



Government of Western Australia
Department of Education

Cloverdale Primary School

2017

Review Findings



Independent Public School Review

Disclaimer

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School and Review Details

Principal:	Ms Lee Brady
Board Chair:	Mr Chris Hewitt
School Address:	180 Fisher Street, Cloverdale WA 6105
Number of Students:	365
ICSEA¹	961
Reviewers:	Mr Gerry Chapman (Lead) Mr Bill Gibson
Review Dates:	25 and 26 October 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)?

Cloverdale Primary School is a Level 5 school located in the City of Belmont, 10 kilometres from the Perth central business district. The school buildings were modernised in 1998 following the closure of Whiteside Primary School. In 2011 an on-site Kindergarten and two multi-use classrooms were added for drama and science/mathematics. The site is shared with the Cloverdale Education Support Centre.

The school services a demographic characterised by State housing rentals, private ownership and private rental properties. The area has recently experienced significant residential growth resulting in a strong upward enrolment trend during 2017 and the allocation of additional funding to accommodate the increase in enrolment.

The student population is 365 with 43 different ethnic groups including 136 students with a language background other than English and 36 Aboriginal students. There are 94 students identified as being at educational risk including five at severe risk. Transiency has reduced in recent years as the number of fly-in fly-out workers with their children at the school has fallen and the level of modern residential infill has increased.

The school has an experienced staff of 47 (32 full-time equivalent [FTE]) who work closely and inclusively with the adjoining Education Support Centre staff to collectively meet the educational and socio-emotional needs of a diverse student population.

Findings

- The school motto is to “Aim High and SOAR”, with the last word standing for the values of safety, organisation, achievement, respect and responsibility.
- The Business Plan 2015–17 has the overarching Department of Education strategic plan objectives of “high performance, high care” and the priorities of “success for all students”, “high quality teaching” and “distinctive schools”. It articulates the school’s vision and beliefs of connectedness and care, academic, social and emotional success. The school vision “that it is a place of connectedness and care where all members of the school community can belong and experience success academically, socially and emotionally” was amended in 2016 to include staff along with families and students as members of the school community. The principal and board members surveyed the school community

prior to the development of the business plan to ensure community input and involvement. The vision, beliefs and values encompassed in the business plan are soundly based on community input and have high relevance to the school context.

- Further development of the business plan involved all staff through a process of membership of the three identified priority teams of “curriculum”, “teaching and learning” and “provisions for learning”. Staff work in teams to develop these three priority areas which form the basis of the planning and implementation process. Whole-school improvement is driven by the three teams. Each of the three priority areas has a set of milestones to be achieved and a set of indicators to determine progress towards achievement of the priority. This process has enabled the staff to progressively embed key strategies to improve student performance and address the eight academic targets set out in the business plan.
- The school self-review process has been informed by a comprehensive review of the extent to which the principal and staff have met the roles and responsibilities of the DPA. This DPA review identifies what was effective, the evidence that is used to substantiate this, and recommendations for future improvement. The review process is additionally supported by a second summary of self-assessment and snapshot of school improvement with further analysis in the areas of teaching, learning environment, leadership and relationships providing supporting evidence of the implementation of the milestones outlined in the three priority areas.
- A third business plan review process addressing the strategies outlined in the three priority areas assessed the extent to which each of the priorities and milestones had been achieved and the degree of progress made in implementing the strategies with a summary of evidence and recommendations for future improvement.
- A summary of student performance data and commentary on the 2015–17 period was also provided to reviewers to demonstrate achievement of the eight academic achievement targets. This was accompanied by specific analysis of the data relevant to each target and recommendations to address deficiencies.
- A review was also conducted for some operational areas including students at educational risk, the National Quality Standard, English as an additional language/dialect (EAL/D), the case management process, attendance, digital technologies and Aboriginal student performance with reviewers being provided with a disaggregated summary of data for each of the areas related to student performance. This data evidenced varying degrees of value adding and progress.

- This four-tiered self-review process has provided the staff and board with a comprehensive overview of progress and a strong platform for the development of the next business planning cycle. Information for the four areas of review was gathered from a variety of sources including school and system data and a series of interviews by the principal with phase of schooling groupings of staff. The interview process and staff input to the four tiers of review engaged the majority of staff in the self-review process. While this process was extensive it was considerably more than was required for the IPS school review process.
- The development of operational plans for literacy and numeracy is thorough providing staff with further annual, cohort-specific targets to focus improvement. Planning clearly details whole-school strategies and programs to be used to achieve implementation for all groups of students. Data analysed as a component of the self-review process formed part of the information provided to reviewers and indicated that achievement was progressively improving.
- Despite evidence of operational plans in some areas, there is a lack of overarching operational planning to implement the school's three key priority areas which has resulted in some overall disconnectedness between the business plan and annual planning at the phase of schooling and classroom level. This has contributed to a degree of misalignment between planning across areas of the school and some unnecessary repetition of processes. Consistency of planning processes, clarity of target setting aligned to the business and operational plans and a concise summary of the data that will be used to demonstrate achievement of the targets is being developed and is acknowledged as a necessity for the next planning cycle.
- A closer alignment between the planning and review format and terminology would facilitate staff capacity to understand and use the process on an ongoing and annual basis.
- The current business plan is focused on targets and milestones around English and mathematics. Consideration for future planning should be given to the inclusion of targets related to the broader range of learning areas and significant subgroups and cohorts.
- The business plan is available to parents and the wider community on the school website.

Areas of strength

- The engagement and empowerment of staff through their involvement in one of the three priority area related teams.
- The comprehensive school self-review and self-assessment process including the formation of focus groups to provide analysis and feedback.

Areas for improvement

- Develop processes that improve the degree of connectedness between the business plan and planning at the annual and operational levels.
- Develop closer alignment between the planning and review formats and terminology to facilitate staff understanding and ease of use.
- Consider broadening the range of business plan targets to include more learning areas and subgroups.
- Consider rationalising the number of review processes to those specific to the business plan and those directly related to review of the key priority area operational plan targets.

Teaching and Learning

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

Findings

- The Business Plan 2015–17 demonstrates a strong commitment to the vision “to champion student success, teacher impact and a connected community” with academic student improvement targets and school improvement targets focused on improved teaching and learning.
- Student performance achievement targets are challenging but achievable. The targets focus on proficiency band improvement both above the national minimum standard level and at the top two band levels together with stable cohort progress.
- One non-academic school improvement target, to improve student attendance, has been included in the business plan.
- The business plan also includes school improvement targets focused on values, whole-school curriculum delivery and pedagogical development.
- The leadership team, staff and board have reviewed student performance data annually and determined the extent to which targets have been met with a summation presented in the school performance data and commentary 2015–17 statement. Reviewers used the summation, conversations with the leadership team and an analysis of National Assessment Program – Literacy and Numeracy (NAPLAN) proficiency band and stable cohort improvement data to verify the assessments as follows:
 - Reading

Two targets focused on 80% of Year 3 and Year 5 students achieving above the national minimum standard by 2017. Evidence indicates the target was achieved by neither Year 3 (76%) nor Year 5 (78%).

Targets to increase the percentage of Year 3 and Year 5 students in the top two proficiency bands were achieved by both cohorts in 2017.
 - Numeracy

Two targets focused on 80% of Year 3 and Year 5 students achieving above the national minimum standard by 2017. The target was achieved by Year 3 (87%) but not Year 5 (66%) students.

Targets focused on increasing the percentage of Year 3 and Year 5 students in the top two proficiency bands was achieved by Year 3 (26%). While 6% of the Year 5 cohort were placed in the top two bands, the cohort fell 4% short of the target.

- While the school did not achieve all student improvement targets, 2017 comparative performance was as expected in all domains for both Year 3 and Year 5. The Year 3 cohort in 2017 outperformed like-schools in numeracy and writing while the Year 5 cohort did so in reading, writing, and grammar and punctuation.
- The learning of significant subgroups, including EAL/D students, Aboriginal students and other students requiring adjusted learning programs, is supported by the student services team and specialist staff including a 0.8 FTE EAL/D teacher and a 0.6 FTE education assistant (EA). Evidence provided indicated EAL/D cohorts made significant improvement in all NAPLAN domains between 2015 and 2017 as exemplified by the Year 3 reading group mean improving from 37 points below the Western Australian mean in 2015 to one point above in 2017. While the performance of Year 3 Aboriginal students improved in all domains between 2015 and 2017, similar improvement was not evident in the Year 5 cohorts. Feedback from parents and carers of students requiring a differentiated learning program highlighted the high level of support and consultation provided.
- The business plan includes school improvement strategies and milestones focused on curriculum delivery, effective teaching and provisions for learning. The self-review of progress for:
 - Curriculum Delivery

The development of whole-school scope and sequence statements for literacy and humanities and social sciences (HASS) is providing the template for future scope statements. Operational plans in English and mathematics include links to the Western Australian Curriculum and Assessment Outline. Staff are committed to the Cloverdale teacher expectations statement which explicitly guides curriculum implementation.
 - Effective Teaching

The principal reports the introduction of the Cloverdale lesson design, the use of research-based teaching practices and student goalsetting have impacted positively on student performance. Conversations with students together with classroom observations verified a consistent language is used across the school. To determine the impact of the lesson design model the school targeted progress by the 2015–17 stable cohort. Data indicates that, apart

from spelling, the stable cohort gain exceeded gains achieved by like-schools.

- Provisions for Learning

To support the development of a positive learning environment the school committed to embedding the Positive Behaviour Support framework and the Cloverdale values. The motto “Aim High and SOAR” guided the development of the “Cloverdale Way” with the school assessing progress using behaviour and attendance data. The attendance target to maintain the overall attendance rate at or above the State average was achieved in 2015 and 2016. Feedback from parents and students indicated satisfaction with behaviour with both groups highlighting the benefit of the positive approach to behaviour.

- Reviewers affirm the commitment to extend the whole-school approach to curriculum delivery, effective teaching and provisions for learning to other curriculum and cross-curricular areas as evidenced by the digital technology committee’s intention to develop of a scope and sequence statement to ensure students are provided with pathways that lead to opportunities beyond primary school.
- The school is organised in three teams: administration, junior (Years K–2) and senior learning (Years 3–6) with both the junior and senior learning teams each further divided into two phases of development (PODs). Representatives from each POD and the administration team work collaboratively to guide whole-school improvement in the three priority teams and five committees. Priority team leaders facilitate committee activities and are engaged in professional learning and the development of leadership capacity. The distributed leadership structure provides opportunities for Level 3 classroom teacher and other leadership aspirants. Timetables provide opportunities for collaborative time with colleagues working in the same POD. While the structure provides significant benefits, reviewers noted some disconnect between the teams, PODs and priority committees and recommend the leadership team review communication links to ensure benefits are maximised.
- Staff participate in performance management processes. Teachers use the Australian Professional Standards for Teachers to guide reflection. Meetings include a focus on the performance of all students including EAL/D students, Aboriginal students and students at educational risk. Non-teaching staff members use the Competency Framework for School Corporate Staff in meetings with the manager corporate services. Structured performance management for members of the leadership team was less evident with the principal currently engaging in informal conversations.

- There is an established process of student performance monitoring with the leadership team having an active role in observing classrooms in operation. It is evident that high expectations for students sits at the forefront of the work of both administrators and teachers and a range of assessment processes are used to determine progress, identify areas of weakness and guide the implementation of new strategies. Classroom assessments are carried out in accordance with the comprehensive assessment schedule with data from tests and samples of work providing the basis for discussions on school performance and the achievement of targets.

Area of strength

- The significant improvement in the performance of EAL/D cohorts in all NAPLAN domains between 2015 and 2017.

Areas for improvement

- Review communication links between the teams, PODs and priority committees to ensure benefits are maximised.
- Establish a structured performance management process for members of the leadership team.

Student Performance Monitoring

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

Findings

- The Cloverdale Assessment Schedule 2017 and the Summary of Self-Assessment outline a continuous and rigorous self-assessment process.
- Systemic evidence reviewed includes On-entry assessment, NAPLAN, moderated teacher judgements, attendance and behaviour data and national surveys. Of concern was the response rate to the most recent parent survey. The self-review process will be enhanced by an increase in the number of responses to the parent survey and it is recommended the school and board work collaboratively to encourage greater community engagement in the process.
- In addition to system data, teachers use an extensive range of assessments including PROBE reading assessment (Years 1–6), Brightpath writing (Years PP–6), South Australian Spelling (Years 1–6), EAL/D progress mapping (Years 1–6), On-entry assessment cohort retesting (Years 1–2) and PM Benchmark Reading Assessment Resource (Years PP–6) to further inform teaching and learning. The school uses a commercially provided Customised NAPLAN Assessment Platform to assess Year 4 and Year 6 performance in all NAPLAN domains.
- While data is comprehensively analysed by the strategic teams, PODs and priority committees, conversations highlighted variations in the use of data to inform classroom teaching. Reviewers recommend analytical teaching be embedded in all classrooms to ensure timely and appropriate teaching and learning adjustments.
- The effectiveness of the self-assessment process was evidenced by targeted response to a concerning downward trend in all aspects of Year 3 literacy performance in 2015 and 2016. Following the review, strategies were implemented, most notably the appointment of a Years K–2 literacy coach, which resulted in improved Year 3 results in all literacy domains in 2017. The coach expressed confidence that the improvement will become a positive trend.
- Differentiated teaching and learning plans are collaboratively reviewed by the classroom teacher and the learning support coordinator each term with documentation retained and shared as part of the transition process.

- Annual reports provide evidence the self-review process is ongoing. The 2016 Annual Report included:
 - a summation of progress towards the achievement of school improvement targets in the three strategic priority areas
 - a commentary on progress in NAPLAN domains and student attendance
 - NAPLAN longitudinal average like-schools comparison graphs for all domains
 - commentaries for science and physical education.

While the 2016 report included statements outlining future directions it did not include explicit consideration of the eight business plan student improvement targets. Future reports will be enhanced by consideration of the student improvement targets and outcome focused evidentiary statements to celebrate successes in other learning areas.

Area of strength

- The appointment of a Years K–2 literacy coach to support improved teaching and learning in the early years.

Areas for improvement

- Encourage greater community engagement the parent opinion survey processes.
- Embed analytical teaching to ensure timely and appropriate teaching and learning adjustments.
- Include consideration of the student improvement targets and outcome focused evidentiary statements to celebrate successes in other learning areas in future annual reports.

Program Delivery

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

Findings

- The education programs at the school are designed and delivered to meet the needs of students and are in accordance with the requirements of the *School Curriculum and Standards Authority Act 1997*, the *Education Act 1999* and the *School Education Regulations 2000*.
- The Western Australian Curriculum and Assessment Outline is implemented in Years K–6 and teachers are using the judging standards as the basis of reporting to parents on student achievement in learning areas. Learning area time allocations are consistent with system requirements. Close monitoring of the implementation of technologies and the arts by the executive team should ensure full readiness by Semester 1 of 2018.
- Literacy and numeracy programs are identified in the operational plans and implemented with a raft of strategies selected to best meet the needs of learners. Talk for Writing, Moderated Writing, Brightpath, Sight Words, Jolly Phonics and Grammar and an abridged version of First Steps are implemented across appropriate phases of learning. Numeracy is supported by a mathematics vocabulary program and a case management project assisted by Statewide Services.
- Science is delivered by a specialist teacher for 60 minutes per week with an additional 30 minutes of team teaching involving the science specialist and the classroom teacher. This provides ongoing professional learning for the classroom teacher and supports a cross-curricular approach. The curriculum team have focused on implementing HASS, developing a scope and sequence and an integrated approach with delivery by the classroom teacher. Both subjects need to be closely monitored to ensure rigour and achievement of targets for improvement.
- The school’s “provisions for learning” priority supports the safety and welfare of students and a safe and orderly school environment and is being achieved through implementation of programs and processes designed to embed the “Cloverdale Way” and values. This is leading to improved social, emotional and academic outcomes. The staff have set out an explicit whole-school approach with the expectations visible across the school. There is direct teaching of the expected behaviours and values. An explicit behaviour management process is

implemented consistently by staff across all aspects of the school's operations. Behaviour support plans and individual student behaviour management plans are complemented by a case management process. Data on behaviour is monitored and the school's "Megaplay" program provides part of a reward system for positive behaviour and achievement.

- Specialist programs in physical education, digital technologies, music and Japanese provide breadth and enrichment for students; however, planning and assessment processes for these learning areas needs to be further developed and included in the school's annual review of student achievement. The digital technologies program is providing students with the opportunity to engage in coding. Teaching in specialist subjects incorporates the Cloverdale lesson design and students adhere to the whole-school behaviour expectations.
- Monitoring of student performance in learning areas is achieved through a variety of processes including committees, link teams, PODs and leadership team members. While this model supports distributed leadership there is need to ensure clarity in terms of executive team level responsibility and accountability.
- Documentation and discussion confirmed for the reviewers that the safety and welfare of students is in accordance with the relevant legislation. Students indicated that they felt safe attending and that student behaviour and welfare had improved in the past three years. Parents noted the improved behaviour and were supportive of the programs available for their children.
- Specific EAL/D programs are provided for small groups of students and teachers use differentiated curriculum for EAL/D students at the classroom level. The appointment of an EAL/D teacher and support by EAs is contributing to improved outcomes for this group of students. EAL/D data is analysed by the leadership team to monitor the effectiveness of these programs.
- Programs to increase the attendance of Aboriginal students have resulted in increased participation and engagement. Discussion with Aboriginal parents and the Aboriginal and Islander education officer confirmed the importance of these programs in improving academic achievement. The school has embraced the Aboriginal Cultural Standards Framework and is working towards implementation.
- Additional programs to support student wellbeing include the Breakfast Club, the nature play programs and the certificate and rewards program. The chaplaincy program and additional school psychologist access provide further support for students, parents and staff. Students can engage in extracurricular sporting and arts related activities.

- The principal confirmed that all staff are required to comply with duty of care policies and that all staff have completed the mandated online courses for child protection and abuse prevention.
- Day-to-day management of the school is underpinned by policies and procedures that are well established and regularly reviewed. Routines, rosters, timelines and schedules (such as assessment and reporting timelines) and planners are well communicated to, and understood by students and staff.
- The site is orderly and characterised by a calm and businesslike working atmosphere with students and staff interacting positively and with a strong sense of inclusivity and tolerance. Staff were enthusiastic and passionate about improving outcomes and opportunities for their students.

Areas of strength

- The embedded programs and processes that are supporting student safety and welfare and the achievement of an integrated whole-school approach to behaviour management.
- The development of a friendly, inclusive and caring school environment.

Areas for improvement

- Closely monitor the Western Australian Curriculum and Assessment Outline implementation of technologies and the arts to ensure full readiness by Semester 1 of 2018.
- Further develop planning and assessment processes for specialist learning areas and include feedback in the school's annual review of student achievement.
- Monitor the rigour and target achievement for science and HASS to ensure consistent integration and implementation across PODs.
- Clearly delineate roles at the executive/leadership level to ensure student achievement in all eight learning areas is closely monitored and consistently analysed and reported.

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 principal, in consultation with the manager corporate services and the finance committee use a transparent, evidence-driven process to ensure allocations of financial and human resources are linked to the business plan and targeted to support identified programs, projects and intervention strategies. The decision to review the ongoing use a synthetic phonics program demonstrated an awareness of the need to monitor and review resourcing of programs based on data related to the successful achievement of program targets.
- Meetings with the finance committee and board confirmed resourcing decisions and budget updates are reported to the board at each meeting. Board members indicated developing awareness of the connection between the distribution of resources and business plan priority areas.
- Both the finance and student services committees verified student and school funding is used to support the achievement of improved outcomes for identified students.
- Resources are used effectively to support programs and initiatives. Contextually appropriate support for the EAL/D program, improvement in early phase literacy teaching and learning and digital technology are commended.
- Workforce planning is guided by the staffing profile package and contextual factors such as the significant subgroups. Future workforce planning will consider the potential impact of enrolment instability while addressing profile imbalances and the potential impact on the ageing workforce on the sustainability of essential programs. The distributed leadership model is strategically managed to drive succession planning, multi-skilling and the ongoing professional satisfaction of staff.
- The school is well resourced and the environment welcoming with a good range of playground equipment.
- The support of the community is outstanding with parents from both schools collaborating to assist the combined Parents and Citizens' Association (P&C) fundraising initiatives and projects to enhance the learning and physical

environment. The decision to fund the purchase of a defibrillator exemplifies the school's commitment to providing a safe learning environment.

- With continuing stable enrolment, ongoing out-of-hours use of the facility and ongoing support from traditional funding sources including the P&C and local businesses, the school has sufficient resources to maintain programs and initiatives.

Areas of strength

- Contextually appropriate support for the EAL/D program, early phase literacy improvement and digital technology support improved teaching and learning.
- The commitment of the combined Cloverdale Primary School and Cloverdale Education Support Centre P&C to sustain financial support of activities for all students.

School Board

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

Findings

- The school board is a high-functioning board with a strong focus on supporting the school executive team and the staff. This was evident in discussion with members of the board, parents and staff. The board chair has a high profile within the school and parent community with an extensive period of involvement with both the original school council and the P&C. This involvement facilitates a well-informed and engaged board focused on school improvement and achieving the best outcomes for the whole-school community. Board members are highly visible to the school community, are regularly involved in school functions and events and are perceived by parents as being approachable.

- Membership of the board consists of four parents, one community member, two staff representatives and the principal. The two deputy principals and the manager corporate services act as non-voting members. The membership includes an ex-student, is inclusive of local ethnic representation and includes skillsets relevant to the school. Voting processes are used to elect new members with the board mindful of the need to recruit for specific expertise. The board is ensuring a continuity of expertise via the process of offset tenures. The board's processes are compliant with the *School Education Act 1999* and *School Education Regulations 2000* which specify the membership categories and composition.

- From its inception the members have adopted a code of conduct with a clear understanding of expected behaviours and of their roles and responsibilities. Meetings are structured to enable members to exercise a governance role with discussion focused on key issues. Members are clear regarding the distinction between governance and operational matters and routinely refer parents to the executive team when operational issues arise. Some members have been involved in board training and have accessed the online training modules. Induction of new members could be more comprehensive.

- The board receives regular financial reports, details of the one-line budget expenditure, allocation of student-centred funding and results of school audits with direct input from the manager corporate services as a co-opted member who also acts as the executive officer for the group. The board endorses and approves the school budget and is engaged in discussion regarding collection of

voluntary contributions and the macro level of funding allocations as advised by the finance committee.

- The board has endorsed the DPA and was involved in the review of the achievement of the DPA roles and responsibilities. Likewise it was involved in the formulation of the original business plan and is regularly updated on its implementation.
- Participation in the self-review process was evident with members provided with the school review summaries and engaged in discussion regarding relevant data and recommendations. This included advice on the achievement of student improvement targets and other areas of performance in the key priority areas.
- The board chair adopted a leadership role in the school's Change2 process when the school community decided on the need to develop a combined inclusive approach to education across the site. This led to a combined approach to provision and use of facilities and an effective ongoing level of communication, understanding and inclusivity. Parents and staff expressed their strong support for the process and their satisfaction with the outcomes.
- The 2016 Annual Report included input by the board chair and endorsement by board members. There was limited information and analysis of the school satisfaction surveys.
- The board is proactive and strategic in its approach to fulfilling its functions and maintaining communication with, and connection to, the school community; however, a more structured review of its own performance is advised.
- Commendably the board has an intention to develop a schedule of key responsibilities and events linked to an annual process of ensuring all critical functions, roles and responsibilities are attended to as they become relevant and timely.

Areas of strength

- The board's strong and positive support for the school executive team, staff, students and parent community.
- The high profile and level of accessibility to the school community combined with its engagement in key school events.
- The strategic and proactive approach taken by its members to supporting school improvement.

Areas for improvement

- Improve induction processes for new members.
- Engage more closely with the analysis of the school satisfaction surveys.
- Conduct a more structured review of the board's performance.

Conclusion

Cloverdale Primary School has achieved the intent of its motto to “Aim High and SOAR” through implementation of its business plan and its three key priorities. It has embedded its values and beliefs through a concerted whole-school approach to implementing the “Cloverdale Way” and the positive behaviour strategy.

The school has empowered and engaged staff in the school planning and review processes and completed a comprehensive whole-school review of the business plan and the achievement of the DPA. Staff have contributed significantly to the planning and review processes through their contribution to committees, link teams and PODs. The board has endorsed the planning and review processes and engaged with the school to collectively achieve a strong focus on school improvement.

The school delivers a suite of programs specifically to meet the needs of the students and provides appropriate and targeted resourcing to support improved outcomes.

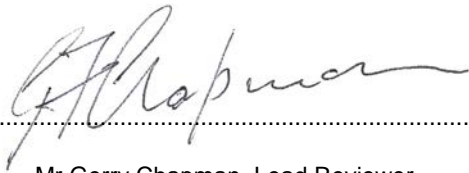
Parents and the school community identified a positive cultural change over the period of the business planning cycle with the school developing a high level of inclusivity and a strong, caring and friendly environment. Teachers are enthusiastic and passionate about getting the best outcomes for students.

The board is providing leadership and a guiding governance role with strong support for all members of the school community. The principal and staff are forward planning with a view to developing the next business plan to be increasingly strategic in the target setting and planning process.

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 Cloverdale 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.



Mr Gerry Chapman, Lead Reviewer

30 November 2017

Date



Mr Bill Gibson, Reviewer

30 November 2017

Date



Mr Ken Perris, Director
Independent Public School Review

8 December 2017

Date