ensure a safe and caring environment for the diverse range of students. There has been an awareness of the nature of the local community and very successful partnerships have been established with a wide range of business and local groups enhancing learning opportunities for all students.

Implementing a distributed leadership model of PLCs and learning area committees and the move towards whole-school consistent approaches to pedagogy have been part of the recent school improvement agenda.

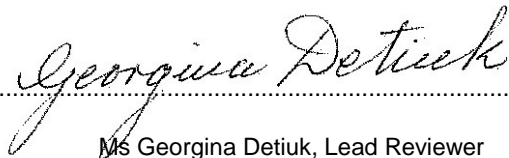
The leadership team take ownership for responsible allocation of financial and human resources that will provide the best opportunities for all students. There is an acute awareness of the need to deploy the right staff in the right place to meet the needs of students while also providing staff with career opportunities.

The principal and her leadership team's clarity of purpose and future direction for the school, as well as their commitment to work side by side with staff, will ensure continued improvement over the next planning 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 Bungaree 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.


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Ms Georgina Detiuk, Lead Reviewer

9 October 2017
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Date


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Ms Lyn Caudle, Reviewer

9 October 2017
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Date


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Mr Ken Perris, Director
Independent Public School Review

18 October 2017
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Date