



Government of Western Australia  
Department of Education

# Margaret River Primary School

2018

Review Findings



Independent Public School Review

## **Disclaimer**

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## School and Review Details

<b>Principal:</b>	Mr Aaron Thomas
<b>Board Chair:</b>	Ms Eloise Jarvis
<b>School Address:</b>	91-97 Forrest Road, Margaret River WA 6285
<b>Number of Students:</b>	859
<b>ICSEA<sup>1</sup></b>	1031
<b>Reviewers:</b>	Mr Steve Gibson (Lead) Mr Peter Wilson
<b>Review Dates:</b>	27 and 28 February 2018

## 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.

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<sup>1</sup> 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://docs.acara.edu.au/resources/About\\_icsea\\_2014.pdf](http://docs.acara.edu.au/resources/About_icsea_2014.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)?*

Margaret River Primary School commenced operations in 1927 and became an IPS in 2015. The school grew significantly during 2015-17 with 975 students enrolled at the end of the last school year. In 2018 student numbers dropped to 859 due to the opening of the nearby Rapids Landing Primary School.

The school's ICSEA has remained relatively stable over the past five years (1031 in 2016) with 52% of students in the top two quartiles of socio-educational advantage.

The school is adjacent to the local secondary school, which was the destination for 97% of the 2016 Year 6 cohort. Half of the school enrolments live within the Margaret River township, with the remaining students travelling daily from seven small rural communities. The school offers unique programs in music, art, Indonesian, science, media and the physical education program that includes surf lessons. The school has also developed a significant partnership with the Stephanie Alexander Kitchen Garden Foundation with more than 230 students participating in gardening and cooking lessons each week.

## Findings

- The business plan consists of a set of statements regarding context; three strategic priorities (literacy, numeracy and learning environment); 14 targets for students, staff, leaders, board and parents; and various related strategies and milestones. The self-reflection documentation provided by the school demonstrates a focus on the requirements of the DPA and their alignment to the 2015–17 Business Plan.
- The self-reflection documentation undertaken by the school in November 2016 indicates the standing ('achieved', 'partially achieved' or 'not achieved') of each of the targets within the business plan. The reviewers were provided with considerable evidence that triangulated these judgements which were made primarily by the school leaders and staff. With regards to targets and focus areas that were 'not achieved' or 'partially achieved' within the 2015–17 cycle, the school proposes to give them due consideration for inclusion in the new business plan.
- While the format of the business plan was easily understood, it was acknowledged that there were some concerns with measuring the progress of certain targets. In one non-academic target there was no data available to monitor any improvement. Despite these challenges, the school leaders and

board always endeavoured to make the business plan a reference point for all that it undertook during the current planning cycle.

- Within the self-reflection document the school could provide a specific summary for each of the 14 targets. The reviewers were presented with evidence that 58% of these targets were 'not achieved', 14% 'partially achieved' and 28% 'achieved'. However all 'achieved' targets were deemed by the school to be strategies. The non-academic targets proved to be particularly problematic with 60% of them either being strategies or unmeasurable.
- The comprehensive analysis of the 14 targets resulted in supplementary targets being designed in 50% of the targets. All supplementary targets were either 'achieved' or 'partially achieved' by the conclusion of 2017. A self-reflective business plan exercise, which was undertaken by all staff and was then communicated to the board, provided considerable detail on both current practices and possible areas requiring further development.
- Staff and board members could articulate key learnings that resulted from their first experience in drafting a business plan. They are aware that targets are not ends in themselves but play a vital role within a school planning process. They are also aware of the importance of good self-assessment and knowing what needs to change. Already school leaders and the board chair have had conversations about processes to identify potential targets regarding student outcomes and school operations that could be considered in the 2018-20 Business Plan.
- The school has a systematic planning cycle of evidence-based review and improvement. Operational plans are compiled by curriculum committees in accordance with the stated priorities and targets of the business plan. Curriculum team leaders then use these plans with their teams to construct scope and sequence plans for their respective year levels. The reviewers were informed that the Department's strategic plan, High Performance – High Care is referred to when aligning school planning documents.
- It was evident in discussions that board members and staff understood the focus of the business plan and its function as the basis for the development and implementation of school programs. The reviewers were presented with an overview of a four stage self-review cycle that the school uses to coordinate plans for improved future educational provision. It was noted that the business plan was available to parents from school administration staff or electronically and both the 2015 Annual Report and 2016 Annual Report made comment on each of the three strategic priorities.

**Areas of strength**

- There is a strong understanding by staff and the board that the business plan influences the school's success regarding the attainment, achievement and wellbeing of all students attending the school.
- There is regular and meaningful communication on self-evaluation that enables a shared understanding of the school's strategic intent.
- The capacity to identify changed conditions, needs and priorities and adjust the business plan accordingly.

## Teaching and Learning

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

### Findings

- The school has a long-standing involvement in an inquiry-based pedagogical approach which was acknowledged by staff, students and parents as being a significant contributor to the culture of this school. This constructivist approach is like project-based learning, in that it is a student focused approach to learning based on solving open-ended problems. The school has produced considerable planning documents along with a scope and sequence for twenty-first century learning skills, an ecology of learning, emotional intelligence instruction concepts and cooperative learning tactics to enable the inquiry method of learning to flourish across the school. The reviewers were informed that on-site support is provided to teachers new to the school to enable them to utilise the seven-step inquiry process in their curriculum delivery. As the Inquiry Learning Framework is the overarching pedagogy for the whole school, it presents authentic opportunities for parents to become involved in their child's education, particularly during the celebrations held at the conclusion of all inquiry projects.
- The school also has an involvement in an explicit model of teaching and learning, predominantly in the early childhood classes. Direct instruction is also used within such structured intervention programs as MiniLit and MacqLit. School leaders informed the reviewers that some staff had come to the realisation that an explicit approach with the younger students was necessary for them to successfully transition into a more inquiry-based pedagogical approach.
- One of the major challenges facing schools with large enrolments such as Margaret River Primary School is controlling the agreed approaches among teachers that contribute to student learning and achievement. To that end the school has put scope and sequence plans, common texts and resources, collaborative planning opportunities and year level curriculum committee (cell) meetings in place throughout the school.
- The reviewers did note that some inconsistencies within teaching practices may exist despite strategies to minimise the variation from agreed approaches in teaching. For instance, the weakest overall Numeracy Assessment Program – Literacy and Numeracy (NAPLAN) results in literacy over the past three years has been in spelling. It was felt by the school that this was due to a variation in the way in which spelling is taught and a lack of consistency in the way that some student performance data was collected and analysed. Such within-school variance may also have been a factor for the inconsistent student behaviour data

that was collated for one of the business plan targets within the self-reflection document.

- In terms of assessing student achievement, the school has developed a sustainable approach to the collection and analysis of a range of data. It has produced a structured moderation and data collection schedule that details core academic assessments for all students. School leaders pay close attention to this data and use it to identify areas of student performance requiring further development. The reviewers heard that curriculum committee and cell meetings are responsible for sharing and using data to analyse school and student performance. However, further development of data literacy skills among staff may strengthen the school's capacity to utilise data findings to influence classroom practices.
- The school produces a number of operational plans including maths, English, wellbeing, inquiry, science, technologies and humanities and social science which are aligned to student academic performance targets within the current business plan. These documents show priority areas, approaches to teaching and learning, success indicators, resourcing requirements and performance and moderation information. Also included in these documents are accountabilities for both curriculum committee and cell teams.
- Professional learning opportunities for staff are negotiated during the annual performance management discussion. The reviewers were informed that professional learning needed to align with the designated school priorities outlined in the business plan. School leaders are aware peer observation/coaching is among the most powerful moderators of learning. They are also aware that its effects are among the most variable and as such realise that considerable preparation work will be required to develop strategies and understandings so that staff can increase their learning from each other.
- One of the school's supplementary goals centred on arresting the decline in Year 5 NAPLAN literacy and numeracy assessments. For 2016–17 the school leaders decided to increase the support provision for a number of identified students in Year 4. This intervention generally involved fine-grained achievement targets and small group instruction on specific areas of literacy and numeracy. Last year for the first time in the past five years the school could show that their Year 5 cohort was above like-schools in reading, writing, grammar and punctuation, and numeracy assessments. School leaders are aware that such an encouraging development does not necessarily mean that the decline has been arrested.
- It is obvious that this school has invested heavily in the concept of twenty-first century learning. Classrooms feature contemporary furnishings, provision for flexible learning spaces and the use of digital technologies to support students

becoming confident, active and informed learners. The school's involvement in inquiry-based learning ensures that competencies such as collaboration, critical thinking, problem-solving and creativity are all part of the school-based twenty-first century skills framework. Students reported that they found their classrooms to be both engaging and conducive to enhancing student-centred learning.

### **Areas of strength**

- There is purposeful collaboration between staff enabling reflection on student and school performance.
- Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement.
- The commitment to inquiry-based learning is embedded within the culture of the school thereby allowing students to take responsibility for their own learning, successes and achievements.
- The learning environment is contemporary, engaging and designed to lead to high-quality learning outcomes.
- Strong leadership of learning that is committed and willing to adjust in an effort to lift student performance.

### **Areas for improvement**

- Expand current systems and structures focusing on 'lower variation teaching' by seeking school-wide agreement on what and how to teach, rather than leaving these decisions to individual or groups of teachers.
- Develop the collective capacity of staff so that they are more able to reflect deeply in linking student/school performance data to professional practice.
- Design a gradual-release model of staff professional learning that is founded on peer observation, self-directed learning, constructive feedback and professional dialogue.

## Student Performance Monitoring

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

### Findings

- The school regularly reviews its performance to assess achievement against the business plan. The regular reviews are used to make changes to both teaching and learning practices and to assess the relevance of priorities and targets within the school's changing context. The business plan is supported by a range of well documented and utilised operational plans.
- The self-assessment processes are continuous and rigorous. They are linked to the strong collegiate and collaborative structure within the staff.
- The school timetable facilitates the collaborative approach to planning and professional learning. All staff are members of a cell of around 10–12 teachers, based on teaching years. These meet fortnightly and consider teaching and learning effectiveness against the business plan and operational plans using school data, across year assessment measures and system wide measures such as NAPLAN. Cells regularly examine student performance data to assess student achievement against business plan targets.
- Common duties other than teaching time is arranged within the cell structure and allows for both ongoing professional learning and collaborative planning.
- Representatives from year cells are members on curriculum area committees and are joined by a member of the school administration. These committees drill down to detailed analysis of data and consider changes to programs on a school-wide basis to improve student outcomes. The committees have a budget and can effect changes within their curriculum area.
- The school's significant inquiry-based learning program is well understood by staff, students and parents. It is linked to parent communication and success is demonstrated in regular 'celebration' afternoons where all students showcase their learning within class groups for parents and the community. These celebrations are well attended by parents and are part of the reason for the very strong link between the school and the community.
- Teachers use a variety of monitoring functions to assess student performance. Language development assessment programs are embedded across the school. Screen of Communication Skills assessments are conducted in Kindergarten and On-entry skills assessments in Pre-primary. Other assessment programs are

used across the school including PM Benchmark Reading Assessment Resource, NAPLAN, moderated school grades, South Australian Spelling Test and the Brightpath assessment program. These provide good benchmarks to assess student, class and overall school improvement.

- Mathematics development is assessed through the use of the iMaths tracker program along with moderated grade assessments.
- Analysis of student results led to modifications of teaching programs and the adoption of specific teaching programs to support literacy and numeracy improvement, particularly in Years 1–3. Students assessed as requiring assistance are supported in the Year 1 and Year 2 classes with MiniLit and in Year 3 MacqLit.
- The school has paid considerable attention to ensuring consistency of student grades across years and between NAPLAN results and grades. School awarded grades are well moderated and form a useful part of the school's performance assessment.
- Assessment results are analysed at a classroom, cell and curriculum level with feedback discussed at a general level by the school board. The board considers presentations from leaders of different curriculum committees where overall student progress towards business plan targets is discussed.
- The annual report is available to the community and contains a discussion of the business plan targets. A number of the initial business plan targets were not met and the reviewers were of the opinion that the current report could be improved with a more simplified or diagrammatic assessment of the achievement of the school against the business plan targets.
- The communication between the school and parents/carers is regular and includes the required two formal student reports in each year and parent afternoons. As discussed earlier, the school's inquiry learning program also allows for regular parent teacher communication through well attended 'celebration' afternoons.
- Many students travel to the school from outlying locations and these parents can have less face-to-face interaction with teachers than town-based students. The school is working to establish more online and mobile communication with parents. Digital communication in relation to individual students is supported in some classes through an online Seesaw application for mobile and computer platforms. The school also has some limited use of the Department of Education's Connect program. Discussions with parents and with a variety of

staff supported the view that there was inconsistent use of electronic communication for individual students.

- Annual parent surveys support parent expressed views to reviewers that the school is extremely well regarded in the community.
- The school's improvement agenda, which has focused on ensuring that specific skill areas identified through data analysis are specifically reinforced, has been enacted well. There has been improvement in NAPLAN.
- Implementing the improvement agenda has been challenging due to the rapid and continual growth of the area. This has required large increases in staff numbers who have often been unfamiliar with the specific directions of the school and of its range of programs. Professional learning of these new staff has been an ongoing task for the school. The opening of the new school in Rapids Landing will take significant pressure off the school. The school had been increasing at between 50 to 100 students a year and the new school has led to a reduction in student numbers, although they are still projected to increase again over the next few years albeit at a more moderate pace.
- The school conducted a self-audit against the National Quality Standard of the early childhood programs in 2016 and 2017. The 2016 self-audit identified some gaps (Quality Area 3, the physical environment, is yet to be met) and significant progress has been made in addressing this, particularly in relation to provision of play space for younger children.
- Sustainability of the school's improvement agenda is greatly enhanced by the embedded collaborative practices across the administrative and teaching staff and supported by continuous professional learning. Teachers indicated that they felt empowered by this approach. The school's well-managed financial state also contributes to reviewer confidence in the sustainability of the performance monitoring.

### **Areas of strength**

- The community involvement that has been embedded within the various programs at the school.
- The efficient and collegiate nature of the cell teams and curriculum committees which have ensured a rigorous analysis of performance data.
- The whole-school approach to analysing data and the strategic responses to identified skills deficits.

**Area for improvement**

- Improve the consistency of communication to parents in relation to individual students through adoption across all classes of digital communication methods.

## Program Delivery

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

### Findings

- The curriculum is designed and delivered in a systematic manner and fulfils the requirements of the *School Education Act 1999*, the *School Education Regulations 2000* and the curriculum, assessment standards and reporting requirements from the School Curriculum and Standards Authority.
- The learning needs of different types of students are well catered for within the open-ended approach undertaken within the school, especially within the whole-school inquiry process approach.
- The school has a significant number of students with diagnosed disabilities and these are all catered for within mainstream classes. Parents of these children continue to choose the school rather than travel to a more specialised education support centre in Busselton.
- There has been greater emphasis placed in 2017 and 2018 on the identification and support of students at literacy and numeracy risk. This followed identified weaknesses in some NAPLAN results. These children have been supported through the strengthening of classroom teaching approaches in Years 4–6 and through the adoption of special support groups using the explicit literacy approaches in Years 1–3. Staff and administration feedback also supports the use of the iMaths program to strengthen consistency of student mathematics learning across the school. The school provides extra education assistant time to support a number of these programs.
- Year 5 and Year 6 students identified as gifted and talented are able to participate in the externally run and hosted Primary Extension and Challenge program.
- The specialist programs mentioned earlier provide a significant degree of opportunity for children to engage in a variety of interest-based activities that are well integrated into the school and the community. The community Kitchen Garden, initiated in 2009 and substantially supported through community donations and grants, employs both a garden and kitchen specialist. The music program with six student rock bands also enjoys significant community and business support.

## Margaret River Primary School

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- All students from Year 3 learn Indonesian in accordance with the Department of Education's Focus 2018 document.
- The school has embedded processes to engage with the Department's Aboriginal Cultural Standards Framework.
- School survey data and interviews with staff, students and parents indicate a high level of confidence in the safety of students at the school. Students are keen to attend school and overwhelmingly feel safe and engaged at school.
- The school has good process in place to ensure the safety of students on excursions. There is a detailed excursion planning process which meets the Department of Education policies and requirements for the safety and welfare of students. The school is aware of its heightened responsibilities in this area as a number of school activities are open-water based.
- The day-to-day running of the school is efficient, ordered and well managed. Staff understand their roles in ensuring student safety and welfare.
- The school's commitment to risk management issues (eg bushfire management, fencing upgrade proposal) indicates that they are aware of their responsibilities in providing a safe, secure and welcoming physical environment that is maintained to the highest standards.
- The reviewers observed classes and school operations and interviewed a range of staff, students and parents to gain insight into student safety. Students and their parents expressed positive views of being safe and these views were supported by high satisfaction levels and comments from parent, student and staff responses in the national opinion survey conducted by the school.
- Observations of classrooms, school survey data and documentation, parent and student feedback, and teacher comments indicate that the day-to-day management of the school delivery is efficient, consistent and processes are well established. Staff, parents and members of the school board expressed confidence in the running of the school.
- The building of the Rapids Landing Primary School has reduced the stress on student facilities and the ongoing consistent management of the school within the context of an increasing student population within the town. The school is well regarded in the community, has a well-managed financial position and with the strength of the administration and staff, is well placed to sustain program delivery and improve student learning into the future.

**Areas of strength**

- The safe, orderly and welcoming environment in classrooms and the school environment.
- The Kitchen Garden and the music programs which have strong links to the community and to positive parent perceptions of the school.

## 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 effective systems and structures for financial management such as budgeting, monitoring and internal controls to ensure best value in terms of expenditure. Financial transactions are closely monitored by the principal and manager corporate services so that they align with school planning documents. During the current business planning cycle the school has successfully completed the School Audit Control Self-Assessment Questionnaire but was not externally audited.
- The school has established a finance committee comprising staff members which meets each term to review the school's overall financial position, ensure targeted funding is being disbursed appropriately and consider future resource acquisition proposals. Apart from approving expenditure items and endorsing draft budget documents, the board is provided with a detailed overview of the school's financial position at every meeting. The reviewers were presented with evidence that considerable discussion had taken place at board level regarding the resourcing implications of the opening of nearby Rapids Landing Primary School in 2018.
- The school is in a sound financial position which has resulted from some prudent and future focused decision-making in the past two years. Mention was made in the 2017 board minutes that underspending was noted but it was explained that investigation for the best resources can take some time and that school priorities can change. The reviewers were informed by the manager corporate services that the directive regarding minimum expenditure targets was met in 2017.
- During the business plan cycle the school has implemented several key initiatives to enhance classroom practice and overall school improvement. The evidence-based Words Grammar Fun and Talk for Writing programs in the Years K–1 classes and the introduction of iMaths as a differentiated numeracy learning initiative have been because of a thorough and rigorous self-review process. The reviewers were informed that the processes regarding the implementation and resourcing of these programs was undertaken after extensive consultation with the staff and board.
- The reviewers noted from the classroom visits that a range of resources were utilised to support approaches to teaching which challenged students at all levels of their learning. The school is committed to ensuring resources are being utilised

to promote equity of success and achievement for all students. Information and communication technologies are well provided for with new computers in both the classrooms and the library. In 2017 the school conducted an exercise which provided an up-to-date and comprehensive record of computer-related equipment throughout the whole school.

- The school has been successful in developing and maintaining strong links to the community which are designed to improve outcomes for learners. These affiliations include many sporting organisations, community environmental groups, Shire of Augusta Margaret River and local business and service organisations. Parents are involved in regular celebrations of learning as well as volunteering to assist with various classroom and extracurricular activities. The Parents and Citizens' Association contribute \$30 000 per annum which is generated from local fundraising activities (not canteen operations).
- The school's workforce plan is a well-constructed document that acknowledges the context of the school as well as identifiable matters regarding staff retention, leave provision, leadership development and recruitment. The reviewers were presented with documentation that outlined strategies to address each of these matters. The school has little trouble in recruiting staff with over 100 applicants expressing interest in working at the school in 2018. It was noted that in 2018 all short-term teaching contract positions are in fact replacing permanent staff that are currently on leave.
- The school is located on a large (4.69 ha) site with considerable playing areas for students. The board's grounds committee is currently considering issues associated with the future use of demountable buildings that are no longer required as general-purpose learning areas.

### **Areas of strength**

- Effective systems and structures for financial stewardship exist to improve the quality of teaching and increase student attainment and achievement.
- Best use is made of available resources, including digital technologies, to create, sustain and enhance an engaging environment for effective learning.
- A solution-focused workforce plan detailing the management of human resource issues pertaining to improving the strategic and operational functions of the school.

## School Board

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

### Findings

- The school board is highly effective, involved and supportive of the direction of the school and the school community. It is representative of the community and fulfils the legal and regulatory membership requirements and endorses and meets the commitments made in the DPA.
- The board is extremely well led and has processes in place to develop the understanding of current and new members about the role of board membership. The board regularly discusses and makes decisions about the direction of the school in relation to the business plan and takes account of the overall policy and direction of the Department of Education. The board is well informed and provides feedback about the annual report and endorses the report. The annual report is made available to the school community.
- The board has a high profile in the community and is engaged with the school and broader community through regular community and school events and through its links to business in the town. It played an important role in the decision to build the new Rapids Landing Primary School. This new school will continue to alleviate student enrolment pressure.
- The board meets eight times per year and considers the monthly financial reports at each meeting.
- Discussion with board members and the board minutes show that it is highly engaged in development and review of the business plan. The direction, priorities and targets of the next three-year business plan are currently under discussion within the board. Regular consideration is made of achievements against the targets within the business plan and of the appropriateness of targets within a changing school environment. The board receives regular updates from the school administration as well as heads of school committees in relation to overall student performance.
- The board has conducted skills audits of its members and is astute in its recruitment of members with a broad range of skills to meet the school's needs. It reviews its own performance. There is regular movement of members into and out of the board, particularly as the children of parent representatives graduate from the school. The board chair has held the position for a number of years;

however, there is good succession planning in place to ensure that the strategic management of the school continues as the membership changes.

- The board participates in the process to survey the school community. Surveys are conducted annually and are reported in the annual report. The results of these surveys are considered by the board. The board and the school administration have added questions to the generic Department of Education survey to assess satisfaction in relation to local issues affecting the operation of the school.

### **Areas of strength**

- The board is highly skilled and has a good understanding of its role in strategic governance of the school. It plays an involved and active part in endorsing the DPA, the school direction and the business plan.
- The understanding of the board in relation to the strengths and weaknesses of the current business plan and its involvement in the processes to address these in the next three-year period.

### Conclusion

Margaret River Primary School is a safe and orderly school that is very committed to providing the highest possible standard of education to students. The local community is very supportive of the school and parents are very much partners in all facets of their child/children's education. The school has experienced considerable enrolment growth in recent years but this is expected to reduce with the opening of a new primary school nearby earlier this year.

The school's mission "Innovate – Engage – Inspire" is demonstrated through the school's curriculum, integration of twenty-first century capabilities and whole-school initiatives. The Margaret River Primary School Inquiry Learning Framework is the overarching pedagogy for the school. There are structures and systems in place which allow staff to collaboratively design inquiry-based learning experiences across all year levels.

The school provides high-quality learning through an explicit improvement agenda, an authentic commitment to a student-centred focus and a stimulating and contemporary learning environment. Outdoor areas are attractive and well maintained with added features to enhance play and learning. There is an overt awareness by school leaders that improving literacy and numeracy outcomes for all students is a major priority. The school has implemented a structured response to address this identified need and initial data has been encouraging.

## 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 Margaret River Primary School, true and correct.

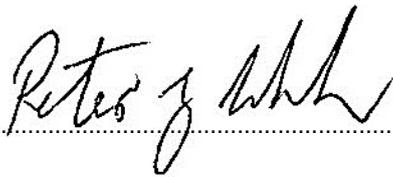
The principal and board chair have had an opportunity to comment on any matters of fact contained within this document.



Mr Steve Gibson, Lead Reviewer

13 April 2018

Date



Mr Peter Wilson, Reviewer

13 April 2018

Date



Mr Ken Perris, Director  
Independent Public School Review

17 April 2018

Date