Eden Hill Primary School

2014

Independent Review Findings

Independent Review of Independent Public Schools
Disclaimer

This document reports the findings of the Department of Education Services' review and verification of the school's self-review. The school's self-review has been complemented by information provided by the Department of Education, and the Australian Curriculum, Assessment and Reporting Authority.

The findings of the independent review are forwarded to the School Principal, the Board Chair, the Director General of Education and the Minister for Education.

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School and Review Details

Principal: Mrs Janet Wood
Board Chair: Mr Andrew Hayes
School Location: 83a Ivanhoe Street Eden Hill WA 6054
School Classification: PS Class 5
Number of Students: 474 Kindergarten to Year 7
Reviewers: Mr Keith Newton (Lead) and Mrs Kerry Usher
Review Dates: 11, 21 and 22 August 2014

Purpose of the Review

The purpose of the independent review is to provide assurance to the school and its community, the Director General of Education and the Minister for Education on the extent to which the school has met its commitments as outlined in its Delivery and Performance Agreement (DPA) and associated Business Plan. Additionally, the findings inform school improvement.

The focus of the review is on:

- how well the school has implemented self-review
- how well the school has improved student learning (achievement progress and engagement) for all students
- how well the school has created an environment that promotes learning and student wellbeing
- how well the school is placed to sustain and improve its performance.
Review Methodology

The school has been required, under the DPA, to undertake annual self-assessments of its performance. The outcome of these assessments formed the basis for the school's self-review which was presented to the reviewers at the commencement of the review.

Prior to the presentation of the school's self-review conclusions, reviewers were provided with information on the school's achievements, its processes and its student performance data from a number of sources which included:

- the My School® website
- the Department of Education School Performance Monitoring System
- Schools Online reports.

Department of Education Services reviewers met with the Principal, other members of the school leadership team and the Board Chair on day one to determine the school's conclusions from its self-review. Subsequently, reviewers analysed the evidence presented in the school's self-review documentation and developed lines of inquiry where further verification was required.

An agenda for days two and three was then negotiated with the school to enable the gathering of evidence to verify claims made by the school. During these two days the reviewers sourced evidence to support the school's self-review claims through observation and discussion with teaching and support staff, board members, parents and students.

The evidence provided by the school, along with information gathered by the reviewers prior to and during the review visits, was used as the basis for the verification of how well the school has met its commitments as outlined in the DPA and Business Plan.

This document reports on the findings of the independent review.
School Context

What are the important features of this school’s context that have an impact on student learning?

Eden Hill Primary School is a well-established inner suburban school that opened in 1915. It caters for approximately 474 children from Kindergarten to Year 7 and was successful in gaining Independent Public School status in 2012. The school is located in the north metropolitan region, approximately 13 kilometres from the centre of Perth City.

The school is highly regarded by the local community and enrolments are trending upwards. The upward trend in enrolments will be affected by the movement of the Year 7 students to high school in 2015; however, the school has developed strategies to assist with the transition.

Eden Hill and the surrounding area has an aging population; however, a number of young families have moved into the area in the last two years. This has resulted in growth at the lower end of the school. A number of children at the school have strong family connections to the school with parents and grandparents having attended before them. There is also a number of students from families that have recently arrived from overseas, including some who have spent time in refugee camps. Forty-three per cent of students come from beyond the prescribed local area boundary.

The Index of Community Socio-Educational Advantage (ICSEA) for the school is 1006, up from 977 in 2013. Twenty-two per cent of students are in the bottom quartile and 19% are in the top quartile of the ICSEA distribution.

Approximately 12% of the school’s population are Indigenous and 16% have language backgrounds other than English. Over the past five years transiency has increased to approximately 15%. Twenty-three per cent of students are considered to be at risk and just over 2% receive SchoolsPlus funding.

The range of nationalities represented in the student population has increased significantly, as has the number of ‘fly-in fly-out’ and single-parent families. The need for involvement with the Department of Child Protection and Family Services has also increased significantly over the past two years.

The school buildings range from century-old rooms with fireplaces and transportable classrooms that have been at the school for over 20 years, to two new buildings obtained through the Building the Education Revolution
Eden Hill Primary School

program. All rooms are fully utilised with cancer instruction undertaken in the covered assembly area, due to a lack of any other available space.

The school site is particularly elongated with buildings located in the centre and interspersed with well-equipped playgrounds, hard courts and grass play areas. A nature play/teaching area that will ultimately include vegetable gardens and fruit trees is under construction at the northern end of the school.

The school's motto of 'Only Our Best is Good Enough' is reflected in its ethos and culture, which is characterised by pride, determination and loyalty of students, staff and community alike.

The school provides an inclusive curriculum that includes:

- extension and support programs for students at risk of not reaching their full potential, including assistance for Aboriginal students
- dance for students from Kindergarten through to Year 7 culminating in an extracurricular dance group for senior students
- music for all students; culminating in a school rock band for senior students
- choir for interested students from Years 3–7
- art instruction for students by a trained art teacher, Years 1–7
- a Public Speaking program involving all children, Years 1–7
- instruction in Italian: Eden Hill is one of the few schools in the area that provides Languages instruction
- sporting programs
- environmental programs
- leadership opportunities for senior students.

The school has a pastoral care tradition and literacy and numeracy support programs along with a competent and highly effective administration team. Shared leadership and leadership development of both staff and students are key elements of the school.

The school staffing profile indicates a stable, experienced staff. Staff turnover is very low. The ability, as an Independent Public School, to select its own staff enables the school to determine the staffing profile to suit the needs of the students. Some of the staff have served in a number of roles thus providing them with a common understanding of the organisational structure of the school and well established community relationships. Staff are
committed to providing an education that recognises and values diversity and to offering all students opportunities to succeed.

Parents and the community are actively involved in promoting the school, supporting assemblies, sports carnivals, parent evenings and all school activities. The School Board and Parents and Citizens’ Association (P&C) are proactive in all their endeavours and are supported by the wider community.
The School’s Self-Review Process

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

A rigorous self-review covers all the dimensions of improving school performance including student learning, teaching, leadership, governance, learning environment and partnerships. The school has given substantial attention to each of these areas to ensure it is well informed in its endeavours to plan for and bring about improvement.

Formative self-assessment, analysing the achievement of targets annually, underpins the summative self-review.

The school’s self-review cycle is explicitly linked to the Business Plan. The five key objectives are evident within all operational plans, reinforcing the whole-school direction and implementation of strategies. Time is set aside for the discussion of data and the implications of this information for the school and classroom practices. These discussions occur at every level: Principal, executive leadership team, learning area and phase-of-schooling leaders, between individual teachers and in staff meetings. This approach and associated documentation demonstrated the reflective and responsive approach taken to self-review and improvement.

Student learning is guided by the setting of multiple targets which are addressed by all relevant staff. Judgements regarding achievement of those targets are made by staff, the leadership team and the School Board. The school’s self-assessment and self-review processes and documentation are of high quality and demonstrate a commitment to rigour and continuous improvement.

The school’s detailed analysis against the five objectives included a range of tables and surveys that had been developed and conducted to gather evidence and validation regarding the school’s efforts and achievements. Within this it was evident that the alignment of performance data and action plans occurs for the whole school, classes, cohorts and individual students. There was clear evidence of a whole-of-school approach to data collection and analysis. This was linked to the school’s Annual Review Cycle which demonstrated an action learning approach. It was evident from the presentation and confirmed by discussions with staff, that a culture of continuous improvement is developing within the school.
The school is commended for its self-assessment and review methodology. The self-assessment is a summary of the overall progress achieved by the school in addressing its Business Plan and associated targets and is primarily informed by evidence from external sources such as National Assessment Program—Literacy and Numeracy (NAPLAN), Western Australian Monitoring Standards in Education (WAMSE), parent reports, online entry data and surveys. This self-assessment demonstrates a commitment by the school to review its performance with like and local schools, State and national standards. The documentation and analysis demonstrate rigour and professionalism.
School Performance—Student Learning

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

The school's Business Plan 2012–2014 is focused on five key objectives for improvement, the first of which directly relates to student learning, with the remaining being aspects of improving the conditions for learning.

Key Objective 1 has two parts; 'raising standards in literacy' and 'raising standards in numeracy', with each having three defined targets which the school is well on track to achieving.

- Literacy and Numeracy Target 1: 90% of children to achieve at or above the national minimum standard in NAPLAN in English and numeracy. This was achieved at Year 3 and Year 5 for all assessment areas and for all but writing (87%) and grammar and punctuation (89%) at Year 7.

- Literacy and Numeracy Target 2: For like-cohorts to maintain or increase the number of children in the top 20% in NAPLAN testing in English and numeracy. In 2013 Year 3 had more than 20% of students in four out of five assessment areas, at Year 5 two out of five assessment areas and at Year 7 four out of five. The same cohort from Year 3 in 2009 to Year 7 in 2013 maintained an average of over 20% of students in the top 20%; 21% for reading, 23% for writing, 32% for spelling, 31% for grammar and 27% for numeracy.

- Literacy and Numeracy Target 3: The school's mean to be at or above the Australian mean in all assessment areas in NAPLAN testing in English and numeracy. This was achieved in 10 out of 15 assessment areas. Compared to the WA mean the school scored at or above the mean in 12 of the 15 assessment areas and for like-schools, 15 of the 15. At Year 3 the targets were achieved in all five assessment areas, at Year 5 they were achieved for spelling and grammar, and at Year 7 they were achieved for spelling, grammar and punctuation and numeracy.

On balance, the school's achievement in NAPLAN in all five assessment areas in Year 3 and Year 5, and in three of the five in Year 7 is acknowledged. These results are clearly linked to changes in curriculum, pedagogy and professional learning implemented at the school during the DPA period, which is entirely appropriate given its ICSEA and student transience ratings. Several indicators point to the school having 'lifted the bar' in achievement and as a consequence it is seeking to benchmark its performance above like-schools.
Key Objective 2, which focuses on improving behaviour and attendance, has four targets each of which are to a large degree being met. The target relating to suspensions is questionable in its usefulness as a performance measure. Target 2 which relates to maintaining an attendance rate of 93% or better was achieved at a whole-of-school level but fell short in four of the nine year levels. The target of increasing regular attendance from 80% to 82% was not met at a whole-of-school level but was met in four of the nine year levels. The target of reducing the percentage of unexplained absences to below 10% was met at a whole-of-school level and in 15 of the 20 classes. The unexplained absence rate for non-Indigenous students at the whole-of-school level in 2013 was 1.04%. The high level of unexplained absences for the Aboriginal cohort in eight of the 20 classes for the same period can be attributed to students from five families. It is also noted that a greater number of families are engaged in fly-in fly-out work situations which is resulting in families taking holidays more frequently in school time.

Key Objective 3: supporting teachers and school leaders, and Key Objective 4: strengthening early childhood education each have two targets that relate to moderation and implementation of the Australian Curriculum and participation in professional learning. The measure of success for these objectives is the degree to which input milestones have been achieved and the degree to which staff understand and implement related whole-of-school strategies within their day-to-day work. There is ample evidence to suggest that practical and timely professional advice and support has enabled the school to move onto planning, assessing, recording and reporting in terms of the Australian Curriculum in literacy and numeracy and that staff are confident to move onto implementing the areas of science and history. Similarly the school was able to demonstrate that the National Quality Standard (NQS) and Early Years Learning Framework are being addressed in a timely and satisfactory manner, and that staff commitment to improving learning outcomes for all students is paramount.

Key Objective 5: enabling greater school autonomy, flexibility and innovation has three targets that are dealt with in detail within other parts of this report.

Teachers' use of the Business Plan targets to review learning at the individual, class and cohort levels is facilitated through their involvement in and use of operational plans, which draw on the targets and strategies of the Business Plan in a meaningful way according to the context of the phase of schooling, class and individual student. The school has developed its own digital student tracking system that presents 'live' data for tracking individual student.
progress and that of particular cohorts and sub-groups of students, such as Aboriginal and students with English as an additional language or dialect (EAL/D). Members of the leadership team meet with each teacher on a regular basis to analyse the progress of selected students and negotiate any adjustments required for targets and/or instructional practices. The school's plans to further develop these strategies in the ongoing quest to reduce the proportion of students in the at-risk category are commended.

The staff have demonstrated, through the review process, that planning decisions about the learning program are based on the analysis of student data and the degree to which, and the reasons as to why/why not, targets in the Business Plan have been met. Complementary to this the staff demonstrated a capacity to regularly review and adjust the learning program to ensure ongoing improvement in the learning outcomes for all students.
School Performance—Quality of the Learning Environment

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

The vision and mission of Eden Hill Primary School is to strive for excellence by working collaboratively and respectfully with students to build strong, meaningful connections with the community. In discussions with staff, parents, board members and students the reviewers were provided with ample evidence that verified the school provides a stimulating, inclusive learning environment that offers opportunities for all students to succeed. The reviewers observed a strong professional commitment by staff with a focus on accountability that is clearly evident in the school’s operations and planning documents. Board members and parent representatives interviewed as a part of the independent review process, were extremely supportive of the school leadership and staff, who they believe are setting high standards and expectations of learning for all students. The establishment of a culture and ethos that promotes high expectations of achievement, progress and engagement for all students is commended.

The importance of creating a positive learning environment is also featured strongly in the school’s Business Plan. Key Objective 5 aims to: enable greater school autonomy, flexibility and innovation. The school has used the increased flexibility provided to IPS to generate innovative education approaches to address local needs. This flexibility has enabled the re-profiling of the roles of the senior administration team to better support teacher leaders. The re-profiling created a sharper focus on student outcomes and a distributed leadership model in the school. The Level 5 Principal, Level 4 Associate Principal and two coordinator roles add strength and diversity in providing targeted support to teaching and learning in the school. The associate principal role offers valuable organisational and management skills to support the Principal’s leadership and planning whereas coordinators of curriculum and student services support teaching and learning improvement. This approach helps maintain an inclusive learning environment that caters for the needs and diversity of the student population.

The two coordinators provide enhanced assistance for staff in curriculum and student services. Evidence was provided regarding the benefit of these roles in delivering leadership and support in curriculum teaching and learning and in identifying and tracking students requiring additional targeted intervention for
their learning. Both these leadership roles are carried out by very experienced professionals with significant expertise in their respective coordination areas. The coordinators were able to articulate the whole-school focus and high-level support for staff that were the essential components of their roles.

The establishment of a student profiling system enables staff to track and identify those students at risk of not reaching their potential. The profile database enables a ‘one stop’ file on the school’s server for each child containing their student profile, individual (or group) education plans, data from NAPLAN and other standardised assessments as well as other agency involvement where relevant. In addition, the coordinator of student services assists teachers in the development and review of documented plans by helping them to consider adjustments to their teaching and learning programs. The student profiling database, developed by the coordinator of student services, that fast tracks the gathering of student information to support differentiated teaching and learning and the monitoring of progress particularly for those at risk, is commended.

A feature of Key Objective 5 that impacts positively on students and the school environment is a range of academic and social learnings around the development of an environmental and sustainability team. Its role is to develop an environmental improvement plan as part of longer-term planning for the school and community to work together. A concept plan has been developed in conjunction with a parent who is a horticulturalist. It is a long-term project with support evidenced by the contribution of 50 parents volunteering their time to develop the school environment. The environment focus will continue into the next Business Plan with a renewed emphasis on community, parent and student involvement. The reviewers met with the coordinator, staff and a parent to discuss progress and plans. The long-term plan includes the development of a part of the school site as a natural play and learning area. The school has an embedded culture of recycling, is a water-wise school and is developing vegetable gardens with substantial student involvement.

Key Objective 2 in the Business Plan is to improve student behaviour attendance and wellbeing. The school is implementing the KidsMatter framework and has a focus on positive behaviour and rewards. The behaviour policy has been reviewed to ensure consistent implementation and ‘that students feel well-treated, well-respected and recognised for hard work’. The school accesses the Regional Primary Behaviour Centre and uses the
services of the school psychologist, chaplain and school volunteers to support and assist students with their socio/emotional welfare.

*KidsMatter* is an initiative providing a mental health and wellbeing framework for primary school-aged students. The coordinator of student services, teachers and education assistants have attended professional learning sessions to support the implementation of the framework. All classes have a focus on social and emotional learning and the school has introduced the *BounceBack* program to support students to develop stronger mental health and wellbeing. This is being implemented through the language/literacy programs in each class. Staff affirmed the importance of this resilience program in their teaching and learning strategies. Parents reported on the positive impact it had on their children.

To improve attendance the curriculum coordinator has developed an attendance tracking process with the support of a senior teacher to monitor and follow up on student absences. The school has achieved an attendance rate of 93%, above the State average. The school continues to work with a small number of families and students to increase their rates of attendance. Staff have participated in training in Classroom Management Strategies (CMS) and behaviour management professional learning. Individual behaviour management plans have been further developed with data recorded on the profile database with a reduction in the number of students suspended as well as a reduction in unexplained absences at the school.

Eden Hill Primary School encourages active involvement of parents and the community in the life of the school. The school has a group of volunteer parents who act as classroom coordinators who meet with the Principal each term where they are briefed on forthcoming school events. They are also a part of a telephone tree system for emergency contact. Teachers and the P&C use classroom coordinators to assist with activities throughout the year. They act as a conduit between parents and teachers and between parents and the school in supporting communication. In discussion with the classroom coordinators it was noted that they felt their contribution was appreciated and they were well informed about the activities in the school. They appreciated the significant history of the school and see it as a school of choice for their children. The reviewers also noted the significant numbers of parents and grandparents who assist in classroom activities as further evidence of the school’s connection to the community.

In providing a balanced and inclusive curriculum Eden Hill Primary School has placed particular emphasis on student participation in non-academic areas.
through the delivery of a broad education. The Business Plan focuses on
development of the arts curriculum as a part of innovative education
opportunities for students. The extensive offerings in the arts are provided by
dedicated staff in dance, music and visual arts. The reviewers were able to
attest to the quality and strengths of the initiative during an assembly and in
visual arts displays. The arts focus culminates in the opportunity for students
to audition and become members of the dance group or rock band in their
final two years at the school. Opportunities are provided for these students to
demonstrate their expertise and skills through performances and public
appearances in dance and music. In addition to the arts there are
opportunities for student participation through a school-wide public speaking
competition. Parents spoke highly of these initiatives and praised the school
for promoting additional opportunities for their children to participate in a
broader, stimulating learning environment.

The reviewers were able to verify the enthusiastic responses of parents to the
quality of the education offered by the school through the parent satisfaction
survey results and analysis. There was an overall positive outcome with the
results being shared with staff, the School Board and the school community.
The school has responded to issues regarding bullying with greater
communication between school and home and the introduction of mental
health programs KidsMatter and BounceBack. Staff surveys indicated a high
level of satisfaction with the educational and social aspects of the school with
one survey demonstrating strong support for leadership, community relations
and standards of achievement.

The school has developed a number of strong partnerships to support student
learning. These include relationships with local secondary schools to develop
transition programs as well as a science program with Hampton Senior High
School and a Mining Challenge with Lockridge Senior High School and Curtin
University. The school has also joined with Cyril Jackson Senior Campus for
NAIDOC celebrations. It has been proactive in supporting students with
speech and hearing difficulties by establishing a partnership with The
University of WA Audiology students, the Ear Bus, Curtin University fourth
year speech pathology students and a private speech pathologist who
screens kindergarten students on entry. The school also liaises with
Community Link and Network (CLAN) in Midland which provides a range of
family supports. As a member of the Swan Valley Network of Schools the
school has developed positive relationships with colleagues through
networking and professional learning opportunities.
School Performance—Sustainability

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

The reviewers were impressed by the school’s ability to manage the flexibility available to it as an IPS. The Business Plan Key Objective 5 focus on greater school autonomy, flexibility and innovation has resulted in a restructured leadership model within the school which better supports improved teaching and learning. The profiling and selection of appropriate staff for the senior leadership team has ensured that it provides the experience, skills and specific expertise required to develop to a whole-school focus and better support staff. It was evident to the reviewers from observation, in depth discussions and feedback from staff that the school’s leadership work as a cohesive team. They have complementary skill sets and have developed excellent systems to support staff in developing their teaching and learning capacities for the improvement of student outcomes.

The role of the leadership team is instrumental in developing and supporting a distributed leadership model with teams formed for the specific purpose of further supporting teaching and learning. The development of literacy and numeracy teams as well as the creation of learning phase cells provides staff with opportunities to build their expertise and contribute to the professional learning community within the school. Staff are given additional time to organise and conduct cell meetings and are encouraged to take on leadership roles within the school and through participation in the Swan Valley Network of Schools. Staff provided very positive feedback to reviewers about leadership opportunities available to them. The embedding of a staff leadership model that focuses on developing skills and expertise to support continuous improvement in student learning is commended.

The school has comprehensive documentation that reports against each Business Plan Key Objective. Self-review and reporting on the achievement of strategy implementation, targets and milestones for each objective includes an assessment of attainment, evidence collected to support the assessment, the sustainability of current practice and areas identified for further improvement. Leadership and staff at all levels are engaged in the self-review process. They demonstrate the skills and knowledge necessary for analysis and judgement of data and information collected for the purpose of evaluating achievement and progress of all students in order to improve student learning. This includes the monitoring of instructional program implementation and
success and the strong focus on meeting individual needs as identified in the student profiling system. Evidence strongly points to these factors having contributed to the overall success of the school as identified in NAPLAN results, where students have achieved above expectations consistently. The embedding of reflective school practices that are sustainable, strategic and targeted to improve student learning by leadership at all levels is commended.

The reviewers met with the Board Chair and the Board community members who have diverse backgrounds representative of the local community. They bring skills and knowledge to the Board that is of assistance in providing a broader perspective to the school’s business planning. The Board has reviewed its performance and operations and planning for future directions is in place. All members have attended training and understand the importance of their role in governance. The Board has held open meetings in response to issues affecting the local community. The reviewers affirm the role of the Board which is focused on the effective implementation of the Business Plan to ensure the best outcomes for all students.

Eden Hill Primary School has continually focused on workforce planning to ensure the needs and priorities for the school are able to be met. The school was able to demonstrate that it has used as much of its flexibility as possible to match the skills and expertise of staff to teaching and learning requirements. The Workforce Plan has been reviewed with particular issues identified for the next planning cycle. These issues include the high percentage of teaching and support staff who work in a part-time capacity which potentially impacts on the provision of professional learning, performance management and staff communication. A third of the staff is aged over 55, requiring the development of effective succession planning processes and consideration of flexible work arrangements. The school is focused on the continuing development of a sustainable leadership model with teacher leaders contributing to the improvement agenda for the next planning cycle.

Eden Hill Primary School has demonstrated considerable sustainability historically with the school and community currently planning celebrations for its 100th anniversary in 2015. It has comprehensive planning in place through a Centenary Committee to ensure former students and staff are able to participate in the celebrations. The Committee is assisting in providing further useful links with the community, business, local sporting organisations and the Town of Bassendean.
Conclusion

Eden Hill Primary School has responded effectively to contextual factors affecting student learning. Commitment to the school’s vision, purpose and values is evident throughout its operations. Diverse specialist programs have been developed in response to student learning needs. The school has a high-functioning Board, a team of expert staff, effective partnerships with parents and targeted use of resources.

The school has an embedded culture that monitors, analyses all feedback and then responds with appropriate action. Data-driven analysis underpins program development and review. The establishment of a culture of continuous improvement that provides staff with opportunities to plan, develop and review their teaching, learning and assessment strategies is commended.

The school is held in high regard by staff, students, parents and the wider community. Parents in particular express their appreciation of the provision of an environment where students build confidence and social skills and staff are committed with a genuine interest in the students.

The Board, school leadership and staff work together in a respectful and supportive manner to enhance the school’s positive learning environment. There is a strong, optimistic commitment and clear belief that the school is serving the learning needs of its students and in doing so is meeting the aspirations of the community.

Commendations

The following areas are commended:

- the school’s ongoing development and suite of strategies to analyse the progress of selected students and negotiate any adjustments required for targets and/or instructional practices
- the establishment of a culture and ethos that promotes high expectations of achievement, progress and engagement for all students
- the digital student tracking system developed by the coordinator of student services that fast tracks the gathering of student information to support differentiated teaching and learning and the monitoring of progress, particularly for those at risk
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- the embedding of a staff leadership model that focuses on developing skills and expertise to support continuous improvement in student learning
- the embedding of reflective school practices that are sustainable, strategic and targeted to improve student learning by leadership at all levels.
- the culture of continuous improvement that provides staff with opportunities to plan, develop and review their teaching, learning and assessment strategies.

Areas for Improvement

No areas for improvement over and above those already known and documented by the school have been identified.
Declaration

We, the undersigned, hereby confirm that the information provided in this findings document is to the best of our knowledge true and correct and is based on the verification of the evidence provided by Eden Hill Primary School as part of the Department of Education Services’ independent review process. The Principal and Board Chair have had an opportunity to comment on any matters of fact contained within this document.

23 October 2014

Mr Keith Newton, Lead Reviewer

Date

22 October 2014

Mrs Kerry Usher, Reviewer

Date

Mr Terry Werner, Acting CEO, Department of Education Services

Date